

A 12-Week Curriculum for Students to Develop Comprehension Skills for Reading Complex Text Weeks 1-6

This is a 12-week scaffolded curriculum, which can be used to help students become skillful readers of complex text. There are 60 daily lessons that are linked to texts. Each lesson is designed to be used in whole group and each lasts about 30 minutes.

Consider the scaffold for instruction that is illustrated on pages 3 and 4. This curriculum is based on the work of Stephanie Harvey and Ann Goudvis as published in the *Comprehension Toolkit for Grades 3-6*. The lessons focus on six strategy clusters:

1. Monitoring Comprehension
2. Activating and Connecting to Background Knowledge
3. Asking Questions
4. Inferring
5. Determining Importance
6. Summarizing and Synthesizing

With this 12-week curriculum, students are introduced to these strategy clusters individually with each cluster building upon the previous one. Following this very deliberate introduction, students use the six strategy clusters interchangeably depending on the requirements of the text they are studying.

THE CURRICULUM IS - AN ATTEMPT TO BE FAITHFUL TO WHAT WE KNOW ABOUT SKILLFUL READERS:

- Skillful readers are accurate, fluent readers.
- Skillful readers monitor their comprehension and know how to fix the situation when their comprehension breaks down.
- Skillful readers use certain comprehension strategies flexibly and in combination.
- Skillful readers vary the strategies they use and their reading rate, depending upon the nature of the text and the nature of the reading task.
- Skillful readers persevere. That is, they stick with the challenge, reread when needed, use graphic organizers when they are helpful (e.g., outlines, illustrations), and ask others for help if they get lost.
- Skillful readers know when they understand, when they partially understand, when they don't understand, and generally, they know what is preventing their comprehension.
- Skillful readers read very often and very widely.
- Skillful readers read because they want to enrich their lives.
- Skillful readers are eager to share their insights when the text is worth talking about.

THE CURRICULUM IS - A CAREFULLY SCAFFOLDED, 12-WEEK CURRICULUM THAT WILL INCLUDE NOTES FOR WHAT TO DO EVERY DAY FOR 60 DAYS

- It gradually builds the ability of students to read, think about, talk about, write about, and answer questions about text that gradually grows in complexity.
- Each lesson is designed to take about 30 minutes and to be delivered whole group.

THE CURRICULUM IS NOT - A SCRIPTED CURRICULUM THAT NEEDS TO BE IMPLEMENTED EXACTLY AS WRITTEN

- The scaffolded instruction needs to be respected.
- Teachers need to maximize the amount of student involvement, reducing their talk and insisting on the students' doing the work.
- Text matters, so some of the passages were selected because they lend themselves to teaching certain aspects of comprehending.
- The ways that the activities are conducted can vary and may be improved upon.

THE CURRICULUM IS NOT - A MAGIC WAND THAT WILL TEACH STUDENTS TO COMPREHEND IF THOSE STUDENTS ARE NOT ALREADY ACCURATE, AUTOMATIC, AND FLUENT READERS

- Students who do not have the alphabetic principle (i.e., read accurately, automatically and fluently) need to be in intervention classes with highly skilled teachers who can accelerate their learning.
- There is no comprehension strategy more powerful than being able to read the words.

Scaffold for Instruction

	Monitor	Ask Questions	Activate/ Connect	Infer	Determine Importance	Summarize/ Synthesize	Other Comments
Week 1							Read, Think & Talk
M							
T							
W							
TH							
F							
Week 2							
M							
T							
W							
TH							
F							
Week 3							Read, Think, Talk, & Write
M							
T							
W							
TH							
F							
Week 4							
M							
T							
W							
TH							
F							
Week 5							Read, Think, Talk, Write, & Answer Questions
M							
T							
W							
TH							
F							
Week 6							
M							
T							
W							
TH							
F							

	Monitor	Ask Questions	Activate/ Connect	Infer	Determine Importance	Summarize/ Synthesize	Other Comments
Week 7							
M							
T							
W							
TH							
F							
Week 8							Increase Text Difficulty
M							
T							
W							
TH							
F							
Week 9							
M							
T							
W							
TH							
F							
Week 10							Increase Text Difficulty & Build Endurance
M							
T							
W							
TH							
F							
Week 11							
M							
T							
W							
TH							
F							
Week 12							Replicate Testing Situation
M							
T							
W							
TH							
F							

Student Outcomes

Week 1 Overview: Good readers think about and respond to text that they are reading. During the first week, students will learn to:

1. Pay attention to what they are thinking and seeing as they read.
2. Notice when comprehension breaks down.
3. Ask questions to help their comprehension.
4. Take action that can help answer their questions when comprehension breaks down (e.g., reread, read on, discuss with someone else, mark the confusing part, skip over unfamiliar names and places that may not need to be pronounced, do further research).

Weeks 2 & 3 Overview: Good readers think about what they already know about a topic to help them understand a passage. Good readers connect what they are reading about to what they already know. During weeks 2 and 3, students will learn to:

5. Think about what they already know about a topic.
6. Recognize when they read something that they did not know about a topic.
7. Connect the information in passages to what is already known about a topic.
8. Add new information to what they already know OR correct what they thought they knew before the reading (misconception).
9. Distinguish details that might be learned from the big ideas in a passage.
10. Respond to text by writing.

Week 4 Overview: Good readers think about the text they are reading and demonstrate their thinking through writing. During week 4, students will continue to think about what they are reading, ask questions about what they are reading, connect what they already know about a topic to what they read about, and respond to the text through writing.

Week 5 Overview: Good readers merge their knowledge with text clues to come up with an idea that the author has not actually written. That is, good readers infer. In week 5, students will continue to interact with text the way that good readers do; focus on inferring; and use inferences to answer questions about a text. Students will learn to:

11. Merge knowledge with information in a text to make an inference.
12. Use information in a text to infer word meaning.
13. Make inferences in order to answer questions about a text.

Week 6 Overview: During week 6, students will continue to merge knowledge with information in a text to make an inference; answer questions about a passage by reading the question carefully, consulting clues in the text, and merging what is already known about information in the question and/or in the passage; create a written response to an open-ended question and judge the response according to a rubric (on Friday).

Anchor Standards Weeks 1-6

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames, including time for research, reflection, and revision and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, words relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

WEEK 1

Passages

- Monday “The Box in the Barn” (http://wvde.state.wv.us/oaa/pdf/naepttestlests/Read_Gr4_Test3.pdf)
- Tuesday “How the Brazilian Beetles Got Their Coats”. Note: This is passage #3 located on pages 11-12. ([http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c340001adab/235447151a5320670a2576420074d8c4/\\$FILE/Grade%204%20NAEP%20Reading%20Passages%20and%20Items.pdf](http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c340001adab/235447151a5320670a2576420074d8c4/$FILE/Grade%204%20NAEP%20Reading%20Passages%20and%20Items.pdf))
- Wednesday “One Bad Bug” (from Grades 3-6 Comprehension Toolkit Sourcebook passages)
- Thursday and Friday “Blue Crabs”. Note: This is passage #3 located on pages 19-23. (http://www.bc.edu/research/intasc/researchprojects/enhanced_assessment/PDF/Paper_sa.pdf)

Outcomes Emphasized (Standard identifiers refer to CCRS Anchor Standards)

Students will learn to:

- **Monitor** comprehension by paying attention to what they are thinking and seeing as they read.
- Notice when comprehension breaks down.
- **Ask questions** or take other actions to help when comprehension breaks down (e.g., reread, read on, discuss with someone else, mark the confusing part, skip over unfamiliar names and places that may not need to be pronounced, do further research).

Teacher Notes for the Week

- The teacher is doing most of the reading this week in order to model the “inner voice”, the conversation that good readers have with the text, and some of the strategies that can help when comprehension breaks down.
- Students have many opportunities to talk about what they are thinking as the teacher is reading.
- On Thursday and Friday, students have the opportunity to discuss and practice some of the actions that readers take when comprehension breaks down.

Monitoring Comprehension
Week 1

	Text Material	Instruction Model = M; Guided Practice =G; Collaborative Practice=C; Independent Practice =I
M		Outcome: Students will pay attention to what they are thinking and seeing as they read. [R.1, SL.1]
	“The Box in the Barn”	<ul style="list-style-type: none"> The teacher explains that reading comprehension is about understanding what we read. To help us understand, we have to pay attention and think about what we are reading. It is almost like having a conversation in your head. Good readers have an inner voice that says different things as they read. As I read today, I will share what my inner voice is saying. The teacher reads a text that is complex and interesting. Model the inner voice heard as the text is read. (M) After reading the opening paragraph, for example, the teacher might say: “Jason seems to be hiding from his mother because of something he has done. I’m wondering what it was?” After reading the next three paragraphs, she might say: “The author is telling us about what happened earlier in the day. It seems that Jason’s day got off to a good start. I know how Jason felt about shopping for his sister’s present. I still love to shop for my sisters’ birthday presents even though we are grown up.” (M) The teacher continues to read the next three paragraphs. The teacher pauses and asks the students: “What sorts of things are your inner voices saying?” Students might offer: “I wonder what is in the box.” or “He might sneak into the barn to look in the box.” (G) Ask students to listen to what their inner voices are saying as the teacher reads the next three paragraphs. Have students share with a partner what they are thinking/wondering. (G) Invite a few students to share with the entire group. Continue this routine: reading a few paragraphs at a time, asking students to first share their thinking with a partner (C) and then inviting a few to share with the class. Summarize the lesson by reminding students that the inner voice helps the reader understand what he is reading. Sometimes the inner voice asks questions about a confusing part. Sometimes it reminds the reader of a connection.
T		Outcome: Students will pay attention to what they are thinking and seeing as they read. [R.1, SL.1, W.9]
	“How the Brazilian Beetles Got Their Coats”	<ul style="list-style-type: none"> Continue the same procedure as on Monday. The teacher reads a text that is complex and interesting. Model the inner voice heard as the text is read. After reading the first paragraph, the teacher might say, “I’m thinking that this might be like a fairy tale.” The teacher continues to read the next four paragraphs. She pauses and asks “What are your inner voices saying?” Ask students to share their thinking with a partner. (G) Invite a few students to share with the group. Tell students that you will read the next four paragraphs. Tell them you will stop and jot down what you are thinking. This will help keep track of your thinking as you read. At the end of the reading, the teacher writes, “Why does the parrot think that the beetle can be in a race with the rat? This reminds me of the race

		<p>between the tortoise and the hare.” (M) Ask students to share their thinking at this point. (C)</p> <ul style="list-style-type: none"> • Give each student a piece of paper or a few post-it notes. Ask them to jot down their thinking as you read two more paragraphs. At the end of the reading, ask students to share with a partner what they have written. (G) Invite a few to share with the class. • Continue this routine: read a few paragraphs at a time, modeling how to record thinking, having students first share with a partner and then inviting a few to share with the class. • At the end of the passage, review the idea that good readers listen to their inner voice and think about what they are reading. Sometimes they keep track of their thinking by jotting down notes as they read.
W		<p>Outcome: Students will pay attention to what they are thinking and seeing as they read. [R.1, SL.1, W.9]</p>
	“One Bad Bug”	<ul style="list-style-type: none"> • The teacher chooses one student with whom to model partner reading. As one partner reads a paragraph, the other partner jots down what he/she is thinking. (M) • Have students partner read. As one partner reads a paragraph, the other partner jots down what he/she is thinking. The teacher circulates to notice who is learning to monitor their comprehension. (G) • After each paragraph, the teacher asks a few students to share what they wrote. (C)
TH		<p>Outcomes: Students will notice when comprehension breaks down. [R.1, R.10, SL.1] Students will ask questions to help their comprehension. [R.1, SL.1] Students will take action to help answer their questions when comprehension breaks down. [R.1, SL.1]</p>
	“Blue Crabs”	<ul style="list-style-type: none"> • The teacher reads an expository text that is complex and interesting. Continue to model the inner voice heard as the text is read. Remind students that we use this type of thinking with any text. (M) • Read the title and the first paragraph. Model thinking. “I am a little confused. The only crabs that I have ever seen were white – not blue. And I thought that crabs lived in the ocean and not in creeks. “Tell students that good readers ask questions when something is confusing. On a class chart (one side ‘Questions’ and one side ‘How we answered our questions’), write the question “How are blue crabs different from the crabs that I know about?” • Read the next paragraph. Model thinking. “I like to eat crab claws, but the ones that I have eaten have not been very big. They must not be claws from a blue crab. I am still wondering about blue crabs.” Ask students to share their thinking about blue crabs. Add any new questions to the chart. “I am thinking that I need to read on to find out more.” • Read the next paragraph. Model thinking. “This is telling me more about crabs, but there are several new words and new ideas here. I need to reread this paragraph to be sure that I understand these new ideas.” • Read each sentence, modeling using prior knowledge to understand each idea. “An external skeleton is a hard covering on the outside of the animal’s body like a centipede. Jointed legs means that the legs are not straight but they can bend so the animal can walk. I was right that crabs live in the ocean. I’m still confused about how they caught the crabs in a creek.” • Ask students to share what they are thinking now about blue crabs or any new questions that they have. (G,C) If any of the questions have been answered, discuss some of the actions that you have taken to help

		<p>answer them. Add these to the chart.</p> <ul style="list-style-type: none"> • Continue to read one paragraph at a time through paragraph 9, modeling rereading, using prior knowledge, and reading on to clarify meaning. (M) • After paragraph 9, stop to review some of the questions/confusions that have been answered. Review what you did to answer the questions. Tell students that we will continue the reading tomorrow.
F		<p>Outcome: Students will notice when comprehension breaks down. [R.1, SL.1] Students will ask questions to help their comprehension. [R.1, SL.1] Students will take action to help answer their questions when comprehension breaks down. [R.1, SL.1]</p>
	“Blue Crabs”	<ul style="list-style-type: none"> • Ask students to share with a partner some of the things they learned about blue crabs in yesterday’s reading. • Review the chart from yesterday. Discuss the actions taken to answer questions. Remind the class of any remaining questions. • Continue the routine from the previous day: teacher reads a paragraph at a time, modeling thinking/questions, asking students to share thinking/questions, adding new questions or strategies to the class chart. • After completing the passage, remind students that they have been doing what good readers do to help them understand what they read – paying attention to what they are thinking and seeing as they read, noticing when comprehension breaks down, asking questions, and taking action to answer their questions.

WEEK 2

Passages

- Monday and Tuesday “Social Insects” (<http://fcit.usf.edu/fcat/tests/insects/default.htm>)
- Wednesday, Thursday, and Friday “The First Olympics” (from Grades 3-6 Comprehension Toolkit Sourcebook)

Outcomes Emphasized (Standards refer to CCRS Anchor Standards)

Students will learn to:

- **Activate prior knowledge** by thinking about what they already know about a topic.
- **Connect** what they already know about a topic to what they are reading, recognize when they read something that they did not know, or correct what they thought they knew about the topic.

Teacher Notes for the Week

- Students work to comprehend expository text by thinking and talking about what they already know about a topic and what they are learning.
- The teacher models and students practice making charts to show what they are learning.
- On Friday, students attempt to distinguish between details about a topic and the main idea.

Activating Background Knowledge and Connecting New Learning to What is Known
Week 2

	Text Material	Instruction Model=M; Guided Practice=G; Collaborative Practice =C; Independent Practice=I
M		Outcomes: Students will think about what they already know about a topic. [R.1, SL.1, W.7] Students will connect the information in passages to what is already known about a topic. [R.1, SL.1, W.7]
	“Social Insects”	<ul style="list-style-type: none"> • This text will challenge the students’ comprehension. Make a two-column chart where students can see it. Label one column <i>What We Know</i>. Label the other column <i>What We’re Wondering About</i>. • Give each student 4-5 post-it notes. The teacher writes one thing you know about insects on a post-it note. (e.g., There are many different kinds of insects.) (M) • Ask students to jot down something that they already know about insects. Tell students to use a post-it for each item already known. Allow one or two minutes. (G) • Ask students to share something they already know. Summarize what is <i>known</i> on the class chart. • Read the first paragraph to the class. Model on the first paragraph an example of when comprehension could break down. (e.g., What is a social insect?) Write this question on a post-it note and place it on the class chart under the <i>What We’re Wondering About</i> column (M). • Read the second paragraph, pausing at several points (e.g., after sentence 3, sentence 4, sentence 6, and the end of the second paragraph) and allow student partners one minute to note what they are wondering on a post-it note. (G,C) • Display these questions on the class chart.
T		Outcomes: Students will think about what they already know about a topic. [R.1, SL.1, W.7] Students will connect the information in passages to what is already known about a topic. [R.1, SL.1, W.7]
	“Social Insects”	<ul style="list-style-type: none"> • Summarize work from the previous day. Review what was known about insects and occasions when comprehension broke down. Explain what background knowledge allowed some in the class to understand when comprehension broke down for other students. • Add what was learned yesterday to the <i>What We Know</i> column of the class chart. (M) • Distribute a two-column sheet that is a replica of the class sheet to pairs of students. Explain that we will continue reading about a different social insect. • The teacher continues reading “Social Insects” to the class one paragraph at a time. • After each paragraph, allow 2 minutes for students to jot down what they learned from the paragraph (<i>What We Know</i> column) or what they did not understand (<i>What We’re Wondering About</i>). (G, C) • After finishing the article, have students share with a partner what they learned and what they are wondering about. (G,C) Invite a few students to share with the group. Brainstorm some strategies for answering any remaining questions. (G)

W		<p>Outcomes: Students will think about what they already know about a topic. [R.1, SL.1, W.7] Students will connect the information in passages to what is already known about a topic. [R.1, SL.1, W.7] Students will add new information to what they already know or correct what they thought they knew. [R.1, SL.1, W.7, W.9]</p>
	“The First Olympics”	<ul style="list-style-type: none"> • Display a new two-column chart. Label one column <i>What I Know</i>; label the other column <i>What I Learned</i>. • Ask students what they know about the Olympics. Record the responses on the chart. • Ask students what they know about the first Olympics. If any responses are offered, add them to the <i>What I Know</i> column. • Distribute copies of “The First Olympics” to pairs of students along with a two-column sheet like the class chart. Ask students to follow along as you read the first paragraph. Comment on one thing that you learned from the first paragraph (e.g., I didn’t know they did javelin throwing at the Olympics.). Write <i>javelin throwing</i> on the class chart to remind you of what you learned. (M) • Read paragraph 2 as students follow along. Ask students to write one word or a few words on their chart to remind them about what they learned. (e.g., one country/all athletes; Greece; 2700 years ago) • Have students share what they wrote. As it is shared, the teacher will record responses on the class chart. (G,C) • Collect the passages and the student sheets to be used tomorrow.
TH		<p>Outcome: Students will recognize when they read something that they did not know about a topic. [R.1, SL.1]</p>
	“The First Olympics”	<ul style="list-style-type: none"> • Distribute “The First Olympics” passages and the <i>What I Know/What I Learned</i> sheets to students. • Have one partner whisper read paragraph 3 to the other partner. Ask pairs to jot down in the <i>What I Learned</i> column a word or phrase that will remind them of what they learned. (e.g., foot race; olive-branch wreath) (G,C) • Record on the class chart the word or phrases that can remind the class about what was learned. • Repeat the procedure for paragraphs 4, 5, and 6. Allow about 5 minutes for each paragraph. • Circulate during the partner work and ask pairs to share one of their phrases with you. (G,C)
F		<p>Outcome: Students will distinguish details that might be learned from the big ideas in a passage. [R.1, R.2, SL.1, SL.4, W.9]</p>
	“The First Olympics”	<ul style="list-style-type: none"> • Display the completed “The First Olympics” class chart. • Restate some of the learning that is represented in the chart. (e.g., We learned that the first Olympics occurred over 2700 years ago in Greece.) Tell students that they learned many facts. • Explain that it is also important to think about the big ideas. Tell students: “I think one of the big ideas from this passage is that the Olympics that we know today are similar in some ways and different in some ways from the first Olympics.” (M) • Ask students, “What are some other big ideas from this passage?” Tell them to take two or three minutes to discuss this with their partners and to write one big idea from the passage. • Write six or eight of the big ideas on chart paper so that students can see them.

		<ul style="list-style-type: none">• Ask students what they think about each big idea. Ask students if they think the big idea is “too big,” “too little,” or “just right.” An example of what might be labeled too big is: “This passage is about the Olympics.” An example of what might be labeled “too little” is: “The Olympics are old.” A “just right” big idea might be: “The Olympics have always been about athletic competitions, but some things about the Olympics have changed over time.”
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WEEK 3

Passage

- “Birdhouse Gourds” Note: This passage is located on page 19.
(<https://docs.alsde.edu/documents/91/ARMT%20Plus%20Reading%20Item%20Specifications%20for%20Grade%204.pdf>)

Outcomes Emphasized (Standard identifiers refer to CCRS Anchor Standards)

Students will continue to:

- Think about what they already know about a topic.
- Recognize when they read something that they did not know about a topic.
- Connect the information in passages to what is already known about a topic.
- Add new information in passages to what is already known about a topic.
- Add new information to what they already know OR correct what they thought they knew before the reading. (misconceptions)
- Distinguish details from the big ideas in a passage.
- Respond to text by writing.

Teacher Notes for the Week

- Week 3 provides practice in thinking about how our background knowledge helps us understand a passage. Students learn to connect what they are reading about to what they already know. Students also learn to stop, think about, and react to new information they might wonder about and how to connect that with their own background knowledge. (Monday, Tuesday, Wednesday)
- Week 3 introduces constructing a written response to a prompt and judging that response using a two-step rubric. (Thursday, Friday)

Activating Background Knowledge and Connecting New Learning to What is Known
Responding to Text by Writing
Week 3

During week 3 students will continue to practice monitoring comprehension, activating background knowledge, and connecting new learning to what is known. Students will respond to a prompt in writing and learn how to use a two-step rubric to judge their written response to the prompt.

Week 3		Instruction Model=M; Guided Practice=G; Collaborative Practice=C; Independent Practice=I
M		<p>Outcomes: Students will think about what they know about a topic. [R.1, SL.1] Students will recognize when they read something that they did not know about a topic. [R.1., R.4, SL.1]</p>
	<p>“Birdhouse Gourds”</p>	<ul style="list-style-type: none"> • Distribute copies of “Birdhouse Gourds.” • Display a two-column chart so that the class can see it. One column is titled <i>What We Know</i>; the other column is titled <i>What We Wonder</i>. Tell students that sometimes the title and the pictures tell us very little about what a passage will be about. • Explain that you already know a few things about birdhouse gourds that you can write in the <i>What We Know</i> column. Write one or two things that you know and that you think will be helpful for preparing students to comprehend the text. (e.g., Purple martins are the kind of birds that build their nests in gourds.) (M) • Ask students to tell you anything they already know about birdhouse gourds. Record any background knowledge on the class chart. • Tell the students that there are things in the passage that are not easy to understand and that we wanted to make a list of those things that we will wonder about as we read the passage. • Ask students to listen as you read the passage. As you read the first paragraph, model for the students how to raise a hand each time you come to something that you wonder about. (e.g., Why might farmers be happy to see purple martins?) (M) • Tell students to read the second paragraph with their partner. Ask students to mark with their pencils any word or phrase that causes them to wonder. • Continue partner reading paragraphs 2 and 3 stopping at the end of each paragraph. After each paragraph, ask students to share something that they wonder. Record the student comments in the <i>What We Wonder</i> column of the class chart. Examples of what students might wonder in paragraphs 2 and 3 are: “How many insects could a purple martin eat in a day?” “What are Native Americans?” Record each “wonder” in the <i>What We Wonder</i> column of the class chart. (G,C) • For each “wonder” that is offered, praise the contribution, offer a clarifying response, and explain how you know. For example, you might say: “Good question! I bet others wondered what Native Americans are. They

		are American Indians, the people who lived in this country before Columbus discovered America. I already knew that because I studied Alabama history a long time ago in 4 th grade. Did anyone else know? How did you know?"
T		Outcomes: Students will think about what they know about a topic. [R.1, R.2, R.4, SL.1] Students will recognize when they read something that they did not know about a topic. [R.1., R.4, SL.1]
	"Birdhouse Gourds"	<ul style="list-style-type: none"> Complete the reading of "Birdhouse Gourds." Use the same procedure that was used the day before and apply it to paragraphs 4-7. (G,C) With the teacher's guidance this exercise will allow students to practice most of the outcomes for the week.
W		Outcome: Students will locate specific information in a text. [R.1, SL.1, W.8, W.9]
	"Birdhouse Gourds"	<ul style="list-style-type: none"> Display the completed "Birdhouse Gourds" class chart. Tell students that they learned many facts about gourds and purple martins while they were "wondering" the last two days. Display a new class chart that is labeled <i>What We Learned About Birdhouse Gourds</i>. As an example, tell them one thing you learned and write it on the new class chart. (e.g., You need to put holes in the gourds close to the top so that the baby martins won't fall out of their nests). (M) Tell students to take two or three minutes to list with their partners a few things they learned from the passage. Ask students to share something they learned. Each time learning is shared, write it on the class chart. While you are writing, ask students to put their finger on the paragraph where the information was located. When you finish recording the learning, ask students to tell the paragraph in which the information was located. Example: While the teacher is writing "Only purple martins make their nests in the gourds because gourds swing back and forth and other birds don't like that swinging motion," students locate the information by pointing to paragraph 6. When the teacher finishes writing, she can ask students: "Which paragraph?" Then she could have a student read the relevant sentence or sentences.
TH		Outcome: Students will respond to a text by writing. [R.1, R.2 W.4, W.5, W.9]
	"Birdhouse Gourds"	<ul style="list-style-type: none"> Display the class chart that lists what the class has learned about birdhouse gourds. Tell students that they learned a few things about how to build a birdhouse gourd. Point to a couple of items in the class chart that relate to building a birdhouse gourd and say: "We know that gourds grow from seeds." "We know that gourds need to be hung as high above the ground as a two-story window."(M) Ask students to refer to the chart and find any other items related to building a birdhouse from a gourd.(G) Mark the items found in the class chart in some way. Tell students that you will give them 3-4 minutes to locate other items in the text that are not listed on the class chart but that relate to building a birdhouse from a gourd. Provide one example and ask students to mark it in their text. (e.g., Birdhouses need to be hung with the opening facing away from the wind so that the babies can stay warm.) Allow a few minutes for students to "highlight" other items in their text. Write the following prompt so that students can see it: "If you were going to make a birdhouse from a gourd, what four steps would you have to take? Use examples from the passage to explain your answer." Tell students that the class will dictate to the teacher how to respond to this question. Write so that students can

		<p>see a first sentence such as the following: “To build a birdhouse from a gourd you have to do several things.” Ask students to raise their hands if they can contribute what would go next. Remind students to use examples from the highlighted items on the class chart and in their text. Accept any items that are accurate. There are at least six facts in the text that could be included in the class writing so several versions of a writing could result. One example could be:</p> <p><i>To build a birdhouse from a gourd you have to do several things. Somebody must plant seeds and wait for the gourds to get big enough. When the gourds are at least 10 inches around, they can be picked. Cut a hole in the gourd near the top. Now the gourd is ready to be hung as high as a two-story building.</i></p>
		<p>Outcome: Students will respond to a text by writing and use a rubric to evaluate written responses. [SL.4, W.4, W.5, W.9]</p>
F	“Birdhouse Gourds”	<ul style="list-style-type: none"> • Tell students that two components are necessary when writing about what one has read: <ol style="list-style-type: none"> 1. Respond to the question/prompt exactly. 2. Include evidence from the passage. • Display what the class wrote the day before and ask the class to evaluate whether or not these two things were accomplished. • Model exactly how to evaluate the written response from the day before. For example, you might say: “We were supposed to tell how we might build a birdhouse from a gourd. We have to include four steps and be sure the steps include evidence from the passage. So, let me see...Did we include four steps? Yes, they are: <ol style="list-style-type: none"> 1. Plant seeds. 2. Wait for the gourds to grow big enough. 3. Cut a hole in the gourd near the top. 4. Hang the gourd as high as a two-story building. • Be sure that the evidence is made clear to the students either by marking the class writing with a 1, 2, 3, 4 or by listing the four steps. • Remove the class writing but leave the class chart of what was learned and distribute the marked up copies of <i>Birdhouse Gourds</i>. • Display the same prompt that was used on the previous day for the class writing and ask students to work in pairs to respond to the prompt. Indicate that they will have no more than 10 minutes to work with a partner to create their version of a written response. • Tell students that the class will evaluate the writing by asking: <ol style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the steps come from evidence in the text? • Circulate to find an example or two to display so that the class can read it. (e.g., rewrite on the board or rewrite on a class chart)

	<ul style="list-style-type: none">• Have the class evaluate the examples provided by their classmates using the two-step rubric.• Remember, there are many different possibilities for writing that will meet the rubric. An example of what a student might write is: <i>I would take these steps to build a birdhouse from a gourd. First I would wait for the gourd to be at least 10 inches around. Then I would cut a hole in it close to the top so that the baby birds wouldn't fall out. Next I would attach it to a short piece of wire. Then I would hang it as high as a two story building.</i>• If the modeling has been done well, most written responses should meet the criteria, be worthy of praise, and provide students with the two most necessary components in responding to written response items.
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WEEK 4

Passages

- “Because of Winn Dixie” (excerpt) Note: This passage is located on pages 49-51.
<https://www.brocktonpublicschools.com/uploaded/TeachingLearning/MathResourcesK-8/MCAs-Questions/MCAS-2006.pdf>

Outcomes Emphasized (Standard identifiers refer to CCRS Anchor Standards)

Students will continue to:

- **Activate prior knowledge** by thinking about what they already know about a topic.
- **Ask questions** about what they are reading.
- **Connect** what they already know about a topic to what they are reading, recognize when they read something that they did not know, or correct what they thought they knew about the topic.
- **Respond to a text by writing.**

Teacher Notes for the Week

- Week 4 provides more practice with activating prior knowledge and making connections.
- On Tuesday and Wednesday, students discuss important ideas in the text to prepare them for deeper comprehension of the text and for writing activities.
- Students write responses to text on three days (T, W, F) and evaluate written responses on three days (T, TH, F). The important idea is for students to gain ease in responding to open-ended questions and to experience that there are various written responses that meet the criteria in the rubric.

Responding to Text by Writing
Week 4

Week 4																		
M		<p>Outcomes: Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading about. [R.1, R.3, SL.1]</p>																
	<p><i>Because of Winn - Dixie</i></p>	<ul style="list-style-type: none"> Ask students if they have pets and if they have ever had a stray dog approach them. Allow 2-3 minutes for partner talk. Circulate to hear student responses. Ask students if they know what a preacher is. Ask if students know a preacher. Ask if anyone is related to a preacher. Allow 2-3 minutes for this discussion. Distribute copies of the excerpt from <i>Because of Winn-Dixie</i> and read the preview information before the title. Read the first 4 paragraphs to the class. Ask students “What are you thinking?” and “What are you wondering?” Record student responses so that the class can see them. Contributions might include: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">What Are We Thinking?</th> <th style="width: 50%; text-align: center;">What Are We Wondering?</th> </tr> </thead> <tbody> <tr> <td>Interesting story!</td> <td>What will Opal do with Winn-Dixie?</td> </tr> <tr> <td>I’m glad my Dad is not a preacher.</td> <td>Why does she think Winn-Dixie is a suffering dog?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Continue reading the story. Stop after paragraph 5 and repeat the procedure of asking what the students are thinking about and what they are wondering. Contributions after reading paragraph 5 might include: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">What Are We Thinking?</th> <th style="width: 50%; text-align: center;">What Are We Wondering?</th> </tr> </thead> <tbody> <tr> <td>Interesting story!</td> <td>What will Opal do with Winn-Dixie?</td> </tr> <tr> <td>I’m glad my Dad is not a preacher.</td> <td>Why does she think Winn-Dixie is a suffering dog?</td> </tr> <tr> <td>I hope Winn-Dixie behaves.</td> <td>Will Winn-Dixie behave?</td> </tr> <tr> <td></td> <td>What is an exception?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Read paragraphs 6-16 to the students. Repeat the procedure of asking what the students are thinking about and what they are wondering. Continue to record contributions so that students can see them. Repeat the procedure twice more, once after reading paragraphs 17-21 and again after completing the story. Teachers must judge whether or not to answer the students’ questions as they are asked. The story has built-in suspense and students will want to finish. Answer questions if it can be done quickly (e.g., 30 seconds or less) and if you judge that the answer to the question enhances the students’ comprehension of the text. If necessary, note the question and tell students that you will answer the question later in the week. 	What Are We Thinking?	What Are We Wondering?	Interesting story!	What will Opal do with Winn-Dixie?	I’m glad my Dad is not a preacher.	Why does she think Winn-Dixie is a suffering dog?	What Are We Thinking?	What Are We Wondering?	Interesting story!	What will Opal do with Winn-Dixie?	I’m glad my Dad is not a preacher.	Why does she think Winn-Dixie is a suffering dog?	I hope Winn-Dixie behaves.	Will Winn-Dixie behave?		What is an exception?
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		<p>Outcomes: Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading. [R.1, R.2, R.4, SL.1, W.7, W.9, W.10, L.3]</p> <p>Students will respond to text by writing. [R.2, R.4, W.7, W.9, W.10, L.3]</p>
T	<i>Because of Winn - Dixie</i>	<ul style="list-style-type: none"> • Teachers will begin the day’s lesson by explaining what it means to suffer. Tell students something similar to: “When we suffer we experience some kind of pain or injury or harm.” Explain that sometimes we suffer physical injuries that make us suffer like hurting your foot and being unable to walk without having pain. Explain that sometimes we suffer because of emotional things like someone teasing us or having someone close to us die. (Use you own examples.) • Tell students that paragraph 2 tells us that the preacher was busy with prayers, sermons, and suffering people. Give some examples of how preachers take up time with suffering people (e.g., visiting the sick, driving people who are too old to drive from one place to another; talking to people whose relatives may have died.) • Tell students that in paragraph 3 Winn Dixie is described as a “suffering dog”. Tell students that we have some clues that Winn-Dixie was a suffering dog in paragraphs 4 and 20. Tell students, for example, that something was wrong with his back leg that caused him to limp. (M) • Ask students to read paragraphs 4 and 20 with their partners. Ask each partner to jot down evidence from the text that Winn-Dixie is a suffering dog. Ask students to share what they have written down. Record the contributions so that students can view them. The list might include: <ul style="list-style-type: none"> ○ He limped. ○ He smelled bad. ○ He was ugly. ○ He was skinny because his ribs showed. ○ His fur was matted in some places and he had no fur in other places. • Write the following prompt where students can see it: When Opal first finds Winn-Dixie she calls him ‘a suffering dog’. Explain why you think Opal called him ‘a suffering dog’. Give two examples from the passage to support your answer. Allow partners 5 minutes to write a response. Circulate to look for examples that the class responses align to the the two-step rubric used last week. • Display several written responses. Evaluate each written response with the two-question rubric: <ol style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the reasons come from evidence in the text? • Remember that there will be many different responses to this prompt that deserve praise. Contributions may be as varied as the examples below. <p><u>Example 1:</u> Opal calls Winn-Dixie a suffering dog because he has injuries that have made him suffer. His legs had been hurt and that made him limp. He had lost some of his fur and was bald in places.</p> <p><u>Example 2:</u> Opal calls Winn-Dixie a suffering dog because he had no home and no one to take care of him. He was a stray and had no one to give him a bath so he smelled bad. He had no one to feed him so he was so skinny that you</p>

		<p>could see his ribs.</p> <ul style="list-style-type: none"> Remember that what matters most is for students to realize that they must answer the question exactly and they must provide evidence found in the passage. Therefore, it is a good idea to apply the two-step rubric to as many written responses as possible.
W		<p>Outcomes: Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading about. [R.4, SL.1, W.5, W.9, W.10, L.3] Students will respond to text by writing. [R.4, SL.1, W.5, W.9, W.10, L.3]</p>
	<i>Because of Winn - Dixie</i>	<ul style="list-style-type: none"> Distribute copies of <i>Because of Winn Dixie</i> again. Explain that the phrase <i>less fortunate</i> is used four times in the passage in paragraphs 10, 12, 14, and 24. Ask four students to read these paragraphs. As one student reads ask other students to follow along and to underline each time that they see the phrase <i>less fortunate</i>. Explain that when someone is <i>fortunate</i> they have good luck. Explain that when we say someone is <i>fortunate</i>, it often means that they have some good things going on in their lives, and we think they are lucky. Explain that someone who is less fortunate does not have as many good things like enough money, enough food, a comfortable home, or good health. Ask a student to reread the paragraphs where they found the phrase <i>less fortunate</i>. Ask for a volunteer to paraphrase the sentence that uses <i>less fortunate</i>. Students might offer responses such as: “Daddy, do you know how you always tell me that we should help people who have bad luck and don’t have as much as we have?” Ask students to notice that the other three paragraphs show <i>Less Fortunate</i> with capital letters. Tell them that it is capitalized because it is a nick-name for Winn-Dixie. Explain that Opal calls Winn-Dixie ‘Less Fortunate’ because he has had bad luck and does not have some of the things that dogs need like a home, food, and somebody to love them. Reread the three other sentences and see if this definition makes sense. Place the following prompt where students can see it. Explain why Opal calls Winn-Dixie a <i>Less Fortunate</i>. Be sure to support your answer with three facts found in the passage. Ask students to talk about their answer with their partner. Then, have one of the partners write the response while the other tells him/her what to write. Tell students that they have five minutes to write their responses. Have partners swap written responses and read each other’s work. Ask the reading partner to check to see if the question was answered and if the written response includes three pieces of evidence from the passage. Tell students that they have about 3 minutes to make any changes if they believe that their readers’ suggestions are good ones. Take up the written responses and explain that the class will review them tomorrow to see how they measure up to the rubric. Again, expect a wide range of written responses.

TH		Outcome: Students will use a rubric to evaluate written responses to text. [W.5, W.9]
	<i>Because of Winn - Dixie</i>	<ul style="list-style-type: none"> • After reviewing the papers that were turned in the previous day, select those that show the most variety for class review. • Display one written response at a time so that students can read it. Evaluate each written response with the two-question rubric: <ol style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the reasons come from evidence in the text? • Remember that there will be many different responses to this prompt that deserve praise. Model when you find written responses worthy of praise. (e.g., “That’s a great observation. No one else has mentioned that Opal called him Less Fortunate because she thought her Daddy would feel sorry for the dog and let her keep him.”) • Invite students to comment on anything noteworthy about evaluating a written response using a rubric.
F		Outcome: Students will respond to text by writing and use a rubric to evaluate written responses to text. [W.5, W.9, W.10]
	<i>Because of Winn - Dixie</i>	<ul style="list-style-type: none"> • Tell students that they are going to write by themselves for 10 minutes. Display this prompt so that students can see it: <p>Think of someone you know who you believe is less fortunate than you. Tell us who the person is. Tell us why you consider that person to be less fortunate than you. Include two reasons why you think the person is less fortunate than you.</p> • Display several written responses. Evaluate each written response with the two-question rubric: <ol style="list-style-type: none"> 1. Did the writing name a person whom the author considered to be less fortunate? 2. Did the writing include two reasons why the author thought the person was less fortunate? • Remember that there will be many different responses to this prompt that deserve praise. Always praise by offering the precise reason that the response is deserving of praise.

WEEK 4 PROMPT

When Opal first finds Winn Dixie she calls him “a suffering dog.” Explain why you think Opal called him “a suffering dog.” Give two examples from the passage to support your answer.

Week 4

WHAT ARE WE THINKING?	WHAT ARE WE WONDERING?

WEEK 5

Passages

- Monday and Tuesday “The Little Boy Who Went to the North Wind”

Note: This passage is located on pages 28-29.

(<https://www.brocktonpublicschools.com/uploaded/TeachingLearning/MathResourcesK-8/MCAs-Questions/MCAS-2006.pdf>)

- Wednesday, Thursday, and Friday “The Golden Peanut” Note: This passage is located on pages 9-11.

(<https://docs.alsde.edu/documents/91/ARMT%20Plus%20Reading%20Item%20Specifications%20for%20Grade%204.pdf>)

Outcomes Emphasized (Standard identifiers refer to CCRS Anchor Standards)

Students will learn to:

- **Make an inference** by merging their own knowledge with information from a text.
- **Infer word meaning** by using information from a text.
- **Make inferences** in order to answer questions about a text.
- **Respond to a text by writing.**

Teacher Notes for the Week

- During week 5, the teacher models how to merge prior knowledge with text clues to come up with an idea that the author has not actually written.
- On Monday, students infer the meanings of unfamiliar words or phrases.
- On Tuesday and Thursday, students make inferences to answer questions about a text.
- On Wednesday, students organize information from a text.
- Students write responses to text on Friday and evaluate the written responses using a simple two-step rubric.

Inferring
Week 5

Week 5		Instruction Model=M; Guided Practice=G; Collaborative Practice=C; Independent Practice=I
M		<p>Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, R.4, SL.1, L.4] Students will use information in a text to infer word meaning. [R.1, R.4, L.4]</p>
	<p><i>The Little Boy Who Went to the North Wind</i></p>	<ul style="list-style-type: none"> • The teacher will take the role of the Narrator and ask four good readers in the class to take the roles of the Little Boy, the Mother, the North wind, and the Innkeeper in the play. Ask students to practice their part in the play prior to the lesson. • The teacher and selected students will read the play to the class. • Then distribute copies of the text to pairs of students. Ask one partner to read the first page to the second partner. Ask students to mark each occasion that they find the word <i>miller</i> or the phrase <i>four corners of the world</i>. (<i>Miller</i> is used 3 times and <i>four corners of the world</i> is used 3 times.) • Ask the second partner to read the first page to the first partner. Ask students to mark each occasion that they find the words <i>Staff dance</i>. Circulate to help partners complete this task and to encourage them to practice reading the text. • Read each sentence that uses the word <i>miller</i>. Tell the students: “From reading the second sentence in the passage, I think I can <i>infer</i> that a <i>miller</i> is someone who sells flour. • Explain further: “Actually, I already knew that a mill is a place where grain can be ground into the kind of flour that is used to make bread. And, I already knew that “er” added to a word can mean someone who does that thing. (Like a painter is someone who paints) I figured out that a miller could be someone who works in a mill to grind grain into flour. And, the sentence tells me that the boy had to buy some flour. So it makes sense that the boy would buy flour from someone who makes the flour.” (M) • Ask students how many times they found the phrase <i>four corners of the world</i>. (4 times) Ask students to read each sentence that contained the phrase <i>four corners of the world</i>. Tell students that the passage never explains what is meant by <i>four corners of the world</i>. • Draw three columns on a class chart. Label one column: <i>K</i> for What I Know. Label the second column <i>C</i> for Clues from Text. Label the third column <i>I</i> for What I Can Infer. • Ask for volunteers who could help complete the chart concerning the phrase <i>four corners of the world</i>. Invite several students to contribute their thinking to the class chart. Contributions might include entries such as the following: <i>K</i> = Corners of the room are the furthest distances in all directions in a room. <i>C</i> = The flour blew so far that the boy lost it. <i>I</i> = I think the phrase means that the flour blew in all directions so far that the boy lost it all.

		<ul style="list-style-type: none"> Ask partners to locate any other word or phrases that they may not understand. (They may offer items such as <i>staff</i> or <i>staff dance</i> or <i>feast</i>.) If words or phrases are offered, repeat the procedure using the K, C, I chart to infer meaning. 						
T		<p>Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, SL.1] Students will use information in a text to infer word meaning. [R.1, SL.1] Students will make inferences to order to answer questions about a text. [R.1, SL.1]</p>						
	<i>The Little Boy Who Went to the North Wind</i>	<ul style="list-style-type: none"> Remind students that yesterday they started to learn how to merge something they already know (K) with clues in a text (C) to make an inference (I). Distribute “The Little Boy Who Went to the North Wind” to partners. Display another class chart with three columns labeled K, C, I so that students can see it. Display a transparency of question 41 so that students can see it. The correct answer (C) should already be marked on question 41. Relate the question to the class chart with conversation such as the following: “Do you agree that I have marked the correct choice? Now, find the sentence in the text that made me choose option C. (Students should locate sentence in line 36.) “Let’s look at the class chart. Do you see that under column C I have written the sentence in the text that provided the clue? Now, do you see in column I I have written the answer to the question? But, I had to <i>infer</i> the answer because it never tells me in the text that the innkeeper spied on the little boy. I had to know (K) something to help me infer. What I knew was that looking through the keyhole (C) is one way of spying on someone.” Complete column K with what was known already to help you answer the question. Continue the same procedure with questions 39, 40, and 42. Class discussion and students contributions to the class charts might look something like the Chart below that summarizes question 39. <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>What I Know (K)</th> <th>Clues in the Text (C)</th> <th>What I Inferred (I)</th> </tr> </thead> <tbody> <tr> <td>When someone wants to demand something, they have made up their mind or decided to do it.</td> <td>I cannot go home without the flour. I will go to the North Wind and demand that he give me back my three bowls of flour.</td> <td>The little boy decides to get his flour back.</td> </tr> </tbody> </table>	What I Know (K)	Clues in the Text (C)	What I Inferred (I)	When someone wants to demand something, they have made up their mind or decided to do it.	I cannot go home without the flour. I will go to the North Wind and demand that he give me back my three bowls of flour.	The little boy decides to get his flour back.
What I Know (K)	Clues in the Text (C)	What I Inferred (I)						
When someone wants to demand something, they have made up their mind or decided to do it.	I cannot go home without the flour. I will go to the North Wind and demand that he give me back my three bowls of flour.	The little boy decides to get his flour back.						
W		<p>Outcome: Students will organize information from a text. [R.1, R.2, SL.1, W.9, W.10]</p>						
	<i>The Golden Peanut</i>	<ul style="list-style-type: none"> Distribute copies of “The Golden Peanut.” Tell students to read the passage with a partner. Tell them that they have 5 minutes to complete the best reading that they can. Tell students that sometimes there are many facts given in a passage and that there is a need to organize the 						

information

- Display an incomplete class chart dealing with the contest events and the scores after each event. The chart might look like this:

Event	Name of Event	Mrs. Dexter's score	Mr. Long's Score	Ms. Frank's score
1	Peanut Fact Quiz			
2		16		
3			Tied	
4		Winner		

- Distribute a copy of the incomplete chart to each partner. Allow partners 10 minutes to complete the chart. Ask partners to volunteer information needed to complete the chart. Fill in the class chart so that partners can check their work. The completed chart will look similar to the following:

Event	Name of Event	Mrs. Dexter's score	Mr. Long's Score	Ms. Frank's score
1	Peanut Facts Quiz	8	8	9
2	Peanut Math	16	13	14
3	Peanut-butter Cracker Stacking	Tied	Tied	Tied
4	Peanut Race	Winner	Not Winner	Not Winner

- Display another class chart titled: *Things fourth Graders at Lewis Elementary Learned about Peanuts.*
 - 1.
 - 2.
 - 3.
 - 4.
- Tell students that they have 5 minutes to find the information needed to complete the chart displayed. Indicate that they can find the information in the first paragraph. Allow time for students to share their work.
- Complete the class chart so that students can check their work and ask any questions that they have.

TH

Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, R.2]
Students will make inferences to order to answer questions about a text. [R.1, R.2]

The Golden Peanut

- Distribute copies of "The Golden Peanut."
- Display the three class charts completed on the previous day.

		<ul style="list-style-type: none"> • Tell students that many questions that follow a passage depend upon readers being able to locate the clues they need in the text, put that clue with what they already know, and infer the answer. • Display a class chart similar to the one used on Tuesday as follows: <u>Question</u> <u>What I know (K)</u> <u>Clues In The Text (C)</u> <u>What I Infer (I)</u> • Model how to complete the chart by referring students to the class chart that lists the four contest events. Ask students: “Which Golden Peanut event is most like a TV game show? Tell students that the answer is event 1, the Peanut Facts Quiz. There are no clues in the text, but tell the students that you watch TV and that the games shows you watch like <i>Jeopardy</i> and <i>Wheel of Fortune</i> are games where people are supposed to know facts. Tell them that you have never known a game show that showed eating contests or counting contests or math contests. • Complete the class chart for questions 1-5. The completed chart might look like the following: <table border="1" data-bbox="485 675 1902 976"> <thead> <tr> <th>Question</th> <th>What I Know (K)</th> <th>Clues in the Text ©</th> <th>What I Infer (I)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>TV game shows are like quizzes</td> <td>None</td> <td>B</td> </tr> <tr> <td>2</td> <td>A confident person would boast and something like “We’ll win this year,”</td> <td>Boasted, “We’ll win...”</td> <td>C</td> </tr> <tr> <td>3</td> <td>Discouraged means to lost hope.</td> <td>“I’m worried.” “We’ll be fine.”</td> <td>A</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Question	What I Know (K)	Clues in the Text ©	What I Infer (I)	1	TV game shows are like quizzes	None	B	2	A confident person would boast and something like “We’ll win this year,”	Boasted, “We’ll win...”	C	3	Discouraged means to lost hope.	“I’m worried.” “We’ll be fine.”	A	4				5			
Question	What I Know (K)	Clues in the Text ©	What I Infer (I)																							
1	TV game shows are like quizzes	None	B																							
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3	Discouraged means to lost hope.	“I’m worried.” “We’ll be fine.”	A																							
4																										
5																										
F		<p>Outcome: Students will write in response to a text and use a rubric to evaluate written responses to text. [SL.1, SL.2, SL.4, W.9, W.10]</p>																								
	<p><i>The Golden Peanut</i></p>	<ul style="list-style-type: none"> • Ask students to refer to their copies of “The Golden Peanut”. • Explain to students that you are going to read the three paragraphs dealing with the last even in the competition. • Ask students to follow along as you read (4th, 5th, and 6th paragraphs from the bottom of the page, starting with the sentence that begins <i>The last event...</i>). • Ask students to turn to their partners and talk about how they would act out the way that Najara and Ted blew their peanut. • Invite two students to act this out in front of the class. • Discuss the kind of blowing that would be needed to keep the peanut in a straight line. • Ask partners to turn and talk briefly about how they might act out blowing that was too hard and blowing 																								

		<p>that was not hard enough.</p> <ul style="list-style-type: none">• Allow two volunteers to act this out. (Note: Comprehension of this part of the text is dependent upon the students visualizing what is happening during the fourth event.)• Focus first on question 6. Ask students to talk with their partners about what they would write. Ask for volunteers to share how they would respond.• Focus on question 7. Display the class chart developed previously that listed what the fourth grade students learned about peanuts. Remind students to reference that chart or paragraph 1. Ask students to talk with their partners about what they would write.• Assign half of the pairs to write their response to question 6. Assign the other half of the pairs to write their response to question 7. Tell students that they must write their responses on chart paper during the next 5 minutes.• As responses are completed, display them so that students can see them. Display the two step rubric that was used during Week 4:<ol style="list-style-type: none">1. Respond to the question/prompt exactly.2. Include evidence from the passage in what is written. <p>2. Evaluate students' responses using the two-step rubric.</p>
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41. According to the play, how does the innkeeper learn about the magic tablecloth?

- A The little boy shows it to him.
- B The little boy leaves it at the inn.
- C The innkeeper spies on the little boy.
- D The innkeeper hears his guests talking.

K What I Know	C Clues from Text	I What I Can Infer

WEEK 5

**WHAT I
KNOW**

**CLUES FROM
TEXT**

**WHAT I
CAN INFER**

WEEK 5

Facts from “The Golden Peanut”

Event	Name of Event	Mrs. Dexter’s Score	Mr. Long’s Score	Ms. Frank’s Score
1	Peanut Fact Quiz	8		
2				
3				
4		Winner		

WEEK 5

WHAT HAD THE FOURTH GRADE STUDENTS LEARNED ABOUT PEANUTS?

1.

2.

3.

4.

WEEK 6

Passages

- Monday and Tuesday *Wings* Note: This passage is located on pages 11-14. (<https://www.brocktonpublicschools.com/uploaded/TeachingLearning/MathResourcesK-8/MCAs-Questions/MCAS-2006.pdf>) and two pages of questions for *Wings*
- Wednesday, Thursday, and Friday *Tony's Gift* Note: This passage is located on pages 9-11. (<http://www.dekalbk12.org/ARMT/Reading%20Gr4%20Item%20Specs.pdf>) and two pages of questions for *Tony's Gift*

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)

Students will continue to practice:

- **Making inferences** by merging information from the text with what they already know about something in the passage and/or something in a question about the passage
- **Answering questions** about a passage by reading the question carefully, consulting clues in the text and consulting what is already known about information in the question and/or in the passage
- **Making a written response** to an open ended question and judging the responses according to a rubric (on Friday)

Teacher Notes for the Week

- Week 6 provides needed practice for making inferences and answering multiple choice questions, since these two outcomes were introduced in Week 5 and practiced for only one week.
- Practice on Monday and Tuesday involves locating clues in the text and in prior knowledge that support the readers' choice of an answer
- Practice on Wednesday and Thursday helps students realize that the wording in the correct multiple choice option will vary from the wording the readers would use in responding orally to the same question. The correct option, however, will be the BEST OPTION among the choices provided.

Week 6

During Week 6 students will continue to practice making inferences and using inferences to answer multiple choice questions. The main thing for students to understand is that answering multiple choice items correctly depends upon locating pertinent clues from the text and drawing upon what the reader already knows about information in the text, in the multiple choice question, and in the answer options. On Friday, students will reply to two open response items and apply a rubric to judge how well they answered the question.

Week 6		<p>Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, SL.1, W.9] Students will use information in a text to infer word meaning. [R.1, SL.1, W.9, L.4]</p>		
M	<i>Wings</i>	<p>The teacher will read aloud the preview of “Wings” and ask students what they know about flying and pilots. Ask one partner to read the first five paragraphs to the other partner. After students complete their reading of the first five paragraphs, ask students what they have learned so far. Be prepared to clarify as needed. Probe for any questions that the students may have.</p> <p>Tell students about the English Channel by referring to a globe, map, or the picture on the second page of the passage. Tell students that Harriett wanted to do something that no one thought she could do. Ask the second partner to read paragraphs 6-13 to the other partner. After the reading, ask students to talk with their partners about why Harriett’s friends did not think it was a good idea for Harriett to try to fly across the English Channel.</p> <p>Ask partners to finish reading the story. Reading the story and related discussion should take no more than 15 minutes.</p> <p>Distribute the page that contains questions 13-16. Tell students that you will model what you want partners to do with the questions. Take Question 13 for modeling. Write two columns so that students can see them:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Clues From Passage</u></td> <td style="text-align: center;"><u>What I Inferred</u></td> </tr> </table> <p>Read Question 13 and model your thinking out loud. Say something like:</p> <ul style="list-style-type: none"> • She landed on a beach at the end of the story. • She had to make a flying suit before she could ever fly. • She shipped an airplane to England toward the middle of the story. • She crashed a plane early on, but she would not have been flying if she had not already made a flying suit. 	<u>Clues From Passage</u>	<u>What I Inferred</u>
<u>Clues From Passage</u>	<u>What I Inferred</u>			

		<p>Model how you can record the main points of your thinking under the two-column chart. The teacher might write something like the following:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Clues From Passage</u></td> <td style="text-align: center;"><u>What I Inferred</u></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • She had to dream up something to wear (paragraph 4) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Until she had a flying suit, she could not fly </td> </tr> </table> <p>Tell students that for each question (14, 15, and 16) they should note which clue(s) they used in the text and/or what they inferred.</p> <p>If time remains, review the students’ answers and evidence (clues from text and what they inferred). If time is short, save the review for the next day.</p>	<u>Clues From Passage</u>	<u>What I Inferred</u>	<ul style="list-style-type: none"> • She had to dream up something to wear (paragraph 4) 	<ul style="list-style-type: none"> Until she had a flying suit, she could not fly 								
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T	<i>Wings</i>	<p>Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, SL.1, W.9] Students will use information in a text to infer word meaning. [R.1, SL.1, W.9, L.4]</p>												
		<p>The teacher completes the review of the students’ work on questions 14-16. Lead students to understand why the correct answer option is correct. Use the two column format from the previous activity to summarize how the clues from the passage and the students’ inferences led to the correct response.</p> <p>When the review is complete, the two-column class chart could resemble the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Question</th> <th style="width: 45%;">Clues From Passage</th> <th style="width: 45%;">What I Inferred</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">14</td> <td>The early planes were small and sometimes fell apart in mid-air (Paragraph 7)</td> <td>If the early planes fell apart in mid-air, they were unsafe</td> </tr> <tr> <td style="text-align: center;">15</td> <td>Harriet’s plane did not always work well. Bad weather could make her lose direction (Paragraph 10)</td> <td>Flying in 1912 was dangerous. Harriet’s friends would not like for her to be harmed.</td> </tr> <tr> <td style="text-align: center;">16</td> <td>France was covered with fog. (Paragraph 15)</td> <td>Fog is considered bad weather to pilots because they cannot see where to land.</td> </tr> </tbody> </table> <p>Distribute the second page of Questions (Questions 17-29). Tell students that the answer to Question 17 is stated exactly in the text and that Question 19 depends upon students knowing what type of passage “Wings” is. Tell students to answer the four questions, paying careful attention to how they use clues, prior knowledge and inferences to answer Questions 18 and 20. Allow about 5 minutes for students to work in pairs to answer</p>	Question	Clues From Passage	What I Inferred	14	The early planes were small and sometimes fell apart in mid-air (Paragraph 7)	If the early planes fell apart in mid-air, they were unsafe	15	Harriet’s plane did not always work well. Bad weather could make her lose direction (Paragraph 10)	Flying in 1912 was dangerous. Harriet’s friends would not like for her to be harmed.	16	France was covered with fog. (Paragraph 15)	Fog is considered bad weather to pilots because they cannot see where to land.
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		the questions. Allow at least 10 minutes for students to share their answers with the class. Emphasize having students explain how they knew what the correct answer was. Praise responses that explain how the student used clues, prior knowledge, and/or inferences to answer the questions correctly. Note: At this stage it is critical that students acquire the discipline of using clues from the text and their prior knowledge to make the inferences needed to comprehend text.				
W	<i>Tony's Gift</i>	<p>Outcomes: Students will answer questions about a passage by reading carefully. [R.1, SL.1, SL.4]</p>				
		<p>Note: Practice on Wednesday will help students realize that there can be more than one correct answer to a question. It will also help students realize that there are different ways of expressing the same idea. Wednesday's work is important in setting up Thursday's practice when students will respond to written questions by selecting from multiple choice options.</p> <p>Distribute copies of "Tony's Gift". Draw the following graphic on a location where students can see it:</p> <p style="text-align: center;"><u>Great-grandfather Grandfather Parents Child</u></p> <p>Bring attention to the graphic and to the picture. Tell students that the passage is about a great-grandfather named Papi (shown in the picture) and a child named Tony. Explain briefly that most people have living fathers; some have living grandfathers; but not many have living great-grandfathers. Inquire about any students who may have great-grandfathers.</p> <p>Ask students to read the passages silently.</p> <p>When students finish reading, ask a series of questions. After each question allow students a few seconds to discuss the answer with their partner. Then, after each question, ask for partners to share their answers. Record a few student responses to each question. The questions to be asked are listed below. Examples of student responses are provided for each question.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Question</th> <th style="width: 50%;">Example of Possible Correct Answers</th> </tr> </thead> <tbody> <tr> <td>1. What is this story mostly about?</td> <td> <p>A great-grandfather who gives Tony a gift of old stories and how Tony gives those stories back to his grandfather</p> <p>How a great-grandfather tells his great-grandson</p> </td> </tr> </tbody> </table>	Question	Example of Possible Correct Answers	1. What is this story mostly about?	<p>A great-grandfather who gives Tony a gift of old stories and how Tony gives those stories back to his grandfather</p> <p>How a great-grandfather tells his great-grandson</p>
Question	Example of Possible Correct Answers					
1. What is this story mostly about?	<p>A great-grandfather who gives Tony a gift of old stories and how Tony gives those stories back to his grandfather</p> <p>How a great-grandfather tells his great-grandson</p>					

			about the olden days and how the boy keeps those stories for his family
		2. Why did Tony write down Papi’s stories?	To save them so he would not forget them To let Papi know he wanted to keep them To give them as a gift to Papi and his family
		3. How was the town different in Papi’s childhood than it was when tony was a child?	In Papi’s day the town didn’t have malls. In Papi’s day they didn’t have electricity and refrigerators. When Papi was a child, they had to use candles and oil lamps at night.
		4. How did Papi feel about Tony’s gift?	He was surprised. He was happy. He cried.
		The important thing is for students to realize that there are many different ways of expressing a correct answer. Teachers should discuss students’ contributions with an emphasis on their being accurate and asking students to explain what in the text made them think so. For example, a student might reply to Question 4 by saying “Papi was sad.” When the teacher inquires about what made him think so, the student could reply, “He got tears in his eyes.” At that point it would be important to explain what is meant by “tears of delight.”	
TH	<i>Tony’s Gift</i>	Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, SL.1] Students will answer questions about a passage by reading carefully. [R.1, SL.1, SL.4, W.7, W.9]	
		Note: Thursday’s practice is intended to make students aware that the correct answer among the options provided will be the BEST OPTION among the choices provided. Distribute “Tony’s Gift” and the two pages of questions that go with the story. Ask students to work independently to answer the first 5 questions. Tell students to mark the clue(s) in the text that prompted them to choose that option as the best choice. Tell students that they will have about 8 minutes to mark their answers. Ask students to compare their answers to the answers of their partners. Tell students to alternate telling each	

		<p>other why they chose a particular answer as the best choice. Tell students that they may change one of their answer choices if their partner convinces them that another answer is the best choice. Allow about 6-7 minutes for students to confer with their partners.</p> <p>In the final 15 minutes, review each answer. Ask students to volunteer the best choice and to provide the clue from the text and any prior knowledge and/or inferences that made them pick that choice. For example:</p> <p>Question 1 – A The clue is in the last sentence. I inferred that it would take a very special gift to make someone shed “tears of delight.”</p> <p>Question 2 – C The clue is that the story is mostly about Tony and his great-grandfather. The title tells me that the gift was really important. I inferred that the family members would value the gift a lot and think of it as a <i>treasure</i>.</p> <p>Question 3 – B The clue from the story is that there were dairy farms instead of shopping malls during Papi’s childhood. I inferred that the town was smaller because I know that most towns were smaller a long time ago because they get larger as more people move in and more jobs are available.</p> <p>Question 5 – C The clues in the story come in the last two paragraphs when it says that Tony gave the notebook of stories to his parents, grandparents, and Papi. I infer that Tony would not have gone to all of that trouble if he did not think that his family would like the gift.</p> <p>Be sure to explain that the best answer to Question 4 is inferred from what the reader might (or might not) know, i.e., that a collection of short stories is a book that contains several short stories and that “Tony’s Gift” is a short story.</p>
F	<i>Tony’s Gift</i>	<p>Outcomes: Students will merge knowledge with information in a text to make an inference. [R.1, SL.1] Students will answer questions about a passage by reading carefully. [R.1, SL.1, SL.4, W.5, W.7, W.9]</p>
		<p>Distribute copies of “Tony’s Gift” and the page that has questions 6 and 7. Read Question 6 to the students and tell them that they will have 5 minutes to write a response to Question 6. Before they write, display the following rubric so that students can see it:</p> <p>1. Does the response tell how Papi feels?</p>

2. Does the response tell how Papi feels about the gift?
3. Does the response use details from the story to support the answer?

Distribute pieces of paper and allow 5 minutes for the students to write their response.

Tell students to read their response to their partner. Tell the partners to judge their own work and their partner's work. Tell students to agree upon a grade of "Yes" if the written response earns a "Yes" to only *one* of the rubric questions. The partners should agree upon a score of "Yes, Yes" if the paper earns a "Yes" to *two* of the rubric questions. The partners should agree upon a score of "Yes, Yes, Yes" if the written response earns a "Yes" on all *three* of the rubric questions. Circulate to observe which students are able to judge a written response accurately using the rubric.

Read Question 7 to the students and tell them that they will have 5 minutes to write a response to Question 7. Before they write, display the following rubric so that students can see it:

1. Does the response compare?
2. Does the response compare the town in Papi's stories (Papi's childhood town) with the town that they live in when Tony makes his gift?
3. Does the response mention details from the story?

Tell students to do their best work because you are going to read their responses and give them a grade of "Yes," "Yes, Yes," Or "Yes, Yes, Yes."

Collect the papers and find time to read them. Be sure to talk to students individually if they do not earn a Yes, Yes, Yes." Let students know what it would take to make a response worthy of a "Yes, Yes, Yes" grade.

Week 6

Clues from the Passage	What I Inferred

Week 6

Question	Clues From Passage	What I Inferred
13	She had to dream up something to wear. (paragraph 4)	Until she had a flying suit, she could not fly.
14	The early planes were small and sometimes fell apart in mid-air. (paragraph 7)	If the early planes fell apart in mid-air, they were unsafe.
15	Harriet's plan did not always work well. Weather could make her lose direction. (paragraph 10)	Flying, in 1912 was bad, dangerous. Harriet's friends would not like for her to be harmed.
16	France was covered with fog. (paragraph 15)	Fog is considered bad weather for pilots because they cannot see where to land.