

Parent Workshop
Wednesday, February 9, 2011

Tried and True Testing Tips
Using Reading Strategies
for All Students

MSA and Stanford 10

School Improvement in MARYLAND

ASSESSMENTS

DATA ANALYSIS

INSTRUCTION

SCHOOL IMPROVEMENT

PARENTS

How do I support my child in being successful on the Maryland School Assessments?



Over thirty years of research show that early and active involvement by a parent throughout their child's education—helping with homework, talking about school, attending school activities—is the most powerful influence and has benefits that reach far beyond a student's preK-12 years. Parent interest in supporting their child's success on state assessments gives students a huge advantage.

Parent interest in supporting their child's success on state assessments is a huge advantage. State tests assess the Maryland Content Standards that describe what students are expected to know and be able to do and teachers are expected to teach these standards at the appropriate grade level or course. Assessment items on the state assessments should be an extension of classroom instruction and assessments. Consequently, the best way to support your child in being successful on state assessments is to support their active engagement in core classes and monitor their progress in those classes. This would include asking your child what he/she was learning; showing an interest in class work, homework, and test results; and talking to the teacher whenever you need more information about your child's mastery of the content standards. Though report card grades will be useful information in assessing how well your child performed in that class, you would not want to wait until a nine week quarter had been completed to find out if your child was struggling and needed help in any area.

How do I know what my child should be learning?

How can I monitor whether he/she is learning the content standards?

What do the state assessments look like?

How can my child review for the assessment?

How do I know what my child should be learning?

Maryland has developed Content Standards and a State Curriculum which together describe what students in Maryland are expected to know and be able to do at each grade level in the core content areas as well as in many electives. Since the Maryland Assessment Program tests students in Mathematics, Reading, and Science, you will be particularly interested in what those standards look like.

Until recently, the State Curriculum was called the Voluntary State Curriculum. A recent state board action removed the voluntary from the title. Consequently, your child's teacher is expected to provide instruction to your child's class that supports students in reaching proficiency on the state standards for that grade level.

The State Content Standards and State Curriculum were written for teacher use and parents may find them challenging to understand. The state curriculum documents are organized around content standards and topics, which are broad, measurable statements about what students should know and be able to do. Those standards are then described in more specific terms in Indicator statements. And finally, the focus is narrowed even further in Objective statements which provide teachers with very clear information about what specific learning should occur. It is at the objective level that MSA assessment items are written.

Since Maryland releases selected reading, math and science test items each year, you can see how the standards were assessed in previous MSA tests. The following links provide additional information about which indicators and objectives were assessed on these forms each year. Please note that there were many more forms that were given each year and not released that have different configurations of

Reading

Mathematics

Science

What should my child be learning in Mathematics

For all Pre-Kindergarten through eighth grade levels, the Mathematics State Curriculum is organized around seven standards:

Knowledge of Algebra, Patterns, Functions

Knowledge of Geometry

Knowledge of Measurement

Knowledge of Statistics

Knowledge of Probability

Knowledge of Number Relationships and Computation/Arithmetic

Processes of Mathematics

These seven mathematics standards are part of the Mathematics State Curriculum. These seven standards are described in greater detail with indicators and objectives. A State Curriculum Toolkit provides additional resources to further explain how to teach, assess and understand the content standards.

The links below will take you to the Mathematics State Curriculum for the grade level and standard chosen.

Knowledge of Algebra, Patterns, and Functions

PK • K • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8

Knowledge of Geometry

PK • K • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8

Knowledge of Measurement

PK • K • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8

Knowledge of Statistics

Before and During Reading Strategies

Clarification

The following clarifications were obtained from <https://www.mdk12.org>.

Before Reading Strategies: To show proficiency of the skills stated in this indicator, a reader should have a cadre of practical strategies to activate prior to reading any text. Using these strategies should ease an entry to a text and support a reader's basic comprehension.

A reader should peruse each page of a text and take note of all its text features. The type and amount of text features will vary according to the level and genre of the text. It is not sufficient for a reader simply to identify a type of text feature. However, it is necessary for a reader to begin to understand a text by noting the type and amount of information from text features and to use this information throughout the reading of the text.

The types of text features a student encounters will vary between informational and literary text. Informational text is more likely to contain charts, graphs, word boxes, diagrams, sidebars, etc... while literary text could feature captioned illustrations, text within text like one character's letter to another character, selected words in bold or italicized print, etc... Any text feature in either type of text reveals a clue to understanding.

Using the information from the survey of text features, a reader should be able to set a purpose for reading the text. At times, the instructor may set a reading purpose for a student or a reader may set an individual reading purpose. These purposes may include a goal to acquire additional information or details from a science text or to confirm or refute a prediction made about a character's actions based upon an initial survey. For a longer text, the setting of goals and making predictions about the text are ongoing.

Additionally, prior to a first reading, a student may use the survey of text features to draw connections between his/her prior knowledge and the supposed content of the text. Also the survey may reveal that the format or organization of the text is a familiar one.

The use of text features to set purposes, make predictions, and connect to previous learning creates an advantage for a student to achieve a basic understanding from a first read of a text.

During Reading Strategies: To show proficiency of the skills stated in this indicator, during the reading of a literary or informational text, a reader will develop an understanding of the key elements in that text. Some of these elements are stated directly in the text while others are not. Identification and explanation of these elements rely upon strategic reading and serve as a basis for a general understanding of the text. In turn, a general understanding of the text is the beginning of interpretive and critical analysis of the text.

As students read a text, they should reread any parts of that text that were difficult for them to understand. Rereading helps a reader clarify a text. It is helpful if a reader sets a purpose for rereading and while rereading, thinks about the connection of the reread part to the entire text.

After rereading a difficult part of a text, a method to build understanding is to restate that part of the text in a student's own words. Once a student has thought about the reread section of text, he/she may restate it orally to the teacher, a student partner, or write it in a reading journal.

As a student builds understanding of a text through rereading and restating, he/she should continue reading the text while periodically returning to the previously identified difficult sections to make connections between those sections and the proceeding text. This practice should help a student more firmly grasp an understanding of complex parts of the text and integrate them within the scope of the entire text.

Whether or not a student has difficulty with text comprehension, that student should look back or skim the previously read text to develop connections about ideas, information, narrative elements, etc...to create an understanding of the whole text. Younger students should be directed and monitored by the teacher to create connections within a text. More advanced students should be taught how to read for connections and then prompted to revisit text before moving on.

Just as a student makes predictions based upon a preview of text prior to reading, that same method works equally well as a student reads. When students make predictions about text as they read, they move through the text while learning if their predictions were right or wrong, or simply that the text neither confirmed nor refuted their ideas. During reading, predictions must always be based upon previously read text. If a student prediction proves correct, it is useful for the student to determine what element of text evidence was most helpful in making a correct prediction.

When a student reads and frequently forms a summary of the information or story, etc...this practice assists with understanding. Summarizing is essential when reading informational text. A reader can better comprehend informational text if he/she can restate the important ideas in simpler language. To comprehend literary text, summarizing by isolating the most important story elements allows a reader to focus on the most essential parts of the text. During reading, pausing to summarize equips the student to continue reading with a better understanding.

When comprehending informational text, paraphrasing a text is an important skill. A reader can better understand the essential information if he/she can restate those ideas in simpler language. Paraphrasing a literary text allows a reader to take a story, play, poem, etc... and tell it in his/her own words. The ability to paraphrase correctly reveals understanding.

When comprehending informational text, visualizing of a text is a necessary skill. Readers can better comprehend the important information in a text if they can create a mental picture in their minds. When readers can see a picture of that information in their minds, those readers are visualizing. Visualizing becomes a vital tool of a reader and can help a reader "see" and remember what has been read.

Visualizing a literary text allows readers to take any text and make mental pictures throughout the story, poem, or play. For example, when a reader can make a mental picture of the details of

a setting, plot, or character, that reader is visualizing. Visualizing while reading a literary text makes that work become real and engages a reader.

As a student reads and takes notes either in a traditional manner, on a graphic organizer, or in a literary or informational response journal, etc...that student is employing rereading, paraphrasing, summarizing skills, etc...before note taking begins. When a student pauses to review those notes, he/she will have a "hard copy" of his/her thoughts during reading. Returning to review the notes allows a revision of thoughts. Information or details that had seemed important initially may, farther into the text, become non-essential. An organization pattern for a text may emerge. Tracking the development of a character may appear more clearly. Helping students to view note taking as a resource rather than simply a demand can be developed through modeling and monitoring.

Finally, connecting with a text as one reads is an integral part of comprehension. Connecting with text occurs when a reader can identify something in a text that relates to him/her. Readers also use their beliefs and background knowledge as sources of connections. This type of interaction with a text is thought provoking and allows a reader to think beyond an initial understanding of a text.

Testing Tips

While before and during reading strategies are not directly assessed on the MSA, these skills are necessary in making meaning of the text. Students should internalize these processes prior to testing. Providing daily independent reading time is also essential in building reading stamina to assist students in doing their best throughout the assessment.

One way to teach children to remember all the before reading strategies is to call them the 4 P's. The four P's are **predicting**, **prior knowledge**, **previewing**, and **purpose**.

One testing taking tip is to have students read questions before the passage then they set their purpose for reading with finding the answer to the question.

Some of the most important during reading strategies include **fix-up strategies**. More details about fix-up strategies are offered in the upcoming pages. It is important for students to self-monitor for meaning as they read and apply the appropriate fix-up strategy as necessary.

Seed Lessons

Use the anticipation guide to preview, predict, and clarify texts:
http://www.readwritethink.org/lesson_images/lesson226/anticipation.pdf

A response journal form for making predictions:
http://www.readwritethink.org/lesson_images/lesson165/response.pdf

Three 30 minute lessons for using the prediction strategy to set a purpose for reading:
http://www.readwritethink.org/lessons/lesson_view.asp?id=165

Name: _____

Date: _____

Title: _____

Author: _____

Text Feature:	Example and Page Number:
Titles	
Headings	
Sub-headings	
Bold Print	
Italicized Print	
Maps	
Illustrations	
Diagrams	
Lists	
Other	

Informational Text

Clarification

(Obtained from <http://www.mdk12.org>)

In order to demonstrate proficiency of the skills in this indicator, a reader should be able to develop, apply, and refine comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts. It is essential that a reader have the prerequisite knowledge of the characteristics of informational text. To do so, a reader must have the ability to recognize factual information, determine the organizational structure, and interpret the text features of a non-fiction text.

When a reader accesses a variety of informational primary and secondary sources, he or she must focus on identifying information in those texts that contributes to their meaning. Knowing the functions of print features, graphic aids, informational aids, organizational aids, and online features assists a reader in selecting information and using it purposefully to construct meaning.

Primary Sources

- Personal Narratives

true stories

- Diaries/Journals

daily personal accounts/records

- Letters

written communications

- Research documents

factual investigations

- Historical documents

dated proof of facts

- Speeches

formal, public talk

- Interviews

formal questioning for information

- Commentary

explanation/interpretation

- Editorials

article expressing editor's/publisher's opinion

Secondary Sources

- Textbooks

books used for study of a subject

- References

dictionaries, encyclopedias, atlases

- Biographies

account of a person's life

- Newspapers

accounts of current information

- Articles

passage in a periodical

- Web sites/Online materials

information available electronically

- Trade books

booksellers' published materials

- Non-print materials

pictures, drawings, illustrations

- Content-specific texts

texts related to a content/subject

- Periodicals

information published at regular intervals

When a reader accesses functional, workplace, or other real-world documents, applying the knowledge of text features assists a reader in constructing meaning from those documents.

- Direction

instructions to complete a task

- Science investigations

organized inquiries

- Atlases

books of map

- Posters

large, displayed notice

- Flyers

handbill

- Forms

printed papers with blanks to be filled in

- Instructional manuals

handbooks to help readers understand something

- Menus

lists of available food items

- Pamphlets

booklet with information of current interest

- Rules

statements governing behavior

- Invitations

social requests for attendance

- Recipes

instructions for preparing food

- Applications

requests for employment

- Announcements

information made known

- Questionnaires

list of questions to sample opinions

- Surveys

formal inspections

- Schedules

list of when things will take place

- Job descriptions

outline of work requirements

- Technical manuals

handbooks to help readers understand a mechanical or industrial item

- Advertisements

announcements recommending products or services

When a reader selects informational texts based on personal interest, using knowledge of text features will help a reader understand the purpose of those texts and construct meaning from them.

To show proficiency of the skills stated in this indicator, a reader will be able to identify, use, and analyze text features. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increases, these features lead readers first to make predictions about the text and later to draw conclusions from the text. In order to gain full comprehension of a text, a reader should use print features and analyze text features. A reader should take note of the use of bold or italic type, font type and size, colored type, underlining, and quotation marks, which allow insight into the relative importance and organization of a text. These varied uses of print features focus a reader's attention on specific aspects of text and help a reader gauge the importance of ideas and their relationship to each other.

Effective use and analysis of graphic aids is necessary to comprehend informational text. When using graphic aids, a reader should be able to identify the information the aid provides and determine a purpose for its use. Photographs and illustrations with or without captions deliver a quick insight into the content of a text. Cartoons relay an author's attitude and can, with minimum text, serve as a persuasive device. Maps, graphs, diagrams, and tables deliver much information from minimal text. Combining the information a graphic provides with effective use of print features enhances a reader's comprehension of a total text. This, in turn, allows a reader to draw conclusions about the importance of the information.

Using and analyzing informational aids is a vital component in text comprehension. A preview of text helps a reader prepare for accessing information. Timelines, glossed words (words

Literary Text

Clarification

(Obtained from <http://www.mdk12.org>)

Narrative Text: To show proficiency of the skills stated in this indicator, a reader will demonstrate an understanding of the elements of narrative texts which are the components through which a story is told. Identification of each component and its relationship to all other components in a story assists a reader in comprehension of an entire text. As a text requires more complex thought processes, a reader advances from the identification, recognition, and recall of literal elements to the inference, analysis, and evaluation of more abstract elements. Thinking about all the elements in a story and determining how they fit together allow the reader to understand and evaluate an entire text and its complexity.

In order to comprehend narrative text, a reader must identify and distinguish among types of narrative texts. Narrative text tells a story to make a point, to express a personal opinion, or to provide a reader an enjoyable experience. By recognizing the characteristics of a variety of literary texts which represent diverse perspectives, a reader is better able to construct meaning from a text.

- Fiction
prose writing that tells an imaginary story
- Nonfiction
prose writing that tells about real people, places, and events
- Realistic Fiction
prose writing set in the modern world
- Science Fiction
prose writing that explores unexpected possibilities of the past or future by using scientific theories or data and imagination
- Historical Fiction
contemporary fiction set in the past, may reference actual people or events
- Tall Tales
humorously exaggerated stories about impossible events in which the main characters have extraordinary abilities
- Folktales
stories passed by word of mouth from generation to generation
- Folklore
traditions, customs, and stories passed down within a culture
- Myth

a traditional story, usually by an unknown author, that answers a basic question about the world

- Legend
a story handed down from the past about a specific person who usually demonstrates heroic accomplishments

- Fables
brief tales that teach lessons about human nature

- Fairy Tales
stories about imaginary beings possessing magical powers

- Fantasy
literature that contains fantastic or unreal elements

- Biography
story of a person's life written by someone else

- Autobiography
nonfiction; a person tells about his or her own life

- Personal Narrative
personal story; a shorter form of autobiographical writing

- Memoir
type of autobiography, usually about a significant experience in the author's life
- Journals
a personal record of experiences or reflections
- Short Story
a brief work of fiction, usually readable in one session
- Essay
a short, cohesive work of nonfiction dealing with a single subject and presenting the writer's viewpoint
- Play
literature intended to be performed by actors in front of an audience; includes script with

dialogue, a cast of characters, and stage directions

- Poetry
stories, ideas, and feelings expressed in compact, imaginative, often musical language
- Lyric Poetry
poetry that presents the thoughts and feelings of a single speaker
- Narrative Poetry
poetry that tells a story and includes narrative elements
To identify, explain and analyze the conflict of a narrative and determine its role in advancing the plot, a reader must know the structure of a narrative passage.

In the beginning or exposition of a narrative, information is given about the characters, their location, and the situation in which they find themselves. This situation creates a story problem or conflict.

A conflict can be created by single or multiple sources, either external (caused by outside forces) or internal (created within the character). Typical types of conflict include person versus person (problem between and among characters), person versus society (problem with the laws/beliefs of a group), person versus nature (problem with natural forces), person versus self (problem within a character regarding decision-making), and person versus fate (problem which seems out of a character's control). In complex texts, there may be multiple conflicts.

A character experiencing one of these conflicts may act on or speak about the conflict to other characters and be motivated to action by the conflict. In some narratives, a conflict may help clarify character traits for the reader. In other stories, a conflict can also advance the story events, pushing the characters to a critical point of a story.

A critical reader can identify and determine conflicts, sometimes isolating a common cause for different conflicts.

In the rising action, the chronology of events develops and the conflict deepens. At the climax of the narrative, the deepening conflict reaches a critical point and can alter the subsequent events.

As the conflict resolves, the narrative moves toward completion in the falling action.

Finally, in the resolution the narrative comes to a close. A critical reader should be able to analyze the resolution of the conflict and trace the plot development to determine how each stage of that development advanced the plot.

As the level of a text becomes more difficult and the main plot develops, a subplot of lesser importance may be present. The subplot may have all the elements that a main plot does and will tell a story that relates to character development, theme development, or any other story element. The subplot may have an effect on the outcome of the main plot or may simply serve as additional, perhaps interesting, element of the story.

Personal Connection

Testing Tips

Making personal connections is the building block for all the after reading strategies. Students must be able to compare and contrast text to their lives, the world, or another text. To retain information it is essential to make connections with one's own experiences and prior knowledge. For children living in poverty it is sometimes difficult to connect certain experiences to their lives. If this is the case, it is important to teach students how to connect with broader or universal themes such as love, friendship, anger, jealousy, etc. While a child may not be able to connect directly with a specific event or setting in a selection, this will allow the student to connect to the character's motivations or feelings.

Seed Lessons

Literary Text (obtained from <http://www.mdk12.org>)

After reading a literary text, students will discuss its characters with the teacher. During the discussion the teacher should model making a connection with a character. For example the teacher would state that he/she knows how a particular character feels when a certain event occurs because of a like situation the teacher had experienced. Once the thought processes have been modeled students should be encouraged to make their own connections patterning their responses on the model.

Have students read or read to them a literary text like Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. After reading is complete, students should be asked to relate their very bad days as Alexander did thereby connecting with the character. **Teacher Note:** While intended for younger audiences, this text holds much appeal for older students as well.

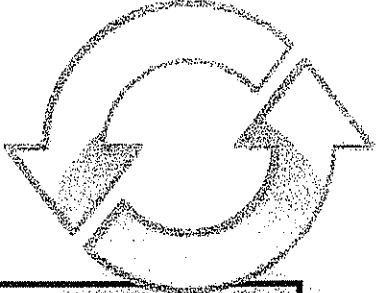
Students should read a piece of realistic fiction. After reading is complete and a brief discussion of its major points has been conducted, the teacher should provide students with a series of real-life situations most of which should be represented in the text. An example follows.

Real-life situation	Text connection	Self connection
Child disobeys parents		
Individual assists another in need		
Individual wins award or recognition		
Individual overcomes a challenge		

Working in small groups, students should determine an example of the situation in the text and those in the group to whom a self connection to the situation is possible should record that connection. Group members should share their information with other members of the class.

Making Connections

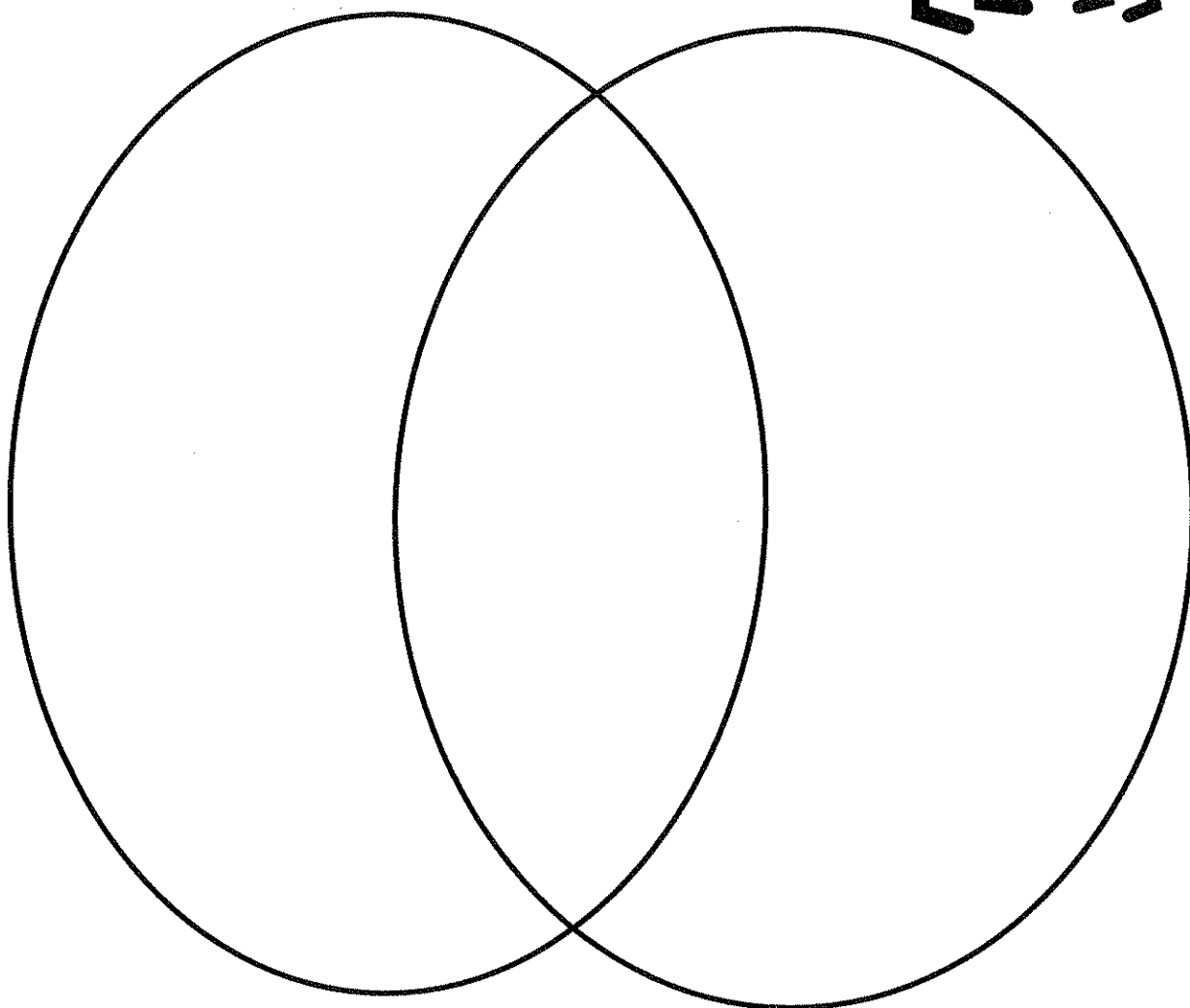
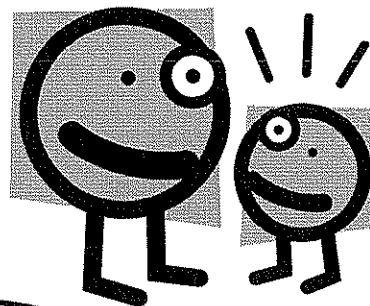
Text: _____



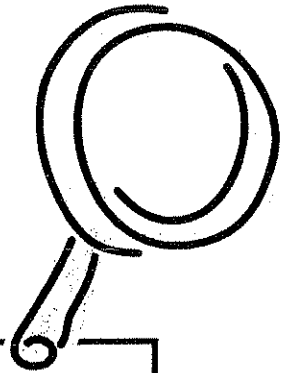
What I read	In my life	In another book I read

Compare and Contrast

Text: _____



Making Predictions



Text: _____

Clues in the story	What I know	What I think will happen
Clarify (Was I right?)		

Inference

Testing Tips

Having students act as reading detectives will help them infer. Tell them that authors leave clues in their writings to help the reader read “between the lines.” Making an inference is making the best judgment from the facts at hand. Simple role playing or analyzing non print text can be used to help students begin inferring. Looking at a picture of someone wearing a raincoat and umbrella can lead students to say it is raining. A picture of someone who is frowning can lead a student to infer that the person is sad or angry. Then apply these same clues in written form and have students make the same inferences (i.e. the boy was wearing his raincoat and carrying an umbrella when e entered the building.). Let me know these are the types of clues that they are searching for in text. Make an interpretation on a BCR requires students to infer or to make a new idea based on what they know and what they read.

Seed Lessons

Informational Text (*Obtained from <http://www.mdk12.org>*)

- Provide students with an uncaptioned picture/illustration from an informational passage. Have students make predictions about what is happening in the picture/illustration. Have students read the accompanying passage and then judge how accurate were their predictions. A similar procedure with a twist is to divide students into groups and give them all the same picture but tell them that each group has a different picture. Have them share group interpretations with the class without revealing the picture until the conclusion.
- Provide students with an informational passage to read. After students have read give students a conclusion using information from the article. Have students return to the text and highlight or record the information that would lead to this conclusion. The reverse can be done. Give students the supporting information and have them draw the conclusion.
- Place students in 7 small groups. Provide each group with an informational passage and a chart where the following elements are recorded: Text Purpose, Intended Audience, Author's Argument, Viewpoint, or Perspective, Main Idea/s, Message/s, Information Unrelated to Main Idea, and Relationship between Ideas. Assign each group a specialty that aligns with an element on the chart. Rotate among the groups 7 different informational passages. Each group will read the passage and record a response for their assigned specialty. Once the full rotation is complete and charts are complete for each passage, the groups reorganize with an "expert" from each of the 7 elements in each group. Since each element has now been analyzed, students will conduct a review of the entire passage. Each group will report to the entire class how each element of the passage contributed to understanding the entire text.

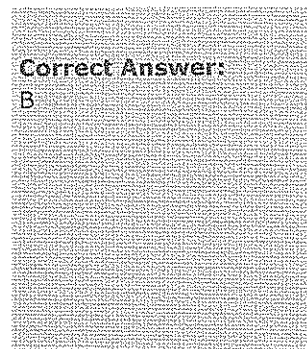
- First model this activity for students. Present students with an informational passage for which text purpose, intended audience, author's argument, viewpoint, or perspective , main idea/s, message/s, information unrelated to main idea, and relationship between ideas has been identified. Teacher and students will discuss how each element contributes to understanding the entire text. The teacher will change one element, present it to the students and discuss how that change may alter the understanding of individual elements or the entire text. Students practice the same process either individually, with a partner, or in small groups. Once completed, students will share results with another student, pair of students, or small group.

Practice Question(s)

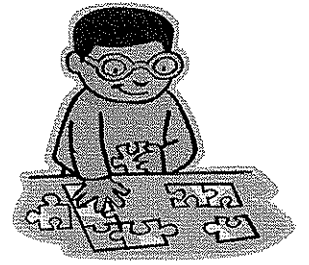
Read the story "Being a Fish" and answer the following question.

How do fish hear?

- A. With ears
- B. By feeling
- C. By tasting
- D. By smelling



Making Inferences



Text:

What I read	What I already know	New idea

Main Idea

Testing Tips

Main idea is a two step process including identifying the topic/subject of the selection and then identifying what the author is saying about the topic. Students should be able to identify a main idea in the first sentence, last sentence, or an implied main idea. Students should also be able to use text features such as a title or heading to help identify the topic/subject. There are many words that will appear on the MSA that require students to find the main idea including mostly, mainly, message, moral, theme lesson learned , or important idea. Have students identify these key words in the questions and find the main idea to answer the questions. Student should also understand that the main idea of a paragraph can be the same or different from the entire selection.

Seed Lessons

Literary Text (Obtained from <http://www.mdk12.org>)

The teacher will place students in small groups and provide them with a literary text. After reading the text, students will be given envelopes which contain sentence strips. The sentence strips will list the main idea of the literary text, supporting details for that main idea, and details that do not support the main idea. The group of students must isolate the main idea and its supporting details from the available materials. Students will share their answers with other class members.

After students have read a required literary text, they will discuss the passage. During class discussion, the teacher will record the important ideas in the passage and ask students to give him/her supporting details for those important ideas. When the discussion is concluded, the teacher will place the students in small groups. Each group will be asked to create an alternate title for the passage and then present it to the rest of the class. During the presentation students will show how their title reflects an important idea in the passage.

Prior to reading, students will be asked to share times when someone did something kind for them or they were kind to another. The teacher will state that kindness is often a topic for themes in literary works. Students will then read Shel Silverstein's "The Giving Tree" or a like-themed literary passage. While students read these passages they should record the ways in which kindness is shown in these texts. After reading, students should share with the entire class the evidences of kindness they found. Next, with teacher assistance, students should form a theme statement for the text. Following this, the teacher should place students into small groups giving each group a text which they must read and analyze to complete the following chart.

Title	Theme Topic	Supporting Details for Theme	Theme Statement	Application to Real Life Situations

message.

- Read an informational passage. After reading is complete, show students a list of statements drawn from the passage which include statements of detail, example, main idea, and message. Have students categorize the statements according to their purpose. Share the results and discuss any conflicts to ensure understanding. Take message statement/s and return to the text to find supporting details.

Practice Question(s)

SRs (Obtained from <http://www.mdk12.org>)

Read the story "Being a Fish" (see previous page 10 for text) and answer the following question.

This story mainly tells _____.

- A. how fish are different from people
- B. how many kinds of fish there are
- C. where fish can be found
- D. how fish swim

Correct Answer:

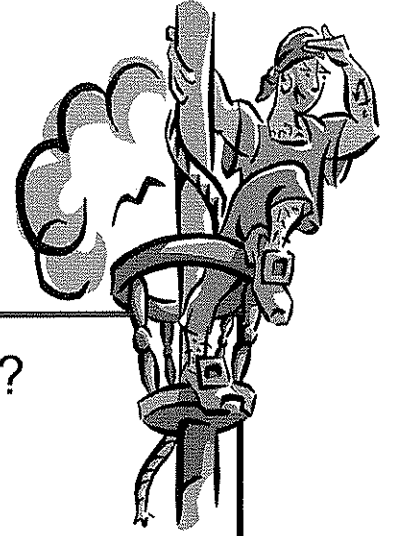
A

BCRs

What lesson can be learned from the selection? Use details from the text to support your answer. Write your answer in this space below.

- A What could the author have included to help the reader better understand the text? Use details from the text to support your answer. Write your answer in the space below.
- B What is the text mostly about? Use details from the text to support your answer. Write your answer in the space below.
- C What is the third and fourth paragraph mainly about? Use details from the text to support your answer. Write your answer in the space below.
- D What is the selection mainly about? Use details from the text to support your answer. Write your answer in the space below.
- E What is another good title for this story? Use details from the text to support your answer. Write your answer in the space below.

Finding the Main Idea



Text:

Subject: What does the heading mean?

Detail

Detail

Detail

Main idea:

Finding the Theme



Text: _____

Step 1: What is the topic or big idea of the selection?

Step 2: What do the characters say and do that relates to the topic?

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Step 3: What do these things tell you is important to learn about life?

Drawing Conclusions

Testing Tips

Drawing conclusions uses same thinking process as finding the main idea. The graphic organizers are very similar. The student needs to identify facts or details to support a conclusion from the text. It is important for students to be able to determine importance so that the details they find align with the conclusions that were made. Some students will draw conclusions and then find details to support their conclusions while other students will need to identify details and then draw a conclusion (it depends on whether they are inductive or deductive thinkers). Identifying a character trait is also a drawing a conclusion (the three details are more defined into what a character thinks, says, and does).

Seed Lessons

Literary Text (Obtained from <http://www.mdk12.org>)

After reading a narrative text, small groups of students will be assigned a character and have identified for them a single trait that character possesses. Students will return to the text to justify how that character has that trait and complete the information on the chart below.

What a character...

Says	Thinks	Does

Next students will return again to text and find further justification for the trait from the responses of other character.

What other characters...

Say	Think	Do

A presenter from each small group of students should share their findings with the entire class.

Before students read a narrative text, the teacher will share with them quotes from a single character in the text. Students will discuss and predict what type of character this might be based upon what the character says. After reading the selection students may modify or reaffirm their initial predictions to give an accurate description of this character. In their discussion of the character students must give additional text information to reaffirm their predictions or deliver new text support to refute an initial prediction.

the entire text. The teacher will change one element, present it to the students and discuss how that change may alter the understanding of individual elements or the entire text. Students practice the same process either individually, with a partner, or in small groups. Once completed, students will share results with another student, pair of students, or small group.

Practice Question(s)

SRs

The following item was obtained from <http://www.mdk12.org>.

Summer Palace

By Heidi Chang

"Here, Yeh Yeh (grandfather), I drew another picture for you."

"Ah, Sasha, you are getting so good now," her grandfather said. Sasha liked to draw so much. She could spend hours at the kitchen table drawing. Sasha especially liked giving her drawings to her grandfather.

Yeh Yeh hung all of Sasha's pictures in his study. It made Sasha feel special. Her grandfather always found a place for them.

"What is this drawing, Sasha?" her yeh yeh asked, putting on his glasses and looking closely. Sasha liked the way her grandfather took time to talk about her drawings.

"Well, that's Dad coming home from work and taking off his shoes," Sasha said.

"It's very nice. I think I'll put it here right next to my books." Sasha's grandfather had been a scholar in China and had a lot of books. Many of them were old and taped together. She knew the story of when Yeh Yeh left China. All he packed in his two suitcases were books. Sasha knew how much Yeh Yeh's books meant to him. She was proud to have her drawings hang above them.

"I'm glad you always like my drawings, Yeh Yeh," Sasha said.

"Your drawings are very special to me, Sasha," he said. "Do you know why?" "Well, probably because I'm your granddaughter," she laughed.

"Yes, I suppose," her grandfather said, removing his glasses. He patted Sasha on the head. "I never told you this before because I thought you were too young to understand. But your drawings remind me of my father."

"They do? Why?" she asked.

"Well, he was an artist. He came to Beijing from a small village in China. He was a young man at the time when they were building Yi He Yuan, the Summer Palace. He was one of the major craftspeople who worked on it. It is a famous garden in China and has some of the most beautiful buildings."

"Wow, Yeh Yeh. I didn't know that," Sasha said. "He liked to draw, too?"

"Yes, Sasha. So you see, I am so glad you like to draw. Every time you give me a drawing, I think of my father."

Sasha smiled and looked around at all her pictures on the walls. She felt happy to have given her grandfather so many memories.

1. Read the story "Summer Palace" and answer the following question.

What do you think Sasha will do next?

- A. read a book to her grandfather
- B. sit at the kitchen table with her grandfather
- C. draw another picture for her grandfather
- D. go to the Summer Palace with her grandfather

Correct Answer:

C

BCRs

The following item was obtained from <http://www.mdk12.org>.

Follow That Horse

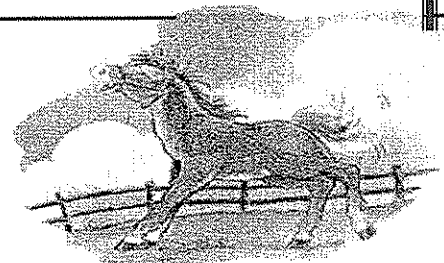
By Shannon Teper

Cuddles is on the job! Her owner, Dan Shaw, grips the handle of her harness. He says, "Take a walk," and the pair starts off. Because he is blind, Dan can't see the road ahead, but he knows he's safe with Cuddles. Cuddles is one of only a few trained guide horses for blind people.

Cuddles, a chestnut miniature horse, stands knee-high next to Dan. At 26 inches tall and 80 pounds, she's the size of a large dog. Since Cuddles is compact, rides elevators, fits under restaurant tables, and flies with Dan on an airplane. Cuddles is also housebroken. A horse that isn't housebroken cannot be a guide horse.

People expect to see a guide dog leading a blind person, but a guide horse is something new!

Wherever she goes, Cuddles wears four tiny sneakers. At first, the sneakers must have felt strange. Cuddles lifted her hooves high and tried to step out of them. Now she wears sneakers everywhere. They protect her hooves from being hurt by broken glass or hot pavement, and from slipping on polished floors.



Big Facts About Little Horses

- Miniature horses are cheap to feed. Hay costs \$4 per week, and oats cost \$.25 cents per day.
- They don't have fleas!
- Most people are not allergic to miniature horses.
- They need room to exercise. A fenced-in yard works best.
- Guide horses need special care. At this time, only people over age 16 are taught to care for and handle guide horses.
- So far, there are only a few trained miniature guide horses.

Cuddles is the first miniature horse to guide a blind owner. Janet and Don Burleson trained Cuddles at the Guide Horse Foundation in Kittrell, North Carolina. The Burlesons wanted to offer another choice to blind people who are allergic to or afraid of dogs.

Dan feels more comfortable being guided by a horse. "I've loved horses all my life. I'm proud to walk down the street with a horse," he said.

Cuddles learned 23 different commands during her training. Like guide dogs, guide horses learn commands such as *forward, right, and left*, as well as requests such as *Find the door*. Cuddles also learned to "spook in place," to stand still instead of running away when something frightens her.

"I'm proud to walk down the street with a horse," Dan said.

To keep Dan safe, Cuddles was taught to decide when to disobey. If Dan commands her to cross the street when a car is coming, Cuddles won't cross.

Cuddles saved Dan from danger recently when a bike raced into his path. She quickly stepped between him and the bicycle. "She makes sure I'm safe," Dan said.

Cuddles has been guiding Dan since May 2001. Now he wouldn't be without her. Dan says, "The best thing about Cuddles is the freedom and independence she's given me. She's brought a lot of happiness to my life."

1. Read the article 'Follow That Horse' and answer the following question.

Explain how information in the article shows how Cuddles changed Dan's life. In your response, use information from the article that supports your explanation.

Additional BCRs

- A What do _____'s (character) words and actions show about him/her? Use details from the text to support your answer. Write your answer in the space below.
- B Why/How does _____ (character) change over time? Use details from the text to support your answer. Write your answer in the space below.
- C What conclusions can you draw about _____? Use facts from the text to support your answer.

Drawing Conclusions

Text:



Conclusion:

Detail 1:

Detail 2:

Detail 3:

Paraphrase

Testing Tips

Paraphrasing a text is an important skill that is used in conjunction with other big eight skills. Paraphrasing a text will also aid students in critically thinking about the author's use of language as well as assist students in determining the meaning of lines and stanza in poetry. The key to paraphrasing is building a good vocabulary including the mastery of multiple meaning words and synonyms. Synonyms will assist students in putting the text in their own words. Knowledge of multiple meaning words will assist them in understanding the interpretative meaning of a text as well as the literal meaning.

Seed Lessons

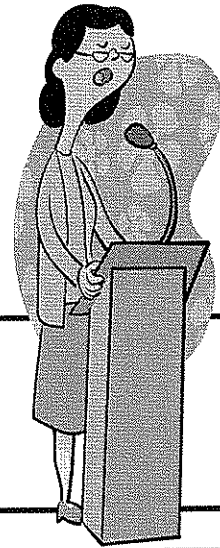
Literary Text (Obtained from <http://www.mdk12.org>)

This activity requires students to have prior knowledge of the multiple meanings of words. The teacher will select at least four different poems which contain a word or words with multiple meanings which is important to the understanding of the poem. The teacher will create a chart for each multiple meaning word placing the word at the top of the chart and dividing the remainder of the chart into four squares. The charts should be placed in various areas of the classroom. The class should be divided into the number of small groups which will allow one group to each chart. The group members for each chart will draw a picture depicting a different meaning for that chart's word. After the pictures are complete, a student or teacher should read aloud the poem from which that word comes. Then students need to decide which picture accurately shows the meaning of the word as it is used in the poem. Continue with this activity until all words' meanings have been decided.

To prepare for this activity, the teacher will organize a four square graphic organizer. Square One requires a student to summarize the poem. Square Two requires a student to decide whether the poem has a message, and, if it does, to record that message. Square Three requires the reader to identify and record key words or phrases from the poem. Square Four requires the reader to record any questions they may have about the poem. Next, place students in small groups providing each group with the four square organizer and a poem. Students should read the poem and then cooperatively complete the organizer. Each group should share its completed organizer with the rest of the class.

To prepare for this activity the teacher should select an age appropriate poem of eight to ten lines and print each line of the poem on an individual sentence strip. To begin the activity with students the teacher should select eight to ten students to receive a poetry line sentence strip. These students should position themselves in an open area of the classroom and remaining students should form a circle around them in a Fishbowl configuration. Each student holding a sentence strip should read aloud its line of poetry and offer, if possible, a restatement of its meaning. Any student in the outer circle may also offer suggestions regarding the meaning of the

Paraphrasing



Text:

Lines or sentences from text	My paraphrase (in my own words)

My thoughts

Summary

Testing Tips

Students need to understand the difference between retelling a text and summarizing a text. In a good summary, students should include details from the beginning, middle, and end of a selection. Determining importance and paraphrasing are key pre-requisites in writing a summary. Students must also be able to identify the main idea.

Seed Lessons

(Obtained from <http://www.mdk12.org>)

Retelling

Students will read a literary text. After reading is complete, the teacher will divide the story into a beginning, middle, and end being specific about the events that start and stop each section. Next the teacher will place students in groups of three. Each student will be assigned the beginning, middle, or end of the story. That student must retell his/her section of the story to the other two students in his/her group.

The teacher will read aloud a portion of or a complete literary text to the students. After reading is complete, the teacher will provide each student with a specified portion of the text just read. The student should reread only that portion of text with the purpose of retelling that portion to the entire class or a small group.

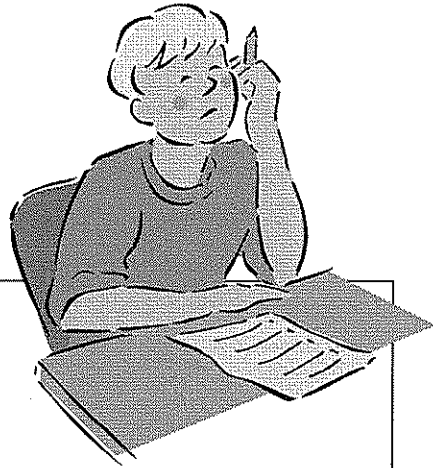
Literary Text

The teacher will provide each student with a short literary text and its summary. Students will read both and, through class discussion, develop a student meaning for the term "summary." Next, students should be placed in small groups and provided with two folders one of which contains original literary text and the second which contains summaries of those literary texts. Group members should read texts in both folders and then match the original with its summary. Groups should share their findings with the remainder of the class.

Students will read a literary text. After the reading is complete, the teacher will share with students a completed story map of the text. Using the story map as a scaffold the teacher will orally summarize the literary text. Next, students will read another literary text for which a completed story map is provided. Students will follow the teacher's model and orally summarize the literary text. As an extension, the teacher may record students' oral summaries and then replay them so that students may focus on what they have done well as well as to catch any errors in summarizing.

The teacher will provide students with a disposable section of a literary text and have them read the text with the purpose of summarizing it. With teacher direction, students will highlight text ideas that are not important to a general understanding of the text and important text ideas that

Summarizing



Text:

Main Characters

Setting

Main Events

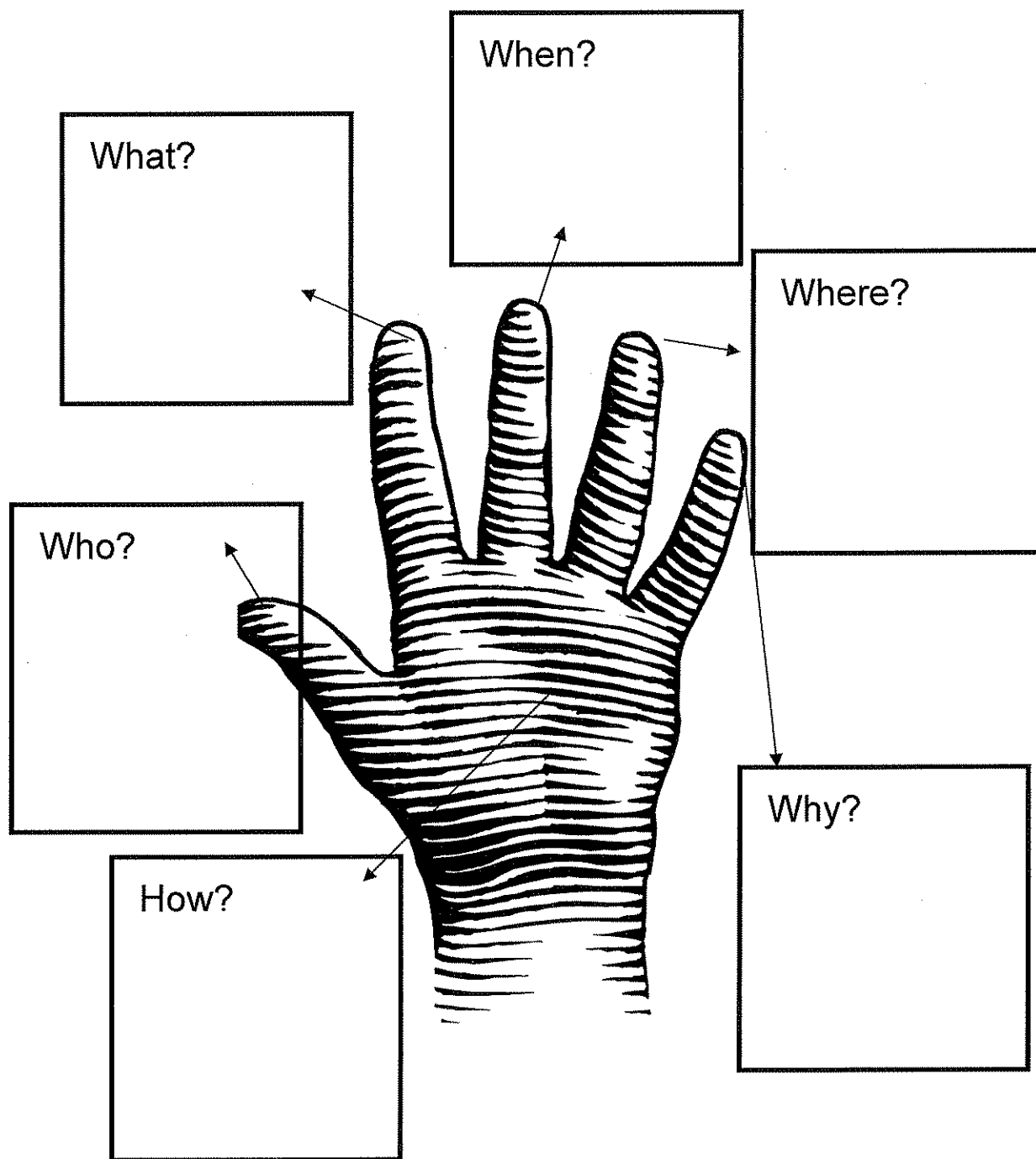
Problem or Conflict

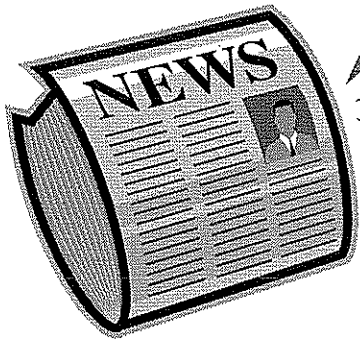
Solution or Resolution

Summarize

5 W's and H

Text: _____





Non-Fiction Organizer

Subject
Introduction
Body
Conclusion