

# Skills, Strategies, and Cognitive Levels



Amherst County Public Schools

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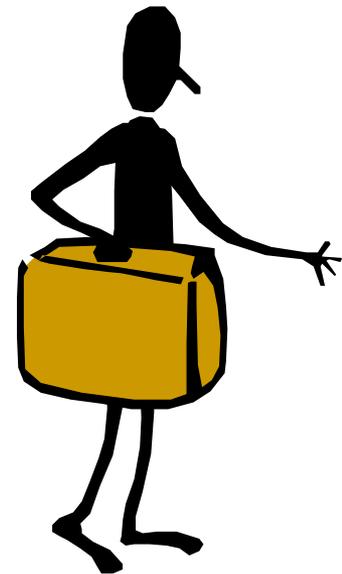
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# Goals

- Know how to navigate through the Curriculum Framework to identify specific skills and cognitive levels
- Review the seven comprehension strategies and then identify how to incorporate them in lesson planning and teaching
- Know how to align comprehension strategy with skill to plan effective lessons to address appropriate cognitive level

# Using the VDOE Curriculum Framework

- Utilize Framework to:
  - Identify Know & Do (cognitive level) needed in lesson
  - Plan units/lessons utilizing the Gradual Release Model to include:
    - Skills
      - From VDOE Curriculum Framework
    - Cognitive Level
    - Comprehension Strategy/ies
    - Before, During, and After Instruction
    - Formative Assessment Component



# Know, Understand, Do

- Determining what students will *know*, *understand*, and *do* at the conclusion of a series of lessons as outlined in VDOE Curriculum Framework
  - **Know**
    - What skills, facts, or vocabulary are to be taught (nouns)?
  - **Understand**
    - Why is it important for our students to know this information (major concepts that are the core meanings of the lessons)?
  - **Do**
    - What actions or thought processes will students take (verbs)?
    - Cognitive level at which standard should be taught and assessed

# Unpacking VDOE Curriculum Framework

- Match bullets and sub-bullets to identify which essential knowledge, skills, and processes match the outline of standards
- Identify knows (nouns) and dos (cognitive level)
- Outline Intended Learning Outcomes (ILO) on Table of Specifications to categorize cognitive levels

- 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
- Explain the author's purpose.
  - Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
  - Identify the main idea.
  - Summarize supporting details.
  - Identify the problem and solution.
  - Describe the relationship between text and previously read materials.
  - Identify sensory words.
  - Draw conclusions/make inferences about text.
  - Make, confirm, or revise predictions.
  - Identify cause and effect relationships.
  - Use reading strategies throughout the reading process to monitor comprehension.
  - Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry.</li> <li><b>Narrative nonfiction</b> is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies).</li> <li>Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information.</li> <li>Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</li> <li>Students will learn how to identify major events and supporting details.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>develop a variety of comprehension strategies.</li> <li>read a variety of fictional texts, narrative nonfiction texts, and poetry.</li> <li>explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>explain the author's purpose (e.g., to entertain, inform, or persuade). <b>a</b></li> <li>describe how the choice of language, setting, characters, details, and other information contribute to the author's purpose. <b>a, b</b></li> <li>describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). <b>b, h</b></li> <li>understand that narrative nonfiction is a story based on facts <b>a</b></li> <li>identify the facts contained in a piece of narrative nonfiction. <b>c, d, e</b></li> <li>identify the main idea or theme of a text and summarize using supporting details. <b>c, d</b></li> <li>identify the problem (conflict) and solution. <b>e</b></li> <li>discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events). <b>f</b></li> <li>make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text <b>f</b></li> </ul>

# Let's Try It.....

STANDARD 4.5

STRAND: READING

GRADE LEVEL 4

- 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.**
- a) Explain the author's purpose.
  - b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
  - c) Identify the main idea.
  - d) Summarize supporting details.
  - e) Identify the problem and solution.
  - f) Describe the relationship between text and previously read materials.
  - g) Identify sensory words.
  - h) Draw conclusions/make inferences about text.
  - i) Make, confirm, or revise predictions.
  - j) Identify cause and effect relationships.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• Students will identify sensory words and describe the effect those particular words have on the reader.</li> <li>• Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include:               <ul style="list-style-type: none"> <li>◦ draw conclusions/make inferences about text; and</li> <li>◦ make, confirm, and revise ongoing predictions.</li> </ul> </li> <li>• To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS):               <ul style="list-style-type: none"> <li>◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.</li> <li>◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.</li> <li>• refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.</li> <li>• identify cause and effect relationships.</li> <li>• make, confirm, or revise predictions.</li> <li>• read familiar text with fluency, accuracy, and prosody.</li> <li>• read with sufficient accuracy and fluency to support comprehension.</li> <li>• become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).</li> </ul>

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UNDERSTANDING THE STANDARD (Teacher Notes)		ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</p> <ul style="list-style-type: none"> <li>frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</li> <li>Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</li> </ul>			
Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	145	166	180
75	119	139	152
50	94	112	123
Hasbrouck, J.E., & Tindal, G.A., 2006			
<ul style="list-style-type: none"> <li>The table above presents the results of research on oral reading fluency rates for students at the</li> </ul>			

# List of Know & Do 4.5h

Do	Know
Describe	Character -words -actions -thoughts Setting Event
Read Demonstrate	Comprehension of: - Fictional texts - Narrative nonfiction texts - Poetry
Draw	Conclusions
Make	Inferences
Refer	Details Examples
Explain	Text

# Cognitive Levels





# Table of Specifications

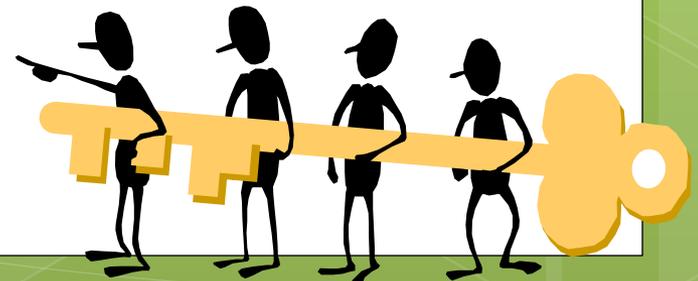
Content	Cognitive Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create

# Table of Specifications

Content	Cognitive Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create
4.5 h The student will read and demonstrate comprehension of fiction, NNF & poetry. Draw conclusions/make inferences about text						
Character: Words, actions, thoughts		<b>describe</b>				
Setting, event		<b>describe</b>				
Comprehension of Narrative non-fictional texts			<b>read, demonstrate</b>			
conclusions					<b>draw (conclusions)</b>	
Inferences				<b>make (inferences)</b>		
Details, examples		<b>refer</b>				
text		<b>explain</b>				

# Comprehension Strategies

- Activating Prior Knowledge/Using Schema
- Inferring/Predicting
- Making Connections
- Questioning
- Visualizing
- Determining Importance
- Synthesizing/Summarizing



Good Readers...

# Predict / Infer

Draw Conclusions



Schema



+



Pictures & Title

=

**Prediction**

Schema

+

What is Read

=

**Inference**

# Predict / Infer

Questioning as I read to help me draw conclusions, make predictions, and reflect on my reading.

When the author doesn't answer my questions, I must infer...

Maybe...

I think...

I wonder...

It could be ...

Perhaps...

I'm guessing...

It means that ...

It's because...

I know...

Because I read...and I know...

I figured out...

# Strategy-Skill Connection

Inferring / Predicting /  
Drawing Conclusions

- Author's Purpose
- Cause / Effect
- Character
- Classification
- Conflict / Resolution
- Context Clues
- Drawing Conclusions
- Fact / Fantasy
- Important Events
- Making Connections
- Predictions
- Problem / Solution
- Sequencing
- Setting
- Text Structure

Good Readers...

# Visualize / Create Mental Images

Picture While Reading

Using the Five Senses: See, Hear, Taste, Touch, Smell



# Visualizing



I see what I read.  
I feel what I read.

It's like a movie in my mind.  
I create pictures in my mind as I  
read.

I'm imagining...



# Strategy-Skill Connection

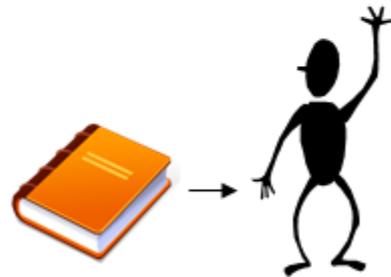
## Visualizing

- Beginning, Middle, End
- Character
- Classification
- Compare / Contrast
- Fact / Fantasy
- Important Events
- Sequencing
- Setting

Good Readers...

# Make Connections

Activate Background Knowledge  
“This Reminds Me of...”



**TS**

Text-to-Self



**TT**

Text-to-Text



**TW**

Text-to-World

# Making Connections

I use what I know to understand what I read

It reminds me of when I read ... because ...  
(text-to-text)

It reminds me of the time I ... because ...  
(text-to-self)

It reminds me of something I read because ...  
(text-to-text or text-to-world)

It reminds me of something I heard about because ...  
(text-to-world)

# Strategy-Skill Connection

Making Connections /  
Activating Background  
Knowledge

- Author's Purpose
- Cause / Effect
- Character
- Classification
- Compare / Contrast
- Conflict / Resolution
- Fact / Fantasy
- New Information
- Predictions
- Problem / Solution
- Setting
- T-S, T-T, T-W Connections
- Text Structure

Good Readers...

# Ask Questions While Reading

Who, What, Where, When, How, & Why?



# Questioning to Understand

Asking questions and looking for answers

- Before reading
- During reading
- After reading

I wonder...

I was confused when...

How could that be?

Why do you think?

Who... What... Where... When...

# Strategy-Skill Connection

Questioning	<ul style="list-style-type: none"><li>• Author's Purpose</li><li>• Beginning, Middle, End</li><li>• Cause / Effect</li><li>• Character</li><li>• Classification</li><li>• Compare / Contrast</li><li>• Conflict / Resolution</li><li>• Context Clues</li><li>• Fact / Fantasy</li><li>• Fact / Opinion</li><li>• Important Events</li><li>• Main Idea / Details</li><li>• Problem / Solution</li><li>• Questioning</li><li>• Setting</li><li>• Sequencing</li><li>• Summarizing</li><li>• Text Structure</li></ul>
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Good Readers...

# Determine Importance

Author's Message to the Reader  
Main Ideas / Details



# Determining Importance

I understand the main ideas of the text  
and what the author's message is.

The text was mostly about...  
The author is trying to tell us that...  
I learned...  
The important details were...

# Strategy-Skill Connection

## Determining Importance

- Author's Purpose
- Beginning, Middle, End
- Fact / Opinion
- Important Events
- Locating Information
- Main Idea / Details
- New Information
- Problem / Solution
- Retelling
- Summarizing
- Text Structure

Good Readers...

# Summarize / Synthesize

Put it All Together



What is Learned While Reading + Schema = Synthesis

# Summarize / Synthesize

I combine what I know with new information to show I understand the text.

I form opinions, change perspectives, and develop new ideas. I have a personal understanding.

Now I get it!...

This makes me think of...

I learned that ...

I understand this because of ....

# Summarize & Synthesize

Food For Thought:

- Synthesizing is taking your kids forward with their thinking (whether with a prediction, connection, or generalization)
- Summarizing is pulling out the important events/details to show understanding

# Strategy-Skill Connection

Summarizing /  
Synthesizing

- Beginning, Middle, End
- Classification
- Fact / Opinion
- Important Events
- Main Idea / Details
- Making Connections
- New Information
- Organize Information
- Reference / Research
- Retelling
- Sequencing
- Summarizing
- Text Structure

Good Readers...

# Monitor Understanding

Does it Make Sense?



# Fixing Comprehension

Applying "fix-up" Strategies

Knowing How to Use Different "Fix-Up" Strategies

When I get stuck on a word...

When I get confused...

- Use context to define the word
- Reread to clarify meaning
- Use my questions and connections

# Strategy-Skill Connection

Monitoring  
Comprehension /  
Fix-up Strategies

- Context Clues
- Monitor / Clarify
- Text Structure
- Vocabulary / Word Meaning

# Before Reading Activities

## Comprehension strategies taught:

- Previewing/Activating Background Knowledge
- Predicting
- Questioning
- Determining importance (looking at text features)

## Activities to help teach:

- Prediction Statements
- KWL (know, want to know, learned)
- Think, Pair, Share (predictions, “noticings” that helped with predictions)
- Picture Walks (preview)
- Anticipation Guides (the before reading section)
- Think-alouds
- Skimming (text features to focus on)
- Preview-Predict-Confirm organizer
- Making Connections
- Concept Sorts
- Content Vocabulary List to set purpose or make predictions
- Text Feature Instruction (headers, bold type, maps, illustrations, etc.)
- Text Preview (teacher-written passage to build background knowledge before reading)
- List-Group-Label

# During Reading Activities

## Comprehension strategies taught:

- ❑ Questioning
- ❑ Visualizing/Creating Mental Images
- ❑ Inferring
- ❑ Making Connections (text-to-text, text-to-world, text-to-self)

## Activities to help teach:

- ❑ KWL (know, what I want to know, learned)
- ❑ Sticky Notes (mark confusing or interesting parts)
- ❑ QAR (question-answer relationships)
- ❑ Two-Column Notes
- ❑ DRTA (directed reading thinking activity)
- ❑ Think-Alouds (to monitor strategies)
- ❑ Rereading
- ❑ Literature Circles (required roles—examples: discussion director, literary luminary, connector)
- ❑ Wordless Picture Books (visualizing)
- ❑ Inferencing (what I read + what's in my head)
- ❑ Three-Column Notes (background knowledge/text clues/inference made)
- ❑ Word Analysis (context clues)
- ❑ Questioning the Author
- ❑ Word Mapping
- ❑ Journaling (specific purpose to address a strategy)

# After Reading Activities

## Comprehension strategies taught:

- Summarizing
- Determining Importance

## Activities to help teach:

- KWL (know, want to know, what I learned)
- Graphic Organizers:
  - Web
  - Venn Diagram
  - Time Line
  - Story Map
  - Character Map
  - Main Idea and Details Chart
  - Beginning, Middle, End
  - Word Map (Frayer model)
- QAR (question-answer relationships)
- Two-Column Notes
- Think-Pair-Share
- Summary Writing (“who, wanted, but, so” for fiction; topic, two facts, personal response for nonfiction)
- Reread to Confirm
- Literature Circles (required roles—examples: discussion director, literary luminary, connector )
- Concept Sorts
- Making Connections to Draw Conclusions
- Inferencing (what I read + what’s in my head)
- Three-Column Notes (background knowledge/text clues/inference made)
- Identify Themes
- Retelling
- Anticipation Guides (the after-reading section)
- Determining Topic from Details
- List-Group-Label
- Journaling (specific purpose to address a strategy)
- Discussion
- Jigsaw

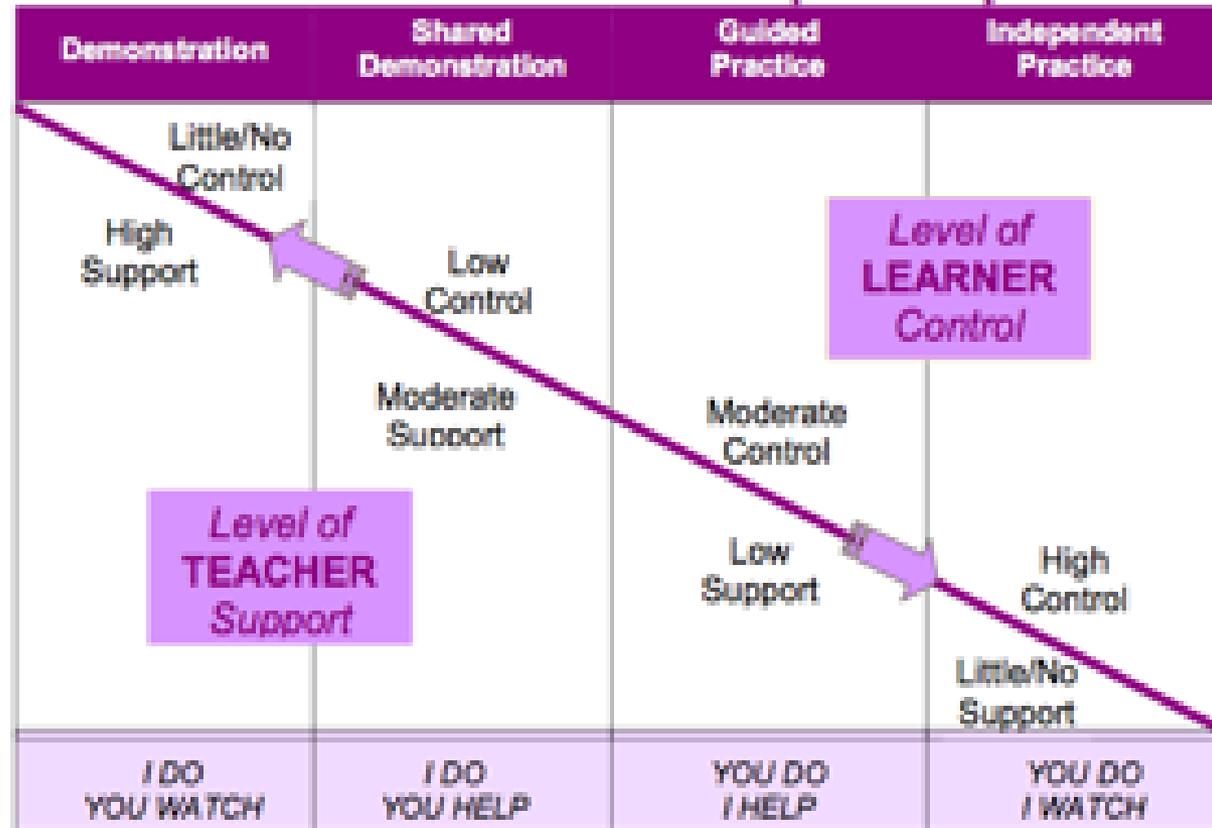
# Table Talk

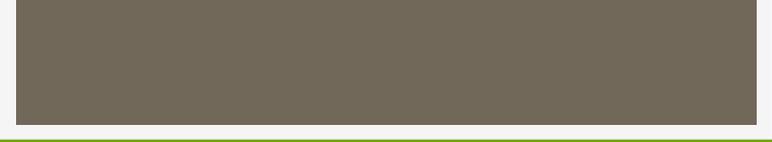
Take a minute to discuss with your group how you might utilize the Strategy/Skill Connections layered into your Before/During/After activities to more effectively streamline your planning.

# Gradual Release Model

- Model
- Guided Practice
- Independent Practice
- Assessment

**The Optimal Learning Model**  
*The Gradual Release of Responsibility*





# Designing A Lesson (within a unit)

# Lesson Template

<b>Subject: Reading</b>		
<b>Time/Dates/Duration:</b>		
<b>Objectives:</b>		
<u>Skills:</u>		
<u>Strategies:</u>		
<b>Understand (Big Ideas):</b>		
<b>Do (Verb):</b> TSW:		<b>Know (Content):</b>
<b>Resources/Materials:</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Anticipatory Set</b>		
<b>Model</b>		
<b>Guided Practice</b>		
<u>Before reading</u>		
<u>During reading</u>		
<u>After reading</u>		
<b>Independent Practice</b>		
<b>Closure</b>		
<b>Assessment</b>		

# Lesson Sample

<b>Subject:</b> Reading <b>SOL:</b> 4.5 h <b>Time/Dates/Duration:</b> Suggested time based reading diet: 60-90 minutes/6 Days	
<b>Objectives:</b> (4.5h) The student will use examples found in narrative nonfiction texts to make inferences & draw conclusions about character, setting, and events.	
<b>Skills:</b> Inference, drawing conclusions	
<b>Strategies:</b> infer	
<b>Understand (Big Ideas):</b> In order to understand the author's purpose/message, you must be able to "read between the lines".	
<b>Do (Verb):</b> Know Describe	<b>Know (Content):</b> Character words actions thoughts setting events Comparison of: - Fictional texts - Narrative nonfiction - Poetry Conclusions Inferences Details Examples Text
<b>Read</b> Comprehend	
<b>Draw</b>	
<b>Make</b>	
<b>Refer</b>	
<b>Begin</b>	
<b>Resources/Materials:</b> - riddles from ( <a href="http://www.philtulga.com/Riddles.html">http://www.philtulga.com/Riddles.html</a> ) - <u>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</u> by Paula Yoo - Leveled Narrative Non-Fiction texts (GR level U, GR level Q, GR level N, GR level K) - poems for inferring from ( <a href="http://mrakornalik.wikispaces.com/file/view/poemforinferring.pdf">http://mrakornalik.wikispaces.com/file/view/poemforinferring.pdf</a> )	
<b>Anticipatory Set</b> <b>Day 1: 5 minutes</b> Students will use a sticky note to respond to the riddle displayed on the Smart Board. After thinking time, students will share responses, as well as how the response was determined. (I come from a cane, or from a <u>beat</u> . You might say I make things really sweet. I can be white or brown, or in a powder like snow. What am I?) Today we will be learning how to "read between the lines" of an author's text to explain how the details help us to draw conclusions. Making inferences and drawing conclusions helps us to understand what we're reading. It may help you to think about an inference as a math problem. What you read + what's in your head = an inference ( <a href="#">see sample a on resource page</a> )	
<b>Model</b> <b>Day 1: 5 minutes</b> Using the initial riddle, model forming inferences in order to draw a conclusion being sure to think-aloud how each line of text helped you to formulate your conclusion that the author was referring to sugar. *Use a multi-flow Thinking Map or a three-column chart to model note-taking including text clues, background knowledge and inference/conclusion ( <a href="#">see sample b on resource page</a> ) <b>Day 1-5: 10 minutes/day</b> <b>Before Reading:</b> Using the anchor text, <u>Sixteen Years in Sixteen Seconds</u> , explain to students that we will be reading to make inferences and draw conclusions. <b>During Reading:</b> Using marked stopping points for each day, model in a Think-Aloud format how readers use text details and examples paired with background knowledge about a topic to make inferences and draw conclusions. Scaffold support while reading to allow students an opportunity to form conclusions with support. ( <a href="#">see sample c on resource page</a> ) <b>After Reading:</b> Develop a summary sentence, as a group, stating your conclusion about the "character" in the text.	

<b>Guided Practice (Differentiated Guided Reading Groups)</b> <b>Day 1: 40 minutes</b> <b>Before Reading:</b> 1. (Whole Group 15 minutes) Using a "What Am I?" poem, students will pair clues from author with background knowledge to infer/conclude what is being described. (Supported given by teacher/elbow partner, dependent on student readiness and teacher observation) ( <a href="#">see sample d on resource page</a> ) 2. (Teacher Alternates: Groups to introduce book and previously taught previewing activity 25 minutes) Students will preview leveled text and form a prediction statement while teacher meets with other groups. Clues should be recorded that helped lead the student to the prediction. *Use t-chart or circle Thinking Map. ( <a href="#">see sample e on resource page</a> ) <b>Day 2-5 (Teacher alternating groups to monitor progress or provide additional instruction)</b> <b>Before Reading:</b> Day 2- Review previous predictions made and discuss our purpose for reading (inferring/draw conclusions) Days 3-5 - Review conclusions/inferences made during independent practice and formulate a new prediction <b>During Reading:</b> Students will read in leveled text to find details and examples in reading to pair with background knowledge in order to infer the message the author is trying to convey. Students will read to stopping points tagged by sticky notes and record inferences made in a three-column chart or multi-flow Thinking Map. <b>After Reading:</b> Students will draw a conclusion about their "character" based on the inferences made at each stopping point while reading.																				
<b>Independent Practice</b> <b>Day 1</b> Using additional poems, have students select a poem to work through recording inferences made <b>Day 2-5</b> After having scaffolded support during small group reading, students will continue to work in leveled texts to complete the same during and after reading activities recording inferences made using the chosen note-taking device.																				
<b>Daily Closure(s)</b> A variety of closures to include: Discussion with teacher, Reading Journal/Exit ticket to explain student's level of understanding of making inferences and drawing conclusions.																				
<b>Assessment</b> <b>Day 6:</b> Students will independently complete assessment on making inferences and drawing conclusions (addressing cognitive levels as outlined in VDOE Curriculum Framework/Completed TDS). Assessment will include students' written reflection of the leveled texts used during daily guided and independent practice as well as items from Interactive Achievement test bank in multiple choice formats. ( <a href="#">see sample f on resource page</a> )																				
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# Sample Assessment-TOS

## Table of Specifications

Content	Cognitive Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create
4.5 h The student will read and demonstrate comprehension of fiction, NNF & poetry. Draw conclusions/make inferences about text						
Character: Words, actions, thoughts		describe # 4 TEI				
Setting, event		describe # 5				
Comprehension of Narrative non-fictional texts			#6 read, demonstrate			
conclusions					draw (conclusions) #2, 13	
Inferences				#7, #3 make (inferences)		
Details, examples	#9	refer #1 TEI				
text		explain #8				

VDOE 2014

\* Pretest for next skill - vocabulary - (4.4b) } # 10, 11, 12  
(4.4a) }

# Unit Assessment

ENGL-4

Albert/Wheeler VDOE SOL Institute  
Exam not valid for Paper Pencil Test Sessions

Read the following passage and answer questions 1 through 10.  
Harriet Tubman, A Heroine of the Civil War



Many people fought against slavery in the United States. They were called abolitionists, because they wanted to abolish slavery. One of the best-known abolitionists was named Harriet Tubman.

Harriet Tubman was one of 11 children. Both of Harriet's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided by only the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for her brother. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times, but the number of slaves she helped to escape is unknown.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Harriet lived a fruitful life long past the Civil War. In her 80's, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. She spoke out for women's rights and is now known for her important role in ending slavery in the United States of America.

content adapted from readworks.org

1 Which of the following statements from the passage let the reader know that Harriet Tubman was brave?

- She returned South to rescue her sister and her sister's two children.
- Harriet became a spy for the Union Army.
- Harriet Tubman worked for the Union Army as a nurse and cook.
- Harriet Tubman was one of 11 children.
- Harriet lived a fruitful life long past the Civil War.

2 Read this paragraph from the passage. From this paragraph, the reader can conclude that—

Harriet lived a fruitful life long past the Civil War. In her 80's, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. She spoke out for women's rights and is now known for leading in an important role in ending slavery in the United States of America.

- A Harriet Tubman was a very wise and honest person.
- B Harriet Tubman chose to lead a healthy lifestyle allowing her to live well into her 80s.
- C Harriet Tubman's sole focus was to better African Americans' lives.
- D Harriet Tubman worked hard to improve the lives of Americans.

3 Using the sentence below, the reader can infer that—

Guided by only the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

- A Harriet did not own shoes.
- B Harriet knew she needed to go to the North in order to find freedom.
- C Harriet was willing to take risks, not knowing whether she would survive or find success.
- D Harriet had to rely on others in order to find her way to the North.

4 Based on Harriet's actions in the passage, the reader can best describe her as—

- determined
- mean
- content
- brave
- stubborn
- tough

5 The author includes the event of Harriet riding on a gunboat with the Union Army Soldiers to let the reader know—

- A Harriet enjoyed traveling by water.
- B Harriet was scared on her journey on the Combahee River.
- C Harriet was in danger on her mission.
- D Harriet knew how to use a gun.

6 Why did Harriet escape from the plantation in Maryland?

- A She knew that the plantation owner was going to sell her and her brothers.
- B She knew she wanted to be a nurse and cook for the Union Army.
- C She wanted to be at the same plantation as her 10 other siblings.
- D She was tired of being beaten by the overseers of the plantation.

7 From this passage the reader can infer—

- A Harriet Tubman was adopted as a child.
- B Harriet Tubman was a very weak person with many struggles.
- C Harriet Tubman worked hard to improve the lives of all Americans, no matter their skin color or gender.
- D Harriet faced many obstacles in her life and became very bitter towards others.

8 Give two examples from that text that show that Harriet was helpful to others.

9 How long after Harriet escaped to freedom did she return to help her sister?

- A eleven years later
- B six years later
- C one year later
- D eighty years later

10 Which word uses the suffix -ful as it is used in fruitful?

- A waffle
- B hopeful
- C fulfill
- D fulcrum

11 In the sentences below, you can infer that the underlined word means—

- A nervous
- B happy
- C tight-lipped
- D sincere

John was secretive with his plan to play a trick on his older brother. He did not want to give any clues that would let his brother know what was about to happen.

12 You do not need to read a passage to answer the following question. Read and answer the question.

Read this sentence.

Arnold's clothes are lying in a heap on his bedroom floor.

What does the word heap mean?

- A pattern
- B row
- C pile
- D corner

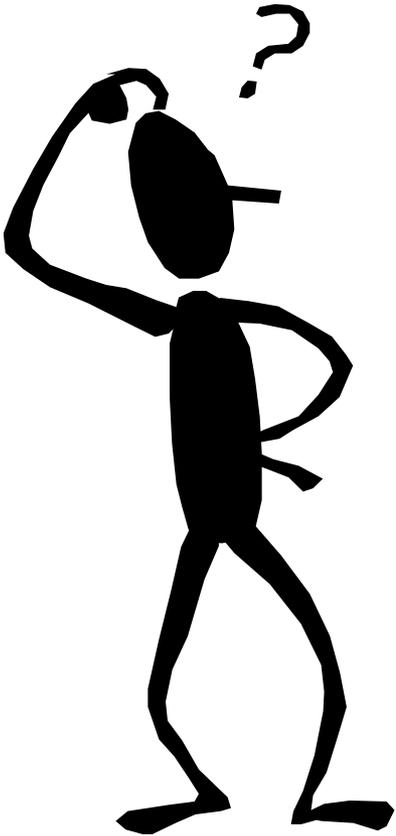
13 From your leveled reading selection, what can you now conclude about your main character? Give evidence from the text to support your conclusions. Keep in mind that your character may/may not have shown change throughout the text.

# Food For Thought...

“Unwrapped standards provide clarity as to what students must know and be able to do. When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment, and student learning” (p. 1).

Larry Ainsworth, *Unwrapping the Standards*, 2003.

Q & A?



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