





## Inference Strategy Prompts for Guided Group Practice

Select a passage or chapter. Choose the places where you will demonstrate/model the strategy or where you will stop to ask the questions, depending on where you are in the strategy (see the Prompts List). If the chapter or passage has questions with it, ask individual students to determine the question types (N step). Teacher can either read aloud, or have a fluent reader read it aloud. Vary who is reading. As you or the students read, underline clues as you go along (F & E steps). At the end of the passage, return to the questions (R step). Have the students use their whiteboards (or virtual whiteboard) to write on. Ensure that every student participates throughout the passage. If there are no questions, you can stop and model how you would ask yourself an inference question (examples: “What does the word \_\_\_\_\_ mean in this sentence?” “What do you suppose she was thinking when she did that?”). This activity shouldn’t be scored and doesn’t go on the progress chart.

**Note:** As your students get better at this activity, you can select students to take turns leading the class using the prompts.

**For each question that you ask, prompt the students to:**

Interact with the questions and passage.

- Think about the question I just asked.

Note what they know.

- What kind of question is this?
- What letter code would you use?

Find the clues.

- What clues can you find in the part we’ve read already?

Explore any supporting details:

- Are there any other supporting clues?

Return to the question:

- What’s the best answer to my question?
- What answer did you find here?
- What is the answer to your question then?

## Prompts List:

### Big Picture Questions

- What is the author's purpose?
- What is the main idea?
- What is the theme?
- What is the overall idea here?

### Prediction Questions

- What do you think will happen next?
- Where do you think she will go?
- What will he do next?
- What happened that made her do this?
- Who do you think they will find?
- When will they find her?
- What does the future hold for him?

### Clarification Questions

- What does the word \_\_\_\_\_ mean?
- What does this part mean? Who can make sense of it?
- What caused him to act like that?
- How can you compare (or contrast) what 's happening here with what happened earlier?
- How can you compare (or contrast) what she just did with what \_\_\_\_\_ did?
- What do you think he is feeling?
- What do you suppose she was thinking when she did that?

## Inference Feedback Checklist

This checklist can be attached to the student's independent practice or given to a student at the end of a differentiated practice.

<p><b>Inference Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacted with the questions and the passage</li> <li><input type="checkbox"/> Noted what you know</li> <li><input type="checkbox"/> Found the clues</li> <li><input type="checkbox"/> Explored any supporting details</li> <li><input type="checkbox"/> Returned to the question and answered</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask good questions (factual, big picture, predicting, and clarifying)</li> <li><input type="checkbox"/> Name the type of question and code it</li> <li><input type="checkbox"/> Look for more clues</li> <li><input type="checkbox"/> Look for more details to support your answers to your questions</li> <li><input type="checkbox"/> Answer the questions</li> <li><input type="checkbox"/> Use complete statements (subject/verb)</li> <li><input type="checkbox"/> Answers relate to information in the passage</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>	<p><b>Inference Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacted with the questions and the passage</li> <li><input type="checkbox"/> Noted what you know</li> <li><input type="checkbox"/> Found the clues</li> <li><input type="checkbox"/> Explored any supporting details</li> <li><input type="checkbox"/> Returned to the question and answered</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask good questions (factual, big picture, predicting, and clarifying)</li> <li><input type="checkbox"/> Name the type of question and code it</li> <li><input type="checkbox"/> Look for more clues</li> <li><input type="checkbox"/> Look for more details to support your answers to your questions</li> <li><input type="checkbox"/> Answer the questions</li> <li><input type="checkbox"/> Use complete statements (subject/verb)</li> <li><input type="checkbox"/> Answers relate to information in the passage</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>
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## Paired Associates Guided Practice Prompts

**Guided Group Practice:** Read a paragraph from a content area text or a passage with the class. Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. The teacher looks for clues and uses the PAIRS steps to find pairs, trios and lists of information; arrange the information on a study card; identify questions & recasts the information using CRAM. Students can assist the teacher by helping the teacher decide which memory device to use. The teacher then guides the class through self-test step.

**Note:** As your students improve & gain confidence, you can select students to take turns leading the class using prompts.

### PICK A CLUE

- Are there visual clues such as capital letters, numbers, italics, or boldface?
- Are there any word clues (signed, created, united, wrote)?
- Are there any number clues (important dates)?

### ARRANGE THE ITEMS

- What items should you write on the front of the card in capital letters?
- What items should you write on the back in capital letters?
- Can you form the questions?
- Are the items connected? Are they short? Are they useful?
- Does the answer on the back of the card answer the question on the front?
- Are my questions meaningful?

### IDENTIFY THE QUESTIONS

- Does the answer on the back of the card answer to the question on the front?
- Are my questions meaningful?

### RECAST THE INFORMATION USING CRAM

- **Create a picture.** Can you make a mental picture?
- **Relate something.** Do you know a familiar association for the information?
- **Add boxes:** Can you isolate and box any letters that would be useful in forming a memory device?
- **Make a Code:** Is there an important date you need to remember? Keep the letters in the same order. Make sure the first four words in the sentence start with capitalized code letters. Include the other item or the meaning go of the other item in the sentence.

### SELF-TEST

- How do you check whether you understand the meaning of the information on these cards?
- Can you tell a story that links these cards together?
- How do you test going back and forth from the front to the back?





## Paraphrasing & Summarizing Main Ideas & Details

**Guided Group Practice:** Read a paragraph with the class. Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. At the end of the paragraph, pause and ask at least one of the questions under each step. Have the students use their whiteboards to answer questions and paraphrase. Then read another paragraph with the class, ask the questions again, and so forth. Ensure that every student participates across several paragraphs. This isn't scored and doesn't go on the progress chart.

**Note:** As your students improve and gain confidence, you can designate students to take turn leading the class using the prompts.

### Prompts List:

#### ASK YOURSELF WHAT ARE THE MAIN IDEAS?

- What is this paragraph about?
- What does it tell you about \_\_\_\_\_?

#### ASK YOURSELF WHAT ARE THE DETAILS?

- What are some of the details related to \_\_\_\_\_?
- What are some facts in this paragraph?

#### PUT IT IN YOUR OWN WORDS.

- How would you paraphrase that main idea?
- What's another way to say that main idea?
- How would you paraphrase that detail? Those details?
- What's another way to say that detail? Those details?
- Can you summarize the paragraph using the main idea and details?
- Can you summarize the passage using the main ideas from the paragraphs?

## Paraphrasing Feedback Checklist

This checklist can be attached to the student's independent practice or given to a student at the end of a differentiated practice.

<p><b>Paraphrasing Feedback</b> I like the way you...</p> <p><input type="checkbox"/> Read the paragraph to be able to accurately paraphrase</p> <p><input type="checkbox"/> Asked yourself about the main ideas and details</p> <p><input type="checkbox"/> Put the main idea and details into your own words</p> <p><b>Next time, you'll do even better if you</b></p> <p><input type="checkbox"/> Make only one general statement (main idea)</p> <p><input type="checkbox"/> Give at least two specific details</p> <p><input type="checkbox"/> Use more of your own words</p> <p><input type="checkbox"/> Use complete statements (subject/verb)</p> <p><input type="checkbox"/> Contain accurate information from the passage</p> <p><input type="checkbox"/> Make sure each statement makes sense</p> <p style="text-align: center;"><b>See me if you need help!</b></p>	<p><b>Paraphrasing Feedback</b> I like the way you...</p> <p><input type="checkbox"/> Read the paragraph to be able to accurately paraphrase</p> <p><input type="checkbox"/> Asked yourself about the main ideas and details</p> <p><input type="checkbox"/> Put the main idea and details into your own words</p> <p><b>Next time, you'll do even better if you</b></p> <p><input type="checkbox"/> Make only one general statement (main idea)</p> <p><input type="checkbox"/> Give at least two specific details</p> <p><input type="checkbox"/> Use more of your own words</p> <p><input type="checkbox"/> Use complete statements (subject/verb)</p> <p><input type="checkbox"/> Contain accurate information from the passage</p> <p><input type="checkbox"/> Make sure each statement makes sense</p> <p style="text-align: center;"><b>See me if you need help!</b></p>
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## Possible Selves Guided Practice Prompts

**Guided Group Practice:** Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. The teacher can utilize the prompts throughout the passage.

**Note:** As your students improve & gain confidence, you can select students to take turns leading the class using prompts.

### Prompts List:

- What is the character's hope for the future? What does he or she hope to become?
- What challenges does he or she face?
- How does he or she overcome challenges?
- What fears does he or she have?
- What plan of action did the character create for reaching his or her goals?
- What qualities or characteristics did the character have that helped him or her achieve his or her goals?
- What led to the character's success?



## Self- Questioning Controlled Practice Activities

**Guided Group Practice:** Read a paragraph/passage with the class. Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. At the end of the paragraph, pause and ask at least one of the questions under each step. Have the students use their whiteboards (or virtual whiteboard) to write questions, predictions, and answers at different times. Then read another paragraph with the class, ask the questions again, and so forth. Ensure that every student participates across several paragraphs. This isn't scored and doesn't go on the progress chart. You can use the group score sheet on page 112 for feedback.

**Note:** Allow students to gradually take the lead in using the prompts and guiding the class through the passage.

### Prompt List:

#### ATTEND TO CLUES

- What is one of the clue words ("wonder words") here?
- What is another clue word?

#### SAY A QUESTION

- What does that word make you wonder?
- What are you wondering?
- What question comes to mind about that word?
- Is it okay that everyone has a different question? Why?

#### KEEP PREDICTIONS IN MIND

- What is your prediction?
- What do you predict?
- What do you think will happen?
- Is it okay that everyone had a different prediction? Why?
- Why do people have different predictions?

#### IDENTIFY AND TALK ABOUT THE ANSWERS

(Do not use these prompts for the first paragraph)

- Did you find an answer to your question? What was it?
- What answer did you find here?
- What is the answer to your question then?

#### OTHER QUESTIONS

- Was your prediction correct? Why or why not?

## Self-Questioning Feedback Checklist

This checklist can be attached to the student's independent practice or given to a student at the end of a differentiated practice.

<p><b>Self-Questioning Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended to clues as you read</li> <li><input type="checkbox"/> Said some questions</li> <li><input type="checkbox"/> Kept predictions in mind</li> <li><input type="checkbox"/> Identified the answers</li> <li><input type="checkbox"/> Talked about the answers</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to more clues (What words make you wonder?)</li> <li><input type="checkbox"/> Say some questions (Use a variety of "w' and "h" words)</li> <li><input type="checkbox"/> Keep your predictions in your mind</li> <li><input type="checkbox"/> Talk about the answers whenever you find them before asking new questions and making new predictions</li> <li><input type="checkbox"/> Use complete statements (subject/verb)</li> <li><input type="checkbox"/> Make accurate statements</li> <li><input type="checkbox"/> Include new information</li> <li><input type="checkbox"/> Make sure each statement makes sense</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>	<p><b>Self-Questioning Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attended to clues as you read</li> <li><input type="checkbox"/> Said some questions</li> <li><input type="checkbox"/> Kept predictions in mind</li> <li><input type="checkbox"/> Identified the answers</li> <li><input type="checkbox"/> Talked about the answers</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to more clues (What words make you wonder?)</li> <li><input type="checkbox"/> Say some questions (Use a variety of "w' and "h" words)</li> <li><input type="checkbox"/> Keep your predictions in your mind</li> <li><input type="checkbox"/> Talk about the answers whenever you find them before asking new questions and making new predictions</li> <li><input type="checkbox"/> Use complete statements (subject/verb)</li> <li><input type="checkbox"/> Make accurate statements</li> <li><input type="checkbox"/> Include new information</li> <li><input type="checkbox"/> Make sure each statement makes sense</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>
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## Visual Imagery Group Guided Practice

Read a section with the class. Teacher can either read aloud, have a fluent reader read it aloud, or have everyone read aloud in unison. Vary who is reading. At the end of the section, dot, number or paragraph, pause and ask at least one of the questions under each step. Have the students use their whiteboards (or virtual whiteboard) to answer. Then read another section with the class, ask the questions again, and so forth. Ensure that every student participates across several paragraphs. This isn't scored and doesn't go on the progress chart. You can use the feedback checklist for feedback prompts.

**Note:** Allow students to take turns leading the class using the prompts as they improve and gain confidence.

### Prompts List:

#### Search for the Scene Picture Words

- Are there any scene picture words in the title or on the cover?
- How does the cover of the book help you make a picture?
- What is one of the scene picture words here?
- What is another scene picture word?
- Write the main scene picture word.

#### Create or Change the Scene

- Tell me about the scene you see.
- Is this a new scene, an old scene or a changed scene? How do you know?
- What does your imagination create for this scene picture word?
- Is it okay that everyone has a different picture of this scene?
- Why does everyone have a different picture?

#### Examine the Other Picture Words

- What is one of the other picture words you see here?
- What is another picture word?
- Write three other picture words.
- When you hear the word " \_\_\_\_\_ " what do you see?

#### Notice the Characters and Action

- Now that you have found these picture words, tell me about the characters and action in the movie in your mind.
- Describe the characters and action remembering to use your imagination.
- Paint a picture of the characters and action for me.
- Is it okay that everyone has a different picture of these characters? Why?
- Why do people have different pictures?

### **Elaborate and Evaluate**

- Is there another elaboration that you can add?
- What else does your imagination add to this movie?
- Did we include all of the picture words?
- Have we covered everything in this part of the passage that should be in the movie? If not, what is missing?



## Visual Imagery Feedback

This checklist can be attached to the student's independent practice or given to a student at the end of a differentiated practice.

<p><b>Visual Imagery Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Searched for scene picture words</li> <li><input type="checkbox"/> Created or changed the scene</li> <li><input type="checkbox"/> Examined the other picture words</li> <li><input type="checkbox"/> Noticed the characters and action</li> <li><input type="checkbox"/> Evaluated and elaborated</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name the scene</li> <li><input type="checkbox"/> Describe scene (add 2 details)</li> <li><input type="checkbox"/> Name the picture words/characters/ actions</li> <li><input type="checkbox"/> Describe the characters/actions (add 3 details)</li> <li><input type="checkbox"/> Use complete statements</li> <li><input type="checkbox"/> Are accurate</li> <li><input type="checkbox"/> Add new information</li> <li><input type="checkbox"/> Make sure each statement makes sense</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>	<p><b>Visual Imagery Feedback</b> I like the way you...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Searched for scene picture words</li> <li><input type="checkbox"/> Created or changed the scene</li> <li><input type="checkbox"/> Examined the other picture words</li> <li><input type="checkbox"/> Noticed the characters and action</li> <li><input type="checkbox"/> Evaluated and elaborated</li> </ul> <p><b>Next time, you'll do even better if you</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name the scene</li> <li><input type="checkbox"/> Describe scene (add 2 details)</li> <li><input type="checkbox"/> Name the picture words/characters/ actions</li> <li><input type="checkbox"/> Describe the characters/actions (add 3 details)</li> <li><input type="checkbox"/> Use complete statements</li> <li><input type="checkbox"/> Are accurate</li> <li><input type="checkbox"/> Add new information</li> <li><input type="checkbox"/> Make sure each statement makes sense</li> </ul> <p style="text-align: center;"><b>See me if you need help!</b></p>
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## Word ID Strategy Group Guided Practice

Select a passage or chapter. Choose the words that you will use to demonstrate the strategy. If the students are just learning the strategy, the teacher does most of the modeling, and gradually hands it over to the students as they become more comfortable with the strategy. Designate a student to read it aloud. Vary who is reading. The reader can choose the words he/she wants to dissect, or you can designate the ones you choose. Assign one person to check the dictionary. When the reader pauses before reading a word, ask at least one of the questions that are listed under each step. The students can use their dry erase boards or paper to dissect the word. Ask the assigned dictionary checker to look up a word. Ask the reader to reread the sentence including the dissected word and additional sentences. Switch readers after every paragraph. Ensure that every student participates throughout the passage. This activity shouldn't be scored and doesn't go on the progress chart.

**Note:** As your students get better at this activity, you can select students to take turns leading the class using the prompts.

**For each question that you ask, prompt the students to:**

### Discover the Sounds and the Context

- What is the context here?
- What is the topic of this sentence?
- What subject area is this word related to?

### Isolate the Beginning

- Do you see a beginning that you recognize?
- Is there a prefix here? Can you pronounce the beginning?
- Do you know the beginning? IF SO: Mark the beginning with a backwards "L".

### Separate the Ending

- Is there an ending here that you recognize?
- Is there a suffix here?
- Can you pronounce the ending?
- Do you know the ending? IF SO: mark the ending with an "L".

### Say the Stem

- Can you say the stem right away?

### Examine the Stem

- Everyone apply the first rule of 2s and 3s
- Who will share how the first rule of 2s and 3s worked?
- (If appropriate) Everyone apply the second rule of 2s and 3s

- Who will share how the second rule worked?
- (If appropriate) Everyone apply the third rule of 2s and 3s.
- Who will share how the third rule worked?

**Check with Someone**

- Who will ask me if the way that you have pronounced the word is correct?

**Try the Dictionary**

- What does the dictionary tell us about pronouncing the word? Are we right?

## Word Identification Feedback Checklist

This checklist can be attached to the student's independent practice or given to a student at the end of a differentiated practice.

<p><b>Word Identification Feedback</b></p> <p>I like the way you...</p> <p><input type="checkbox"/> Discovered the sounds and context</p> <p><input type="checkbox"/> Isolated the beginning</p> <p><input type="checkbox"/> Separated the ending</p> <p><input type="checkbox"/> Said the stem</p> <p><input type="checkbox"/> Examined the stem</p> <p><input type="checkbox"/> Checked with someone</p> <p><input type="checkbox"/> Tried the dictionary</p> <p><b>Next time, you'll do even better if you try to...</b></p> <p><input type="checkbox"/> Sound out any word you can't pronounce</p> <p><input type="checkbox"/> Figure out any word you can't pronounce by reading the entire sentence (context)</p> <p><input type="checkbox"/> Isolate the beginning of the word using your word beginning list</p> <p><input type="checkbox"/> Separate the ending of the word using your word ending list</p> <p><input type="checkbox"/> Use the Rules of Twos and Threes to help you say the stems</p> <p><input type="checkbox"/> Be polite when checking with someone</p> <p><input type="checkbox"/> Make use of an online dictionary or classroom dictionary if no one can help you</p> <p style="text-align: center;"><b>See me if you need help!</b></p>	<p><b>Word Identification Feedback</b></p> <p>I like the way you...</p> <p><input type="checkbox"/> Discovered the sounds and context</p> <p><input type="checkbox"/> Isolated the beginning</p> <p><input type="checkbox"/> Separated the ending</p> <p><input type="checkbox"/> Said the stem</p> <p><input type="checkbox"/> Examined the stem</p> <p><input type="checkbox"/> Checked with someone</p> <p><input type="checkbox"/> Tried the dictionary</p> <p><b>Next time, you'll do even better if you try to...</b></p> <p><input type="checkbox"/> Sound out any word you can't pronounce</p> <p><input type="checkbox"/> Figure out any word you can't pronounce by reading the entire sentence (context)</p> <p><input type="checkbox"/> Isolate the beginning of the word using your word beginning list</p> <p><input type="checkbox"/> Separate the ending of the word using your word ending list</p> <p><input type="checkbox"/> Use the Rules of Twos and Threes to help you say the stems</p> <p><input type="checkbox"/> Be polite when checking with someone</p> <p><input type="checkbox"/> Make use of an online dictionary or classroom dictionary if no one can help you</p> <p style="text-align: center;"><b>See me if you need help!</b></p>
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## Word Mapping Strategy Prompts

Select a passage (you can also use a list of words from content classes). Choose the words that you will use to demonstrate the strategy or use in this activity (see the Prompts List determine the question types). If the students are just learning the strategy, the teacher does most of the modeling, and gradually hands it over to the students as they become more comfortable with the strategy. Designate a student to read it aloud. Vary who is reading. The reader can choose the words he/she wants to map, or you can designate the ones you choose. Assign one person to check the dictionary. When the reader comes to the designated word, ask at least one of the questions that are listed under each step. The students can use their dry erase boards or MAPS organizer learning sheet to map the word. Ask the assigned dictionary checker to look up a word. Ask the reader to reread the sentence including the mapped word and additional sentences. Switch readers after every paragraph. Ensure that every student participates throughout the passage. This activity shouldn't be scored and doesn't go on the progress chart.

**Note:** As your students get better at this activity, you can select students to take turns leading the class using the prompts.

**For each question that you ask, prompt the students to:**

### Map the Word Parts

- What is the context here?
- What is the topic of this sentence?
- What subject area is this word related to?
- Do you see a beginning that you recognize?
- Is there a prefix here? Can you pronounce the prefix?
- Is there a root here? Can you pronounce the root?
- Is there a suffix here? Can you pronounce the suffix?

### Attack the meaning of each part

- Do you know the meaning of the prefix?
- Do you know the meaning of the root?
- Do you know the meaning of the suffix?

### Predict the word's meaning

- What is your best guess?
- Start with the root, and change the meaning depending on the prefix and suffix: what do you think the word means?

### See if you are right!

- Does your definition fit the context?
- Read the sentence again to see if your definition fits.
- What is the meaning in the dictionary?
- Is our prediction correct?

### **Try the Dictionary**

- What does the dictionary tell us about pronouncing the word? Are we right?
- Do we need to change our definition?



## **Integration & Generalization Activity**

- 1. Describe the activity. Include the strategies you will be integrating, the content and the process (guided reading, independent practice, group practice-teacher lead, group practice-literature circles, pairs)**
- 2. Analyze for difficulty and scaffolding.**
- 3. List the prompts for the strategies you will use for this activity.**
- 4. List the vocabulary for the activity.**
- 5. Set a goal for yourself and your students.**



## Sample Integration & Generalization Activity

### **1. Describe the activity (include the strategies you will be integrating & the content and the process)**

The Strategies: Word ID, Visual Imagery, Inference & Paraphrasing & Summarizing.

Passage 1: Beautiful as the Day FSA ELA Practice Test Questions 6<sup>th</sup> Grade

Whole Class -Teacher Modeling

I will be using the Inference strategy to go interact with the questions and the passage and Paraphrasing & Summarizing to summarize the passage as we go. I only listed the prompts from Inference for answering questions as this passage has questions. I will return to Inference when I get to the questions. I will prompt the students to use Word ID to pronounce the unknown words as we read.

I will ask the students to write on the passage to dissect words, write question types and underline clues, picture & scene words.

### **2. List the prompts for the strategies you will use for this activity.**

#### **Inference:**

Interact with the questions and passage.

- Think about the question I just asked.

Note what you know.

- What kind of question is this (Factual, Big Picture, Predicting, Clarifying)
- What letter code would you use?

Find the clues.

- What clues can you find in the part we've read already?

Explore any supporting details:

- Are there any other supporting clues?

Return to the question:

- What's the best answer to my question?
- What answer did you find here?
- What is the answer to your question then?

## **Paraphrasing & Summarizing**

### **ASK YOURSELF WHAT ARE THE MAIN IDEAS?**

- What is this paragraph about?
- What is does it tell you about \_\_\_\_\_?

### **ASK YOURSELF WHAT ARE THE DETAILS?**

- What are some of the details related to \_\_\_\_\_?
- What are some facts in this paragraph?

### **PUT IT IN YOUR OWN WORDS.**

- How would you paraphrase that main idea?
- What's another way to say that main idea?
- How would you paraphrase that detail? Those details?
- What's another way to say that detail? Those details?
- Can you summarize the paragraph using the main idea and details?
- Can you summarize the passage using the main ideas from the paragraphs?

## **Word Identification**

### **Discover the Sounds and the Context**

- What is the context here?
- What is the topic of this sentence?
- What subject area is this word related to?

### **Isolate the Beginning**

- Do you see a beginning that you recognize?
- Is there a prefix here? Can you pronounce the beginning?
- Do you know the beginning? IF SO: Mark the beginning with a backwards "L".

### **Separate the Ending**

- Is there an ending her that you recognize?
- Is there a suffix here?
- Can you pronounce the ending?
- Do you know the ending? IF SO: mark the ending with an "L".

### **Say the Stem**

- Can you say the stem right away?

### **Examine the Stem**

- Everyone apply the first rule of 2s and 3s
- Who will share how the first rule of 2s and 3s worked?
- (If appropriate) Everyone apply the second rule of 2s and 3s
- Who will share how the second rule worked?
- (If appropriate) Everyone apply the third rule of 2s and 3s.
- Who will share how the third rule worked?

#### **Check with Someone**

- Who will ask me if the way that you have pronounced the word is correct?

#### **Try the Dictionary**

- What does the dictionary tell us about pronouncing the word? Are we right?

#### **3. List the vocabulary for the activity.**

**Words to Dissect:** chalk-quarry, Australia, mermaids, smugglers, kangaroos, opossums, Providence, Babylon, Malabar, squadron, harbour

- 4. Set a goal:** Students will see the thinking process of integrating Word ID, Inference, Word ID, & Paraphrasing. Students will begin to understand how to attack a passage using the strategies they know in combination & problem solving. I will complete the activity in 40 minutes or less.

# GUIDED READING NOTES

**Reading Strategy:**

**Use the Word Identification strategy to DISSECT words:**


**Vocabulary**


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**Questions:**






Read the passages "Beautiful as the Day" and "Pirate Story" and then answer Numbers 1 through 7.

## Passage 1: Beautiful as the Day

by E. Nesbit

- 1 "I say, let's take our spades and dig in the gravel-pits. We can pretend it's seaside."
- 2 "Father says it was once," Anthea said; "he says there are shells there thousands of years old."
- 3 So they went. Of course they had been to the edge of the gravel-pit and looked over, but they had not gone down into it for fear father should say they mustn't play there, and it was the same with the chalk-quarry. The gravel-pit is not really dangerous if you don't try to climb down the edges, but go the slow safe way round by the road, as if you were a cart.
- 4 Each of the children carried its own spade, and took it in turns to carry the Lamb. He was the baby, and they called him that because "Baa" was the first thing he ever said. They called Anthea "Panther," which seems silly when you read it, but when you say it it sounds a little like her name.
- 5 The gravel-pit is very large and wide, with grass growing round the edges at the top, and dry stringy wildflowers, purple and yellow. It is like a giant's washbowl. And there are mounds of gravel, and holes in the sides of the bowl where gravel has been taken out, and high up in the steep sides there are the little holes that are the little front doors of the little bank-martins'<sup>1</sup> little houses.
- 6 The children built a castle, of course, but castle-building is rather poor fun when you have no hope of the swishing tide ever coming in to fill up the moat and wash away the drawbridge, and, at the happy last, to wet everybody up to the waist at least.

<sup>1</sup>bank-martins: small birds that make their nests in tunnels dug in clay or sand

## FSA ELA Reading Practice Test Questions

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- 7 Cyril wanted to dig out a cave to play smugglers in, but the others thought it might bury them alive, so it ended in all spades going to work to dig a hole through the castle to Australia. These children, you see, believed that the world was round, and that on the other side the little Australian boys and girls were really walking wrong way up, like flies on the ceiling, with their heads hanging down into the air.
- 8 The children dug and they dug and they dug, and their hands got sandy and hot and red, and their faces got damp and shiny. The Lamb had tried to eat the sand, and had cried so hard when he found that it was not, as he had supposed, brown sugar, that he was now tired out, and was lying asleep in a warm fat bunch in the middle of the half-finished castle. This left his brothers and sisters free to work really hard, and the hole that was to come out in Australia soon grew so deep that Jane . . . begged the others to stop.
- 9 "Suppose the bottom of the hole gave way suddenly," said she, "and you tumbled out among the little Australians, all the sand would get in their eyes."
- 10 "Yes," said Robert; "and they would hate us, and throw stones at us, and not let us see the kangaroos, or opossums, . . . or Emu Brand birds, or anything."
- 11 Cyril and Anthea knew that Australia was not quite so near as all that, but they agreed to stop using the spades and to go on with their hands. This was quite easy, because the sand at the bottom of the hole was very soft and fine and dry, like sea-sand. And there were little shells in it.
- 12 "Fancy it having been wet sea here once, all sloppy and shiny," said Jane, "with fishes and conger-eels and coral and mermaids."
- 13 "And masts of ships and wrecked Spanish treasure. I wish we could find a gold doubloon, or something," Cyril said.
- 14 "How did the sea get carried away?" Robert asked.
- 15 "Not in a pail, silly," said his brother.
- 16 "Father says the earth got too hot underneath, as you do in bed sometimes, so it just hunched up its shoulders, and the sea had to slip off, like the blankets do us, and the shoulder was left sticking out, and turned into dry land. Let's go and look for shells; I think that little cave looks likely, and I see something sticking out there like a bit of wrecked ship's anchor, and it's beastly hot in the Australian hole."

- 17 The others agreed, but Anthea went on digging. She always liked to finish a thing when she had once begun it. She felt it would be a disgrace to leave that hole without getting through to Australia.

Excerpt from "Beautiful as the Day" by E. Nesbit. In the public domain.

## Passage 2: Pirate Story

by Robert Louis Stevenson

- 1 Three of us afloat in the meadow by the swing,  
Three of us aboard in the basket on the lea.  
Winds are in the air, they are blowing in the spring,  
And waves are on the meadow like the waves there are at sea.
- 5 Where shall we adventure, to-day that we're afloat,  
Wary of the weather and steering by a star?  
Shall it be to Africa, a-steering of the boat,  
To Providence, or Babylon, or off to Malabar?
- 10 Hi! but here's a squadron a-rowing on the sea—  
Cattle on the meadow a-charging with a roar!  
Quick, and we'll escape them, they're as mad as they can be,  
The wicket is the harbour and the garden is the shore.

"Pirate Story" by Robert Louis Stevenson. In the public domain.

## FSA ELA Reading Practice Test Questions

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**Now answer Numbers 1 through 7. Base your answers on the passages "Beautiful as the Day" and "Pirate Story."**

1. Select the sentence from Passage 1 that supports the idea that the children are imaginative.
- Ⓐ "'Father says it was once,' Anthea said; 'he says there are shells there thousands of years old.'" (paragraph 2)
  - Ⓑ "Of course they had been to the edge of the gravel-pit and looked over, but they had not gone down into it for fear father should say they mustn't play there, and it was the same with the chalk-quarry." (paragraph 3)
  - Ⓒ "The children dug and they dug and they dug, and their hands got sandy and hot and red, and their faces got damp and shiny." (paragraph 8)
  - Ⓓ "'Fancy it having been wet sea here once, all sloppy and shiny,' said Jane, 'with fishes and conger-eels and coral and mermaids.'" (paragraph 12)

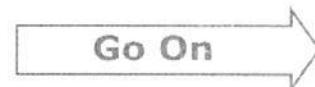
**FSA ELA Reading Practice Test Questions**

**2.** Select **three** details that should be included in a summary of Passage 1.

- Ⓐ A group of children go to a gravel pit to play.
- Ⓑ Each of the children has his or her own shovel.
- Ⓒ Grass and wildflowers grow around the gravel pit.
- Ⓓ The children decide to dig a hole through the earth.
- Ⓔ The children’s father tells them the sea is a blanket.
- Ⓕ The baby is called the Lamb because of his first word.
- Ⓖ The children talk about what will happen if the hole reaches Australia.

**3.** Fill in the bubbles to show how different characters advance the plot of Passage 1. More than one bubble may be filled in for each character.

	<b>Anthea</b>	<b>Jane</b>	<b>Robert</b>
<b>feels nervous about the hole to Australia</b>	Ⓐ	Ⓑ	Ⓒ
<b>understands they cannot dig to Australia</b>	Ⓓ	Ⓔ	Ⓕ
<b>continues digging after others quit</b>	Ⓖ	Ⓗ	Ⓖ



## FSA ELA Reading Practice Test Questions

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4. What is the effect of the personification in paragraph 16?
- Ⓐ It shows that the gravel pit is very large.
  - Ⓑ It explains why the children chose to dig in the gravel pit.
  - Ⓒ It explains why the children's father wants them to avoid the gravel pit.
  - Ⓓ It gives a picture of what caused the sea to disappear from the gravel pit.
5. How does the description of the setting in paragraph 5 affect the overall meaning of Passage 1?
- Ⓐ Describing the gravel pit as "like a giant's washbowl" creates a sense of adventure.
  - Ⓑ Mentioning the shape of the gravel pit explains that there used to be a beach there.
  - Ⓒ Using words like "large and wide" to describe the gravel pit shows that the children must be careful.
  - Ⓓ Giving the location of the gravel pit helps the reader understand how far the children walk to get there.

## FSA ELA Reading Practice Test Questions

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6. Select **two** lines from Passage 2 that develop the speaker's desire for adventure.
- Ⓐ "Three of us afloat in the meadow by the swing," (line 1)
  - Ⓑ "Winds are in the air, they are blowing in the spring," (line 3)
  - Ⓒ "And waves are on the meadow like the waves there are at sea."  
(line 4)
  - Ⓓ "Shall it be to Africa, a-steering of the boat," (line 7)
  - Ⓔ "Quick, and we'll escape them, they're as mad as they can be,"  
(line 11)

## FSA ELA Reading Practice Test Questions

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7. This question has two parts. First, answer Part A. Then, answer Part B.

### Part A

Which sentence states a theme that is shared by both Passage 1 and Passage 2?

- Ⓐ Creativity helps children learn.
- Ⓑ Safety is more important than having fun.
- Ⓒ Imagination makes everyday life more exciting.
- Ⓓ It is important to work at a task until it is complete.

### Part B

Select **two** quotations that support the answer in Part A.

- Ⓐ "The gravel-pit is not really dangerous if you don't try to climb down the edges, but go the slow safe way round by the road, as if you were a cart." (Passage 1, paragraph 3)
- Ⓑ "Cyril wanted to dig out a cave to play smugglers in, but the others thought it might bury them alive, so it ended in all spades going to work to dig a hole through the castle to Australia." (Passage 1, paragraph 7)
- Ⓒ "Cyril and Anthea knew that Australia was not quite so near as all that, but they agreed to stop using the spades and to go on with their hands." (Passage 1, paragraph 11)
- Ⓓ "Three of us afloat in the meadow by the swing," (Passage 2, line 1)
- Ⓔ "Winds are in the air, they are blowing in the spring," (Passage 2, line 3)
- Ⓕ "Where shall we adventure, to-day that we're afloat," (Passage 2, line 5)