

TAKS Reading Preparation Grade 4 Teacher Edition



SAMPLE

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Introduction

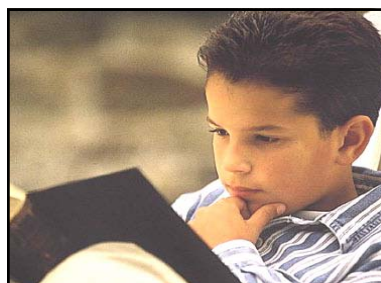
Overview of Materials

WHY IS TEACHING READING IMPORTANT?

Reading is central to learning—in school, in the workplace, and in everyday life. How well students learn to read sets the foundation for their future success.

This is critical information for educators. It tells us that teaching reading well must be a top priority for every teacher and instructional leader. To teach reading well, all educators must

- Understand the reading skills and comprehension processes necessary to obtain meaning from written text.
- Have a thorough knowledge of the research-based practices known to impact student achievement.
- Monitor student progress to guide future instruction.



TAKS PREPARATION MANUALS

This manual, *TAKS Reading Preparation*, is designed to help educators meet the challenge of teaching reading well. Materials in this manual include:

Curriculum, Instruction, and Assessment Foundational Information

TAKS Preparation Manuals provide critical information on the curriculum to be taught, the components of an effective instructional lesson, and the importance of multiple forms of assessment to monitor student progress and guide instruction. This foundational information can be found in the Introduction section.

Lessons and Assessments

Teacher-ready lessons are grouped under each of the TAKS objectives. Corresponding selected-response and/or performance assessments are included to measure students' understanding as a result of the instruction provided.

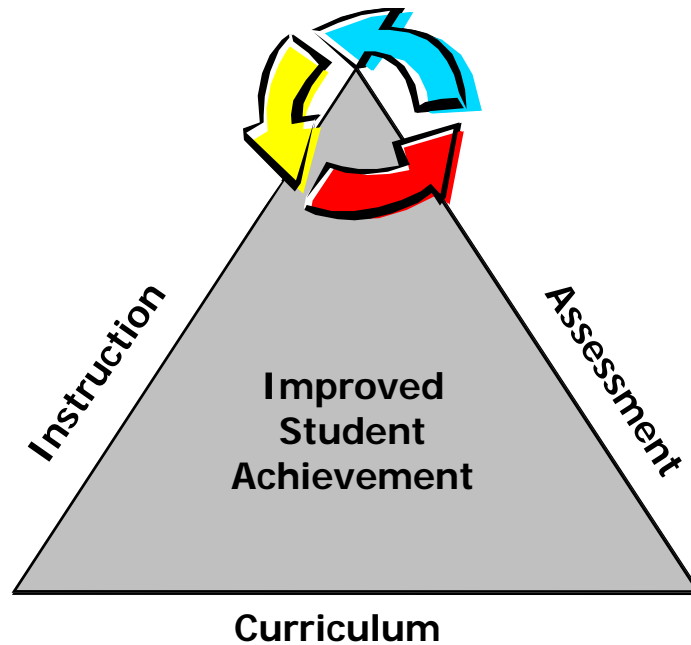
Appendix

The appendices contain blackline masters of all lesson activity pages and materials necessary to administer and score the selected-response and performance assessments.

Introduction

Curriculum, Instruction, Assessment Framework

TAKS PREPARATION MANUAL *CURRICULUM, INSTRUCTION, ASSESSMENT FRAMEWORK*



Many times test preparation materials focus only on assessing student understanding through “practice-type” assessments. While assessment is a critical component of the student learning process, it must be thoroughly connected to the curriculum base from which the instruction is delivered and to the components of effective instructional delivery.

The materials in this manual provide a thorough explanation of the three necessary components in an effective instructional framework designed to improve student achievement.

Curriculum: What is the foundation on which effective student instruction rests?

Instruction: What are the components of an effective instructional lesson?

Assessment: What types of assessment should be used to monitor student understanding as a result of the instructional process? How can this information be used in a continuous cycle to analyze assessment data and plan and deliver targeted instruction?

Introduction

Curriculum: Grade 4 TAKS Reading Objectives

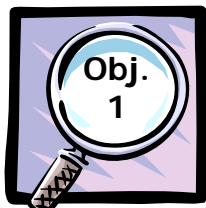
There are four identical TAKS Reading Objectives for grades three through eight. The reading selections used to measure student mastery of these objectives may be narrative (fictional), expository (informative), mixed pieces (combine two types of writing into a single selection), or paired selections at grades 4 and above (two selections designed to be read together). The reading selections for fourth grade will be approximately 500 to 700 words in length.

The TAKS Reading objectives, the TEKS student expectations, and the number of questions assessed from each objective at grade four are listed below.

Objective 1: Basic Understanding of Texts		
Vocabulary Development	<ul style="list-style-type: none"> Use context to bring meaning (4.9B) Determine meanings through root words/affixes (4.9D) 	15 TAKS questions at grade four
Comprehension	<ul style="list-style-type: none"> Determine a text's main idea and details (4.10F) Summarize text (4.10G) 	
Objective 2: Knowledge of Literary Elements to Understand Texts		
Literary Concepts	<ul style="list-style-type: none"> Analyze character's traits, motivations, conflicts, points of view, relationships, changes (4.12H) Recognize/analyze story plot, setting, problem resolution (4.12I) 	8 TAKS questions at grade four
Objective 3: Use of Strategies to Analyze Texts		
Comprehension	<ul style="list-style-type: none"> Use text structure to locate and recall information (4.10E) Find similarities/differences in text organization (4.10I) Represent text in different ways (4.10L) 	7 TAKS questions at grade four
Literary Concepts	<ul style="list-style-type: none"> Judge internal consistency/logic of stories/texts (4.12A) Identify purposes of text (4.12C) Compare communication in different forms (4.12E) Describe author's perspective/point of view (4.12J) 	
Objective 4: Application of Critical Thinking Skills to Analyze Texts		
Comprehension	<ul style="list-style-type: none"> Draw inferences and support with text (4.10H) Distinguish fact and opinion (4.10J) 	10 TAKS questions at grade four
Literary Response	<ul style="list-style-type: none"> Support responses with relevant aspects of text (4.11C) Connect/compare/contrast ideas/themes/issues (4.11D) 	
Literary Concepts	<ul style="list-style-type: none"> Recognize authors organize information in specific ways (4.12B) 	
Total of 40 questions for Grade 4 TAKS Reading		

Objective 1: Basic Understanding of Texts

Summary



The overall goal of Objective 1 is to read for the basic meaning of a text. For students to successfully reach this goal, the following reading skills and comprehension processes must be mastered.

- **READING SKILLS:** Use context and the meanings of root words and affixes to determine meaning (4.9B, 4.9D)
- **COMPREHENSION PROCESSES:** Determine a text's main idea and supporting details (4.10F) and summarize text (4.10G)

READING SKILLS/ COMPREHENSION PROCESSES	QUESTIONING STRATEGIES	RESOURCES
<p>Vocabulary Development</p>	<ul style="list-style-type: none"> • What does the word _____ mean in this paragraph? • Read the sentences around _____. Can you find an explanation for the word _____? • Can you figure out the meaning of _____? Use what you know about prefixes (suffixes, root words). • What words can you think of that mean the opposite (same) as _____? • _____ has many meanings. Look up the word in the dictionary. Can you figure out what _____ means in this paragraph? 	<p>Graphic Organizers in Appendix:</p> <ul style="list-style-type: none"> • Concept of Definition Map
<p>Main Idea</p>	<ul style="list-style-type: none"> • What is the subject or topic of the selection (paragraph or paragraphs)? • What is the point that the author wants you to remember most about the subject or topic? 	<p>Graphic Organizers in Appendix:</p> <ul style="list-style-type: none"> • Main Idea Graphic Organizers
<p>Summarization</p>	<ul style="list-style-type: none"> • What is this selection (paragraph) mainly about? • What are the important details in this selection? You should answer the questions who, what, when, where, why, and how. • Can you tell/write a summary of this selection by including what the selection is mostly about and the important details? 	<p>Graphic Organizers in Appendix:</p> <ul style="list-style-type: none"> • Important Events in a Story • Summarizing Expository Text

Summarization Lesson

- Summarize text to recall, inform, or organize ideas (4.10G)

Materials

- Summarization Wall Card—Appendix C
- Summarization Student Card—Appendix H
- Rubric for Summarization—Appendix R
- Models of Good Summaries
- Read aloud narrative or expository text
- Student narrative or expository text
- Graphic Organizers
 - Main Idea—Appendix Y or Z
 - Important Events in a Story—Appendix AA
 - Summarizing Expository Text—Appendix BB
- Summarization Performance Assessments—Appendix L
- Lesson Assessment Student Record Form—Appendix NN or CD-ROM

Definition Wall Card

Summarization

- Retell the main events or ideas in your own words.
- Write a concise version of the text in a short paragraph—don't give your own opinions.
- For expository text, the summary should contain the main idea and the most important details.
- For a story, the summary should be a plot summary: what happened in the beginning, the middle, and the end.

Procedures

Explicit Instruction of Concepts	1. Explain to students that a summary focuses on the reading selection as a whole—not the individual parts of the selection.
	2. Identify the key elements of a good summary: <ul style="list-style-type: none">• A summary retells the main events or ideas in the writer's own words.• A summary is a concise version of the text in a short paragraph. A summary is more than one sentence. Typically, a good summary is 1-2 paragraphs in length.• A summary does not contain interpretations or opinions. It is a factual summarization of the text.
	3. Review the differences between a summary of expository text (informational text) and a summary of a story (narrative text). <ul style="list-style-type: none">• A summary of expository text contains the main idea (what the author wants the reader to remember most about the subject or topic) and the most important details of the selection.• A summary of a story is a plot summary of the main events that happen in the beginning, the middle, and the end of the story.
	4. Show the Models of Good Summaries for both an informational text and a story. Highlight the components that make each one a good summary.

Summarization Lesson

Continued

Teacher Modeling of Concepts

1. Read through the Summarization Wall Card—Appendix C to review with students the key elements of summarization. Students could follow along with their personal student-sized cards—Appendix H.
2. Show the Models of Good Summaries for both narrative and expository text. Point out the components in each of the models.
 - Highlight the main idea and the supporting details in the informational text summary.
 - Make clear the summarization of the plot—what happened at the beginning (opening), the middle (major events), and the end (resolution)— in the story summary.
3. Read aloud an informational selection that is approximately 1 page in length. An age-appropriate newspaper or newspaper-like article may be used. Before reading, tell students that after reading the text, the goal will be to write a summary of the selection together.
4. As the teacher reads the selection aloud, two things should take place:
 - The teacher should model reading for meaning by thinking-aloud questions and answers to clarify meaning of the text. Emphasize questions that promote summarization of informational text:
 - What is the topic of this selection?
 - What is the most important thing or the main idea about the topic?
 - What are the most important details in this selection? These details should answer who, what, when, where, why, and how.
 - The teacher should model note taking by recording responses to the questions. A large form of the Main Idea Graphic Organizer—Appendix Y or Z, or the Summarizing Expository Text Graphic Organizer—Appendix BB could be used to record this information.
5. Use the information recorded to model forming a summary of the text. First form a main idea statement followed by the most important details.
6. Read aloud the summary formed and compare it to the Summarization Definition Wall Card to show students that it has the key elements required.
7. Repeat steps 3-7 using a story selection. Focus questions on what happened in the beginning (opening), the middle (major events), and the ending (resolution) of the story. A large version of the Important Events in a Story Graphic Organizer—Appendix AA could be used to record responses. That information would then be compiled into a complete, concise summary.

Summarization Lesson

Continued

Guided Practice of Concepts

1. For initial guided practice opportunities for summarizing text, limit the length of the selection to approximately one page in length. Gradually increase the length and complexity of the text. For readers that need more support in learning to form a summary, work with one type of text at a time.
2. Before beginning a guided practice opportunity, review the key elements of summarization by using the Summarization Wall Card—Appendix C or Student Card—Appendix H. Until this process becomes automatic for students, the key elements should be reviewed.
3. Have students read the text independently or in pairs. Before reading, tell the students that a summary of the selection will be developed after reading the selection. Setting the stage for the purpose of reading assists all readers, especially those struggling with the development of reading skills and comprehension processes.
4. After the students have completed reading the text independently or in pairs, as a group discuss the key elements that would make a good summary of this text. To guide the discussion, use the questions that feature the type of text that was read.
Narrative Text:
 - What happened in the beginning (opening) of this story? (The opening should describe the characters, setting, and story problem.)
 - What happened in the middle of the story (the major events)?
 - What happened in the end of the story to resolve the problem?Informational Text:
 - What is the topic of the selection?
 - What is the most important thing or the main idea about the selection?
 - What are the most important details (who, what, where, when, why, and how)?
5. Provide the level of teacher support necessary to have individual students or pairs complete a narrative text graphic organizer (Important Events in a Story—Appendix AA) or the expository text graphic organizer (Summarizing Expository Text—Appendix BB or Main Idea—Appendix Y). As this process is repeated with another text, gradually reduce the level of support provided to allow the student to develop independence in this skill.
6. Have students work independently or in pairs to compile the information in the graphic organizer into a 1-2 paragraph summary. Assist students as they revise and edit their summary and as they compare their summary with the Summarization Wall Card to analyze the completeness and quality of their written summary.

Summarization Lesson

Continued

Independent Practice	1. Have the students independently read a narrative or expository selection. Encourage students to take notes as they read that will help to summarize the text.
	2. Allow pairs of students to discuss the selection using the summarization questions modeled during guided practice.
	3. Have students independently complete the appropriate graphic organizer for the type of text read. As students demonstrate proficiency in their ability to summarize text, completing the graphic organizer may or may not be a part of independent practice.
	4. Direct students to write a summary of the text, using the information in the graphic organizer, if applicable. For students needing additional support, provide the first sentence of the summary, and direct the students to complete the summary to form a 1-2 paragraph concise summarization of the text.
	5. Have students revise or edit their summary for clear sentence-to-sentence movement and spelling, punctuation, capitalization, etc. correctness.
	6. For some independent practice opportunities, allow the students to score their own or a partner's summarization response using the Rubric for Summarization—Appendix R. For other independent practice times, the teacher will want to score the summarization response.
Monitor Progress	1. Closely monitor students' written summary responses for the use of the three scoring criteria: accurate and relevant text evidence, appropriate summarization concepts, and good communication skills, such as organization and a command of the conventions (spelling, capitalization, grammar, etc.).
	2. Record students' progress on independent assignments to write a text summary. Note each student's strengths and weaknesses, and use this information to reenter the instructional process with the level of support necessary.
	3. Administer the Summarization Performance Assessments—Appendix L from the desired textbook. Record student responses on the Lesson Assessment Student Record Form—Appendix NN or CD-ROM.

References

Burke, 2000; Honig, Diamond, & Gutlohn, 2000; Lewin & Shoemaker, 1998; Robb, 2000; Robb, Klemp, & Schwartz, 2002; Taylor, 1986; TEA, 2002

Student Rubric for Summarization

	4	3	2	1
Concept: Text Evidence	I used accurate and relevant information from the text to support my response.	I used accurate information from the text to support my response.	I used information from the text to support my response.	I did not use information from the text to support my response.
Process: Summarization	My response shows that I thoroughly understood the text. For expository text, my summary includes the main idea and the most important details of the text. For narrative text, my summary includes important details from the beginning, middle, and end of the story. My summary response is a concise version of the text. I did a good job of pulling the text information together and explaining it in my own words.	My response shows that I generally understood the text. For expository text, my summary generally includes the main idea and the most important details of the text. For narrative text, my summary generally includes important details from the beginning, middle, and end of the story. My summary response, for the most part, is a concise version of the text. I was able to pull the text information together and, for the most part, explained it in my own words.	My response shows that I somewhat understood the text. For expository text, my summary somewhat includes the main idea and the most important details of the text. For narrative text, my summary somewhat includes important details from the beginning, middle, and end of the story. I was able to pull some of the text information together and, for some of my response, I explained it in my own words.	My response shows that I did not understand the text. My summary does not present the main idea. I was not able to pull the text information together.
Communication	My response is well organized with smooth and clear sentence-to-sentence movement. I used the spelling, capitalization, grammar, and punctuation rules that I have learned, making the response clear for the reader.	My response is generally organized with fairly strong evidence of sentence-to-sentence movement. I used most of the spelling, capitalization, grammar, and punctuation rules that I have learned.	My response is somewhat organized with some evidence of sentence-to-sentence movement. I used some of the spelling, capitalization, grammar, and punctuation rules that I have learned.	My response is not organized and has little or no evidence of sentence-to-sentence movement, making it very difficult for the reader to follow. I did not use the spelling, capitalization, grammar, and punctuation rules that I have learned.