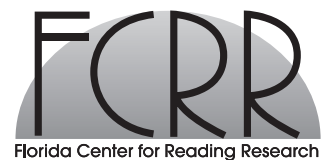


Florida Assessments for Instruction in Reading

Scaffolded Discussion Templates

Blackline Masters



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Scaffolded Discussion Templates

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Scaffolded Discussion Templates

For students scoring below the 30th percentile on the Maze and/or Word Analysis tasks, reading intervention teachers may use a timed Word Placement List to place students into a set of instructional passages that a student will be able to read with at least 90% accuracy. In this way, decoding can be controlled so that comprehension can be the focus of instruction. The teacher may select one passage from the set to use with a student or group of students. Accompanying these passages are Scaffolded Discussion Templates that the teacher can use to scaffold students' understanding of the passage. Additionally, these passages have been equated for difficulty and, therefore, may be used to monitor fluency. Equated fluency scores are available in a look-up table at www.fcrr.org/lookup.

Overview of Scaffolded Discussion Templates:

Reading is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (RAND, 2002, p.11). These templates are designed to foster student engagement and involvement in the process of developing and interpreting meaning from written text.

Each template utilizes two approaches to achieve this goal:

- The first approach is based on the Question-Answer Relationships strategy (QAR) (Raphael, 1982; 1986). It is intended to assist with comprehension by teaching the student to use evidence from the text to answer questions and teaching the student to draw conclusions / make inferences based on textual information and one's own knowledge.
- The second alternate thinking approach may be used when a student needs additional support. It addresses issues that may be unique to that specific question. The support is offered in the form of scaffolding, which explains and guides the student as he or she learns to analyze and determine various ways to answer a question.

Purpose:

- To provide scaffolding to students as they think about comprehension questions
- To provide ample practice with these approaches so students can learn to internalize and generalize them across contexts
- Possible uses:
 - Teaching and Assessment tool
 - Administer individually: read passage and use scaffolded discussion templates to analyze and answer comprehension questions
 - Administer to group: read passage and use scaffolded discussion templates to analyze and answer comprehension questions
 - Fluency measure and comprehension questions
 - Administer individually: obtain rate and accuracy measure and use scaffolded discussion templates to analyze and answer questions. Fluency may be monitored with each passage.

This part of the Tool Kit includes:

- Student copy of passages and comprehension questions
- Scaffolded discussion templates
- Passages that are used for monitoring fluency

Student Placement and Usage:

For students scoring below the 30th percentile on the Maze and/or Word Analysis tasks, reading intervention teachers may use a timed Word Placement List to place students into a set of instructional passages that a student will be able to read with at least 90% accuracy. In this way, decoding can be controlled so that comprehension can be the focus of instruction. The teacher may select one passage from the set to use with a student or group of students. Accompanying these passages are Scaffolded Discussion Templates that the teacher can use to scaffold students' understanding of the passage. Additionally, these passages have been equated for difficulty and, therefore, may be used to monitor fluency. Equated fluency scores are available in a look-up table at www.fcrr.org/placement.

Students should be placed into passages according to their fluency performance on the word placement list. Students that meet or exceed the 40th percentile for their grade level will be placed into one set of passages, while students who are below the 40th percentile will be placed into another set of passages from a placement table available at www.fcrr.org/placement. The passages listed in this table are equated for difficulty.

Template format:

The two above-mentioned approaches are incorporated into each scaffolded discussion template. There are eight templates per passage (i.e., one template for each comprehension question).

Question and choices:**Teacher explains:**

- The QAR type (e.g., Right There, Think and Search, Author and Me, On Your Own) is discussed and explained in this section of the template.

In addition:

- The teacher explains that it may be necessary to go back to the question and get further information. "Signal words" (e.g., most important, DIFFERENT) are used to encourage the student to focus on essential words in the question.

Put the two together:

- The teacher explains how information from the first two sections is combined to help determine the answer.

Alternate thinking process:

- This approach can be used separately or in conjunction with the QAR portion of the scaffolding. A hypothetical question that a student might ask is posed. This is followed by a possible method of support that the teacher can provide.

Word Placement Procedure to Monitor Fluency

Using the Instructional Level Passages

with Scaffolded Discussion Templates

These templates can be used to scaffold student thinking about comprehension questions and to monitor fluency through equated passages according to performance on the word placement list.

QAR Teacher Template
Additional Materials
Placement Word List, blank cover sheet, stopwatch.
Practice
None
Directions
<ol style="list-style-type: none"> 1. Place the Task Card in front of the student. 2. Cover all of the words with a cover sheet while reading the script. 3. Uncover the words. 4. Instruct the student to read the word list (read script). 5. Mark all errors made (see scoring rules). 6. If the student hesitates for 4 seconds, mark the word incorrectly and say, "Next Word." 7. Time the student for 45 seconds and then say, "Stop." 8. Draw a line after the last word read. If the student completes the word list before 45 seconds has elapsed, record the time in the space provided. 9. If the student indicates that s/he cannot read any more words before 45 seconds has elapsed, ask the student to look over the list to see if there are any other words s/he can read. If not, end testing.
Tip
Only mark the words the student misses or skips with a slash as the typical word reading pace does not allow time to write 0 or 1 during administration.
Teacher Script
I want you to read some words as fast as you can. Say the words so I understand you. When you get to the bottom of a row, quickly go to the top of the next row. If you don't know a word, skip it. Ready? (Remove the cover sheet.) Start here (point to the first word).
Scoring
<p>Score correct responses = 1.</p> <p>Score incorrect responses = 0.</p>
Placement
Students should be placed into passages according to their fluency performance on the word placement list. Students that meet or exceed the 40th percentile for their grade level will be placed into one set of passages, while students who are below the 40th percentile will be placed into another set of passages from a placement table available at www.fcrr.org/placement . The passages listed in this table are equated for difficulty.

Placement Word List for Scaffolded Discussion Templates

Score 0, 1

Score 0, 1

Score 0, 1

1	grabbed	
2	wheels	
3	climb	
4	hidden	
5	loose	
6	forests	
7	sideways	
8	smooth	
9	hospital	
10	closely	
11	squeeze	
12	favorite	
13	correct	
14	nearby	
15	mirror	
16	fifteen	
17	newspapers	
18	fuel	
19	carelessly	
20	surprise	
21	crowded	
22	landscape	
23	predicted	
24	frightened	
25	anybody	
26	hamburger	
27	continue	
28	balance	
29	references	
30	treatment	
31	dangerous	
32	information	
33	discover	
34	conducting	

35	volunteers	
36	announce	
37	pollution	
38	disappeared	
39	entirely	
40	qualified	
41	knowledge	
42	fierce	
43	gradually	
44	dissolve	
45	ordinary	
46	regular	
47	serious	
48	recently	
49	beneath	
50	furious	
51	accounted	
52	generating	
53	lectures	
54	division	
55	isolation	
56	ordered	
57	escape	
58	provided	
59	fundamental	
60	results	
61	citizenship	
62	liquid	
63	urgent	
64	quantity	
65	reservations	
66	pleasant	
67	century	
68	dissatisfied	

69	miserable	
70	adequately	
71	offensive	
72	muscular	
73	neutral	
74	valuable	
75	figures	
76	chemical	
77	foreign	
78	poisoning	
79	authorized	
80	explained	
81	thoughtfully	
82	unusually	
83	legitimate	
84	vulnerable	
85	cooperate	
86	advancement	
87	prosperous	
88	specifically	
89	accumulated	
90	invariably	
91	collapsed	
92	unconscious	
93	professional	
94	domesticated	
95	acquaintance	
96	pneumonia	

Total Correct _____/96

grabbed	anybody	beneath	neutral
wheels	hamburger	furious	valuable
climb	continue	accounted	figures
hidden	balance	generating	chemical
loose	references	lectures	foreign
forests	treatment	division	poisoning
sideways	dangerous	isolation	authorized
smooth	information	ordered	explained
hospital	discover	escape	thoughtfully
closely	conducting	provided	unusually
squeeze	volunteers	fundamental	legitimate
favorite	announce	results	vulnerable
correct	pollution	citizenship	cooperate
nearby	disappeared	liquid	advancement
mirror	entirely	urgent	prosperous
fifteen	qualified	quantity	specifically
newspaper	knowledge	reservations	accumulated
fuel	fierce	pleasant	invariably
carelessly	gradually	century	collapsed
surprise	dissolve	dissatisfied	unconscious
crowded	ordinary	miserable	professional
landscape	regular	adequately	domesticated
predicted	serious	offensive	acquaintance
frightened	recently	muscular	pneumonia

Scraps

Brandon stood on the sidewalk in front of his house. He knew there was a problem before he even reached the yard. The front gate was hanging open. Brandon closed the gate every day when he left for school. Every afternoon, his dog, Scraps, sat behind the gate waiting for him to return home. When Brandon saw the gate was open, his heart sank. Scraps was gone. Brandon quickly ran inside and called his mom on her cell phone.

“Mom, I think Scraps got loose. I don’t know how long she has been missing,” Brandon said.

“When I left the house about a half an hour ago, she was there. It must have happened not too long ago,” she responded. “Put your books down and then take a look around the neighborhood for her.”

Brandon did as he was told. He dropped his books near the front door and headed out into the neighborhood. His first stop was to the local park. He sometimes took Scraps to the park on the weekends. He thought she might go there if she was lost. Scraps was nowhere in sight though.

Brandon decided to go to the local fire department for help. When he reached the fire station, he asked a fireman if he had seen Scraps. The fireman told him that the only dog he’d seen was the station dog, Smoke. Brandon started to feel very sad. He decided to go home to see if Scraps had come back.

When he arrived home, his mom’s car was in the driveway. He walked into the kitchen. Suddenly, Scraps was there.

“Scraps!” Brandon shouted. He picked the dog up and gave her a big hug.

“I guess Scraps was inside the whole time,” his mother said. “When I got home she was asleep on my bed. I think I left the gate open. I’m sorry I scared you.”

“It’s ok, Mom. I’m just glad she’s safe.”

“Me too,” she said.

Brandon was so thankful to have Scraps back!

Scraps (continued)

1. What did Brandon do FIRST when he realized that Scraps was missing?

- a. He headed out into the neighborhood.
- b. He closed the gate.
- c. He stopped by the local park.
- d. He called his mom.

2. Read this sentence from the passage.

He knew there was a problem before he even reached the yard.

Which word has almost the SAME meaning as *problem*?

- a. answer
- b. puzzle
- c. trouble
- d. argument

3. How are Scraps and Smoke ALIKE?

- a. They are both missing.
- b. They both enjoy visiting the local park.
- c. They both belong to little boys.
- d. They are both dogs.

4. Why does Brandon decide to go home after he visits the fire station?

- a. He is tired of searching.
- b. He wants to see if Scraps has returned.
- c. He is worried that it is getting late.
- d. He wants his mom to help with the search.

5. Why did Brandon shout Scraps' name?

- a. His mom told him that Scraps was safe.
- b. He was upset that Scraps had gotten loose.
- c. He discovered Scraps in the kitchen when he got home.
- d. Scraps was asleep and he hoped to wake her.

Scraps *(continued)*

6. Which pair of words from the passage has almost the SAME meaning?

- a. decided, responded
- b. glad, thankful
- c. local, safe
- d. station, return

7. Read this sentence from the passage.

When Brandon saw the gate was open, his heart sank.

This sentence means that Brandon was

- a. upset.
- b. distracted.
- c. nervous.
- d. annoyed.

8. Which sentence BEST tells what the passage is about?

- a. A young boy visits the fire station and meets the station dog.
- b. A young boy loses his dog in the park.
- c. A young boy searches for his dog and finds she was never missing.
- d. A young boy plays with his dog in the yard after school.

Fluency Passage: *Scraps*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Scraps*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Scraps

Brandon stood on the sidewalk in front of his house. He knew there was a	15
problem before he even reached the yard. The front gate was hanging open. Brandon	29
closed the gate every day when he left for school. Every afternoon, his dog, Scraps, sat	45
behind the gate waiting for him to return home. When Brandon saw the gate was open,	61
his heart sank. Scraps was gone. Brandon quickly ran inside and called his mom on her	77
cell phone.	79
“Mom, I think Scraps got loose. I don’t know how long she has been missing,”	94
Brandon said.	96
“When I left the house about a half an hour ago, she was there. It must have	113
happened not too long ago,” she responded. “Put your books down and then take a look	129
around the neighborhood for her.”	134
Brandon did as he was told. He dropped his books near the front door and	149
headed out into the neighborhood. His first stop was to the local park. He sometimes	164
took Scraps to the park on the weekends. He thought she might go there if she was lost.	182
Scraps was nowhere in sight though.	188
Brandon decided to go to the local fire department for help. When he reached	202
the fire station, he asked a fireman if he had seen Scraps. The fireman told him that the	220
only dog he’d seen was the station dog, Smoke. Brandon started to feel very sad. He	236
decided to go home to see if Scraps had come back.	247
When he arrived home, his mom’s car was in the driveway. He walked into the	262
kitchen. Suddenly, Scraps was there.	267
“Scraps!” Brandon shouted. He picked the dog up and gave her a big hug.	281
“I guess Scraps was inside the whole time,” his mother said. “When I got home	296
she was asleep on my bed. I think I left the gate open. I’m sorry I scared you.”	314
“It’s ok, Mom. I’m just glad she’s safe.”	322
“Me too,” she said.	326
Brandon was so thankful to have Scraps back!	334

Fluency Passage: *Scraps* (continued) _____

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
--	---	--	---	--



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

334	-		=		÷		x 60 =	
-----	---	--	---	--	---	--	--------	--

Scaffolded Discussion: *Scraps*

1. What did Brandon do **FIRST** when he realized that Scraps was missing?
 - a. He headed out into the neighborhood.
 - b. He closed the gate.
 - c. He stopped by the local park.
 - d. He called his mom.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “FIRST” is a signal word; it is key to understanding the question and answering it correctly. In addition, “FIRST” is also capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about Brandon and what he did when he realized Scraps was missing. The answer is right there.

- Choice (a): Brandon did do this, but it wasn't the first thing.
- Choice (b): Brandon normally closes the gate when he goes to school.
- Choice (c): Brandon did do this, but it wasn't the first thing.
- Reread the last 3 sentences of the first paragraph. **When Brandon saw the gate was open, his heart sank. Scraps was gone. Brandon quickly ran inside and called his mom on her cell phone.** The answer is right there.

The answer is (d).

Alternate thinking process:

“Shouldn't the answer be that he ran inside?”

According to the story, that is the very first thing he did when he realized what happened. But, you need to determine the answer based on the choices that are given. He called his mom.

Scaffolded Discussion: *Scraps* (continued) _____

2. Read this sentence from the passage.

He knew there was a problem before he even reached the yard.

Which word means almost the SAME as *problem*?

- a. answer
- b. puzzle
- c. trouble*
- d. argument

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

problem	a source of complication
answer	a reply to a question
puzzle	a question or mystery
trouble	a state of difficulty
argument	a quarrel

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “almost the SAME” and *problem* are signal words; they are key to understanding the word and answering it correctly. You are looking for a word that will not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meanings of the words and what the question is asking to determine your answer.

The answer is (c).

Alternate thinking process:

“I can’t decide between (b) and (c).”

In some cases, they are very similar. Think about the word “problem” in the sentence and substitute those two choices. Would Brandon have known there was a “puzzle” before he even reached the yard? Would Brandon have known there was “trouble” before he reached the yard? Which one sounds more like something you would say and that sounds about the same as “problem?”

Scaffolded Discussion: *Scraps* (continued)

3. How are Scraps and Smoke ALIKE?
- a. They are both missing.
 - b. They both enjoy visiting the local park.
 - c. They both belong to little boys.
 - d. They are both dogs.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “ALIKE” is a signal word; it is a key to understanding the word and answering it correctly. In addition, “ALIKE” is capitalized which gives you another clue that this word is important.

Put the two together:

Scan the text to try to find information about Scraps and Smoke. Look at each choice individually to determine if it applies to both Scraps and Smoke. That choice will be the answer.

- Choice (a): The text does not say that Smoke is missing.
- Choice (b): The text does not say that Smoke visited the local park.
- Choice (c): Smoke does not belong to a little boy; he is the firehouse dog.
- Scraps and Smoke are alike because they are both dogs.

The answer is (d).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a 2-column chart. Label one column “Scraps” and the other “Smoke.” Reread the story and list all the details given about Scraps. Do the same with Smoke. Compare the two lists and cross out those items that are found in only one of the columns. There will be one feature that is listed in both columns (they are both dogs). That is the answer.

Scaffolded Discussion: *Scraps* (continued)

4. Why does Brandon decide to go home after he visits the fire station?
- a. He is tired of searching.
 - b. He wants to see if Scraps has returned.*
 - c. He is worried that it is getting late.
 - d. He wants his mom to help with the search.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred. In this case why did Brandon decide to go home?

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about Brandon being at the fire station. The answer is right there.

- Choices (a), (c), and (d) are not supported by the text.
- Reread the last sentence in paragraph 5. **He decided to go home to see if Scraps had come back.** The answer is right there.

The answer is (b).

Alternate thinking process:

"I think the answer is (b) but I can't find the word returned in the story."

Find words that are either in the question or choices and locate them in the story. Read the sentences that contain these words and try to determine if there is a word that has almost the same meaning. In this case, the sentence, "He decided to go home to see if Scraps had come back" contains some of the words. Now look to see what word has almost the same meaning as "returned." The words "come back" are almost the same. The answer is (b).

Scaffolded Discussion: *Scraps* (continued)

5. Why did Brandon shout Scrap's name?
 - a. His mom told him that Scraps was safe.
 - b. He was upset that Scraps had gotten loose.
 - c. He discovered Scraps in the kitchen when he got home.*
 - d. Scraps was asleep and he hoped to wake her.

Teacher explains:

Right There. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred. In this case, why did Brandon shout Scrap's name?

Put the two together:

Use the information in the story, and the question, including the signal word, to determine the answer.

- Choice (a): Brandon's mom doesn't say 1 word until after he shouts.
- Choice (b): He was upset, but he did see the dog before he shouted.
- Choice (d): This is not stated in the story.
- Brandon shouted his dog's name when he found him at home in the kitchen. If you reread the last sentence in paragraph 6 and the first sentence in paragraph 7, you will see that Brandon shouted because he was happy that Scraps was safe at home.

**Suddenly, Scraps was there.
"Scraps!" Brandon shouted.**

The answer is (c).

Alternate thinking process:

"Didn't he shout because he was happy to see her? That isn't given as a choice."

As you read this story, you can draw the conclusion that he was happy to see Scraps. However, this is a "right there" question so the answer will be right there in the story. He shouted after discovering Scraps in the kitchen.

Scaffolded Discussion: *Scraps* (continued) _____

6. Which pair of words from the passage has almost the SAME meaning?
- a. decided, responded
 - b. glad, thankful*
 - c. local, safe
 - d. station, return

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

decided	made a final choice
responded	answered
glad	happy
thankful	pleased
local	having a definite location
safe	not in danger
station	a stopping place
return	to go back

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is a signal word; it is key to understanding the word and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“I know some of the words’ meanings but not all of them.”

Eliminate the pairs that you know don’t have the same meaning. If you know the meaning of one of the words use it in a sentence and then substitute the other word to see if it makes sense (e.g., I need to “return” my book to the library. I need to “station” my book to the library). Those two words do not have almost the same meaning. Continue until you can determine the answer.

Scaffolded Discussion: *Scraps* (continued) _____

7. Read this sentence from the passage.

When Brandon saw the gate was open, his heart sank.

This sentence means that Brandon was

- a. upset.*
- b. distracted.
- c. nervous.
- d. annoyed.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

upset	to be emotionally troubled
distracted	mentally confused
nervous	easily excited or irritated
annoyed	disturbed or bothered

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "SAME" is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

"I don't know how to figure out this answer."

This question requires that you understand the idiom in this sentence which is "his heart sank." This is a phrase that means someone is discouraged or upset. Knowing this will help you determine the answer. If you don't know what this idiom means think about Brandon and how he must be feeling because he thinks he has lost his dog. Considering the choices, what do you think he is mostly feeling?

Scaffolded Discussion: *Scraps* (continued)

8. Which sentence BEST tells what the passage is about?
- a. A young boy visits the fire station and meets the station dog.
 - b. A young boy loses his dog in the park.
 - c. A young boy searches for his dog and finds she was never missing.*
 - d. A young boy plays with his dog in the yard after school.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choice (a): Brandon does visit the fire station and meet the station dog but that is not what the story is mostly about.
- Choice (b): Brandon does not lose his dog in the park, but looks for his dog in the park.
- Choice (d) Brandon looked for his dog in the yard after school, he didn't play there with his dog.
- This story is about a boy searching for his dog and finding that she was never missing.

The answer is (c).

Alternate thinking process:

“How do I decide which sentence is the BEST?”

Another way to think about this is utilizing main idea and details. The main idea is what the story is about; the details are events that occur during the story. Ask yourself which sentence best describes the main idea. Choice (a) is found in the story and it does give details, but it is not the main idea. Choices (b) and (d) are not in the story at all. Choice (c) gives the main idea; it summarizes what the entire story is about.

Feeding the Ducks

Susan loved going to the park. She liked feeding the ducks by the pond. She brought bread to the park with her to feed them. The ducks liked the bread crumbs Susan threw to them. In the springtime, there were a lot of fluffy baby ducks. Baby ducks are called ducklings. Susan liked feeding the ducklings best of all.

Susan's mom took her to the park to feed the ducks one day after school. There was a dog at the park barking and chasing the ducks. The owner of the dog was running behind him with a leash in her hand. The ducks were scared of the dog. They were running back and forth.

One of the mother ducks and her ducklings quickly moved toward a bush near the water's edge. In their hurry, they left two of the ducklings behind. These two baby ducks were all alone. They were afraid and calling out to their mother. Susan knelt by the baby ducks to protect them from the dog. Just then, Susan's mom was able to catch the dog by his collar. She took him back to his owner.

When Susan's mom came back, Susan asked her what they should do. Her mom said they should guide the ducklings back to the mother duck. She told Susan to stand behind them and slowly walk over to the bush where the mother duck was hiding with the other baby ducks. As they got near the bush, the mother duck came out squawking. She led the two ducklings toward the bush to be with the others.

Susan was pleased that she had helped the two ducklings find their mother. She decided to feed the family of ducks all of the bread she had brought from home. Susan held out a piece of bread to the ducks. One of the ducks came up to her. He ate the bread out of her hand! She was so excited!

When it was time to go home, Susan saw the mother duck and her ducklings swim off together. It had been a good day at the park. She was glad she was able to help the duck family and hoped she would see them again soon.

Feeding the Ducks *(continued)*

1. What happened AFTER Susan knelt by the baby ducks?
 - a. The baby ducks began calling out to their mother.
 - b. The dog owner ran after the dog with a leash.
 - c. Susan's mom caught the dog by the collar.
 - d. A duck ate a piece of bread out of Susan's hand.

2. Why did Susan get *excited*?
 - a. She saw a dog barking and running.
 - b. One of the ducks ate bread out of her hand.
 - c. The mother duck began to squawk.
 - d. The two ducklings were returned to their mother.

3. How are the dog and the mother duck ALIKE?
 - a. They both make a loud noise.
 - b. They both live at the park.
 - c. They both swim in the pond.
 - d. They both enjoy eating bread.

4. Why did the author write "Feeding the Ducks"?
 - a. to show how dangerous dogs can be
 - b. to explain what the park is like in the springtime
 - c. to tell a story about a girl who helps a duck family
 - d. to teach readers how to feed ducks

5. Read this sentence from the story.

In the springtime, there were a lot of fluffy baby ducks.

Which word means almost the SAME as *fluffy*?

- a. smooth
- b. coarse
- c. soft
- d. shiny

Feeding the Ducks *(continued)*

6. Why did the mother duck come out of the bush squawking?
 - a. Susan walked closer to the bush.
 - b. The ducklings began to walk away.
 - c. The barking dog got near the bush.
 - d. Susan offered the duck family bread.

7. Which pair of words from the story has almost the SAME meaning?
 - a. knelt, led
 - b. pleased, glad
 - c. baby, hurry
 - d. squawking, chasing

8. Which sentence BEST tells what the story is about?
 - a. Susan and her mom visit the park and make friends with a dog.
 - b. A mother duck and her ducklings find themselves in danger.
 - c. A dog attacks a duck family at the park.
 - d. Susan and her mom visit the park and help a duck family.

Fluency Passage: *Feeding the Ducks*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Feeding the Ducks*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Feeding the Ducks

Susan loved going to the park. She liked feeding the ducks by the pond. She	15
brought bread to the park with her to feed them. The ducks liked the bread crumbs	31
Susan threw to them. In the springtime, there were a lot of fluffy baby ducks. Baby ducks	48
are called ducklings. Susan liked feeding the ducklings best of all.	59
Susan's mom took her to the park to feed the ducks one day after school. There	75
was a dog at the park barking and chasing the ducks. The owner of the dog was	92
running behind him with a leash in her hand. The ducks were scared of the dog. They	109
were running back and forth.	114
One of the mother ducks and her ducklings quickly moved toward a bush near the	129
water's edge. In their hurry, they left two of the ducklings behind. These two baby ducks	145
were all alone. They were afraid and calling out to their mother. Susan knelt by the baby	162
ducks to protect them from the dog. Just then, Susan's mom was able to catch the dog	179
by his collar. She took him back to his owner.	189
When Susan's mom came back, Susan asked her what they should do. Her mom	203
said they should guide the ducklings back to the mother duck. She told Susan to stand	219
behind them and slowly walk over to the bush where the mother duck was hiding with	235
the other baby ducks. As they got near the bush, the mother duck came out squawking.	251
She led the two ducklings toward the bush to be with the others.	264
Susan was pleased that she had helped the two ducklings find their mother. She	278
decided to feed the family of ducks all of the bread she had brought from home. Susan	295
held out a piece of bread to the ducks. One of the ducks came up to her. He ate the	315
bread out of her hand! She was so excited!	324

Fluency Passage: *Feeding the Ducks* (continued) _____

When it was time to go home, Susan saw the mother duck and her ducklings339

swim off together. It had been a good day at the park. She was glad she was able to358

help the duck family and hoped she would see them again soon.370

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE

Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
370	-		=		÷		x 60 =	

Scaffolded Discussion: *Feeding the Ducks*

1. What happened AFTER Susan knelt by the baby ducks?
 - a. The baby ducks began calling out to their mother.
 - b. The dog owner ran after the dog with a leash.
 - c. Susan's mom caught the dog by the collar.*
 - d. A duck ate a piece of bread out of Susan's hand.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "AFTER" is a signal word; it is key to understanding the question and answering it correctly. In addition, "AFTER" is also capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part where Susan kneels down by the baby ducks. The answer is right there.

- Choice (a): This happened BEFORE Susan knelt by the ducks.
- Choice (b): This happened BEFORE Susan knelt by the ducks.
- Choice (c): This happened AFTER, however, it did not happen right after she knelt by the ducks.
- Reread sentences 5 and 6 in paragraph 3. **Susan knelt by the baby ducks to protect them from the dog. Just then, Susan's mom was able to catch the dog by his collar.** The answer is right there.

The answer is (d).

Alternate thinking process:

"Choices (c) and (d) both happened after Susan knelt. Which one do I choose?"

Although both (c) and (d) did occur after she knelt by the ducks, one happened before the other and is a better choice because it relates to the question more. Choice (c) is the answer.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

2. Why did Susan get *excited*?

- a. She saw a dog barking and running.
- b. One of the ducks ate bread out of her hand.*
- c. The mother duck began to squawk.
- d. The two ducklings were returned to their mother.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred. The word “*excited*” is a signal word; it is key to understanding the question and answering it correctly. In addition, the word is also italicized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part where Susan gets excited. The answer is right there.

- Choice (a): This occurred, however, there is no reference to Susan’s feelings.
- Choice (c): This occurred, however, there is no reference to Susan’s feelings.
- Choice (d): This occurred, however, Susan is described as being pleased.
- Reread the last 4 sentences in paragraph 5. **Susan held out a piece of bread to the ducks. One of the ducks came up to her. He ate the bread out of her hand! She was so excited!** The answer is right there.

The answer is (b).

Alternate thinking process:

“I can find the sentence that has the same words that are in the question, but I can’t find the answer.”

Usually with this type of question, the answer can be found close to the sentence that was used to form the question. In this case, it is necessary to reread the two sentences prior to the sentence containing the question words.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

3. How are the dog and the mother duck ALIKE?

- a. They both make a loud noise.*
- b. They both live at the park.
- c. They both swim in the pond.
- d. They both enjoy eating bread.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “ALIKE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “ALIKE” is capitalized which gives you another clue that this word is important.

Put the two together:

Scan the text to try to find information about the dog and mother duck. Look at each choice individually to determine if it applies to both the dog and duck. That choice will be the answer.

- Choice (b): Only the ducks live at the park.
- Choice (c): Only the ducks swim in the pond.
- Choice (d): The story only talks about the ducks eating and enjoying the bread.
- Choice (a): Both the dog and the mother duck made loud noises; the dog by barking and the duck by squawking.

The answer is (a).

Alternate thinking process:

“It doesn’t say anywhere in the story that the duck and dog make loud noises.”

In order to answer this question you must make an inference by using your background knowledge and information the author gives. Although the words “loud noise” aren’t used by the author, he does tell you that the duck quacks and the dog barks. Using your background knowledge, you know that both of these noises can be loud. Use this combined information to determine the correct answer.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

4. Why did the author write “Feeding the Ducks”?
- a. to show how dangerous dogs can be
 - b. to explain what the park is like in the springtime
 - c. to tell a story about a girl who helps a duck family*
 - d. to teach readers how to feed ducks

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author’s purpose was for writing the story. Determine if the author’s intent was to give information, explain something, tell a story, or teach something.

Put the two together:

After you decide what the author’s purpose was for writing the story, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): This story does not mention that dogs are dangerous.
- Choice (b): This story does mention that there are baby ducks at the park in the springtime, but doesn’t really give any other details about what the park is like in the springtime.
- Choice (d): This story does not give instructions about how to feed ducks.
- The story mainly tells about a girl who helps a duck family.

The answer is (c).

Alternate thinking process:

“How do I figure out what the author’s purpose was for writing the story?”

Ask yourself, “Did I learn some facts? Did this explain something? Did this tell a story mainly to entertain? Did this teach me something? The author tells a story about a girl and a family of ducks.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

5. Read this sentence from the story.

In the springtime, there were a lot of fluffy baby ducks.

Which word means almost the SAME as *fluffy*?

- a. smooth
- b. coarse
- c. soft*
- d. shiny

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

fluffy	puffed up
smooth	having an even surface
coarse	loose or rough in texture
soft	delicate in texture
shiny	having a glossy surface

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “SAME” and “*fluffy*” are signal words; they are key to understanding the question and answering it correctly. You are looking for a word that does not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (c).

Alternate thinking process:

“What if I don’t know the meanings of all the words?”

Sometimes you can use your background knowledge and experiences to figure out a meaning.

What do you know about ducklings? Do they look smooth, coarse, soft, shiny? You may not know what each word means, but the answer, “soft” is probably a word you are familiar with and makes sense to you when put in the sentence. That is the answer.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

6. Why did the mother duck come out of the bush squawking?

- a. Susan walked closer to the bush.*
- b. The ducklings began to walk away.
- c. The barking dog got near the bush.
- d. Susan offered the duck family bread.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part where the mother duck comes out of the bush squawking. The answer is right there.

- Choice (b): This statement is not in the story.
- Choice (c): This statement is not in the story.
- Choice (d): This did occur, however, there is no mention of the mother duck squawking.
- Reread sentences 3 and 4 in paragraph 4. **She told Susan to stand behind them and slowly walk over to the bush where the mother duck was hiding with the other baby ducks. As they got near the bush, the mother duck came out squawking.** It is clear from these sentences that when Susan walked close to the bush, the mother duck came out squawking.

The answer is (a).

Alternate thinking process:

*"In the story it says, 'As **they** got near the bush...' The answer says only Susan. Is it the right answer?"*

Although it does only say Susan and not "they" this is the best choice.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

7. Which words from the story have almost the SAME meaning?

- a. knelt, led
- b. pleased, glad*
- c. baby, hurry
- d. squawking, chasing

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

knelt	rest on the knees
led	guided
pleased	to be made happy
glad	made happy
baby	infant
hurry	to move fast
squawking	screaming harshly
chasing	following

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“I know some of the words’ meanings but not all of them.”

Eliminate the pairs that you know don’t have the same meaning. If you know the meaning of one of the words use it in a sentence and then substitute the other word to see if it makes sense (e.g., I need to “return” my book to the library. I need to “station” my book to the library). Those two words do not have almost the same meaning. Continue until you can determine the answer.

Scaffolded Discussion: *Feeding the Ducks* (continued) _____

8. Which sentence BEST tells what the story is about?
- a. Susan and her mom visit the park and make friends with a dog.
 - b. A mother duck and her ducklings find themselves in danger.
 - c. A dog attacks a duck family at the park.
 - d. Susan and her mom visit the park and help a duck family.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choice (a): Susan and her mom visit the park, but there is no place in the text that says they made friends with a dog.
- Choice (b): This is stated in the story; however, it is not what the entire story is about.
- Choice (c): This is stated in the story; however, it is not what the entire story is about.
- This story is about Susan and her mom visiting a park and helping a duck family.

The answer is (d).

Alternate thinking process:

“How do I decide which sentence is the BEST?”

Another way to think about this is utilizing main idea and details. The main idea is what the story is about; the details are events that occur during the story. Ask yourself which sentence best describes the main idea. Choice (a) is not in the story at all. Choices (b) and (c) are statements found in the story and do provide supporting details. They don’t tell what the whole story is about. Choice (d) gives the main idea; it summarizes what the entire story is about.

Pumpkins

Have you ever heard the nursery rhyme “Peter, Peter, Pumpkin Eater”? If not, it tells the story of Peter and his wife. Peter’s wife lives in a pumpkin. Do you think a woman could really live in a pumpkin?

It is true that there are some very large pumpkins. Some pumpkins have been found to weigh more than 1,200 pounds. These pumpkins can be up to fifteen feet around. They can also be nearly five feet tall. Giant pumpkins are not very common though. The pumpkins we often see are much smaller. For example, the pumpkins that we use for pies weigh between ten and thirty pounds. They can also range from ten to twenty inches tall.

Pumpkins are members of the gourd family. The gourd family also includes melons and squashes. Gourds, including pumpkins, grow on short, bushy vines. The leaves on these vines are large and prickly. Pumpkin vines have many yellow flowers. Most of the flowers die and drop off. The flowers that stay on the vine grow to become pumpkins.

A pumpkin has a hard outer shell. Inside the pumpkin, there is a thick layer of pulp. This pulp is often used for cooking. Pumpkin pies, soups, and breads are all made from pumpkin pulp. The pulp must be cut from the pumpkin and cooked before it can be eaten. Mixed together with the pulp is a mass of pumpkin seeds. The seeds are covered with a stringy fiber. Pumpkin seeds can be roasted and eaten as a snack.

Pumpkins are usually a sign that fall is near. Pumpkins can be found in pumpkin patches or in stores beginning in late September or early October. Most pumpkins are orange. Pumpkins can also be white, yellow, green, red, or gray. Pumpkins don’t have to be cooked. They can also be used as decorations.

So could Peter’s wife really live in a pumpkin? Probably not! Most pumpkins are too small, wet, and cold to live inside. A person might not be too happy calling a pumpkin home.

Pumpkins *(continued)*

1. Which sentence BEST tells what the article is about?
 - a. Pumpkins are often the topic of nursery rhymes and other children's stories.
 - b. Pumpkins are mostly used for cooking because of their thick pulp and stringy fiber-covered seeds.
 - c. Pumpkins signal the beginning of the fall season when their yellow flowers bloom on the vine.
 - d. Pumpkins come in many shapes and sizes and can be used for a variety of purposes.

2. At the end of the article, the author says that a person might not be too happy calling a pumpkin home. Which is the BEST reason for a person not to live in a pumpkin?
 - a. Pumpkins are members of the gourd family.
 - b. Most pumpkins are small, wet, and cold.
 - c. Pumpkins are filled with thick pulp and seeds.
 - d. The leaves on pumpkin vines are large and prickly.

3. Read this sentence from the article.

Giant pumpkins are not very common though.

When the author says this, she means that giant pumpkins are

- a. rare.
 - b. sturdy.
 - c. rough.
 - d. solid.
-
4. Why did the author write "Pumpkins"?
 - a. to show how pumpkins have been used throughout history
 - b. to describe the many types of pumpkins and their uses
 - c. to tell a story about a woman living in a pumpkin
 - d. to teach readers how to cook with pumpkins

Pumpkins *(continued)*

5. How are pumpkins and melons ALIKE?
 - a. They are both giant in size.
 - b. They are both orange in color.
 - c. They are both members of the gourd family.
 - d. They are both used to make pies and breads.

6. Which pair of words from the article has almost the SAME meaning?
 - a. vines, patches
 - b. cooked, roasted
 - c. gourds, leaves
 - d. pulp, fiber

7. What must happen to the pumpkin pulp BEFORE it can be eaten?
 - a. The seeds and stringy fiber must be mixed together.
 - b. It must be cut from the pumpkin and cooked.
 - c. The hard outer shell must be cleaned.
 - d. It must drop off of the short, bushy vine.

8. Which sign would tell you that a pumpkin vine is ready to grow pumpkins?
 - a. large, prickly leaves
 - b. a thick layer of pulp
 - c. a mass of pumpkin seeds
 - d. several yellow flowers

Fluency Passage: *Pumpkins*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Pumpkins*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Pumpkins

Have you ever heard the nursery rhyme “Peter, Peter, Pumpkin Eater”? If not,	13
it tells the story of Peter and his wife. Peter’s wife lives in a pumpkin. Do you think a	32
woman could really live in a pumpkin?	39
It is true that there are some very large pumpkins. Some pumpkins have been	53
found to weigh more than 1,200 pounds. These pumpkins can be up to fifteen feet	68
around. They can also be nearly five feet tall. Giant pumpkins are not very common	83
though. The pumpkins we often see are much smaller. For example, the pumpkins that	97
we use for pies weigh between ten and thirty pounds. They can also range from ten to	114
twenty inches tall.	117
Pumpkins are members of the gourd family. The gourd family also includes	129
melons and squashes. Gourds, including pumpkins, grow on short, bushy vines. The	141
leaves on these vines are large and prickly. Pumpkin vines have many yellow flowers.	155
Most of the flowers die and drop off. The flowers that stay on the vine grow to become	173
pumpkins.	174
A pumpkin has a hard outer shell. Inside the pumpkin, there is a thick layer of	190
pulp. This pulp is often used for cooking. Pumpkin pies, soups, and breads are all made	206
from pumpkin pulp. The pulp must be cut from the pumpkin and cooked before it can be	223
eaten. Mixed together with the pulp is a mass of pumpkin seeds. The seeds are covered	239
with a stringy fiber. Pumpkin seeds can be roasted and eaten as a snack.	253
Pumpkins are usually a sign that fall is near. Pumpkins can be found in pumpkin	268
patches or in stores beginning in late September or early October. Most pumpkins are	282
orange. Pumpkins can also be white, yellow, green, red, or gray. Pumpkins don’t have to	297
be cooked. They can also be used as decorations.	306

Fluency Passage: *Pumpkins* (continued)

So could Peter's wife really live in a pumpkin? Probably not! Most pumpkins 319
are too small, wet, and cold to live inside. A person might not be too happy calling a 337
pumpkin home. 339

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

339	-		=		÷		x 60 =	
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Scaffolded Discussion: *Pumpkins*

1. Which sentence BEST tells what the article is about?
 - a. Pumpkins are often the topic of nursery rhymes and other children's stories.
 - b. Pumpkins are mostly used for cooking because of their thick pulp and stringy fiber-covered seeds.
 - c. Pumpkins signal the beginning of the fall season when their yellow flowers bloom on the vine.
 - d. Pumpkins come in many shapes and sizes and can be used for a variety of purposes.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and the question, including the signal word, to determine the answer.

- Choices (a), (b), and (c): These statements can be found in the article, however, they do not tell what the entire story is about.
- The article discusses the shapes, sizes, and many uses of pumpkins.

The answer is (d).

Alternate thinking process:

How do I decide which sentence is the BEST?

Another way to think about this is utilizing main idea and details. The main idea is what the article is about; the details are facts or information given in the article. Ask yourself which sentence best describes the main idea. Choices (a), (b), and (c) are statements found in the article and do provide details. They don't tell what the whole article is about. Choice (d) gives the main idea and summarizes what the entire article is about.

Scaffolded Discussion: *Pumpkins* (continued)

2. At the end of the article, the author says that a person might not be too happy calling a pumpkin home.

Which is the BEST reason for a person not to live in a pumpkin?

- a. Pumpkins are members of the gourd family.
- b. Most pumpkins are small, wet, and cold.*
- c. Pumpkins are filled with thick pulp and seeds.
- d. The leaves on pumpkin vines are large and prickly.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and the question, including the signal word, to determine which choice is the best reason for a person not to live in a pumpkin

- Choice (a): This detail would not be a factor.
- Choice (c): This may make living in a pumpkin crowded.
- Choice (d): This detail would only affect you if you got pricked while climbing in.
- The best reason a person might not be too happy calling a pumpkin home is because they are too small, wet, and cold.

The answer is (b).

Alternate thinking process:

“I can’t decide between choices (b) and (c).”

The fact that pumpkins are filled with thick pulp and seeds could be a factor in a person not being happy having a pumpkin as a home. When there are two possible choices, try finding the information in the article, and choosing the response that is the same as, or similar to the author’s. In this case, it would be (b).

Scaffolded Discussion: *Pumpkins* (continued)

3. Read this sentence from the article.

Giant pumpkins are not very common though.

When the author says this, she means that giant pumpkins are

- a. rare.*
- b. sturdy.
- c. rough.
- d. solid.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

common	occurring frequently
rare	seldom found
sturdy	strong
rough	having a bumpy surface
solid	not loose or spongy

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “she means” is a signal that the answer will be another way to say “not very common.”

Put the two together:

Use what you know about the phrase “not very common” and the meaning of the words to determine the answer.

- Choice (b): Sturdy relates the strength of something.
- Choice (c): Rough relates to the texture of something.
- Choice (d): Solid relates to a state of matter.
- Rare relates to the frequency of occurrence.

The answer is (a).

Alternate thinking process:

“What if I don’t know the meaning of all the words?”

Try to use your background knowledge to narrow the choices. For example, you may remember the fairy tale when the wolf tried to blow down the brick house but he couldn’t because it was sturdy. That must mean it was too strong. Continue with any or all of the other words and try to determine the answer.

Scaffolded Discussion: *Pumpkins* (continued)

4. Why did the author write “Pumpkins”?
 - a. to show how pumpkins have been used throughout history
 - b. to describe the many types of pumpkins and their uses*
 - c. to tell a story about a woman living in a pumpkin
 - d. to teach readers how to cook with pumpkins

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

The question asks what the author’s purpose was for writing the article. Determine if the author’s intent was to tell a story in order to entertain; to give information; to describe something; or to teach something.

Put the two together:

After you decide what the author’s purpose was for writing the article, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): The text does not provide information about the use of pumpkins throughout history.
- Choice (c): It does mention the nursery rhyme “Peter Peter Pumpkin Eater,” but it does not tell about a real woman living in a pumpkin.
- Choice (d): It does say that pumpkins can be cooked and eaten, but does not teach readers how to cook pumpkins .
- The author wrote this article to describe the many types of pumpkins and their uses.

The answer is (b).

Alternate thinking process:

“How do I figure out what the author’s purpose was for writing the article?”

Ask yourself, “Did I learn some facts? Did this tell a story mainly to entertain? Did the author teach me something? The author describes pumpkins and how they can be used.

Scaffolded Discussion: *Pumpkins* (continued)

5. How are pumpkins and melons ALIKE?
 - a. They are both giant in size.
 - b. They are both orange in color.
 - c. They are both members of the gourd family.*
 - d. They are both used to make pies and breads.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “ALIKE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “ALIKE” is capitalized which gives you another clue that this word is important.

Put the two together:

Scan the text to try to find information about pumpkins and melons. Look at each choice individually to determine if it applies to both pumpkins and melons. That choice will be the answer.

- Choice (a): The article mentions that pumpkins can be giant in size but does not say anything regarding the size of melons.
- Choice (b): It is stated that pumpkins can be orange, but there is no mention that melons can be orange.
- Choice (d): It is stated that pumpkin pulp can be used to make pies and breads, but there is no mention that melons are used to make pies and breads.
- Reread the first 2 sentences of paragraph 3. **Pumpkins are members of the gourd family. The gourd family also includes melons and squashes.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a 2-column chart. Label one column “pumpkins” and the other “melons.” Reread the article and list all the details given about pumpkins. Do the same with “melons.” Compare the two lists and cross out those items that are only found in that column. What is left will be the feature that is alike for both pumpkins and melons; they are both members of the gourd family. That is the answer.

Scaffolded Discussion: *Pumpkins* (continued)

6. Which words from the article have almost the SAME meaning?
- a. vines, patches
 - b. cooked, roasted*
 - c. gourds, leaves
 - d. pulp, fiber

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meanings of the words.

vines	climbing tendrils
patches	areas distinct from those around them
cooked	prepared for eating by means of heat
roasted	cooked by exposing to dry heat
gourds	hard-rinded fruit
leaves	outgrowths of plant stems
pulp	soft part of a fruit
fiber	mostly indigestible material in food

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is a signal word; it is key to understanding the question and answering it correctly

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“I know some of the words’ meanings but not all of them.”

Eliminate the ones you know. If you know the meaning of one of the words use it in a sentence and then substitute the other word to see if it makes sense (e.g., The “leaves” on the tree blew off during the storm. The “gourds” on the tree blew off during the storm).

Scaffolded Discussion: *Pumpkins* (continued)

7. What must happen to the pumpkin pulp BEFORE it can be eaten?
- The seeds and stringy fiber must be mixed together.
 - It must be cut from the pumpkin and cooked.*
 - The hard outer shell must be cleaned.
 - It must drop off of the short, bushy vine.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEFORE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEFORE” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about the pumpkin pulp. The answer is right there.

- Choice (a): This is not stated in the article.
- Choice (c): Although the hard outer shell is mentioned, it has nothing to do with the pumpkin pulp.
- Choice (d): The pumpkin drops off the vine; the pulp is inside the pumpkin. This has nothing to do with preparing it so it can be eaten.
- Reread sentence 5 in paragraph 4. **The pulp must be cut from the pumpkin and cooked before it can be eaten.** The answer is right there.

The answer is (b).

Alternate thinking process:

“Choice (d) seems like it could be the right answer.”

It is true that the pumpkin needs to be off the vine before you can get the pulp out. It’s not the best choice. The words from the question and the words from the correct choice (it must be cut from the pumpkin and cooked) are in the same sentence so that it is the best choice.

Scaffolded Discussion: *Pumpkins* (continued)

8. Which sign would tell you that a pumpkin vine is ready to grow pumpkins?
- a. large, prickly leaves
 - b. a thick layer of pulp
 - c. a mass of pumpkin seeds
 - d. several yellow flowers *

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “which sign” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about the vine being ready to grow pumpkins. The answer is right there.

- Choices (a), (b), and (c): These details are stated in the article but not in relation to the vine and pumpkins growing.
- Reread the last 3 sentences in paragraph 3. **Pumpkin vines have many yellow flowers. Most of the flowers die and drop off. The flowers that stay on the vine grow to become pumpkins.** The answer is right there.

The answer is (d).

Alternate thinking process:

“I can’t find all the words that are in the question in the article.”

Often you won’t find the exact wording in the text that is in the question. Try looking for phrases, or groups of words that are similar or the same. For example; “grow pumpkins” in the question is close to “grow to become pumpkins.” Now use the information in the surrounding sentences to determine the answer.

Mom's New Bike

My mom wanted to get a new bike. She saw me ride mine every day, so she knew how much fun bike riding could be. Riding a bicycle is also a good workout. Mom wanted us to be able to ride places together. We could go to the library, the park, or to a friend's house.

My mom had a bike when she was a teenager, but she had not ridden one for a few years. Last weekend, she saw a bike she liked at a store. It was pink and had a fancy stripe on the frame. She took it off the bike rack and sat on the seat. She looked around, and all of a sudden, my mom rode off around the store! It was funny to see Mom riding away between the shelves. After her test ride, Mom decided that the handles on that bike were not right for her. We would have to keep looking.

The next day, when I came home from school, Mom met me at the front door. She was very excited. She led me to the garage and pointed to the corner. There was a brand new bike! Her new bicycle was silver and had a large basket on the front. The bike seat looked really comfortable.

"Are you ready to go for a ride?" she asked.

I went inside and changed my clothes and shoes. When I met my mom in the garage, she was wearing a helmet and the knee and elbow pads I wear for skateboarding! I laughed when I saw her. She said she was not taking any chances of getting hurt on our first ride. We both wheeled our bikes out into the driveway and then rode off together down the sidewalk.

I'm glad my mom found a bike she loves. We have a lot of fun riding together now.

Mom's New Bike *(continued)*

1. Read this sentence from the story.

The bike seat looked really comfortable.

When the author says this, he means that the seat looked like it would

- a. be hard and rough
 - b. help to increase speed
 - c. be very expensive
 - d. be pleasant to sit on
2. Why didn't Mom buy the pink bike at the store?
- a. It didn't have a basket.
 - b. The handles were not right for her.
 - c. The seat was uncomfortable.
 - d. She didn't like the color or the fancy stripe on the frame.
3. How are the author and his mom ALIKE?
- a. They both enjoy riding bikes.
 - b. They have both been hurt on bike rides.
 - c. They both have brand new bikes.
 - d. They both wear knee and elbow pads when biking.
4. What happens AFTER Mom takes the bike off of the rack?
- a. She buys the new bike.
 - b. She puts on a helmet and pads.
 - c. She sits on the seat to try it out.
 - d. She leads the author to the garage.
5. Why did Mom put on knee and elbow pads?
- a. to make the author laugh
 - b. to protect herself from getting hurt while riding a bike
 - c. to make herself more comfortable
 - d. to protect herself from getting hurt while skateboarding

Mom's New Bike *(continued)*

6. Why did the author write “Mom’s New Bike”?
 - a. to show different kinds of bicycles for sale
 - b. to explain how to safely ride a bike
 - c. to tell a story about his mom and her search for a new bike
 - d. to teach readers how to buy a new bicycle

7. What did the author do BEFORE riding with his mom on the sidewalk?
 - a. He bought a new bike.
 - b. He put on knee and elbow pads.
 - c. He changed his clothes and shoes.
 - d. He visited a bicycle store in town.

8. Why did the author laugh when he met his mom back in the garage?
 - a. The handles on the bike were not right for her.
 - b. She was wearing knee and elbow pads.
 - c. The bike was silver with a large basket on the front.
 - d. She took a test ride around the store on her bike.

Fluency Passage: *Mom's New Bike*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Mom's New Bike*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Mom's New Bike

My mom wanted to get a new bike. She saw me ride mine every day, so she 17
knew how much fun bike riding could be. Riding a bicycle is also a good workout. Mom 34
wanted us to be able to ride places together. We could go to the library, the park, or to a 54
friend's house. 56

My mom had a bike when she was a teenager, but she had not ridden one 72
for a few years. Last weekend, she saw a bike she liked at a store. It was pink and 91
had a fancy stripe on the frame. She took it off the bike rack and sat on the seat. She 111
looked around, and all of a sudden, my mom rode off around the store! It was funny to 129
see Mom riding away between the shelves. After her test ride, Mom decided that the 144
handles on that bike were not right for her. We would have to keep looking. 159

The next day, when I came home from school, Mom met me at the front door. 175
She was very excited. She led me to the garage and pointed to the corner. There was 192
a brand new bike! Her new bicycle was silver and had a large basket on the front. The 210
bike seat looked really comfortable. 215

"Are you ready to go for a ride?" she asked. 225

I went inside and changed my clothes and shoes. When I met my mom in 240
the garage, she was wearing a helmet and the knee and elbow pads I wear for 256
skateboarding! I laughed when I saw her. She said she was not taking any chances of 272
getting hurt on our first ride. We both wheeled our bikes out into the driveway and then 289
rode off together down the sidewalk. 295

I'm glad my mom found a bike she loves. We have a lot of fun riding together now. 313

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
313	-		=		÷		x 60 =	

Scaffolded Discussion: *Mom's New Bike* _____

1. Read this sentence from the story.

The bike seat looked really comfortable.

When the author says this, he means that the seat looked like it would

- a. be hard and rough
- b. help to increase speed
- c. be very expensive
- d. be pleasant to sit on*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the word.

comfortable	makes you feel physically relaxed when you use it, for example because it is soft
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In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “he means” is a signal that the answer will be another way to say “really comfortable.”

Put the two together:

Use what you know about the word “comfortable” and what the question asks to answer the question.

- Choice (a): Hard and rough is the opposite of comfortable.
- Choice (b) and (c): These are not related to the word comfortable.
- Comfortable – This word refers to how one is feeling.

The answer is (d).

Alternate thinking process:

“I don’t know what comfortable means.”

Read the other sentences around the target sentence. Then substitute the word “comfortable” with each choice and try to determine which makes sense. It may be difficult to determine by looking at it if it would help increase speed or be expensive. It would be more likely that you could look at the seat and think that it may be either hard and rough, or pleasant to sit on. Since the bike was brand new, you might conclude that Mom would not have bought a bike with a seat that was hard and rough; in fact it probably would be pleasant to sit on.

Scaffolded Discussion: *Mom's New Bike* (continued)

2. Why didn't Mom buy the pink bike at the store?
- a. It didn't have a basket.
 - b. The handles were not right for her.*
 - c. The seat was uncomfortable.
 - d. She didn't like the color or the fancy stripe on the frame.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to answer “why” something didn’t occur.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about Mom deciding not to buy the bike. The answer is right there.

- Choice (a): There is no mention of a basket.
- Choice (c): There is no mention about the seat comfort.
- Choice (d): There is a stripe on the bike, but there is no mention of whether or not she likes it.
- Reread sentence 7 in paragraph 2. **After her test ride, Mom decided that the handles on that bike were not right for her.** The answer is right there.

The answer is (b).

Alternate thinking process:

“It doesn’t say that she didn’t buy the bike. I’m having trouble finding that part.”

It does not say it directly. You will need to draw a conclusion by using your background knowledge and information from the story. Think about it this way. If she bought the bike she would have taken it home with her and she wouldn’t have to continue to look for one. In paragraph 2, the last sentence states that they would have to keep looking. Use that information to determine the answer.

Scaffolded Discussion: *Mom's New Bike* (continued)

3. How are the author and his mom ALIKE?
- a. They both enjoy riding bikes.*
 - b. They have both been hurt on bike rides.
 - c. They both have brand new bikes.
 - d. They both wear knee and elbow pads when biking.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “ALIKE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “ALIKE” is capitalized which gives you another clue that this word is important.

Put the two together:

Scan the text to try to find information about the author and his mother. Look at each choice individually to determine if it applies to both the author and mother. That choice will be the answer.

- Choice (b): The story does not mention that either the author or his mom had been hurt on bikes.
- Choice (c): The story does not say that the author’s bike is new.
- Choice (d): The knee and elbow pads mentioned were the ones the author wore for skateboarding, not pads that both the author and his mom wore.
- The story does say that the author and his mom have a lot of fun riding bikes.

The answer is (a).

Alternate thinking process:

“I am having trouble how the author and his mom are alike.”

One way to organize information is to use a 2-column chart. Label one column “author” and the other “Mom.” Reread the story and list all the details given about the author. Do the same with “Mom.” Compare the two lists and cross out those items that are only found in that column. What is left will be the feature that is alike for both the author and the mother (they both have a lot fun riding bikes). That is the answer.

Scaffolded Discussion: *Mom's New Bike* (continued)

4. What happens AFTER Mom takes the bike off of the rack?
- a. She buys the new bike.
 - b. She puts on a helmet and pads.
 - c. She sits on the seat to try it out.*
 - d. She leads the author to the garage.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “AFTER” is the signal word; it is key to understanding the question and answering it correctly. In addition, “AFTER” is capitalized which gives you another clue that this word is important

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about Mom taking the bike off the rack. The answer is right there.

- Choice (a): This statement is not true about this bike.
- Choice (b): This statement is true but occurs later in the story.
- Choice (d): This statement is true but occurs later in the story.
- Reread sentence 4 in paragraph 2. **She took it off the bike rack and sat on the seat.** The answer is right there.

The answer is (c).

Alternate thinking process:

“The closest answer says she sits on the seat to try it out. The words ‘try it out’ aren’t in the story.”

You will need to draw a conclusion. Use your background knowledge and the information in the story. These words are not in the story; however, if you read on it says that she took a test ride. That is another way to say “try it out.”

Scaffolded Discussion: *Mom's New Bike* (continued)

5. Why did Mom put on knee and elbow pads?
- a. to make the author laugh
 - b. to protect herself from getting hurt while riding a bike*
 - c. to make herself more comfortable
 - d. to protect herself from getting hurt while skateboarding

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to answer “why” something occurred. In this case, why did Mom put on knee and elbow pads?

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about Mom putting on the knee and elbow pads. The answer is right there.

- Choice (a): Although the author did laugh this is not the reason.
- Choice (c): There is no mention of this.
- Choice (d): She put them on to protect her, but not because she was skateboarding.
- Reread sentences 2, 3, and 4 in paragraph 5. **When I met my mom in the garage, she was wearing a helmet and the knee and elbow pads I wear for skateboarding! I laughed when I saw her. She said she was not taking any chances of getting hurt on our first ride.** The answer is right there.

The answer is (b).

Alternate thinking process:

“I am having trouble finding the answer.”

Pick out words that may be “signal” words. In this case, scan the text for the words “knee and elbow pads.” Now read sentences that come before and after the words. The answer is in the two sentences following the words “knee and elbow pads.”

Scaffolded Discussion: *Mom's New Bike* (continued)

6. Why did the author write “Mom’s New Bike”?
- a. to show different kinds of bicycles for sale
 - b. to explain how to safely ride a bike
 - c. to tell a story about his mom and her search for a new bike*
 - d. to teach readers how to buy a new bicycle

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

The question asks what the author’s purpose was for writing the story. Determine if the author’s intent was to give information; to explain something; to tell a story in order to entertain; or to teach something.

Put the two together:

After you decide what the author’s purpose was for writing the story, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): The story does mention two bikes, but it is not really a story about different kinds of bicycles for sale.
- Choice (b): Bike safety is not discussed in the story.
- Choice (d): The story does not provide instructions on how to buy a bicycle.
- The story tells about the author’s mom and her search for a new bike.

The answer is (c).

Alternate thinking process:

“How do I determine what the author’s purpose was for writing the story?”

Ask yourself, “Did I learn some facts? Did the author explain something? Did this tell a story mainly to entertain? Did the author try to teach something? The author tells a story about his mom and her search for a new bike.

Scaffolded Discussion: *Mom's New Bike* (continued)

7. What did the author do BEFORE riding with his mom on the sidewalk?
- a. He bought a new bike.
 - b. He put on knee and elbow pads.
 - c. He changed his clothes and shoes.*
 - d. He visited a bicycle store in town.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEFORE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “BEFORE” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about riding with his mom on the sidewalk. The answer is right there.

- Choices (a), (b), and (d): These are not mentioned in the story.
- Reread the first and last sentences in paragraph 5. **I went inside and changed my clothes and shoes. We both wheeled our bikes out into the driveway and then rode off together down the sidewalk.** Before the author rode down the sidewalk, he changed his clothes and shoes. The answer is right there.

The answer is (c).

Alternate thinking process:

“I am having trouble finding the answer.”

Although the answer may be right there, it may not be right next to the words in the question. Find a sentence in the story that contains some of the words found in the question (e.g., on the sidewalk). Go to the beginning of that paragraph and reread until you reach the sentence with the target word(s). Use that information to determine your answer.

Scaffolded Discussion: *Mom's New Bike* (continued)

8. Why did the author laugh when he met his mom back in the garage?
- a. The handles on the bike were not right for her.
 - b. She was wearing knee and elbow pads.*
 - c. The bike was silver with a large basket on the front.
 - d. She took a test ride around the store on her bike.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to answer the question “why” something occurred. In this case, why did the author laugh when he met his mom back in the garage?

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part about the author laughing. The answer is right there.

- Choices (a), (c), and (d): These are all found in the story, but they do not talk about what the author laughed at when he met his mom in the garage.
- Reread sentences 2 and 3 in paragraph 5. **When I met my mom in the garage, she was wearing a helmet and the knee and elbow pads I wear for skateboarding! I laughed when I saw her.** The answer is right there.

The answer is (b).

Alternate thinking process:

“I am having trouble finding the answer.”

Although the answer may be right there, it may not be right next to the words in the question. Find a sentence in the story that contains some of the words found in the question (e.g., laugh, in the garage). Go to the beginning of that paragraph and reread until you reach the sentence with the target word(s). Use that information to determine your answer.

The Spider Bite

One day, Sarah and James took a trip to Tidy Island. Tidy Island has a large nature trail. Sarah and James decided to walk along the trail. The trail took them to a boardwalk, which is like a bridge made of wood. The boardwalk took them over the mangroves and under the trees hanging with Spanish moss. They ran along the trail pretending they were explorers in a strange country. Suddenly, Sarah screamed. She had run into the web of a spider.

Sarah used her fingers to peel the web off of her. She thought she was rid of the web and its spider, but then she felt a bite. She looked down to see a small spider biting her finger. She shook her hand, but the spider wouldn't let go. The bite hurt and she wanted the spider gone. Sarah began to cry.

James tried to help Sarah pull the spider off, but it just tightened its grip. They ran back to find their parents and showed it to their mom. Mom was able to pull the spider off. It was dead, but she was worried about the bite on Sarah's finger. Mom decided to take Sarah to the emergency room at the hospital. When they got to the hospital, the nurse took her straight in to see a doctor.

The doctor looked at Sarah's finger. It was swollen and sore, but luckily it did not look like the bite of a poisonous spider. The doctor wrapped Sarah's finger in a bandage and gave her some medicine for the pain. He told Sarah and James to be careful on the nature trail alone. He recommended that they hike along the trail with a stick. That way they could wave the stick around in front of them to knock away any spider webs.

Sarah and James had learned a lesson. Sarah's finger got better quickly, but they never forget about the spider bite. Now they have a great story to tell all of their friends. They also know a great trick to protect themselves when on a nature walk!

The Spider Bite *(continued)*

1. What did Sarah do AFTER she screamed but BEFORE she felt the bite?

- a. She and James ran to find their Mom.
- b. She began to cry.
- c. She shook her hand.
- d. She peeled the web off of her.

2. Read this sentence from the story.

They ran along the trail pretending they were explorers in a strange country.

Which word means almost the same as pretending in the sentence?

- a. imagining
- b. arguing
- c. surprising
- d. presenting

3. What is the main idea of “Spider Bite”?

- a. Sarah is afraid of spiders, but learns to love them.
- b. Sarah and James learn a lesson about protecting themselves on a walk.
- c. Sarah looks for spiders in the mangroves and moss.
- d. Sarah and James tell stories about spiders to their friends.

4. How does the doctor treat Sarah’s spider bite?

- a. He tells her and James to be careful on the nature trail.
- b. He shows her how to remove the spider.
- c. He wraps her finger in a bandage.
- d. He examines the spider to see if it is poisonous.

5. Why does Sarah begin to cry?

- a. She runs into a spider’s web.
- b. The bite hurts and she wants the spider off of her.
- c. James can’t get the spider to release its grip.
- d. She is afraid of going to the emergency room.

The Spider Bite *(continued)*

6. How are the mangroves DIFFERENT from the trees hanging with Spanish moss?

- a. The mangroves hang down above the nature trail.
- b. The mangroves make it difficult for the children to see where they are going.
- c. The mangroves grow under the boardwalk.
- d. The mangroves are covered in spiders' webs.

7. Why did the author write "Spider Bite"?

- a. to persuade readers to spend more time outdoors
- b. to inform readers about different types of poisonous spiders
- c. to show readers how to identify spiders found in nature
- d. to tell readers a story about learning a lesson

8. Read this sentence from the story.

James tried to help Sarah pull the spider off, but it just tightened its grip.

Which word means the OPPOSITE of tightened?

- a. shortened
- b. softened
- c. loosened
- d. weakened

Fluency Passage: *The Spider Bite*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Spider Bite*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Spider Bite

One day, Sarah and James took a trip to Tidy Island. Tidy Island has a large	16
nature trail. Sarah and James decided to walk along the trail. The trail took them to a	33
boardwalk, which is like a bridge made of wood. The boardwalk took them over the	48
mangroves and under the trees hanging with Spanish moss. They ran along the trail	62
pretending they were explorers in a strange country. Suddenly, Sarah screamed. She	74
had run into the web of a spider.	82
Sarah used her fingers to peel the web off of her. She thought she was rid of the	100
web and its spider, but then she felt a bite. She looked down to see a small spider biting	119
her finger. She shook her hand, but the spider wouldn't let go. The bite hurt and she	136
wanted the spider gone. Sarah began to cry.	144
James tried to help Sarah pull the spider off, but it just tightened its grip. They ran	161
back to find their parents and showed it to their mom. Mom was able to pull the spider	179
off. It was dead, but she was worried about the bite on Sarah's finger. Mom decided to	196
take Sarah to the emergency room at the hospital. When they got to the hospital, the	212
nurse took her straight in to see a doctor.	221
The doctor looked at Sarah's finger. It was swollen and sore, but luckily it did not	237
look like the bite of a poisonous spider. The doctor wrapped Sarah's finger in a bandage	253
and gave her some medicine for the pain. He told Sarah and James to be careful on the	271
nature trail alone. He recommended that they hike along the trail with a stick. That way	287
they could wave the stick around in front of them to knock away any spider webs.	303

Fluency Passage: *The Spider Bite* (continued) _____

Sarah and James had learned a lesson. Sarah's finger got better quickly, but they317

never forget about the spider bite. Now they have a great story to tell all of their friends.335

They also know a great trick to protect themselves when on a nature walk!349

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE

Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
349	-		=		÷		x 60 =	

Scaffolded Discussion: *The Spider Bite*

1. What does Sarah do AFTER she screamed but BEFORE she felt the bite?
 - a. She and James ran to find their Mom.
 - b. She began to cry.
 - c. She shook her hand.
 - d. She peeled the web off of her.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “AFTER” and “BEFORE” are signal words; they are key to understanding the question and answering it correctly. In this case, the words are also capitalized which gives you another clue that they are important.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where the doctor treats Sarah’s spider bite. The answer is right there.

- Choices (a), (b), and (c): These all occurred after she felt the bite.
- She peeled the web off her finger after she screamed but before she felt the bite.

The answer is (d).

Alternate thinking process:

“What if I have trouble figuring out the answer?”

Break the question into parts. Locate the sentence where she screamed. Read from there until she felt the bite. What happened in between those two sentences? Reread the first sentence of paragraph 2: **Sarah used her fingers to peel the web off of her.**

Scaffolded Discussion: *The Spider Bite* (continued) _____

2. Read this sentence from the story.

They ran along the trail pretending they were explorers in a strange country.

Which word means about the same as *pretending* in this sentence?

- a. imagining*
- b. arguing
- c. surprising
- d. presenting

Teacher explains:

On Your Own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

pretending	acting in a way that is intended to make people believe that it is the case, although in fact it is not
imagining	thinking that you have seen, heard or experienced something, although actually you have not
arguing	people speaking angrily about something they disagree about
surprising	something that is unexpected or unusual
presenting	formally giving something to someone

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “about the same” and “*pretending*” are signal words; they are key to understanding the question and answering it correctly. You are looking for a word that does not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (a).

Alternate thinking process:

“I don’t know the meaning of the word in italics (pretending) but I know the meaning of the choices.”

Start by going back to the story and reading the target sentence and the sentences around it to look for clues that may help. These sentences don’t give obvious clues. The next thing to do is to substitute the words given as choices and see if they make sense in the story. By process of elimination, you should be able to narrow your choices down.

Scaffolded Discussion: *The Spider Bite* (continued) _____

3. What is the main idea of “Spider Bite”?
- a. Sarah is afraid of spiders, but learns to love them.
 - b. Sarah and James learn a lesson about protecting themselves on a walk.*
 - c. Sarah looks for spiders in the mangroves and moss.
 - d. Sarah and James tell stories about spiders to their friends.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “main idea” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choices (a), (c), and (d) are not found in the story.
- The main idea tells what a story is mostly about.

The answer is (b).

Alternate thinking process:

“What does ‘main idea’ mean?”

The main idea is what the story is about and can usually be summarized in one or two sentences. In this case, three of the choices are not presented anywhere in the story. But choice (b) gives the main idea and summarizes the entire story.

Scaffolded Discussion: *The Spider Bite* (continued) _____

4. How does the doctor treat Sarah's spider bite?
 - a. He tells her and James to be careful on the nature trail.
 - b. He shows her how to remove the spider.
 - c. He wraps her finger in a bandage.*
 - d. He examines the spider to see if it is poisonous.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the words in this question will be the same or similar to words in a sentence in the story.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where the doctor treats Sarah's spider bite. The answer is right there.

- Choice (a): The doctor did tell them to be careful on the nature trail, but that's not how he treated her bite.
- Choice (b): The doctor did not pull the spider off; Mom pulled the spider off.
- Choice (d): There was no spider to examine.
- Reread sentence 3 in paragraph 4: **The doctor wrapped Sarah's finger in a bandage and gave her some medicine for the pain.** The answer is right there.

The answer is (c).

Alternate thinking process:

"The words in the question are not in the story."

They are not explicitly found in the story; you have to use what you know about a doctor's job, and what a bandage is for to draw the conclusion the doctor is treating her bite by wrapping her finger.

Scaffolded Discussion: *The Spider Bite* (continued) _____

5. Why does Sarah begin to cry?
- a. She runs into a spider's web.
 - b. The bite hurts and she wants the spider off her.*
 - c. James can't get the spider to release its grip.
 - d. She is afraid of going to the emergency room.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the you are asked "why" something occurred.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where Sarah begins to cry. The answer is right there.

- Choice (a): Sarah screamed when she ran into the spider's web.
- Choice (c): This is true, but Sarah had already begun to cry.
- Choice (d): There is no mention that Sarah is afraid of going to the Emergency Room.
- Reread the last two sentences in paragraph 2: **The bite hurt and she wanted the spider gone. Sarah began to cry.** The answer is right there.

The answer is (b).

Alternate thinking process:

"I am having trouble finding the answer."

Pick out words that may be "signal" words. In this case, scan the text for the word "cry." Now read sentences that come BEFORE as well as after the word. The answer is in the sentence before the word "cry."

Scaffolded Discussion: *The Spider Bite* (continued) _____

6. How are the mangroves DIFFERENT from the trees hanging with Spanish moss?
 - a. The mangroves hang down above the nature trail.
 - b. The mangroves make it difficult for the children to see where they are going.
 - c. The mangroves grow under the boardwalk.*
 - d. The mangroves are covered in spiders' webs.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word "DIFFERENT" is a signal word; it is key to understanding the question and answering it correctly. In this case, the word is also capitalized which gives you another clue that the word is important.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part that describes how mangroves are different from the trees with Spanish moss.

- Choice (a): They ran over the boardwalk, which is a part of the nature trail, and the boardwalk is over the mangroves; they do not hang down above the nature trail.
- Choice (b): There is no mention of this in the story.
- Choice (d): There is no mention of this in the story.
- Reread sentence 5 in paragraph 1: **The boardwalk took them over the mangroves and under the trees hanging with Spanish moss.**

The answer is (c).

Alternate thinking process:

"It doesn't say the mangroves grow under the boardwalk"

This is a situation where you have to "draw conclusions" by using your knowledge plus the information the author has given you. The boardwalk took them over the mangroves. Therefore, the mangroves must be growing UNDER the boardwalk. Another way to help determine the correct answer is to draw a picture of the description given in the sentence.

Scaffolded Discussion: *The Spider Bite* (continued) _____

7. Why did the author write “Spider Bite”?
- a. to persuade readers to spend more time outdoors
 - b. to inform readers about different types of poisonous spiders
 - c. to show readers how to identify spiders found in nature
 - d. to tell readers a story about learning a lesson*

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author’s purpose was for writing the story. Determine if the author’s intent was to persuade the reader to do something or feel a certain way; to give the reader information; or to tell a story in order to entertain.

Put the two together:

After you decide what the author’s purpose was for writing the story, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): There is no evidence in the text that shows the author is trying to persuade you to spend more time outdoors.
- Choice (b): There is no evidence in the text that shows the author is trying to teach the reader about different types of poisonous spiders.
- Choice (c): Only one spider is mentioned in the passage. There are not descriptions of spiders that would help the reader identify them.
- The most likely reason that the author wrote the passage was to tell readers a story about learning a lesson.

The answer is (d).

Alternate thinking process:

“How do I determine what the author’s purpose was for writing the story?”

Ask yourself, “Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to persuade me to do something?” The story gives some facts, but does tell a story about Sarah learning a lesson about spider bites. This is the best answer.

Scaffolded Discussion: *The Spider Bite* (continued) _____

8. Read this sentence from the story.

James tried to help Sarah pull the spider off, but it just tightened its grip.

Which word means the OPPOSITE of *tightened*?

- a. shortened
- b. softened
- c. loosened*
- d. weakened

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

tightened	held more firmly or securely
shortened	made smaller in length
softened	became less hard, stiff
loosened	undone slightly so it is less tight or less firmly held in place
weakened	became less strong or powerful

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word “OPPOSITE” and “*tightened*” are signal words; they are key to understanding the question and answering it correctly. You are looking for a word that will change the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the word and what the question is asking to determine the answer.

The answer is (c).

Alternate thinking process:

“I have it narrowed down to “softened” or “loosened,” but can’t decide which one is better.”

Try taking off the suffixes and working with the roots. The words will be: tight, short, soft, loose, weak. Pair your choices with the word tight and think about them: tight/soft and tight/loose. This may bring to mind that a better opposite for “soft” might be “hard” versus “tight.” Now try a simple sentence using the choices (e.g., “I tied the bow too tight.” “I tied the bow too soft.” “I tied the bow too loose.”). Loose works better, so loosened, is the better choice of the two.

Angel Needs Glasses

Angel is a student in Mr. Main's fifth grade class. She works very hard in class and is a good student. Last week, however, Mr. Main put some math problems on the board for the class to solve and when he called on Angel to solve one, she gave the wrong answer. At first Mr. Main thought that maybe Angel had made a mistake.

"Try it again," he said to Angel.

Again, Angel came up with the wrong solution. Mr. Main was puzzled. He was sure that Angel knew how to do the problem. In fact, the class had completed a problem just like it for homework the night before and Angel had done it perfectly. Angel looked embarrassed that she had given the wrong answer, so Mr. Main decided that he would talk to Angel after class about what had happened.

When Mr. Main asked Angel why she had had so much trouble with the math problem, Angel shrugged her shoulders. Just then, Mr. Main remembered something – when he called on Angel, Angel had leaned forward and squinted at the board. Maybe she answered the problem incorrectly because she couldn't see the problem clearly.

"Angel," Mr. Main said gently. "Are you having a hard time seeing the board from your seat?"

"A little bit," Angel admitted.

"I think you need glasses," Mr. Main said.

"Oh no," said Angel. "I don't want glasses. All of the other kids will make fun of me."

"There is nothing wrong with having glasses," Mr. Main said. "In fact, I have to wear glasses to read." As he said this, he pulled out a pair of silver-rimmed reading glasses and put them on. "See, they're not so bad."

"I don't know," said Angel.

"It's important that you can see, Angel," Mr. Main said. "I don't want you to miss out because you can't see what we are doing on the board. For now, I'm going to move your seat closer to the front of the room, but I want to talk to your mother about getting you an eye exam."

Angel Needs Glasses *(continued)*

“Okay,” Angel said. “Thank you, Mr. Main.”

A few days later, Angel’s mom took her to the eye doctor. Just as Mr. Main had suspected, she was what the doctor called “near-sighted.” This meant that she had difficulty seeing things that were far away. Angel’s mom helped her pick out a cool pair of red glasses.

On the way home, Angel said, “Wow! I can see everything so clearly now. Glasses aren’t so bad after all.”

Angel Needs Glasses *(continued)*

1. How are Mr. Main and Angel ALIKE?
 - a. They both have trouble in math.
 - b. They both dislike wearing glasses.
 - c. They both squint when trying to read the board.
 - d. They both need glasses to help them see.

2. Why does Mr. Main put on his glasses for Angel?
 - a. to persuade Angel to get glasses just like his
 - b. to teach Angel how to care for glasses
 - c. to show Angel that there is nothing wrong with wearing glasses
 - d. to demonstrate to Angel how much easier it is to see the board

3. If the story "Angel Needs Glasses" needed a new title, which would be BEST?
 - a. "The Eye Exam"
 - b. "Solving Angel's Problem"
 - c. "A Glasses Surprise"
 - d. "Angel's Wrong Answer"

4. Which words from the story have almost the SAME meaning?
 - a. admitted, suspected
 - b. perfectly, incorrectly
 - c. answer, solution
 - d. gently, clearly

5. What was the author's purpose in writing "Angel Needs Glasses"?
 - a. to tell the reader about a teacher helping a student
 - b. to inform the reader about different types of glasses
 - c. to teach the reader how to correctly answer math problems
 - d. to encourage the reader to get an eye exam

Angel Needs Glasses *(continued)*

6. Why is Mr. Main puzzled when Angel gives a wrong answer?
- a. Angel had correctly answered one just like it the night before.
 - b. Angel was embarrassed for getting the answer wrong.
 - c. Angel was one of the best students in Mr. Main's class.
 - d. Angel worked very hard on her math homework.
7. What was Angel MOST likely able to do when she returned to school after getting her new glasses?
- a. She would be able to sit at the front of the room.
 - b. She would be able to complete her homework.
 - c. She would be able to see the board clearly.
 - d. She would be able to solve math problems.

8. Read this sentence from the story.

Angel looked embarrassed that she had given the wrong answer, so Mr. Main decided that he would talk to Angel after class about what had happened.

Which word has almost the SAME meaning as *embarrassed*?

- a. annoyed
- b. shocked
- c. confused
- d. ashamed

Fluency Passage: Angel Needs Glasses

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Angel Needs Glasses*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Angel Needs Glasses

Angel is a student in Mr. Main's fifth grade class. She works very hard in class and	17
is a good student. Last week, however, Mr. Main put some math problems on the board	33
for the class to solve and when he called on Angel to solve one, she gave the wrong	51
answer. At first Mr. Main thought that maybe Angel had made a mistake.	64
"Try it again," he said to Angel.	71
Again, Angel came up with the wrong solution. Mr. Main was puzzled. He was	85
sure that Angel knew how to do the problem. In fact, the class had completed a problem	102
just like it for homework the night before and Angel had done it perfectly. Angel looked	118
embarrassed that she had given the wrong answer, so Mr. Main decided that he would	133
talk to Angel after class about what had happened.	142
When Mr. Main asked Angel why she had had so much trouble with the math	157
problem, Angel shrugged her shoulders. Just then, Mr. Main remembered something –	168
when he called on Angel, Angel had leaned forward and squinted at the board. Maybe	183
she answered the problem incorrectly because she couldn't see the problem clearly.	195
"Angel," Mr. Main said gently. "Are you having a hard time seeing the board from	210
your seat?"	212
"A little bit," Angel admitted.	217
"I think you need glasses," Mr. Main said.	225
"Oh no," said Angel. "I don't want glasses. All of the other kids will make fun of	242
me."	243
"There is nothing wrong with having glasses," Mr. Main said. "In fact, I have to	258
wear glasses to read." As he said this, he pulled out a pair of silver-rimmed reading	274
glasses and put them on. "See, they're not so bad."	284
"I don't know," said Angel.	289
"It's important that you can see, Angel," Mr. Main said. "I don't want you to miss	305
out because you can't see what we are doing on the board. For now, I'm going to move	323
your seat closer to the front of the room, but I want to talk to your mother about getting	342
you an eye exam."	346

Fluency Passage: Angel Needs Glasses
(continued)

“Okay,” Angel said. “Thank you, Mr. Main.”	353
A few days later, Angel’s mom took her to the eye doctor. Just as Mr. Main had	370
suspected, she was what the doctor called “near-sighted.” This meant that she had	383
difficulty seeing things that were far away. Angel’s mom helped her pick out a cool pair	399
of red glasses.	402
On the way home, Angel said, “Wow! I can see everything so clearly now.	416
Glasses aren’t so bad after all.”	422

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
422	-		=		÷		x 60 =	

Scaffolded Discussion: Angel Needs Glasses

1. How are Mr. Main and Angel alike?
 - a. They both have trouble in math.
 - b. They both dislike wearing glasses.
 - c. They both squint when trying to read the board.
 - d. They both need glasses to help them see.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “alike” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the text to try to find information about Mr. Main and Angel. Look at each choice individually to determine if it applies to both Mr. Main and Angel. That choice will be the answer.

- Choice (a): This is not supported in the story; Mr. Main is teaching math, and Angel is a good student.
- Choice (b): This is not supported in the story; by the end of the story Angel says glasses aren’t so bad after all.
- Choice (c): Angel squints, but no mention is made of Mr. Main squinting.
- Reread sentence 2 in paragraph 9: **Mr. Main said, “In fact, I have to wear glasses to read.”** Reread paragraph 13: **A few days later, Angel’s mom took her to the eye doctor. Just as Mr. Main had suspected, she was what the doctor called “near-sighted.” This meant that she had difficulty seeing things that were far away.** These two parts of the passage show that both Mr. Main and Angel need glasses to help them see.

The answer is (d).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a 2-column chart. Label one column “Mr. Main” and the other “Angel.” Reread the story and list all the details given about Mr. Main. Do the same with Angel. Compare the two lists and cross out those items that are only found in that column. What is left will be the feature that is alike for both Mr. Main and Angel (they both need glasses to help them see). That is the answer.

Scaffolded Discussion: Angel Needs Glasses *(continued)*

2. Why does Mr. Main put on his glasses for Angel?
 - a. to persuade Angel to get glasses just like his
 - b. to teach Angel how to care for glasses
 - c. to show Angel that there is nothing wrong with wearing glasses*
 - d. to demonstrate to Angel how much easier it is to see the board

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred. In this case, why did Mr. Main put on his glasses for Angel?

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choice (a): There is no place in the text that indicates Mr. Main tried to persuade Angel to get glasses just like his.
- Choice (b): There is no place in the text that indicates Mr. Main tried to teach her to care for glasses.
- Choice (d): There is no place in the text that indicates Mr. Main tried to show her how much easier it is to see the board.
- Reread sentence 3 and 4 in paragraph 9: **As he said this, he pulled out a pair of silver-rimmed reading glasses and put them on. “See, they’re not so bad.”** You can figure out from this part of the passage that Mr. Main put his glasses on for Angel to show her that there is nothing wrong with wearing glasses.

The answer is (c).

Alternate thinking process:

“Couldn’t the answer be (d)?”

Although wearing glasses may help Mr. Main see the board better, this is not his main intent. He does not demonstrate how he can see the board with his glasses. Rather, he puts his glasses on in response to Angel saying that all the kids will make fun of her. His comment as he puts them on is “they’re not so bad.” This statement aligns with choice (c).

Scaffolded Discussion: Angel Needs Glasses *(continued)*

3. If the story "Angel Needs Glasses" needed a new title, which would be BEST?
- a. "The Eye Exam"
 - b. "Solving Angel's Problem"
 - c. "A Glasses Surprise"
 - d. "Angel's Wrong Answer"

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "BEST" is the signal word; it is key to understanding the question and answering it correctly. In addition, "BEST" is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): This might imply that the story was mostly about going to have an eye exam.
- Choice (c): This suggests that the glasses were a surprise.
- Choice (d): This might make the reader think that the story is mostly about Angel getting an answer wrong.
- The best choice for a title would include all of these things.

The answer is (b).

Alternate thinking process:

"How do I decide which choice would be the best for a title?"

You are looking for the "title" that best summarizes what the entire story is about. Think about which one would make a good headline in a newspaper and get at the main idea. Choices (a), (c), and (d) are details in the article. Choice (b) gives the main idea.

Scaffolded Discussion: Angel Needs Glasses *(continued)*

4. Which two words from the story have almost the SAME meaning?
- a. admitted, suspected
 - b. perfectly, incorrectly
 - c. answer, solution*
 - d. gently, clearly

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

admitted	agreed
suspected	believed that something has probably been done
perfectly	done so well it could not be done better
incorrectly	wrongly done
answer	a way to solve a problem
solution	an explanation or result
gently	kindly, mildly, calmly
clearly	easy to understand or see

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is the signal word; it is key to understanding the question and answering it correctly. In addition, “SAME” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (c).

Alternate thinking process:

“What if I don’t know the meaning of all the words?”

Eliminate the pairs that you can. Then look at the pairs in which you know the meaning of one of the words. Use that word in a sentence and then substitute the other word to see if it makes sense (e.g., He scored “perfectly” on the test. He scored “incorrectly” on the test.). Even if you’re not sure of the meaning of the word “incorrectly” you’re apt to know it doesn’t sound right. Continue until you can determine the answer.

Scaffolded Discussion: Angel Needs Glasses *(continued)*

5. What was the author's purpose in writing "Angel Needs Glasses"?
- a. to tell the reader about a teacher helping a student*
 - b. to inform the reader about different types of glasses
 - c. to teach the reader how to correctly answer math problems
 - d. to encourage the reader to get an eye exam

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author's purpose was for writing the story. Determine if the author's intent was to tell a story in order to entertain; to give the reader information; to teach the reader something; or to encourage the reader to do something.

Put the two together:

After you decide what the author's purpose was for writing the story, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (b): There is no mention in the story about different types of glasses.
- Choice (c): There is no mention in the story about teaching the reader how to answer a math problem.
- Choice (d): There is no mention in the story about trying to encourage the reader to get an eye exam.
- You can figure out from the text that this story is mostly about a teacher helping a student.

The answer is (a).

Alternate thinking process:

"How do I determine what the author's purpose was for writing this story?"

Ask yourself, "Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to persuade me to do something?" The author tells a story about a teacher helping a student.

Scaffolded Discussion: Angel Needs Glasses (*continued*)

6. Why is Mr. Main puzzled when Angel gives a wrong answer?
- a. Angel had correctly answered one just like it the night before.*
 - b. Angel was embarrassed for getting the answer wrong.
 - c. Angel was one of the best students in Mr. Main's class.
 - d. Angel worked very hard on her math homework.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked “why” something occurred. In this case, why was Mr. Main puzzled when Angel gave a wrong answer?

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choices (b), (c), and (d) are all true statements, but probably not what puzzled the teacher.
- The most likely reason that Mr. Main was puzzled when Angel gave a wrong answer was because she had correctly answered that kind of problem the night before.

The answer is (a).

Alternate thinking process:

“It seems like (c) would work here.”

It is true that Angel is one of the best students in the class. Go back to the story and try to find some of the words that are in the question. Then read the sentences around that sentence to see if you can find something similar to the two choices.

Mr. Main is puzzled – so look for the word “puzzled.” After finding that sentence and rereading it; read the ones on either side. “Again, Angel came up with the wrong solution. Mr. Main was puzzled. He was sure that Angel knew how to do the problem. In fact, the class had completed a problem just like it for homework **the night before** and **Angel had done it perfectly.**” Those words are related directly to Mr. Main being puzzled so the answer will contain those words (a).

Scaffolded Discussion: Angel Needs Glasses *(continued)*

7. What was Angel MOST likely able to do when she returned to school after getting her new glasses?

- a. She would be able to sit at the front of the room.
- b. She would be able to complete her homework.
- c. She would be able to see the board clearly.*
- d. She would be able to solve math problems.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “MOST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “MOST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a): Because of her new glasses, there is no longer any need for Angel to sit in the front of the room.
- Choice (b): She has always been able to do her homework
- Choice (d): She has also been able to solve math problems.
- It is most likely that Angel’s new glasses will help her to be able to see the board clearly.

The answer is (c).

Alternate thinking process:

“I think (d) could be the answer.”

It wasn’t that she couldn’t do the problems; she couldn’t see them to do them. The glasses aren’t making it possible for her to do the problems. The glasses are going to make it possible for her to see the questions on the board clearly. Once she is able to see the questions, she will already have the knowledge she needs to do the problems and can proceed successfully.

Scaffolded Discussion: Angel Needs Glasses *(continued)* _____

8. Read this sentence from the story.

Angel looked embarrassed that she had given the wrong answer, so Mr. Main decided that he would talk to Angel after class about what had happened.

Which word has almost the SAME meaning as *embarrassed*?

- a. annoyed
- b. shocked
- c. confused
- d. ashamed*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

embarrassed	shy or guilty about something
annoyed	fairly angry about something
shocked	upset by something unpleasant or surprising
confused	don't know what is happening or what to do
ashamed	feeling guilt or disgrace

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” and “*embarrassed*” are signal words; they are key to understanding the question and answering it correctly. You are looking for a word that will not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (d).

Alternate thinking process:

“I do not know what ‘embarrassed’ means.”

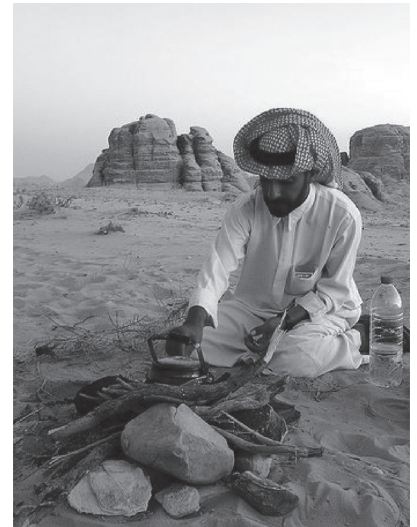
Try using your background knowledge. Think about the word. Have you ever heard it? Think about the context you heard it used in and what else was occurring. For example, maybe you heard a friend say she was embarrassed when she spilled ketchup on herself. Think of the time and which choice might fit in that situation. She was probably more ashamed of herself than any of the other emotions. The answer is (d).

The Desert

A desert is a place where it rains very little. This causes the land and air to be very dry. Deserts can be found all over the world. In fact, one-third of the land on Earth is desert. Areas that are desert-like are very hot in the daytime and cold at night. Most deserts are sandy and rocky.

Very few types of plants can live in the desert. The plants that do live in very dry places are able to live without much water. They store water in their leaves, roots, and stems. These plants also have roots that spread out under the ground so that they can collect as much water as possible when it does rain. Most people think of the cactus when they think of desert plants. There are many types of cacti.

Animals also have a hard time living in the desert. Many desert animals stay hidden during the day to stay out of the heat. They often come out at night for food when it is cooler. Some desert animals even make their homes underground to stay cool. Very special desert animals have built-in ways to store food and water while in the desert. Can you think of an animal like this? Camels store food in the humps on their backs and water in their stomachs. They must do this because they travel long distances through the desert.



Some people live in the desert, but it is a very hard life. These people must cover their skin so that they don't get burned by the sun. They must also make sure to have plenty of water. In modern times, people have built underground pipes that connect to deep wells in the desert. Cities in the desert form around these wells because water is necessary for life.

Would you like to live in the desert?

The Desert *(continued)*

1. Read this sentence from the article.

In modern times, people have built underground pipes that connect to deep wells in the desert.

What word means the OPPOSITE of *modern*?

- a. pleasant
- b. ancient
- c. current
- d. popular

2. This article is mostly about

- a. desert animals and their underground homes
- b. the challenges of living in the desert
- c. desert temperature and rainfall
- d. modern life in desert communities

3. How are desert plants and desert animals ALIKE?

- a. They both store water for periods of time.
- b. They both have tools to collect water during heavy rains.
- c. They both hide underground to protect themselves from the heat.
- d. They both find food in sandy, rocky soil.

4. According to the picture and the article, what information do we know about people living in the desert?

- a. They build their homes underground to keep cool.
- b. They store food and water in order to travel long distances.
- c. They build wells to supply fresh water.
- d. They cover their skin to keep from getting burned.

The Desert *(continued)*

5. According to the article, the desert is a place where
 - a. many plants and animals make their home
 - b. the temperature remains nearly the same all of the time
 - c. humans build large cities and live in great numbers
 - d. there is very little rainfall and the air is dry

6. How do some desert animals protect themselves from the heat?
 - a. They are able to live without much water.
 - b. They store food and water for long periods of time.
 - c. They build their homes underground.
 - d. They cover their skin to prevent burns.

7. Read this sentence from the article.

They must also make sure to have plenty of water.

Which word means almost the same as *plenty* in the sentence?

- a. sanitary
 - b. enough
 - c. original
 - d. fresh
-
8. Why did the author write “The Desert”?
 - a. to help readers plan a trip to the desert
 - b. to teach readers how to protect themselves when visiting a desert
 - c. to entertain readers with a story about desert animals
 - d. to inform readers about life in the harsh desert environment

Fluency Passage: *The Desert*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Desert*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Desert

A desert is a place where it rains very little. This causes the land and air to be	18
very dry. Deserts can be found all over the world. In fact, one-third of the land on Earth	36
is desert. Areas that are desert-like are very hot in the daytime and cold at night. Most	53
deserts are sandy and rocky.	58
Very few types of plants can live in the desert. The plants that do live in very dry	76
places are able to live without much water. They store water in their leaves, roots, and	92
stems. These plants also have roots that spread out under the ground so that they can	108
collect as much water as possible when it does rain. Most people think of the cactus	124
when they think of desert plants. There are many types of cacti.	136
Animals also have a hard time living in the desert. Many desert	148
animals stay hidden during the day to stay	156
out of the heat. They often come out at night for food when	169
it is cooler. Some desert animals even make their homes	179
underground to stay cool. Very special desert animals have	188
built-in ways to store food and water while in the desert.	199
Can you think of an animal like this? Camels store food in	211
the humps on their backs and	217
water in their stomachs. They	222
must do this because they travel long distances through the	232
desert.	233
Some people live in the desert, but it is a very hard life.	246
These people must cover their skin so that they don't get burned by the sun. They must	263
also make sure to have plenty of water. In modern times, people have built underground	278
pipes that connect to deep wells in the desert. Cities in the desert form around these	294
wells because water is necessary for life.	301
Would you like to live in the desert?	309

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
309	-		=		÷		x 60 =	

Scaffolded Discussion: *The Desert*

1. Read this sentence from the article.

In modern times, people have built underground pipes that connect to deep wells in the desert.

What word means the OPPOSITE of *modern*?

- a. pleasant
- b. ancient*
- c. current
- d. popular

Teacher explains:

On your own The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

modern	relating to the present time, something new
pleasant	nice, enjoyable, or attractive
ancient	very old
current	happening in the present time
popular	enjoyed or liked by a lot of people

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “OPPOSITE” and *modern* are signal words; they are key words in the question. In addition, OPPOSITE is capitalized and *modern* is in italics which gives you another clue that these words are important. You are looking for a word that changes the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the word in the sentence and what the question is asking to determine the answer. The opposite of modern is very old, or ancient.

The answer is (b).

Alternate thinking process:

“What if I don’t know the meaning of all the words?”

Try to use your background knowledge to narrow the choices. For example, your teacher tells you to bring in a “current” event article. You know that you have to bring in information about an event that is happening now. So “current” probably means now. Use this approach to find the meaning of the other words to determine the answer.

Scaffolded Discussion: *The Desert* (continued)

2. This article is mostly about
 - a. desert animals and their underground homes.
 - b. the challenges of living in the desert.*
 - c. desert temperature and rainfall.
 - d. modern life in desert communities.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “mostly about” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (a), (c), and (d): These are facts that are discussed in the article.
- The phrase “the challenges of living in the desert” is what the article is mostly about.

The answer is (b).

Alternate thinking process:

How do I decide which choice tells what the article is mostly about?

You are looking for the phrase that best summarizes what the entire article is about. Think about which one would make a good headline and get at the main idea. Although choices (a), (c), and (d) are details in the article. Choice (b) gives the main idea.

Scaffolded Discussion: *The Desert* (continued)

3. How are desert plants and desert animals ALIKE?
- a. They both store water for periods of time.*
 - b. They both have tools to collect water during heavy rains.
 - c. They both hide underground to protect themselves from the heat.
 - d. They both find food in sandy, rocky soil.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “ALIKE” is the signal word; it is key to understanding the question and answering it correctly. In addition, “ALIKE” is capitalized which gives you another clue that this word is important.

Put the two together:

Scan the article to try to find information about desert plants and animals. Look at each choice individually to determine if it applies to both plants and animals. That choice will be the answer.

- Choice (b): There is no mention of tools to collect water.
- Choice (c): The passage tells how some animals – but not plants- make their homes underground.
- Choice (d): Finding food in sandy, rocky soil is not mentioned.
- Reread sentences 2 and 3 in paragraph 2: **The plants that do live in the very dry places are able to live without much water. They store water in their leaves, roots, and stems.** Now reread sentence 5 in paragraph 3: **Very special desert animals have built-in ways to store food and water while in the desert.** These sentences tell how desert plants and desert animals are ALIKE; they both store water for periods of time.

The answer is (a).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a 2-column chart. Label one column “plants” and the other “animals.” Read the paragraph about the plants and list all the details given. Do the same with “animals.” Compare the two lists and cross out those items that are only found in one of the columns. What is left in each column will be the same feature that is alike for both animals and plants (they both store water for periods of time). That is the answer.

Scaffolded Discussion: *The Desert* (continued)

4. According to the picture and the article, what information do we know about people living in the desert?
- They build their homes underground to keep cool.
 - They store food and water in order to travel long distances.
 - They build pipes to connect to wells to supply fresh water.
 - They cover their skin to keep from getting burned.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. It is important to note that in this question both the picture and article are needed to answer the question.

Put the two together:

You will need to use both the information from the text and the visual details from the picture. Read each sentence choice first to determine if it can also be found in the article. Then reread each choice that is found in the article and look at the picture to see if the picture depicts the idea.

- Choice (a): There is no mention of people building homes underground.
- Choice (b): There is no mention of people storing food and water to travel long distances.
- Choice (c): While building pipes is mentioned, it is not shown in the picture.
- Choice (d): Reread sentence 2 in paragraph 5: **These people must cover their skin so that they don't get burned by the sun.** The picture shows a man whose skin is covered. The sentence and picture correspond.

The answer is (d).

Alternate thinking process:

"He has a water bottle next to him and a kettle on the fire. Why isn't the answer (c)?"

Although this man may have gotten the water from one of the wells, it is not obvious. It is evident that his skin is covered. When there are two or more possible answers, the one that is more apparent and doesn't require making assumptions, is likely to be the answer.

Scaffolded Discussion: *The Desert* (continued)

5. According to the article, the desert is a place where
 - a. many plants and animals make their home.
 - b. the temperature remains nearly the same all of the time.
 - c. humans build large cities and live in great numbers.
 - d. there is very little rainfall and the air is dry.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “according to the article” will be important as a signal that we will find the answer “right there.” Also, the words “the desert is a place” are also taken directly from the article.

Put the two together:

Knowing that the answer should be right in the article, scan it to find the phrase in the question; then continue until you find the answer. Reread the first two sentences of paragraph 1: **A desert is a place where it rains very little. This causes the land and air to be very dry.** The answer is right there.

The answer is (d).

Alternate thinking process:

“I’m having trouble finding the words.”

Read all the choices and see if you can find them in the article. In this article choices (a), (b), and (c) are not there. In fact the opposite is stated about each of these choices.

Scaffolded Discussion: *The Desert* (continued)

6. How do some desert animals protect themselves from the heat?
- a. They are able to live without much water.
 - b. They store food and water for long periods of time.
 - c. They build their homes underground.*
 - d. They cover their skin to prevent burns.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. The words in this question will be the same or similar to words in a sentence in the article.

Put the two together:

Scan the article to find the part that discusses how animals protect themselves.

- Choices (a) and (b): These do not address heat and how animals protect themselves from it.
- Choice (d): This statement is found in the article but it pertains to humans, not animals.
- Reread sentence 4 in paragraph 3: **Some desert animals even make their homes underground to stay cool.** The answer is right there.

The answer is (c).

Alternate thinking process:

“How do I know if the words will be in the article?”

Pick out individual words and phrases from the question and try to locate them in the article. “Animals,” “protect themselves,” and “heat” are examples of words to look for in this instance. “Animals” and “heat” can be found in the same sentence (“protect themselves” is not in this article) but enough information can now be obtained from this sentence to determine the answer.

Scaffolded Discussion: *The Desert* (continued)

7. Read this sentence from the article.

They must also make sure to have plenty of water.

Which word means about the same as *plenty* in this sentence?

- a. sanitary
- b. enough*
- c. original
- d. fresh

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

plenty	a large amount
sanitary	concerned with keeping things clean
enough	as much as you need
original	existed at the beginning of a process
fresh	done, made, or experienced recently

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “about the same” and *plenty* are signal words; they are key words in the question. You are looking for a word that will not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meanings of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices?”

Look at the sentence(s) before and after the sentence in the question. The sentence before it is about covering the skin, so that doesn’t apply. But the two sentences following the target sentence stress that water is necessary for life. Now try to narrow down the choices.

Scaffolded Discussion: *The Desert* (continued)

8. Why did the author write “The Desert”?
- a. to help readers plan a trip to the desert
 - b. to teach readers how to protect themselves when visiting a desert
 - c. to entertain readers with a story about desert animals
 - d. to inform readers about life in the harsh desert environment*

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author’s purpose was for writing this article. Determine if the author’s intent was to help the reader with something; teach the reader something; entertain the reader; or to give the reader information.

Put the two together:

After you decide what the author’s purpose was for writing the article, think about the passage and read the choices to determine which one best sums up why s/he wrote it.

- Choice (a): Nothing is mentioned in the article about planning a trip to the desert.
- Choice (b): Nothing is mentioned in the article about learning how to protect oneself when visiting a desert.
- Choice (c): This is not a passage that provides entertaining stories about desert animals.
- This article does inform readers about life in the desert.

The answer is (d).

Alternate thinking process:

“How do I determine what the author’s purpose was for writing this article?”

Ask yourself, “Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to teach me something?” This article does inform; furthermore, the other choices do not pertain to any of the information found in this article.

Canoeing

Ben and Seth are best friends. Last summer they learned how to canoe. Ben's uncle, Mark, has his own canoe and taught the boys the basics of canoeing on the lake behind his house.



The first thing Ben and Seth had to learn was boat safety. Mark told the boys that they should always wear a life jacket when canoeing. Even though both boys knew how to swim, Mark said wearing a life jacket was important in case they ever fell into the water and got hurt. When canoeing on a big river, they might need to wear helmets too.

The second thing the boys learned about was the parts of the boat and the paddle. Every canoe has two seats. The front of the boat is called the bow and the back is the stern. The paddle has a blade that goes into the water and you hold the paddle by the grip.

Once they knew all about the boat and the paddle, the boys had to learn how to get into the boat. Canoes can rock back and forth if you're not careful. They can even tip over. The boys had to get in one at a time. While Ben stepped into the boat with one foot, Seth held the boat steady. Then Ben did the same for Seth. In the boat, both boys faced the bow. Mark stepped in and sat at the back of the canoe. With their paddles, they pushed off of the dock.

On the water, Mark taught Ben and Seth a few strokes. The boys paddled on different sides of the boat. If they pulled their paddles one way through the water, they moved forward; if they pulled the other way, they moved backwards. Mark even taught the boys how to turn the boat around.

It took the boys a few weeks to learn all they needed to know to go on their first canoe trip. Mark took them on the Peace River. They paddled all morning and then had a picnic lunch. The boys had so much fun that they are looking forward to canoeing again next summer.

1. Read this sentence from the story.

While Ben stepped into the boat with one foot, Seth held the boat steady.

Which word means almost the same as *steady* in the sentence?

- a. slack
- b. close
- c. stable
- d. low

2. What happened AFTER Ben and Seth got into the boat but BEFORE they practiced their strokes?

- a. They pushed off of the dock with their paddles.
- b. They held the boat for each other.
- c. They learned the parts of the boat.
- d. They put on life jackets and helmets.

3. According to the information from both the picture and the story, what do we know is true about canoes?

- a. They have two seats, one in the bow and one in the stern.
- b. They are better suited to rivers than lakes.
- c. They are heavy and difficult to maneuver.
- d. They are designed to be paddled by children rather than adults.

4. Why did the author write "Canoeing"?

- a. to persuade readers to try canoeing
- b. to tell readers a story about boys learning to canoe
- c. to warn readers about the dangers of canoeing
- d. to entertain readers with a funny story about a canoe trip

5. Read this sentence from the story.

Canoes can rock back and forth if you're not careful.

Which word means the OPPOSITE of *careful*?

- a. cautious
- b. mindful
- c. secure
- d. reckless

6. This story is mostly about

- a. boat safety.
- b. a trip down the Peace River.
- c. two boys learning to canoe.
- d. strokes for canoeing.

7. How do Ben and Seth change in the story?

- a. At first they are scared; then they are confident.
- b. At first they are uneducated; then they are knowledgeable.
- c. At first they are at ease; then they are uncomfortable.
- d. At first they are nervous; then they are brave.

8. Why did Ben and Seth have to wait a few weeks to take their first canoe trip?

- a. They needed time to prepare their equipment and pack their food for the trip.
- b. They needed to wait for the season to change and for the river to become passable.
- c. They needed to wait to get permission to take canoes on the river.
- d. They needed time to practice their newly-learned boating skills.

Fluency Passage: *Canoeing*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Canoeing*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Canoeing

Ben and Seth are best friends. Last summer they learned how to canoe. Ben's	14
uncle, Mark, has his own canoe and taught the boys the basics of canoeing on the lake	31
behind his house.	34
The first thing Ben and Seth had to learn	43
was boat safety. Mark told the boys that they	52
should always wear a life jacket when canoeing.	60
Even though both boys knew how to swim, Mark	69
said wearing a life jacket was important in case	78
they ever fell into the water and got hurt. When	88
canoeing on a big river, they might need to wear	98
helmets too.	100
The second thing the boys learned about was the parts of the boat and the	115
paddle. Every canoe has two seats. The front of the boat is called the bow and the back	133
is the stern. The paddle has a blade that goes into the water and you hold the paddle by	152
the grip.	154
Once they knew all about the boat and the paddle, the boys had to learn how to	171
get into the boat. Canoes can rock back and forth if you're not careful. They can even	188
tip over. The boys had to get in one at a time. While Ben stepped into the boat with one	208
foot, Seth held the boat steady. Then Ben did the same for Seth. In the boat, both boys	226
faced the bow. Mark stepped in and sat at the back of the canoe. With their paddles,	243
they pushed off of the dock.	249
On the water, Mark taught Ben and Seth a few strokes. The boys paddled on	264
different sides of the boat. If they pulled their paddles one way through the water, they	280
moved forward; if they pulled the other way, they moved backwards. Mark even taught	294
the boys how to turn the boat around.	302

Fluency Passage: *Canoeing* (continued)

It took the boys a few weeks to learn all they needed to know to go on their first 321
canoe trip. Mark took them on the Peace River. They paddled all morning and then had 337
a picnic lunch. The boys had so much fun that they are looking forward to canoeing 353
again next summer. 356

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

356	-		=		÷		x 60 =	
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Scaffolded Discussion: *Canoeing*

1. Read this sentence from the story:

While Ben stepped into the boat with one foot, Seth held the boat steady.

Which word means about the same as *steady* in this sentence?

- a. slack
- b. close
- c. stable*
- d. low

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

steady	direct or sure in movement
slack	slow or sluggish
close	having little space between items
stable	not easily changed
low	of a lesser degree

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “same” and *steady* are signal words; they are key to understanding the question and answering it correctly. You are looking for a word that will not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Think about the meaning of the word in the sentence and what the question is asking to determine the answer.

The answer is (c).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices?”

Look at the sentence(s) before and after the target sentence. Look for clues in them that may help you with the words you do not know. In this case, the author talks about being careful so the canoe won’t rock back and forth and tip over. Now substitute the words and make your decision using the clues.

Scaffolded Discussion: *Canoeing* (continued)

2. What happened AFTER Ben and Seth got into the boat but BEFORE they practiced their strokes?

- a. They pushed off the dock with their paddles.*
- b. They held the boat for each other.
- c. They learned the parts of the boat.
- d. They put on life jackets and helmets.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information, clarification. In this question, the words “AFTER” and “BEFORE” are signal words; they are key to understanding the question and answering it correctly. In addition, the words are capitalized which gives you another clue that they are important.

Put the two together:

Use the information in the story and the signal words to determine the answer.

- Choice (b): They held the boat for each other as they were getting in.
- Choices (c) and (d): These are things they did prior to getting into the boat.
- Reread the last 5 sentences of paragraph 4. **While Ben stepped into the boat with one foot, Seth held the boat steady. Then Ben did the same for Seth. In the boat, both boys faced the bow. Mark stepped in and sat at the back of the canoe. With their paddles, they pushed off of the dock.** The answer is right there.

The answer is (a).

Alternate thinking process:

“I’m having trouble figuring out the answer.”

Break the question into parts. Locate the sentence that tells that Ben and Seth are both in the boat (Mark stepped in and sat at the back of the canoe). Now read the sentences up to the point where they “practiced their strokes” to tell you what they did BEFORE. This is the information found in the correct answer.

Scaffolded Discussion: *Canoeing* (continued)

3. According to the information from both the picture and the story, what do we know is true about canoes?

- a. They have two seats, one in the bow and one in the stern.*
- b. They are better suited to rivers than lakes.
- c. They are heavy and difficult to maneuver.
- d. They are designed to be paddled by children rather than adults.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question the word “both” is a signal that you will have to read and use the picture to determine the correct answer.

Put the two together:

You will need to use both the information from the text and the visual details from the picture. First, read each sentence choice to determine if it can also be found in the story. Then reread each choice that is found in the story and look at the picture to see if the picture depicts the idea.

- Choice (b), (c), and (d): These statements are not supported by the story or the picture.
- Reread sentence 2 in paragraph 3. **Every canoe has two seats.** By looking at the picture you can see where the seats are located. Now combine these two pieces of information to determine the correct answer.

The answer is (a).

Alternate thinking process:

“What if I can’t get the information from the picture?”

Try to determine which sentences aren’t correct by using both pieces of information. Answers (b), (c), and (d) can not be found in the story or the picture. The picture can’t tell you whether or not they are better suited to rivers than lakes; if they are heavy and difficult to maneuver; or if they are designed to be paddled by children rather than adults. The picture does show the two seats and that does go along with the sentence in choice (c). Put those two pieces of information together to determine the correct answer.

Scaffolded Discussion: *Canoeing* (continued)

4. Why did the author write “Canoeing”?

- a. to persuade readers to try canoeing
- b. to tell readers a story about boys learning to canoe*
- c. to warn readers about the dangers of canoeing
- d. to entertain readers with a funny story about a canoe trip

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question, the signal words are found in the answers. It's essential to understand what “persuade,” “tell a story,” “warn” and “entertain” mean.

Put the two together:

Use the information in the story and the signal words to find the answer.

- Choice (a): The author is not trying to persuade readers to try canoeing.
- Choice (c): The story does mention the importance of wearing life jackets in case someone in a canoe falls into the water and gets hurt, but this is not really a warning about the dangers of canoeing.
- Choice (d): The story does not tell any funny stories about a canoe trip.
- The main idea or why the author wrote “Canoeing” was to tell the readers a story about boys learning to canoe.

The answer is (b).

Alternate thinking process:

“What if I don’t know what the signal words mean?”

Think about what you just read. Ask yourself, “What was it mostly about?” Then use some of the words from each answer to make questions. For example ask yourself, “Did the author try to make me think a certain way?” “Did he tell a story?” “Was there something ‘dangerous’ in the story?” “Was this funny?” The correct answer will be the question you answered with a “yes.”

Scaffolded Discussion: *Canoeing* (continued)

5. Read this sentence from the story.

Canoes can rock back and forth if you're not careful.

Which word means the OPPOSITE of *careful*?

- a. cautious
- b. mindful
- c. secure
- d. reckless*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

careful	attentive concern
cautious	wary, prudently watchful
mindful	being aware
secure	free from danger
reckless	careless

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “OPPOSITE” and *careful* are signal words; they are key to understanding the question and answering it correctly. In addition, OPPOSITE is capitalized and *careful* is in italics which gives you another clue that these words are important. You are looking for a word that will change the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the word and what the question is asking to determine the answer.

The answer is (d).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices?”

Try to eliminate any words whose meanings you do know. Also, try to break the word into its root and affixes to see if you can figure out the meaning. Then see if that word should be the answer.

Scaffolded Discussion: *Canoeing* (continued)

6. This story is mostly about

- a. boat safety.
- b. a trip down the Peace River.
- c. two boys learning to canoe.*
- d. strokes for canoeing.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question the words “mostly about” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choices (a), (b) and (d): These are all mentioned in the story, they are supporting details; they don’t tell you what the story is mostly about.
- The story is mostly about two boys learning to canoe.

The answer is (c).

Alternate thinking process:

“I can’t decide what the story is mostly about.”

Reread the story one paragraph at a time and summarize each paragraph (either in your head or on paper). Put all your summary sentences together and read them. Reread the question and answers and determine the correct response using your summary.

Scaffolded Discussion: *Canoeing* (continued)

7. How do Ben and Seth change in the story?

- a. At first they are scared; then they are confident.
- b. At first they are uneducated; then they are knowledgeable.*
- c. At first they are at ease; then they are uncomfortable.
- d. At first they are nervous; then they are brave.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word “change” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choice (a): This story does not state or imply that Ben and Seth are scared or confident.
- Choice (c): This story does not state or imply that Ben and Seth are at ease or uncomfortable.
- Choice (d): This story does not state or imply that Ben and Seth are nervous or brave.
- Although the word ‘uneducated’ is not used in this article, you can figure out from parts of the story that Ben and Seth are beginning learners on the subject of canoeing.

Paragraph 1 - Sentence 2 - **taught the boys the basics of canoeing**

Paragraph 3 - Sentence 1 - **The second thing the boys learned about was the parts of the boat and the paddle.**

Paragraph 4 - Sentence 1 - **Once they knew all about the boat and the paddle, the boys had to learn how to get into the boat.**

Paragraph 5 - Sentence 1 - **On the water, Mark taught Ben and Seth a few strokes.**

Paragraph 6 - Sentence 1 - **It took the boys a few weeks to learn all they needed to know to go on their first canoe trip.**

The answer is (b).

Alternate thinking process:

“Two of the choices seem like they would work.”

Go back and reread the story and think about the two choices that seem to fit. As you read gather information to determine which one makes more sense and seems to answer the question more accurately.

Scaffolded Discussion: *Canoeing* (continued)

8. Why did Ben and Seth have to wait a few weeks to take their first canoe trip?

- a. They needed time to prepare their equipment and pack their food for the trip.
- b. They needed to wait for the season to change and for the river to become passable.
- c. They needed to wait to get permission to take canoes on the river.
- d. They needed time to practice their newly-learned boating skills.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks “why” something occurred.

Put the two together:

Use the information in the story and the question to determine the answer.

- Choices (a), (b) and (c): These are not supported in the story.
- Reread sentence 1 in the last paragraph - **It took the boys a few weeks to learn and practice all they needed to know to go on their first canoe trip.**

The answer is (d).

Alternate thinking process:

“I can’t find the exact words in the story.”

Although not all the words in the question and choices are not in the story you will be able to find signal words and phrases. These will help you locate the answer. The signal words here are words that are actually in the story (e.g., a few weeks, first canoe trip, practice).

Note to teacher: Stress to the student that although it may be very similar, the wording may not be identical.

Ludwig van Beethoven

Ludwig van Beethoven was one of the greatest composers to ever live. There was something unique about Beethoven though. He was unable to hear. That's right, Beethoven was deaf. Beethoven wasn't always unable to hear. In fact, when he was born in 1770 he had normal hearing. Beethoven's father often got angry with young Beethoven and sometimes struck him. Some people believe that Beethoven's hearing loss may have been caused by his being hit near the ear.

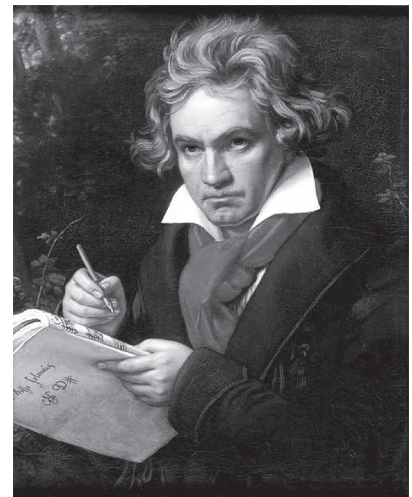
Beethoven was talented from a young age. He could play the piano and compose, or write, his own music by the age of eight. Before he lost his hearing, he became a very famous pianist and composer in Germany. When Beethoven was about 20 years old, he noticed his hearing loss. Within ten years, he was completely deaf. It is said that one sad day Beethoven looked up at some church bells and saw them move. It broke his heart when he realized he couldn't hear them ring.

Life became difficult for Beethoven because he could only hear music in his head. He continued to write and play, remembering what the notes had sounded like. When he played the piano, he could compose by feeling the vibration of the notes. After a while, however, he could no longer play piano concerts at all, but he continued to compose music.

As Beethoven got older, he came to be seen as the crazy old man of the neighborhood. He would move from house to house, renting from a different person every few months. He would often walk down the streets of his town talking or singing to himself. Children were often scared of him. Many people thought he was rude and loud when he came out in public. Even though his behavior was unusual, people still loved his music.

Historians know a lot about Beethoven's life because he wrote many letters to his friends and family, especially his brothers. His letters show that he was often frustrated and angry. Many paintings and sculptures of Beethoven show him frowning. His music wasn't always happy either. Many of his symphonies and pieces of music for the piano are sad or sound impatient. He often used the loud sounds of brass and percussion.

Despite being deaf, Beethoven wrote nine symphonies, 32 piano sonatas, and many other pieces of music. He likely would have written much more if he hadn't become sick in 1827. When he died at the age of 56, half of the city of Vienna came to his funeral. Today Beethoven is still one of the most beloved composers in music history.



1. Read this sentence from the article.

Many of his symphonies and pieces of music for the piano are sad or sound impatient.

If *patient* means “calm and enduring,” what does *impatient* mean?

- a. boring and dull
- b. anxious and irritated
- c. peaceful and calm
- d. distant and aloof

2. What happened BEFORE Beethoven lost his hearing?

- a. He was rude and loud in public.
- b. He stopped playing piano concerts.
- c. He became a famous pianist and composer.
- d. He composed music by feeling the vibration of the notes.

3. Why did the author write “Ludwig van Beethoven”?

- a. to entertain readers with a story about an unhappy young boy
- b. to inform readers about the life of a famous composer
- c. to teach readers how to write and play music
- d. to show readers how musicians live and work

4. Which statement about Beethoven is supported by the information from both the picture and the article?

- a. He was often depicted with a frown on his face.
- b. He could only hear music in his head.
- c. He was talented from a young age.
- d. He frequently used the loud sounds of brass and percussion.

Ludwig van Beethoven *(continued)*

5. How does Beethoven change over time in the article?
 - a. At first he is talented; then he is unskilled.
 - b. At first he is hearing; then he is deaf.
 - c. At first he is rude; then he is kind.
 - d. At first he is frustrated; then he is angry.

6. What is the FIRST detail listed in the article that tells the reader that Beethoven was often frustrated and angry?
 - a. He wrote angry letters to family and friends.
 - b. Many of the symphonies he wrote sounded sad.
 - c. He became sick and could not complete his work.
 - d. Many paintings and sculptures of him show that he often frowned.

7. How was Beethoven able to write and play music even though he was deaf?
 - a. He could feel the vibrations of the notes.
 - b. He could see the notes move.
 - c. He could read music and recognized the notes.
 - d. He could hear when he used the loud sounds of brass and percussion.

8. Which sentence BEST tells what the article is about?
 - a. A boy is beaten by his father and loses his hearing.
 - b. A famous composer lives a sad life, but creates beautiful music.
 - c. A pianist behaves badly and frightens children.
 - d. An unhappy man writes to loved ones to help heal his pain.

Fluency Passage: *Ludwig van Beethoven*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Ludwig van Beethoven*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Ludwig van Beethoven

Ludwig van Beethoven was one of the greatest composers to ever live. There	13
was something unique about Beethoven though. He was unable to hear. That's right,	26
Beethoven was deaf. Beethoven wasn't always unable to hear. In fact, when he was	40
born in 1770 he had normal hearing. Beethoven's father often got angry with young	54
Beethoven and sometimes struck him. Some people believe that Beethoven's hearing	65
loss may have been caused by his being hit near the ear.	77
Beethoven was talented from a young age. He could play the piano and	90
compose, or write, his own music by the age of eight. Before he lost his hearing, he	107
became a very famous pianist and composer in Germany. When Beethoven was about	120
20 years old, he noticed his hearing loss. Within ten years, he was completely deaf. It is	137
said that one sad day Beethoven looked up at some church bells and saw them move. It	154
broke his heart when he realized he couldn't hear them ring.	165
Life became difficult for Beethoven because he could only hear music in his head.	179
He continued to write and play, remembering what the notes had sounded like. When he	194
played the piano, he could compose by feeling the vibration of the notes. After a while,	210
however, he could no longer play piano concerts at all, but he continued to compose	225
music.	226
As Beethoven got older, he came to be seen as the	237
crazy old man of the neighborhood. He would move from	247
house to house, renting from a different person every few	257
months. He would often walk down the streets of his town	268
talking or singing to himself. Children were often scared of	278
him. Many people thought he was rude and loud when he	289
came out in public. Even though his behavior was unusual,	299
people still loved his music.	304
Historians know a lot about Beethoven's life because	312
he wrote many letters to his friends and family, especially	322
his brothers. His letters show that he was often frustrated	332
and angry. Many paintings and sculptures of Beethoven show him frowning. His music	345
wasn't always happy either. Many of his symphonies and pieces of music for the piano	360
are sad or sound impatient. He often used the loud sounds of brass and percussion.	375

Fluency Passage: *Ludwig van Beethoven* (continued) _____

Despite being deaf, Beethoven wrote nine symphonies, 32 piano sonatas,

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and many other pieces of music. He likely would have written much more if he hadn't

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become sick in 1827. When he died at the age of 56, half of the city of Vienna came to

421

his funeral. Today Beethoven is still one of the most beloved composers in music history.

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Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
436	-		=		÷		x 60 =	

Scaffolded Discussion: *Ludwig van Beethoven*

1. Read this sentence from the article.

Many of his symphonies and pieces of music for the piano are sad or sound impatient.

If *patient* means “calm and enduring,” what does *impatient* mean?

- a. boring and dull
- b. anxious and irritated*
- c. peaceful and quiet
- d. distant and aloof

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

boring	dead, dull, flat, tedious, tiring, unexciting
dull	not interesting or exciting
anxious	worried and tense because of possible misfortune
irritated	annoyed or angered
peaceful	not involving war, quiet, calm, free from disturbance
calm	not showing or feeling worry, anger, or excitement
distant	very far away
aloof	not very friendly, someone who does not like to spend time with other people

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “*patient*” and “*impatient*” are italicized; these are the two words being compared. It’s important to observe that both words are the same except for the addition of a prefix on one. The prefix, *im-* changes the word meaning to “the opposite of patient” or “not patient.”

Put the two together:

Use the meanings of the words and prefix to determine the correct answer.

- Choice (a): This would be better suited to the word *unexciting*.
- Choice (c): This is more of a description of *patient*.
- Choice (d): This describes types of behavior, rather than emotions.
- Anxious and irritated mean “the opposite of patient” or impatient.

The answer is (b).

Alternate thinking process:

“What if I don’t know the meaning of the prefix?”

Think about other words that you already know the meaning and can have *im-* added. Common ones include: possible, proper, polite. Adding *im-* to possible makes the word “impossible” which means not possible. Do this with proper, polite, and confirm to show that *im-* means the “opposite of” or “not.” Use this information with the word “patient” to help you determine the answer.

Scaffolded Discussion: *Ludwig van Beethoven* (continued) _____

2. What happened BEFORE Beethoven lost his hearing?
- a. He was rude and loud in public.
 - b. He stopped playing piano concerts.
 - c. He became a famous pianist and composer.*
 - d. He composed music by feeling the vibration of the notes.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEFORE” is a signal word; it is a key word in the question. In addition, the word is capitalized which gives you another clue that this word is important. The word “before” is also used in the passage itself.

Put the two together:

Use the information in the article and question to determine the answer. Scan the article to find the information. The answer is right there.

- Choices (a), (b), and (d): These did occur; however, they occurred after Beethoven lost his hearing.
- Reread sentence 3 in paragraph 2 - **Before he lost his hearing, he became a very famous pianist and composer in Germany.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I need a strategy to help me find the answer.”

Locate the exact sentence that discusses his hearing loss. (Paragraph 1 states he was unable to hear, but that hadn’t always been the case.) The sentence to notice is in Paragraph 2 – Sentence 3 which states when he was about 20 years old, he noticed his hearing loss. After locating this sentence go back and compare the choices to the statement that comes prior to it. Choices (a), (b), (d) come after this statement. The answer is (c).

Scaffolded Discussion: *Ludwig van Beethoven* (continued)

3. Why did the author write “Ludwig van Beethoven”?
- a. to entertain readers with a story about an unhappy young boy
 - b. to inform readers about the life of a famous composer*
 - c. to teach readers how to write and play music
 - d. to show readers how musicians live and work

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks why the author wrote the article. Determine if the author’s intent was to tell a story in order to entertain; to provide information to the reader; to teach the reader something; or to explain something to the reader.

Put the two together:

After you decide why the author wrote the article, read the choices to determine which one best describes why s/he wrote this.

- Choice (a): The article does mention that Beethoven’s father often struck him when Beethoven was younger; the article does not say that he was an unhappy young boy.
- Choice (c): The article does not contain information that would teach a reader how to write and play music.
- Choice (d): The article does not show readers how musicians live and work.
- The article provides information about how one musician, Beethoven, lived and worked. The main reason for the article was to inform readers about the life of a famous composer.

The answer is (b).

Alternate thinking process:

“How do I determine why the author wrote this?”

Ask yourself, “Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to persuade me to do something?” It can be argued that this article does tell a story in addition to giving information. This is true; this overlap should further strengthen the ability to narrow down the choices.

Scaffolded Discussion: *Ludwig van Beethoven* (continued) _____

4. Which statement about Beethoven is supported by the information from both the picture and the article?
- a. He was often depicted with a frown on his face.*
 - b. He could only hear music in his head.
 - c. He was talented from a young age.
 - d. He frequently used the loud sounds of brass and percussion.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “both” is a signal word; it is key to understanding the question and answering it correctly. Information from both the text and the picture are necessary in order to answer the question.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d): These statements are all found in the article; however, they are not depicted in the picture.
- The frown on Beethoven’s face is the only thing the reader can see.

The answer is (a).

Alternate thinking process:

“What if I don’t think his expression looks like a frown?”

Determine if any of the other choices are being illustrated. In fact they are not, because these are abstract statements and if depicted at all would probably have to be in a cartoon-like format.

Scaffolded Discussion: *Ludwig van Beethoven* (continued)

5. How does Beethoven change over time in the article?
- At first he is talented; then he is unskilled.
 - At first he is able to hear; then he is deaf.*
 - At first he is rude; then he is kind.
 - At first he is frustrated; then he is angry.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words, “change over time” is a signal phrase; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the text to find the information relevant to each choice and consider the changes each answer describes:

- Choice (a): There is no discussion of Beethoven ever becoming unskilled; in fact he is still considered to be one of the greatest composers.
- Choice (c): There is no mention of Beethoven ever being kind; the author just discusses the point when he was rude.
- Choice (d): Beethoven is described in the same sentence as being frustrated AND angry; not one and then the other.
- Reread sentence 6 in paragraph 1: **In fact, when he was born in 1770 he had normal hearing**, and sentence 4 in paragraph 2: **When Beethoven was about 20 years old, he noticed his hearing loss**. These two statements support the change in Beethoven over time.

The answer is (b).

Alternate thinking process:

“Just because he is considered to be one of the greatest composers, it could be because of work he created before he became ‘unskilled.’” While this could be a possibility, there is no mention of Beethoven becoming unskilled. The only direct statement of change that is in the article relates to him being able to hear, but then eventually going deaf.

Scaffolded Discussion: *Ludwig van Beethoven* (continued) _____

6. What is the FIRST detail in the article that tells the reader Beethoven was often frustrated and angry?

- a. He wrote angry letters to family and friends.*
- b. Many of the symphonies he wrote sounded sad.
- c. He became sick and could not complete his work.
- d. Many paintings and sculptures of him show that he often frowned.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “FIRST” is a signal word; it is key to understanding the question and answering it correctly. In addition, “FIRST” is capitalized which give you another clue that this word is important.

Put the two together:

Scan the text to find the information relevant to each choice and determine from them which occurred FIRST.

- Choice (b): This is supported in the article, but it is not the FIRST detail.
- Choice (c): This is not supported in the article.
- Choice (d): This is supported in the article, but it is not the FIRST detail.
- Reread the first two sentences in paragraph 5: **Historians know a lot about Beethoven’s life because he wrote many letters to his friends and family, especially his brothers. His letters show that he was often frustrated and angry.** This is the FIRST detail in the article that tells the reader that Beethoven was often frustrated and angry.

The answer is (a).

Alternate thinking process:

“Before the sentence about writing angry letters, the author describes how life became difficult for Beethoven. Aren’t those descriptions the first details?”

Base your answer on the choices that are given and make the BEST selection.

Scaffolded Discussion: *Ludwig van Beethoven* (continued)

7. How was Beethoven able to write and play music even though he was deaf?
- a. He could feel the vibrations of the notes.*
 - b. He could see the notes move.
 - c. He could read music and recognized the notes.
 - d. He could hear when he used the loud sounds of brass and percussion.

Teacher explains:

Right There. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. The signal words in this question are actual words from the article; “able to write and play music.” The second part of the question “even though he was deaf” is inferred from previous information given by the author.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (b): There is no mention of notes moving.
- Choice (c): Although this is true and this was necessary to record what was composed, it is not what he relied on when creating new music.
- Choice (d): This statement is not true; he used loud sounds of brass and percussion to make music sound sad or impatient.
- The author tells the reader directly that Beethoven was able to compose by “feeling the vibration of the notes.” Reread sentence 3 in paragraph 3: **When he played the piano, he could compose by feeling the vibration of the notes.** The answer is right there.

The answer is (a).

Alternate thinking process:

“The answer confuses me. I don’t understand how feeling the vibrations made it possible for Beethoven to compose music.”

This is a situation that would require research to find out more information about how the vibrations were helpful to Beethoven. This answer requires us to look for what is written in the text without having to understand it in depth.

Scaffolded Discussion: *Ludwig van Beethoven* (continued) _____

8. Which sentence BEST tells what the article is about?
- a. A boy is beaten by his father and loses his hearing.
 - b. A famous composer lives a sad life, but creates beautiful music.*
 - c. A pianist behaves badly and frightens children.
 - d. An unhappy man writes to loved ones to express his frustration.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “BEST” is a signal word; it is key to understanding the question and answering it correctly. In addition, “BEST” is capitalized which give you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choices (a), (c), and (d): These are all true statements about Beethoven.
- The statement, “A famous composer lives a sad life, but creates beautiful music” tells you what the article is about.

The answer is (b).

Alternate thinking process:

“How do I decide which sentence is the BEST?”

Another way to think about this is utilizing main idea and details. The main idea is what the article is about; the details are events or facts stated within the context of the article. Ask yourself which sentence best describes the main idea. Choices (a), (c), (d) are statements found in the article and do provide supporting details. They don’t tell what the whole article is about. Choice (b) gives the main idea; it summarizes what the entire article is about.

Jordan's Big Game

Jordan had loved football for as long as he could remember. He loved to watch his favorite team, State University, play every Saturday. Jordan's birthday was coming up, and he told his parents that all he wanted was to attend a football game, especially one at State University.

A week before Jordan's birthday, his father gave him a small box wrapped with paper and a bow that matched State University's colors. Jordan's heart was racing, "Please let this be tickets to a football game!" he exclaimed. Jordan opened the box, and it was! He, his mother, and his father were going to a football game that weekend.

The day of the football game arrived, and Jordan was ready. He had his face painted for the game and he wore his favorite State University t-shirt. Jordan was amazed when he got to the stadium; it was so much bigger than it looked on TV! He and his parents went inside and found their seats.

Before he knew it, it was half-time. The game was going great; his team was up by twenty-one points! Jordan could not imagine being any more excited than he was right then. Little did Jordan know, however, the fun and excitement was just beginning.

After the State University band performed, the announcers revealed that they would choose one lucky fan to come out to the middle of the field to take a picture with the State University coach and mascot. Jordan was busy finishing a tasty hot dog when, much to his surprise, his name was called over the loud speaker.

"Jordan Smith, please come down to the middle of the field," the man behind the speaker said.

Jordan was shocked! He couldn't believe his luck. His dad took him down to the field and he met the coach, got his autograph, and took a picture with the mascot. Jordan was having the most amazing birthday ever!

State University ended up winning the game. Afterwards, Jordan and his parents went out for cake and ice cream to celebrate a wonderful day. While they ate, Jordan told his parents that this was the best birthday he had ever had.

Jordan's Big Game (continued)

1. Which words from the story have almost the SAME meaning?
 - a. exclaimed, arrived
 - b. celebrate, favorite
 - c. especially, lucky
 - d. shocked, amazed

2. What is the MOST likely reason Jordan arrives at the game wearing a State University t-shirt?
 - a. to please his mother and father
 - b. to show support for his team
 - c. to increase his chances of winning the contest
 - d. to show that it is his birthday

3. Jordan's parents MOST likely use paper and a bow that match State University's colors to wrap his birthday gift because
 - a. State University's colors are Jordan's favorite colors.
 - b. the gift box contains tickets to a State University football game.
 - c. Jordan asks them to use State University gift wrap.
 - d. the gift is actually from State University.

4. What is the main idea of this story?
 - a. Jordan is unhappy with the unexpected gift he receives from his parents.
 - b. The State University coach and mascot meet an adoring fan.
 - c. Jordan attends a State University game with his parents on his birthday.
 - d. State University wins an important game in their new stadium.

Jordan's Big Game (continued)

5. Read this sentence from the story.

The day of the football game arrived, and Jordan was ready.

Which word has the SAME root word as “arrived”?

- a. arrangement
- b. arrival
- c. arraigned
- d. array

6. When he arrives at the stadium, Jordan is amazed by the

- a. score of the game.
- b. number of fans.
- c. location of his seat.
- d. size of the stadium.

7. Which sentence from the story prepares readers for a surprise?

- a. “Jordan was having the most amazing birthday ever!”
- b. “The day of the football game arrived, and Jordan was ready.”
- c. “While they ate, Jordan told his parents that this was the best birthday he had ever had.”
- d. “Little did Jordan know, however, the fun and excitement was just beginning.”

8. What was the author’s purpose in writing the story “Jordan’s Big Game”?

- a. to encourage readers to attend a State University football game
- b. to teach readers about the game of football
- c. to entertain readers with a story about a boy’s birthday surprise
- d. to inform readers about football traditions at State University

Fluency Passage: *Jordan's Big Game*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Jordan's Big Game*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Jordan's Big Game

Jordan had loved football for as long as he could remember. He loved to watch	15
his favorite team, State University, play every Saturday. Jordan's birthday was coming up,	28
and he told his parents that all he wanted was to attend a football game, especially one	45
at State University.	48
A week before Jordan's birthday, his father gave him a small box wrapped with	62
paper and a bow that matched State University's colors. Jordan's heart was racing,	75
"Please let this be tickets to a football game!" he exclaimed. Jordan opened the box, and	91
it was! He, his mother, and his father were going to a football game that weekend.	107
The day of the football game arrived, and Jordan was ready. He had his face	122
painted for the game and he wore his favorite State University t-shirt. Jordan was	136
amazed when he got to the stadium; it was so much bigger than it looked on TV! He	154
and his parents went inside and found their seats.	163
Before he knew it, it was half-time. The game was going great; his team was up	179
by twenty-one points! Jordan could not imagine being any more excited than he was	193
right then. Little did Jordan know, however, the fun and excitement was just beginning.	207
After the State University band performed, the announcers revealed that they	218
would choose one lucky fan to come out to the middle of the field to take a picture with	237
the State University coach and mascot. Jordan was busy finishing a tasty hot dog when,	252
much to his surprise, his name was called over the loud speaker.	264
"Jordan Smith, please come down to the middle of the field," the man behind the	279
speaker said.	281
Jordan was shocked! He couldn't believe his luck. His dad took him down to	295
the field and he met the coach, got his autograph, and took a picture with the mascot.	312
Jordan was having the most amazing birthday ever!	320

Fluency Passage: *Jordan's Big Game* (continued)

State University ended up winning the game. Afterwards, Jordan and his parents	332
went out for cake and ice cream to celebrate a wonderful day. While they ate, Jordan	348
told his parents that this was the best birthday he had ever had.	361

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
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	-		=	
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NOTE

Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
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361	-		=		÷		x 60 =	
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Scaffolded Discussion: *Jordan's Big Game*

1. Which two words from the story have almost the SAME meaning?
 - a. exclaimed, arrived
 - b. celebrate, favorite
 - c. especially, lucky
 - d. shocked, amazed*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

exclaimed	spoke suddenly or loudly
arrived	came to, at the end of a journey
celebrate	to do something enjoyable because of a special occasion
favorite	the thing or person that you like most
especially	use especially to emphasize what you are saying
lucky	someone is lucky when they have something that is very desirable or when they are in a very desirable situation
shocked	you are shocked when you show emotion for something unexpected
amazed	very surprised

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is the signal word; it is key to understanding the question and answering it correctly. In addition, “SAME” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (d).

Alternate thinking process:

“I don’t know the meaning of all of the words in the word pairs.”

Try the following. Go back through the story and highlight each pair of words in a different color. Then for the first pair, read the sentence substituting the other word in the pair. Does the sentence mean the same thing and make sense when you substituted that word? When you find the pair that you can swap words and keep nearly the same meaning (or what you think is the same meaning) you have found the answer.

Scaffolded Discussion: *Jordan's Big Game* (continued)

2. What is the MOST likely reason Jordan arrives at the game wearing a State University t-shirt?
- a. to please his mother and father
 - b. to show support for his team*
 - c. to increase his chances of winning the contest
 - d. to show that it is his birthday

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “MOST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “MOST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choices (a), (c), and (d): There are no statements in the story to support any of these choices.
- Reread the first 2 sentences of paragraph 1 - **Jordan had loved football for as long as he could remember. He loved to watch his favorite team, State University, play every Saturday.** Based on what you know about Jordan from reading this story, you can figure out that the most likely reason for him to wear a State University t-shirt is to show support for his team.

The answer is (b).

Alternate thinking process:

“None of the answers are in the story at all.”

None of the answers are directly found in the story. This is a question that requires background knowledge pertaining to team spirit. People show their support for teams in many ways. One way is to wear the same colors or the same pattern shirt that the players wear. If you know this, the answer is easy. If you don’t know this, then try a process of elimination. It’s unlikely that wearing a certain shirt will please his parents, increase his chances of winning a contest, or as a sign that it is his birthday. The only choice left would be to show support.

Scaffolded Discussion: *Jordan's Big Game* (continued)

3. Jordan's parents MOST likely use paper and a bow that match State University's colors to wrap his birthday gift because
 - a. State University's colors are Jordan's favorite colors.
 - b. the gift box contains tickets to a State University football game.*
 - c. Jordan asks them to use State University gift wrap.
 - d. the gift is actually from State University.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "MOST" is the signal word; it is key to understanding the question and answering it correctly. In addition, "MOST" is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): This may be true; but it is not the MOST likely reason.
- Choice (c): There is no mention or indication of this in the story.
- Choice (d): There is no mention or indication of this in the story.
- Wrapping the tickets in State's colors will be a hint that the gift is associated with the university.

The answer is (b).

Alternate thinking process:

"I don't know how to decide which choice is the best."

Choices (a), (c), and (d) although possibly true, really don't focus on the connection between the outer package and gift inside. This is a question in which you need to use your own experiences and knowledge in order to answer. Have you ever asked for something for your birthday or other holiday that was big (e.g., a bike)? Then, you see a big box wrapped with a bow. The big box gives you a clue that maybe you will be getting that bike. Think about why his parents would have wrapped the present in the university's colors. Maybe this was how they wanted to get Jordan thinking and hoping, and giving him a clue that the gift had something to do with the university.

Scaffolded Discussion: *Jordan's Big Game* (continued)

4. What is the main idea of this story?
 - a. Jordan is unhappy with the unexpected gift he receives from his parents.
 - b. The State University coach and mascot meet an adoring fan.
 - c. Jordan attends a State University game with his parents on his birthday.*
 - d. State University wins an important game in their new stadium.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “main idea” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a): This statement is not true.
- Choice (b): This is a true statement, but it does not give enough information.
- Choice (d): This is a true statement, but it does not give enough information.
- The main idea is that Jordan attends a State University game with his parents on his birthday.

The answer is (c).

Alternate thinking process:

“What does ‘main idea’ mean?”

The main idea is what the story is about and can usually be summarized in one or two sentences. In this case, one of the choices is not presented anywhere in the story. Two statements are true but they are details about specific events that occur. The main idea summarizes the entire story; in this case, Jordan attends a State University game with his parents on his birthday.

Scaffolded Discussion: *Jordan's Big Game* (continued)

5. Read this sentence from the story.

The day of the football game arrived, and Jordan was ready.

Which word has the SAME root as “arrived”?

- a. arrangement
- b. arrival*
- c. arraigned
- d. array

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “SAME,” “root,” and “arrived” are signal words. It’s necessary to know what “root” means in order to answer this question. The *root* of a word is that part that contains meaning and to which other parts can be added to modify its meaning.

Put the two together:

Use your vocabulary knowledge and signal words to determine the correct answer.

- Choice (a): “Arrange” is the root.
- Choice (c): “Arraign” is the root.
- Choice (d): “Array” is the root; no affixes have been added.
- The root word for arrival and arrived is arrive; therefore they share the same root word.

The answer is (b).

Alternate thinking process:

“I can’t find the answer. I don’t know the meanings of the words.”

Although it is important to know the meanings of the words, this question can be answered without that knowledge. One way to determine the words that have the same root is to determine which word in the choices has the most common letters. In this case, arrival has four letters that are the same. However, this approach will not always work. Knowledge of affixes is helpful. Knowing that “ment,” “ed,” and “al” are affixes will allow you to remove these parts, be left with the roots, and make your determination from that. The word array has no affixes.

Scaffolded Discussion: *Jordan's Big Game* (continued)

6. When he arrives at the stadium, Jordan is amazed by the
- score of the game.
 - number of fans.
 - location of his seat.
 - size of the stadium.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question looks like a sentence that needs to be completed. This is a signal that the answer will be found in the text very close to the words in the question.

Put the two together:

Use the information in the story and the question to determine the answer.

- Choices (a), (b), and (c): Although Jordan may have been amazed by these things they are not mentioned in the story.
- Reread sentence 3 of paragraph 3: **Jordan was amazed when he got to the stadium; it was so much bigger than it looked on TV!**

The answer is (d).

Alternate thinking process:

"The exact words aren't in any of the answers."

You will need to draw a conclusion. Using your background information and what the author tells you with the words, "it was so much bigger..." relates to the size of the stadium.

Scaffolded Discussion: *Jordan's Big Game* (continued)

7. Which sentence from the story prepares readers for a surprise?
- a. "Jordan was having the most amazing birthday ever!"
 - b. "The day of the football game arrived, and Jordan was ready."
 - c. "While they ate, Jordan told his parents that this was the best birthday he had ever had."
 - d. "Little did Jordan know, however, the fun and excitement was just beginning."*

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words "prepares" and "surprise" are signal words; they are key to understanding the question and answering it correctly. A surprise is an unexpected event. The use of the author's words, "Little did Jordan know," suggests something unexpected is about to happen.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choices (a), (b), and (c): These are all direct statements from the story; however, they state a fact. There is nothing surprising about them.
- The statement which lends itself to anticipation is the correct choice. The words, "Little did Jordan know..." does this.

The answer is (d).

Alternate thinking process:

"I can't piece together what the question is asking and what the answer is."

Think about the signal words, "prepare" and "surprise." The first statements tell the reader about something that is happening or happened. So consequently, they do not prepare the reader for anything. The last sentence says the fun is just beginning. In addition, Jordan, and the reader, had little knowledge that was the case.

Scaffolded Discussion: *Jordan's Big Game* (continued)

8. What was the author's purpose in writing the story "Jordan's Big Game"?
- a. to encourage readers to attend a State University football game
 - b. to teach readers about the game of football
 - c. to entertain readers with a story about a boy's birthday surprise*
 - d. to inform readers about football traditions at State University

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author's purpose was for writing the story. Determine if the author's intent was to tell a story in order to entertain; to persuade the reader to do something or feel a certain way; or to give the reader information.

Put the two together:

After you decide what the author's purpose was for writing the story, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): There is no place in the story that encourages the reader to attend a State University football game.
- Choice (b): There is no place in the story that the reader learns about the game of football.
- Choice (d): There is no place in the story that the reader learns about State University football traditions.
- The author probably wrote this story to entertain the reader with a story about a boy's birthday surprise.

The answer is (c).

Alternate thinking process:

"How do I determine what the author's purpose was for writing the story?"

Ask yourself, "Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to persuade me to do something? Did the author try to teach me something?" This story entertains us by telling us a story about a boy and his birthday surprise.

My Summer Job

Last summer, my parents told me that I needed to get a summer job. I was getting too old to spend the summer swimming in the pool or playing video games with my friends. Plus, I needed to make some money to start saving for a trip we were going to go on over the winter break. At first, I didn't know what kind of job I wanted. I thought about bagging groceries at the grocery store, but then I realized I didn't want to be stuck inside during the summer months. Then I thought I might be a lifeguard at the city pool like my older sister, Beth. Beth told me I would need to learn CPR and become certified as a lifeguard before I could be hired at the pool. I did not want to wait that long, so I decided against lifeguarding. Just when I had almost run out of ideas, my friend, Sam, asked me if I wanted to work for his dad's landscaping business.

"What will I have to do?" I asked Sam.

"Well, you would pretty much ride around in the truck and do anything they needed you to do," said Sam. "Sometimes you'd mow grass. Other times you'd pull weeds or fertilize flowers."

Landscaping sounded like the perfect job. I'd get to be outside and I'd be doing something different all of the time. I'd even get to work with my best friend sometimes.

On my first day on the job with Green Giants Landscaping, I rode in the truck to a house on the west side of town. When we got there, I was given the job of "edging" along the driveway. I took the edger and walked up and down the driveway, cutting a straight line in the grass along the edge. It was a pretty easy job, but it took a long time. I had to be very careful to do it just right. After I finished edging, we took a break for lunch. I ate a sandwich and some chips and drank a cold bottle of water. Our crew's boss, Tony, told us it was important to drink a lot of water when working outside in the hot sun. We also had to wear hats to protect us from getting sunburned.

After I had been working for Green Giants for about four weeks, one of the workers that usually rode with our crew called in sick. Tony was worried because with fewer workers, it would take longer to do each yard and we might not be able to finish all of the properties on our list by the end of the day.

"I need everyone to work really hard today," Tony said. "We'll have to have a short lunch and take fewer breaks."

Around ten o'clock in the morning, Tony asked me if I felt comfortable mowing. Some of the other guys were tied up putting in some new bushes, so I was the only one available. I was thrilled. I had been waiting all month for a chance to drive the mower. Tony explained to me how to work the controls and gave me some pointers about how to overlap my path to make sure I covered the entire yard.

I started off in the back yard going back and forth across the grass. I was doing great and had finished the back yard in no time. On my way to the front yard, I saw a big stick in my path, but by the time I noticed it, it was too late to steer around it. As I drove over the stick, it made a big crackling noise. I looked around to see if anyone had noticed. No one was looking my way, so I kept on going.

Once I had gone about three yards, the mower started to make a “put, put, put” sound. I pushed down on the pedal, but the mower only moved slower. Then, all of a sudden, it stopped. I tried turning it off and back on like Tony had showed me, but nothing happened. Finally, I climbed down and walked over to tell Tony I had broken the mower. I was embarrassed and scared. I had really messed up this time.

When I approached Tony and told him what happened, he looked really angry. We would never finish our rounds if the mower needed to be repaired. I knew I was in big trouble.

Tony walked over to where the mower had stopped and leaned down to take a look. He tried turning it on and off just like I had. Then he walked around to the other side. I thought maybe he was going to try to push the mower back toward the truck. When he looked up at me, he started laughing. I was so confused.

“It’s not broken, buddy,” he laughed. “This mower is out of gas.”

It wasn’t my fault after all. I was so relieved. I’d never even thought to check the fuel.

Tony patted me on the back and asked if I’d like to ride with him to the gas station to fill up the gas can. As we hopped in the truck, I decided that I had chosen an okay summer job after all.

My Summer Job (continued)

1. If the article needed a new title, which would be BEST?
 - a. "How to Find a Summer Job"
 - b. "My Green Giant Summer"
 - c. "Put, Put, Put Goes the Mower"
 - d. "Landscaping Your Summer Yard"

2. Which two words from the article have almost the same meaning?
 - a. repaired, certified
 - b. relieved, confused
 - c. explained, showed
 - d. thrilled, worried

3. How are the Green Giants Landscaping position and the lifeguard job alike?
 - a. Both jobs involve working outside.
 - b. Both jobs require that workers are certified before they can begin.
 - c. Both jobs have the same pay.
 - d. Both jobs would allow Tommy to work with his friend.

4. Which sentence best summarizes what happens in the story "My Summer Job"?
 - a. The author has trouble finding a summer job and ends up with a job he dislikes.
 - b. The author finds a great job that he enjoys, but is embarrassed when he makes a mistake.
 - c. The author tries out several jobs and discovers he needs to seek certification.
 - d. The author takes a summer job landscaping and realizes that he prefers to work indoors.

5. Read this sentence from the story.

Tony explained to me how to work the controls and gave me some pointers about how to overlap my path to make sure I covered the entire yard.

Which word means nearly the same as the word *pointers*?

- a. encouragement
- b. incentives
- c. grief
- d. advice

6. Why is the author given the opportunity to drive the mower?

- a. The other men are on a break and the author is the only worker available.
- b. There isn't enough work to fill the day and the boss wants to keep the workers busy.
- c. There is a sick worker and the other workers are busy planting bushes.
- d. The author has finished planting bushes and asks to drive the mower.

7. What was the author's main reason for writing this story?

- a. to persuade the reader to consider taking a landscaping job
- b. to describe the work landscapers do day-to-day
- c. to entertain the reader with a story about his summer job
- d. to inform the reader of resources available to help him or her find work

8. Why does Tony start laughing after he checks behind the mower?

- a. Tony wants to confuse the author.
- b. Tony is angry that the author had broken the mower.
- c. Tony realizes why the mower had stopped.
- d. Tony is frustrated that the crew is behind in their work.

Fluency Passage: *My Summer Job*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *My Summer Job*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

My Summer Job

Last summer, my parents told me that I needed to get a summer job. I was getting	17
too old to spend the summer swimming in the pool or playing video games with my	33
friends. Plus, I needed to make some money to start saving for a trip we were going to	51
go on over the winter break. At first, I didn't know what kind of job I wanted. I thought	70
about bagging groceries at the grocery store, but then I realized I didn't want to be stuck	87
inside during the summer months. Then I thought I might be a lifeguard at the city pool	104
like my older sister, Beth. Beth told me I would need to learn CPR and become certified	121
as a lifeguard before I could be hired at the pool. I did not want to wait that long, so I	142
decided against lifeguarding. Just when I had almost run out of ideas, my friend, Sam,	157
asked me if I wanted to work for his dad's landscaping business.	169
"What will I have to do?" I asked Sam.	178
"Well, you would pretty much ride around in the truck and do anything they	192
needed you to do," said Sam. "Sometimes you'd mow grass. Other times you'd pull	206
weeds or fertilize flowers."	210
Landscaping sounded like the perfect job. I'd get to be outside and I'd be doing	225
something different all of the time. I'd even get to work with my best friend sometimes.	241
On my first day on the job with Green Giants Landscaping, I rode in the truck to	258
a house on the west side of town. When we got there, I was given the job of "edging"	277
along the driveway. I took the edger and walked up and down the driveway, cutting a	293
straight line in the grass along the edge. It was a pretty easy job, but it took a long time.	313
I had to be very careful to do it just right. After I finished edging, we took a break for	333
lunch. I ate a sandwich and some chips and drank a cold bottle of water. Our crew's	350
boss, Tony, told us it was important to drink a lot of water when working outside in the	368
hot sun. We also had to wear hats to protect us from getting sunburned.	382
After I had been working for Green Giants for about four weeks, one of the	397
workers that usually rode with our crew called in sick. Tony was worried because with	412
fewer workers, it would take longer to do each yard and we might not be able to finish all	431
of the properties on our list by the end of the day.	443
"I need everyone to work really hard today," Tony said. "We'll have to have a short	459
lunch and take fewer breaks."	464

Fluency Passage: *My Summer Job* (continued)

Around ten o'clock in the morning, Tony asked me if I felt comfortable mowing.	478
Some of the other guys were tied up putting in some new bushes, so I was the only one	497
available. I was thrilled. I had been waiting all month for a chance to drive the mower.	514
Tony explained to me how to work the controls and gave me some pointers about how	530
to overlap my path to make sure I covered the entire yard.	542
I started off in the back yard going back and forth across the grass. I was doing	559
great and had finished the back yard in no time. On my way to the front yard, I saw a	579
big stick in my path, but by the time I noticed it, it was too late to steer around it. As I	601
drove over the stick, it made a big crackling noise. I looked around to see if anyone had	619
noticed. No one was looking my way, so I kept on going.	631
Once I had gone about three yards, the mower started to make a "put, put, put"	647
sound. I pushed down on the pedal, but the mower only moved slower. Then, all of	663
a sudden, it stopped. I tried turning it off and back on like Tony had showed me, but	681
nothing happened. Finally, I climbed down and walked over to tell Tony I had broken the	697
mower. I was embarrassed and scared. I had really messed up this time.	710
When I approached Tony and told him what happened, he looked really angry. We	724
would never finish our rounds if the mower needed to be repaired. I knew I was in big	742
trouble.	743
Tony walked over to where the mower had stopped and leaned down to take a	758
look. He tried turning it on and off just like I had. Then he walked around to the other	777
side. I thought maybe he was going to try to push the mower back toward the truck.	794
When he looked up at me, he started laughing. I was so confused.	807
"It's not broken, buddy," he laughed. "This mower is out of gas."	819
It wasn't my fault after all. I was so relieved. I'd never even thought to check the	836
fuel.	837
Tony patted me on the back and asked if I'd like to ride with him to the gas station	856
to fill up the gas can. As we hopped in the truck, I decided that I had chosen an okay	876
summer job after all.	880

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - **# Errors** = **Fluency**
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
880	-		=		÷		x 60 =	

Scaffolded Discussion: *My Summer Job*

1. If the article needed a new title, which would be BEST?
 - a. "How to Find a Summer Job"
 - b. "My Green Giant Summer"*
 - c. "Put, Put, Put Goes the Mower"
 - d. "Landscaping Your Summer Yard"

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "BEST" is a signal word; it is key to understanding the question and answering it correctly. In addition, "BEST" is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (a), (c), and (d): These describe events that occurred in the story. They don't give the gist of the entire story.
- The best choice is the title that refers to a span of time that is covered in the story rather than just one event.

The answer is (b).

Alternate thinking process:

"How do I narrow the choices down?"

You are trying to choose one that gives the main idea of the story. Think of the choices as main idea and details. Which one states the main idea, which ones are details? He did discuss how he found a summer job; he told us about the mower starting to make noise, and he did give information about what landscaping entails. These are events in the story; they are details. Choice (b) is a general statement or main idea and therefore, makes the best title.

Scaffolded Discussion: *My Summer Job* (continued)

2. Which two words from the story have almost the same meaning?
- a. repaired, certified
 - b. relieved, confused
 - c. explained, showed*
 - d. thrilled, worried

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

repaired	mended, fixed
certified	officially true
relieved	happy because something unpleasant has not happened
confused	not knowing exactly what is happening or what to do
explained	gave details or described something so that it could be understood
showed	gave information about something
thrilled	extremely pleased
worried	unhappy because you keep thinking about problems that you have or unpleasant things that might happen in the future

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the phrase “almost the same meaning” contains the signal words; this is a key phrase in the question. Also, use your knowledge of the meaning of the words to answer the question.

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

- Choice (a): These words don’t have anything in common.
- Choice (b): These words have almost the **opposite** meaning.
- Choice (d): Although not true antonyms, their meanings are closer to being opposite in meaning than they are to being the same in meaning.

The answer is (c).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices?”

You can go back to the story and read the sentences that have the pairs of words. If you know what one of the words in the pair means, try using it in the sentence in place of the other word to see if it would make sense and keep the meaning of the sentence the same. (e.g., Tony “explained” to me how to work the controls and gave me some pointers about how to overlap my path to make sure I covered the entire yard. I tried turning it off and back on like Tony had “showed” me, but nothing happened.) The pair that works is the answer.

Scaffolded Discussion: *My Summer Job* (continued)

3. How are the Green Giants Landscaping position and the lifeguard job alike?
 - a. Both jobs involve working outside.*
 - b. Both jobs require that workers are certified before they can begin.
 - c. Both jobs have the same pay.
 - d. Both jobs would allow Tommy to work with his friend.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “alike” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the story to try to find information about desert plants and animals. Look at each choice individually to determine if it applies to both plants and animals. That choice will be the answer.

- Choice (b): Only lifeguarding mentions certification requirements.
- Choice (c): Pay is not mentioned for either job.
- Choice (d): Only the Green Giants Landscaping job would allow Tommy to work with his friend.
- Both jobs involve working outside.

The answer is (a).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a Venn diagram. Label one circle “landscaping” and the other circle “lifeguard.” In the overlapping parts of the circle put the label “both.” As you reread, list all the details about each one in the corresponding sections. The detail that applies to both will go in the overlapping section under “both.” That will be the feature that is alike for both landscaping and lifeguarding (they both involve working outside).

Scaffolded Discussion: *My Summer Job* (continued)

4. Which sentence best summarizes what happens in the story “My Summer Job”?
- a. The author has trouble finding a summer job and ends up with a job he dislikes.
 - b. The author finds a great job that he enjoys, but is embarrassed when he makes a mistake.*
 - c. The author tries out several jobs and discovers he needs to seek certification.
 - d. The author takes a summer job landscaping and realizes that he prefers to work indoors.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “summarizes” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): The author did like his job, so this is not correct.
- Choices (c) and (d): These statements are not supported in the text.
- This is about a boy who finds a great job, but is embarrassed when he makes a mistake.

The answer is (b).

Alternate thinking process:

“I don’t remember if he needed certification for the jobs.”

Reread the story to find the part about certification. There is actually only one job he needed to be certified for and he decided against that one. Furthermore, consider the question and what it is asking. Even without knowing what the word “certification” means, it can be determined this choice is wrong because he didn’t try out several jobs; he only took one. Try to determine which choice best summarizes what actually occurred in the story.

Scaffolded Discussion: *My Summer Job* (continued) _____

5. Read this sentence from the story.

Tony explained to me how to work the controls and gave me some pointers about how to overlap my path to make sure I covered the entire yard.

Which word means nearly the same as the word *pointers*?

- a. encouragement
- b. incentives
- c. grief
- d. advice*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

pointers	piece of information which helps you to understand a situation
encouragement	something said or done to encourage someone
incentives	encouragement to do something
grief	feeling of extreme sadness
advice	telling someone what you think they should do in a particular situation

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “means nearly the same” and “*pointers*” are the signal words; they are key words in this question. Use your knowledge of the meaning of the words to answer the question.

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

- Choices (a), (b), (c): These choices don’t have anything to do with giving information to someone.

The answer is (d).

Alternate thinking process:

“What if I don’t know the meaning of the word in italics (pointers) but I know the meanings of the choices?”

Start by going back to the story and reading the target sentence and the sentences around it to look for clues that may help. If these sentences don’t give obvious clues, then substitute the words given as choices and see if they make sense in the story. By process of elimination you should be able to narrow your choices down.

Scaffolded Discussion: *My Summer Job* (continued)

6. Why is the author given the opportunity to drive the mower?
- a. The other men are on a break and the author is the only worker available.
 - b. There isn't enough work to fill the day and the boss wants to keep the workers busy.
 - c. There is a sick worker and the other workers are busy planting bushes.*
 - d. The author has finished planting bushes and asks to drive the mower.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked “why” something occurred. In this case, why is the author given the opportunity to drive the mower?

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choices (a), (b), and (d): These statements are not supported in the story.
- Reread sentence 1 in paragraph 6: **After I had been working for Green Giants for about four weeks, one of the workers that usually rode with our crew called in sick.** and sentences 1 and 2 in paragraph 8: **Around ten o'clock in the morning, Tony asked me if I felt comfortable mowing. Some of the other guys were tied up putting in some new bushes, so I was the only one available.** The answer can be found by putting this information together.

The answer is (c).

Alternate thinking process:

“I don't know what ‘opportunity’ means.”

Try to find some of the words that make up the question in the story. The words “drive the mower” are in the sentence, “I had been waiting all month for the chance to drive the mower.” Substitute “opportunity” for the word right before that phrase (chance). It makes sense, so you can assume that those two words are similar in meaning. Now look at the choices and use this information about the word meaning to determine your answer.

Scaffolded Discussion: *My Summer Job* (continued)

7. What was the author's main reason for writing this story?
- a. to persuade the reader to consider taking a landscaping job
 - b. to describe the work landscapers do day-to-day
 - c. to entertain the reader with a story about his summer job*
 - d. to inform the reader of resources available to help him or her find work

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the main reason was for the author to write this story. Determine if the author's intent was to persuade the reader to do something or feel a certain way; to give the reader information; or to tell a story in order to entertain.

Put the two together:

After you decide what the author's reason is for writing the story, think about the passage and read the choices to determine which one best sums up why he wrote this.

- Choices (a), (b), and (d): These are not supported in the text.
- The author probably wrote this story to entertain the reader with a story about his summer job.

The answer is (c).

Alternate thinking process:

"How do I determine what the author's main reason was for writing this story?"

Ask yourself, "Did I learn some facts? Did this story describe something? Did the author try to persuade me to do something? This story is an entertaining account of a boy and his summer job."

Scaffolded Discussion: *My Summer Job* (continued)

8. Why does Tony start laughing after he checks behind the mower?
- a. Tony wants to confuse the author.
 - b. Tony is angry that the author had broken the mower.
 - c. Tony realizes why the mower had stopped.*
 - d. Tony is frustrated that the crew is behind in their work.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks “why” something occurred. In this case, why does Tony start laughing after he checks behind the mower?

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a), (b), and (d): These are not supported in the text.
- You can make an informed guess that the best answer for why Tony starts laughing is because he figured out why the mower had stopped.

The answer is (c).

Alternate thinking process:

“I’m confused by three of the answers. I don’t think someone would laugh if he was trying to confuse someone, or was angry, or frustrated.”

This can help you narrow down your answers. Most likely someone would not laugh if angry or frustrated. Even if laughing was done to confuse someone, if you continue reading, you can draw the conclusion that Tony was laughing because he figured out why the mower had stopped.

The Food Pyramid

What is your favorite food? Is it a cheeseburger, a slice of pepperoni pizza, or chicken fingers? Maybe you like broccoli, salads, and fruit. Perhaps you like to eat popcorn and pretzels. Is your diet healthy?

The United States Department of Agriculture (USDA) is a great resource for information about food and nutrition. In 1992, the USDA created a food pyramid. The purpose of the food pyramid was to show, in picture form, the types of food a person should eat daily, along with the number of servings of each type of food.

In 2005, the food pyramid was revised. Dieticians and nutritionists with the USDA determined that fats, oils, and sweets should no longer make up a large portion of the food pyramid. It is suggested that a person's diet contain less than one serving of fats, oils, and sweets per day.

According to the new pyramid, a person should eat six ounces of grains daily. A slice of bread is about one ounce. Grains include breads, cereals, rice, and pasta. Half of these grains should be whole grains.

When Mom says to "eat your veggies," she is absolutely correct. You should eat at least two cups of vegetables per day. When you choose your vegetables, be sure to include some variety. It is important that some of the vegetables you eat be leafy, dark green vegetables like spinach.

Fruit is also a key part of a healthy diet. Adults and children should eat another two cups of fruit each day. These can be fresh, frozen, or canned fruit. Fruit juices taste good, but you should limit the amount of juice you drink. Fruit juices can contain a large amount of sugar.

Milk and other dairy products are also listed in the food pyramid. If you are more than eight years old, you should have three cups per day of dairy products. Cheese, yogurt, and milk all fall into this category. Be sure to choose low fat or non-fat dairy products when possible.

The Food Pyramid (continued)

The last section of the food pyramid is for meat, beans, and nuts. Daily requirements for meats are between five and six ounces. Remember that a serving of meat should be no larger than a deck of cards. It is advised that you eat your meats broiled or grilled, not fried. Nuts and beans are healthy choices for those who do not eat meat. These foods contain protein just like meat.

A healthy diet is one way to keep your body healthy. You should also engage in some type of physical activity daily. The USDA recommends that children and teenagers get sixty minutes of physical activity per day. That means that you should step away from the video games and head outdoors. You can shoot some hoops, ride your bike, or take a dance class. Regardless of the activity you choose, exercise is always good for you.

The USDA also provides information about meal planning, product recalls, and the nutritional value of foods. When it is determined that there is a bad or dangerous food in the stores, the USDA helps to tell people about it. You can also learn to read the labels on packages from the USDA. If you want to know which vitamins a certain cereal contains, for example, you can find that information on the label. The Department of Agriculture is a great source of information. If you contact them, they will mail you informational brochures. You can also research nutrition on the Internet at the USDA website (www.usda.gov). Stay healthy!

The Food Pyramid *(continued)*

1. Read this sentence from the article.

It is suggested that a person's diet contain less than one serving of oils, sweets, and fats per day.

Which word has almost the SAME meaning as *contain*?

- a. earn
- b. include
- c. require
- d. occupy

2. What is the main idea of this article?

- a. The United States Department of Agriculture is a great resource for information about nutrition and healthy lifestyles.
- b. The United States Department of Agriculture suggests that a person's diet contain less than one serving of fats, oils, and sweets per day.
- c. The United States Department of Agriculture provides information about meal planning and product recalls.
- d. The United States Department of Agriculture recommends some type of physical activity each day.

3. How are meat and nuts alike?

- a. They both are considered dairy products.
- b. They both contain a large amount of sugar.
- c. They both should be eaten in servings of two cups per day.
- d. They both are good sources of protein.

4. According to the article, a person should

- a. carefully read food labels to ensure good nutrition.
- b. engage in at least sixty minutes of physical activity each day.
- c. limit the amount of fruit juice he or she drinks.
- d. eat more grains than fruits each day.

The Food Pyramid *(continued)*

5. Which words from the story have almost the SAME meaning?
 - a. broiled, determined
 - b. nutrition, purpose
 - c. portion, serving
 - d. ounce, limit

6. Why does the author MOST likely include the USDA's website address in the article?
 - a. to excite readers about resources available on-line
 - b. to convince readers that the USDA is a legitimate organization
 - c. to help readers locate additional information on the topic of nutrition
 - d. to persuade readers to purchase products advertised by the USDA

7. What was the author's purpose in writing this article?
 - a. to inform the reader about recommendations for a healthy lifestyle
 - b. to entertain the reader with a story about the food pyramid
 - c. to teach the reader how to read food labels
 - d. to encourage the reader to change his or her eating habits

8. How is the 2005 food pyramid DIFFERENT from the 1992 food pyramid?
 - a. More physical activity is recommended.
 - b. Fewer fats, oils, and sweets are recommended.
 - c. Fewer low-fat and non-fat dairy products are recommended.
 - d. More fruit juice is recommended.

Fluency Passage: *The Food Pyramid*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Food Pyramid*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Food Pyramid

What is your favorite food? Is it a cheeseburger, a slice of pepperoni pizza, or	15
chicken fingers? Maybe you like broccoli, salads, and fruit. Perhaps you like to eat	29
popcorn and pretzels. Is your diet healthy?	36
The United States Department of Agriculture (USDA) is a great resource for	48
information about food and nutrition. In 1992, the USDA created a food pyramid. The	62
purpose of the food pyramid was to show, in picture form, the types of food a person	79
should eat daily, along with the number of servings of each type of food.	93
In 2005, the food pyramid was revised. Dieticians and nutritionists with the USDA	106
determined that fats, oils, and sweets should no longer make up a large portion of the	122
food pyramid. It is suggested that a person's diet contain less than one serving of fats,	138
oils, and sweets per day.	143
According to the new pyramid, a person should eat six ounces of grains daily. A	158
slice of bread is about one ounce. Grains include breads, cereals, rice, and pasta. Half	173
of these grains should be whole grains.	180
When Mom says to "eat your veggies," she is absolutely correct. You should eat	194
at least two cups of vegetables per day. When you choose your vegetables, be sure to	210
include some variety. It is important that some of the vegetables you eat be leafy, dark	226
green vegetables like spinach.	230
Fruit is also a key part of a healthy diet. Adults and children should eat another	246
two cups of fruit each day. These can be fresh, frozen, or canned fruit. Fruit juices taste	263
good, but you should limit the amount of juice you drink. Fruit juices can contain a large	280
amount of sugar.	283
Milk and other dairy products are also listed in the food pyramid. If you are more	299
than eight years old, you should have three cups per day of dairy products. Cheese,	314
yogurt, and milk all fall into this category. Be sure to choose low fat or non-fat dairy	331
products when possible.	334

Fluency Passage: *The Food Pyramid* (continued)

The last section of the food pyramid is for meat, beans, and nuts. Daily requirements for meats are between five and six ounces. Remember that a serving of meat should be no larger than a deck of cards. It is advised that you eat your meats broiled or grilled, not fried. Nuts and beans are healthy choices for those who do not eat meat. These foods contain protein just like meat.

A healthy diet is one way to keep your body healthy. You should also engage in some type of physical activity daily. The USDA recommends that children and teenagers get sixty minutes of physical activity per day. That means that you should step away from the video games and head outdoors. You can shoot some hoops, ride your bike, or take a dance class. Regardless of the activity you choose, exercise is always good for you.

The USDA also provides information about meal planning, product recalls, and the nutritional value of foods. When it is determined that there is a bad or dangerous food in the stores, the USDA helps to tell people about it. You can also learn to read the labels on packages from the USDA. If you want to know which vitamins a certain cereal contains, for example, you can find that information on the label. The Department of Agriculture is a great source of information. If you contact them, they will mail you informational brochures. You can also research nutrition on the Internet at the USDA website (www.usda.gov). Stay healthy!

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

589	-		=		÷		x 60 =	
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Scaffolded Discussion: *The Food Pyramid*

1. Read this sentence from the article.

It is suggested that a person's diet contain less than one serving of oils, sweets, and fats per day.

Which word has almost the SAME meaning as *contain*?

- a. earn
- b. include*
- c. require
- d. occupy

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

contain	to have something inside
earn	receive money for work
include	to make a part of something
require	needed
occupy	if a room is occupied, someone is using it

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “almost the SAME” and “*contain*” are signal words; they are key words in the question. You are looking for a word that will not change the meaning of the sentence (i.e., a synonym, a similar word).

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“What if I don’t know the meaning of the word in italics (contain) but I know the meanings of the choices?”

Start by going back to the story and reading the target sentence and the sentences around it to look for clues that may help. These sentences don’t give obvious clues. The next thing to do is to substitute the words given as choices and see if they make sense in the story. By process of elimination you should be able to narrow your choices down.

Scaffolded Discussion: *The Food Pyramid* (continued)

2. What is the main idea of this article?

- a. The United States Department of Agriculture is a great resource for information about nutrition and healthy lifestyles.*
- b. The United States Department of Agriculture suggests that a person's diet contain less than one serving of fats, oils, and sweets per day.
- c. The United States Department of Agriculture provides information about meal planning and product recalls.
- d. The United States Department of Agriculture recommends some type of physical activity each day.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “main idea” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d): These are all true statements, but they do not tell the main idea, or what the article is mostly about.
- The article discusses The United States Department of Agriculture and the resources they offer. This is the main idea.

The answer is (a).

Alternate thinking process:

“What does ‘main idea’ mean?”

The main idea is what the story is about and can usually be summarized in one or two sentences. In this case, choices (b), (c), and (d) provide details. But the main idea of this article is that the United States Department of Agriculture is a great resource for information about nutrition and healthy lifestyles.

Scaffolded Discussion: *The Food Pyramid* (continued)

3. How are meat and nuts alike?
 - a. They both are considered dairy products.
 - b. They both contain a large amount of sugar.
 - c. They both should be eaten in servings of two cups per day.
 - d. They both are good sources of protein.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “alike” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer. Scan the article to find the part where the meat and nuts are discussed. The answer is right there.

- Choice (a): This statement is not supported in the article.
- Choice (b): This statement is not supported in the article.
- Choice (c): Vegetables should be eaten in servings of two cups per day.
- Reread the last two sentences in paragraph 8: **Nuts and beans are healthy choices for those who do not eat meat. These foods contain protein just like meat.** The answer is right there.

The answer is (d).

Alternate thinking process:

“I am having trouble deciding how meat and nuts are alike.”

One way to organize information is to use a 2-column chart. Label one column “meat” and the other “nuts.” Reread the paragraph that describes meat and nuts and list all the details given about “meat.” Do the same with “nuts.” Compare the two lists and cross out those items that are only found in one of the columns. What is left will be the feature that is alike for both meat and nuts (they both are good sources of protein). That is the answer.

Scaffolded Discussion: *The Food Pyramid* (continued)

4. According to the article, children and teenagers should
 - a. not worry about reading food labels.
 - b. engage in at least sixty minutes of physical activity once a week.
 - c. eat as many fats, oils, and sugar as desired.
 - d. eat about the same amount of fruits and vegetables each day.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question the words “a person should” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

You will need to use both the information from the text and the visual details from the picture. Read each sentence choice first to determine if it can also be found in the article. Then reread each choice that is found in the article and look at the picture to see if the picture depicts the idea.

- Choice (a): This is not supported in the article.
- Choice (b): The article states that sixty minutes of activity should occur daily; not just once a week.
- Choice (c): This is not supported in the article.
- Reread sentence 2 in paragraph 5: **You should eat at least two cups of vegetables per day.** Reread sentence 2 in paragraph 6: **Adults and children should eat two cups of fruit each day.** By putting these two sentences together, you can figure out that you should eat about the same amount of vegetables and fruits each day.

The answer is (d).

Alternate thinking process:

“There is not a sentence about eating the same amount of fruits and vegetables each day.”

This type of question requires that you use your background information and draw a conclusion. After locating the sentences that discuss eating two cups of vegetables and two cups of fruit, you will then draw the conclusion that since two cups of each should be eaten daily; another way to state that would be “the same amount.” Those words are found in the correct answer.

Scaffolded Discussion: *The Food Pyramid* (continued)

5. Which two words from the story have almost the SAME meaning?
- a. broiled, determined
 - b. nutrition, purpose
 - c. portion, segment*
 - d. ounce, limit

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

broiled	cooked using very strong heat directly above or below
determined	caused it to be of a particular kind
nutrition	process of taking food into the body and absorbing the nutrients in those foods
purpose	reason
portion	amount of food that is given to one person at a meal
segment	component part
ounce	unit of weight
limit	the largest or smallest amount of something that is allowed

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “SAME” is the signal word; it is key to understanding the question and answering it correctly. In addition, “SAME” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (c).

Alternate thinking process:

“I know some of the words’ meanings but not all of them.”

Eliminate the pairs that you know don’t have the same meaning. If you know the meaning of one of the words use it in a sentence and then substitute the other word to see if it makes sense (e.g., Mom “broiled” the fish instead of frying it. Mom “determined” the fish instead of frying it). Continue doing this until you can determine the correct answer.

Scaffolded Discussion: *The Food Pyramid* (continued)

6. Why does the author MOST likely include the USDA's website address in the article?
- a. to excite readers about resources available on-line
 - b. to convince readers that the USDA is a legitimate organization
 - c. to help readers locate additional information on the topic of nutrition*
 - d. to persuade readers to purchase products advertised by the USDA

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “MOST” is the signal word; it is key to understanding the question and answering it correctly. In addition, “MOST” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choices (a), (b), and (d): Although it is possible that the information could be exciting, convincing, and persuading; this is probably not likely what this website will provide.
- The most likely reason the author includes the USDA's website address in the article is so readers could locate additional information.

The answer is (c).

Alternate thinking process:

“I don't understand why (a) isn't the answer.”

Although it probably will be exciting for many people to be able to go to this website to get resources, it's probably not the main reason given this type of genre. It's not wrong, but a more formal “help readers locate additional information” is probably more suitable in this context.

Scaffolded Discussion: *The Food Pyramid* (continued)

7. What was the author's purpose in writing this article?
- a. to inform the reader about recommendations for a healthy lifestyle*
 - b. to entertain the reader with a story about the food pyramid
 - c. to teach the reader how to read food labels
 - d. to encourage the reader to change his or her eating habits

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author's purpose was for writing the article. Determine if the author's intent was to give the reader information; to tell a story in order to entertain; to teach the reader to do something; or to encourage the reader to do something.

Put the two together:

After you decide what the author's purpose was for writing the article, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (b): The main purpose was not to entertain as in funny or exciting; it was mostly factual.
- Choice (c): It did not provide any samples of food labels or give directions about how to read them.
- Choice (d): It may have encouraged the reader to change his or her eating habits, but this was not the primary purpose of the article.
- The most likely purpose was to inform the reader about recommendations for a healthy lifestyle.

The answer is (a).

Alternate thinking process:

"How do I determine what the author's purpose was for writing the article?"

Ask yourself, "Did I learn some facts? Did this tell a story mainly to entertain? Did the author try to teach or persuade me to do something?" This article does inform.

Scaffolded Discussion: *The Food Pyramid* (continued)

8. How is the 2005 food pyramid DIFFERENT from the 1992 food pyramid?
- a. More physical activity is recommended.
 - b. Fewer fats, oils, and sweets are recommended.*
 - c. Fewer low-fat and non-fat dairy products are recommended.
 - d. More fruit juice is recommended.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “DIFFERENT” is a signal word; it is key to understanding the question and answering it correctly. In addition, “DIFFERENT” is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part that describes how the pyramids are different.

- Choices (a), (c), and (d): None of these are described as being different on one pyramid versus the other.
- Reread sentence 2 of paragraph 2: Dieticians and nutritionists with the USDA determined that fats, oils, and sweets should no longer make up a large portion of the food pyramid.

The answer is (b).

Alternate thinking process:

“It doesn’t say how many fats, oils, and sweets were recommended on the 1992 food pyramid. It doesn’t say the word fewer. It only says it is suggested that a person’s diet contain less than one serving of fats, oils and sweets per day. How do I know that the new recommendation is “fewer?”

You have to make an inference. Reread sentence 2 in paragraph 3: “Dieticians and nutritionists with the USDA determined that fats, oils, and sweets should no longer make up a large portion of the food pyramid.” Since they are saying “should no longer” the inference is that on the 1992 pyramid they did make up a larger portion. After you make that inference you can go on to determine the answer.

The Corn Snake

The corn snake is one type of snake that a farmer likes to see on his farm. If there is a corn snake around, you won't find many rats. Can you guess the corn snake's favorite food? That's right – rats! Corn snakes help to keep the population of rats down and protect the farmer's crops.

Corn snakes are very colorful snakes. They have a pattern of dull brown near the head with brighter black-edged red blotches on the back. When the snake is turned over, the belly appears to have a checkerboard pattern.

Because corn snakes are not poisonous and are easy to care for, they make good pets. If you do choose to make a corn snake your pet, buy one from a trustworthy pet store or a friend who raises them to make sure that you get a healthy snake.

A young snake, under the age of two, needs only a ten gallon tank for its living space. The floor covering can be reptile bark or a piece of reptile carpet. Two items that are absolutely necessary to keep the snake healthy and happy are a hiding place and fresh water. Hiding places can be created using a small box with an opening in one end. You can also purchase items such as hollow logs from the pet store. In addition to the hiding place, a bowl of water is a must. Although you may never see a corn snake get near the water bowl, it will drink quite a bit of water each day. A clean, fresh supply is necessary to keep the snake in good health.

Keeping a corn snake fed is a relatively easy task. When the snake is quite young, it eats baby mice called pinkies. One pinkie every two to three days will satisfy the snake. However, as the snake grows, so does its appetite. Pinkies will no longer do the trick! An older snake will eat small feeder mice and then move on to large feeder mice. At this stage, the snake is usually fed one mouse each week.

If a mouse is put in the tank and remains uneaten for several days, you should look closely at the snake's eyes. If they have a dull bluish-white appearance instead of looking clear, it means the snake is about to shed its skin. Snakes will not eat during this time. You need to remove the mouse from the tank and keep it in a safe place until the shedding process is complete. At that point, put the mouse back in the tank. Most snakes are so hungry after the shedding process, that the mouse is quickly devoured.

The Corn Snake *(continued)*

Unless you are raising your own mice, a trip to the pet store is in order to purchase the mice. They can be purchased live or frozen, whichever your snake prefers. Not all pet stores carry feeder mice, so you should call ahead to find out which store can best meet your needs. This will save you time and gas for the car.

Having a corn snake as a pet can be a very interesting and educational experience for the whole family. Are you ready to convince your parents that a corn snake would make a nice addition to your family? Go for it!

The Corn Snake *(continued)*

1. What might a mouse left in the tank uneaten for several days indicate?

- a. The snake has eaten enough to satisfy it for the week.
- b. The mouse is too large for the snake to consume.
- c. The snake prefers frozen mice for a meal.
- d. The snake may be about to shed its skin.

2. Read this sentence from the article.

If you do choose to make a corn snake your pet, buy one from a trustworthy pet store or a friend who raises them to make sure that you get a healthy snake.

Which word means nearly the opposite of *trustworthy*?

- a. unreliable
- b. careless
- c. dependable
- d. committed

3. How did the author organize the opening paragraph of the article?

- a. He told a story about corn snakes, using chronological order.
- b. He made a statement about corn snakes and gave related details.
- c. He developed a list of topics about corn snakes, identifying what would be covered in the article.
- d. He explained how to care for a corn snake and described the steps in the process.

4. When the author writes “Go for it!” he most likely means that the reader should

- a. convince his or her parents to purchase a corn snake
- b. visit a farm where corn snakes are used to regulate the mouse population
- c. remove the feeder mouse from the corn snake’s tank
- d. allow the corn snake to complete the shedding process

The Corn Snake *(continued)*

5. Read this sentence from the article.

Corn snakes help to keep the population of rats down and protect the farmer's crops.

What does the author mean by this statement?

- a. Corn snakes endanger the farmer's viable crops.
- b. Rats live in harmony with corn snakes on the farm.
- c. The farmer has unwanted crops that the rats eat.
- d. Corn snakes limit the number of rats on the farm.

6. If the article needed a new title, which would be BEST?

- a. "Snake Tanks"
- b. "The Snake and the Mouse"
- c. "An Easy Pet Snake"
- d. "Snakes For Sale"

7. How are pinkies and feeder mice different?

- a. Pinkies are more appropriate for larger snakes than are feeder mice.
- b. Pinkies should be fed to a snake every two to three days, while feeder mice are eaten once a week.
- c. Pinkies will satisfy a snake for a longer period of time than will feeder mice.
- d. Pinkies should be fed to a snake live, while feeder mice are better frozen.

8. What was the author's purpose for writing "The Corn Snake"?

- a. to persuade the reader to consider a corn snake as a pet
- b. to describe a corn snake's coloring and physical features
- c. to explain the process of breeding corn snakes to sell
- d. to inform the reader about corn snake behavior in the wild

Fluency Passage: *The Corn Snake*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Corn Snake*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Corn Snake

The corn snake is one type of snake that a farmer likes to see on his farm. If	18
there is a corn snake around, you won't find many rats. Can you guess the corn snake's	35
favorite food? That's right – rats! Corn snakes help to keep the population of rats down	50
and protect the farmer's crops.	55
Corn snakes are very colorful snakes. They have a pattern of dull brown near	69
the head with brighter black-edged red blotches on the back. When the snake is turned	84
over, the belly appears to have a checkerboard pattern.	93
Because corn snakes are not poisonous and are easy to care for, they make	107
good pets. If you do choose to make a corn snake your pet, buy one from a trustworthy	125
pet store or a friend who raises them to make sure that you get a healthy snake.	142
A young snake, under the age of two, needs only a ten gallon tank for its living	159
space. The floor covering can be reptile bark or a piece of reptile carpet. Two items that	176
are absolutely necessary to keep the snake healthy and happy are a hiding place and	191
fresh water. Hiding places can be created using a small box with an opening in one end.	208
You can also purchase items such as hollow logs from the pet store. In addition to the	225
hiding place, a bowl of water is a must. Although you may never see a corn snake get	243
near the water bowl, it will drink quite a bit of water each day. A clean, fresh supply is	262
necessary to keep the snake in good health.	270
Keeping a corn snake fed is a relatively easy task. When the snake is quite	285
young, it eats baby mice called pinkies. One pinkie every two to three days will satisfy	301
the snake. However, as the snake grows, so does its appetite. Pinkies will no longer do	317
the trick! An older snake will eat small feeder mice and then move on to large feeder	334
mice. At this stage, the snake is usually fed one mouse each week.	347
If a mouse is put in the tank and remains uneaten for several days, you should	363
look closely at the snake's eyes. If they have a dull bluish-white appearance instead of	378
looking clear, it means the snake is about to shed its skin. Snakes will not eat during	395
this time. You need to remove the mouse from the tank and keep it in a safe place until	414
the shedding process is complete. At that point, put the mouse back in the tank. Most	430
snakes are so hungry after the shedding process, that the mouse is quickly devoured.	444

Fluency Passage: *The Corn Snake* (continued)

Unless you are raising your own mice, a trip to the pet store is in order to	461
purchase the mice. They can be purchased live or frozen, whichever your snake prefers.	475
Not all pet stores carry feeder mice, so you should call ahead to find out which store	492
can best meet your needs. This will save you time and gas for the car.	507
Having a corn snake as a pet can be a very interesting and educational	521
experience for the whole family. Are you ready to convince your parents that a corn	536
snake would make a nice addition to your family? Go for it!	548

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

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(WCPM)

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Scaffolded Discussion: *The Corn Snake*

1. What might a mouse left in the tank uneaten for several days indicate?
 - a. The snake has eaten enough to satisfy it for the week.
 - b. The mouse is too large for the snake to consume.
 - c. The snake prefers frozen mice for a meal.
 - d. The snake may be about to shed its skin.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the words in this question will be the same or similar to words in a sentence in the story.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where it discusses a live mouse in the tank after several days.

- Choices (a), (b), and (c): These are not supported in the text.
- Reread the first 2 sentences of paragraph 6: **If a mouse is put in the tank and remains uneaten for several days, you should look closely at the snake's eyes. If they have a dull bluish-white appearance instead of looking clear, it means the snake is about to shed its skin.** The answer is right there.

The answer is (d).

Alternate thinking process:

"I can't find the answer."

Take some of the words in the question and try to find them in the article. For example, "uneaten for several days" is in paragraph 6. Now read the sentences before and after that sentence. The answer is in the next sentence.

Scaffolded Discussion: *The Corn Snake* (continued)

2. Read this sentence from the article.

If you do choose to make a corn snake your pet, buy one from a trustworthy pet store or a friend who raises them to make sure that you get a healthy snake.

Which word means nearly the opposite of *trustworthy*?

- a. unreliable*
- b. careless
- c. dependable
- d. committed

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

trustworthy	reliable, responsible, and can be trusted completely
unreliable	cannot be trusted
careless	someone who does not pay enough attention to what he/she is doing, and makes mistakes
dependable	always acting consistently or sensibly
committed	if someone is committed to something, they say they will definitely do it

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “opposite” and *trustworthy* are signal words; they are key words in the question. You are looking for a word that changes the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the words in the sentence and what the question is asking to determine the answer.

The answer is (a).

Alternate thinking process:

“What if I don’t know the meaning of all the words?”

Try to use your background knowledge to narrow the choices. For example, your mom tells you that since you are “dependable,” she knows that she doesn’t have to continually remind you to do your chores. She knows she can “trust” you to do the chores. Dependable is similar in meaning to trustworthy, so “dependable” can be eliminated. Continue with any or all of the other words and try to determine the answer.

Scaffolded Discussion: *The Corn Snake* (continued)

3. How did the author organize the opening paragraph of the article?
- a. He told a story about corn snakes, using chronological order.
 - b. He made a statement about corn snakes and gave related details.*
 - c. He developed a list of topics about corn snakes, identifying what would be covered in the article.
 - d. He explained how to care for a corn snake and described the steps in the process.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “organize” and “opening paragraph” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): Chronological order means *shown in the order in which they happened*; this is not correct.
- Choice (c): There is no list in the opening paragraph.
- Choice (d): The author does not describe how to care for a corn snake.
- In the opening paragraph the author states that a corn snake is a type of snake that farmers like to see. He then gives some details about this snake.

The answer is (b).

Alternate thinking process:

“I don’t know how to find the answer.”

Sometimes process of elimination is an effective approach. Go through each choice, read it, reread the paragraph and phrase the choice in the form of a question. For example, reread the opening paragraph and then say to yourself, “Was this paragraph about a corn snake told in some type of time order?” When you answer yes, that choice will be the answer.

Scaffolded Discussion: *The Corn Snake* (continued)

4. When the author writes “Go for it!” he most likely means that the reader should

- a. convince his or her parents to purchase a corn snake*
- b. visit a farm where corn snakes are used to regulate the mouse population
- c. remove the feeder mouse from the corn snake’s tank
- d. allow the corn snake to complete the shedding process

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “most likely means” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and question to determine the answer.

- Choice (b): There is no mention of this in the article.
- Choice (c): This is mentioned in the article, but not in relation to the statement in the question.
- Choice (d): This is mentioned in the article, but not in relation to the statement in the question.
- Reread the last two sentences in the last paragraph: **Are you ready to convince your parents that a corn snake would make a nice addition to your family? Go for it!** The answer is right there.

The answer is (a).

Alternate thinking process:

“I don’t understand how ‘Go for it!’ relates to trying to convince the parents to buy a snake.”

This is a statement intended to get the reader excited and urge the reader to do something. If you encounter a short informal sentence that ends with an exclamation mark and is seemingly meaningless, it may be necessary to read the sentences surrounding it to gather information. Making inferences, using information given by the author and what you already know, are necessary in situations such as this.

Scaffolded Discussion: *The Corn Snake* (continued)

5. Read this sentence from the article.

Corn snakes help to keep the population of rats down and protect the farmer's crops.

What does the author mean by this statement?

- a. Corn snakes endanger the farmer's viable crops.
- b. Rats live in harmony with corn snakes on the farm.
- c. The farmer has unwanted crops that the rats eat.
- d. Corn snakes limit the number of rats on the farm.*

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks you to choose another way to state something that the author has said without changing the meaning.

Put the two together:

Use the information in the article and the question to determine the answer.

- Choices (a), (b), or (c): There is no evidence in this article that these are true statements.
- It is most likely that the author means corn snakes limit the number of rats on the farm.

The answer is (d).

Alternate thinking process:

"Although I've narrowed my choice down to (d), this statement doesn't say anything about protecting the farmer's crops."

It does not directly say that corn snakes protect the farmer's crops. However, this can be inferred from the fact that the crops are protected because there are fewer rats. There are fewer rats because the snakes limit the number. Therefore, since corn snakes limit the number of rats on the farm, the crops are protected.

Scaffolded Discussion: *The Corn Snake* (continued)

6. If the article needed a new title, which would be BEST?
- a. "Snake Tanks"
 - b. "The Snake and the Mouse"
 - c. "An Easy Pet Snake"*
 - d. "Snakes For Sale"

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word "BEST" is the signal word; it is key to understanding the question and answering it correctly. In this case, "BEST" is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): This article is not mainly about snake tanks.
- Choice (b): This article is not mainly about snakes eating mice.
- Choice (d): This article is not mainly about snakes being for sale.
- This article discusses how corn snakes make good pets because they are easy to keep.

The answer is (c).

Alternate thinking process:

"How do I decide which choice is the best?"

You are trying to choose a title that gives the main idea of the story. Think of the choices as main idea and details. Which one states the main idea, which ones are details? Choices (a), (b), and (d) give details. Choice (c) is a general statement or main idea and therefore, makes the best title.

Scaffolded Discussion: *The Corn Snake* (continued)

7. How are pinkies and feeder mice different?
 - a. Pinkies are more appropriate for larger snakes than are feeder mice.
 - b. Pinkies should be fed to a snake every two to three days, while feeder mice are eaten once a week.*
 - c. Pinkies will satisfy a snake for a longer period of time than will feeder mice.
 - d. Pinkies should be fed to a snake live, while feeder mice are better frozen.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks how two types of mice are different?

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where it discusses pinkies and feeder mice.

- Choice (a): The opposite is true.
- Choice (c): The opposite is true.
- Choice (d): There is no evidence of this in the article.
- Reread sentences 2 and 3 of paragraph 5: **When the snake is quite young, it eats baby mice called pinkies. One pinkie every two to three days will satisfy the snake** and the last two sentences of paragraph 5: **An older snake will eat small feeder mice and then move on to large feeder mice. At this stage, the snake is usually fed one mouse each week.** You can figure out from these sentences how pinkies and feeder mice are different.

The answer is (b).

Alternate thinking process:

"The words from the question are not in the article. I can't find the answer."

The answer isn't all in one place and the article does not directly say that these mice are different. However, the information is right there. The best approach is to find the paragraph that discusses the two types of mice. Reread the paragraph to determine the choice that is the best answer.

Scaffolded Discussion: *The Corn Snake* (continued)

8. What was the author's purpose for writing "The Corn Snake"?
- a. to persuade the reader to consider a corn snake as a pet*
 - b. to describe a corn snake's coloring and physical features
 - c. to explain the process of breeding corn snakes to sell
 - d. to inform the reader about corn snake behavior in the wild

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author's purpose was for writing this article. Determine if the author's intent was to persuade the reader to do something or feel a certain way; to describe something to the reader; to explain something to the reader; or to give the reader information.

Put the two together:

After you decide what the author's purpose was for writing this article, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (b): Although this detail is discussed in the article, it is not the author's main purpose for writing the article.
- Choice (c): This is not discussed in the article.
- Choice (d): Although this detail is discussed in the article, it is not the author's main purpose for writing the article.
- The author wrote this to persuade the reader to consider a corn snake as a pet.

The answer is (a).

Alternate thinking process:

"Choices (b) and (d) are discussed in the article. They seem like they would work."

Although they are mentioned in the article they are details given by the author, they aren't the reason the author wrote it. This is some of the information he uses to try to persuade you to consider owning a corn snake.

Penguins

What is one of the first things that comes to your mind when you think of Antarctica or the North Pole? You are probably picturing animals like polar bears, whales, and, of course, penguins.

There are many species of penguins. Current estimates suggest that at least 17 different types of penguins live in the northern and southern hemispheres. The size of these waddling creatures ranges from only 16 inches to over three feet (36 inches) tall. The smallest are known as Little Blue or Fairy penguins. The largest of the penguin species is the Emperor penguin.

Because penguins feed on sea life like krill, fish, or squid, penguins must live in close proximity to the water. As a result, penguins are well-adapted to an aquatic lifestyle. Their wings serve as flippers, allowing them to dive and swim in arctic waters. Most penguin species can swim about eight miles per hour. Many can dive to impressive depths as well. Emperor penguins have been recorded diving as deep as 1,755 feet and staying underwater for as long as 21 minutes. However, most penguin dives are approximately 70 feet and last for two to eight minutes. Smaller penguins generally stay closer to the surface of the water. Penguins' eyes are specially designed to allow for good underwater vision. This helps them watch for food or possible predators.

The layers and coloring of the penguin's feathers are known as their plumage. It helps keep the penguin camouflaged. Other than humans, who often endanger penguins by destroying their habitat, the penguin's main predators are the leopard seal and killer whale. All penguins have what is called "counter shading." This means that their bodies have a light underside and a dark upper side. The white underneath blends in with snow and the reflection off of the water. The black on top blends in with the water and camouflages them from above.

To cross the ice or snow, penguins waddle around or slide on their bellies across the snow. This efficient way of getting around is called "tobogganing." Along with jumping with both feet into the air, it helps conserve energy and allows them to move more quickly across large distances.

There is a lot more to learn about penguins. What would you like to know about these well-adapted creatures?

Penguins (continued)

1. What is the main idea of this article?
 - a. Penguins are well-adapted aquatic birds.
 - b. Penguins use camouflage to protect against predators.
 - c. Penguins are accomplished swimmers and divers.
 - d. Penguins live in close proximity to the water.

2. Which two words from the article have almost the same meaning?
 - a. habitat, plumage
 - b. adapted, designed
 - c. estimate, aquatic
 - d. blends, camouflages

3. Why do penguins live near water?
 - a. Penguins feed on sea life like krill, fish, or squid.
 - b. Penguins' predators are not as well-adapted to life on the water.
 - c. Penguins do not travel well over land.
 - d. Penguins' flippers allow them to dive and swim in arctic waters.

4. What was the author's purpose for writing "Penguins"?
 - a. to entertain the reader with a story about a unique penguin species
 - b. to encourage the reader to help save endangered penguins
 - c. to inform the reader of the varieties and adaptations of penguins
 - d. to explain the ecosystems in which penguins live

5. Which activity helps penguins to conserve energy?
 - a. diving
 - b. waddling
 - c. tobogganing
 - d. swimming

6. Read this sentence from the article.

Because penguins feed on sea life like krill, fish, or squid, penguins must live in close proximity to the water.

Which word means nearly the opposite of *proximity*?

- a. remoteness
- b. familiarity
- c. objectiveness
- d. affinity

7. Why do penguins have “counter-shading”?

- a. to increase their efficiency when traveling across great distances
- b. to attract the sea life on which they feed
- c. to increase their diving depths and time underwater
- d. to help protect them from predators by providing camouflage

8. Read this sentence from the article.

Smaller penguins generally stay closer to the surface of the water.

Based on this statement, we know that smaller penguins

- a. are poor swimmers.
- b. do not dive as deep as larger penguins.
- c. are not at risk from aquatic predators.
- d. do not live as close to the water as larger penguins.

Fluency Passage: *Penguins*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Penguins*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Penguins

What is one of the first things that comes to your mind when you think of	16
Antarctica or the North Pole? You are probably picturing animals like polar bears,	29
whales, and, of course, penguins.	34
There are many species of penguins. Current estimates suggest that at least 17	47
different types of penguins live in the northern and southern hemispheres. The size	60
of these waddling creatures ranges from only 16 inches to over three feet (36 inches)	75
tall. The smallest are known as Little Blue or Fairy penguins. The largest of the penguin	91
species is the Emperor penguin.	96
Because penguins feed on sea life like krill, fish, or squid, penguins must live	110
in close proximity to the water. As a result, penguins are well-adapted to an aquatic	125
lifestyle. Their wings serve as flippers, allowing them to dive and swim in arctic	139
waters. Most penguin species can swim about eight miles per hour. Many can dive to	154
impressive depths as well. Emperor penguins have been recorded diving as deep as	167
1,755 feet and staying underwater for as long as 21 minutes. However, most penguin	181
dives are approximately 70 feet and last for two to eight minutes. Smaller penguins	195
generally stay closer to the surface of the water. Penguins' eyes are specially designed	209
to allow for good underwater vision. This helps them watch for food or possible	223
predators.	224
The layers and coloring of the penguin's feathers are known as their plumage.	237
It helps keep the penguin camouflaged. Other than humans, who often endanger	249
penguins by destroying their habitat, the penguin's main predators are the leopard seal	262
and killer whale. All penguins have what is called "counter shading." This means that	276
their bodies have a light underside and a dark upper side. The white underneath blends	291
in with snow and the reflection off of the water. The black on top blends in with the water	310
and camouflages them from above.	315
To cross the ice or snow, penguins waddle around or slide on their bellies across	330
the snow. This efficient way of getting around is called "tobogganing." Along with	343
jumping with both feet into the air, it helps conserve energy and allows them to move	359
more quickly across large distances.	364

Fluency Passage: *Penguins* (continued) _____

There is a lot more to learn about penguins. What would you like to know about these well-adapted creatures?

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Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE

Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
383	-		=		÷		x 60 =	

Scaffolded Discussion: *Penguins*

1. What is the main idea of this article?
 - a. Penguins are well-adapted aquatic birds.*
 - b. Penguins use camouflage to protect against predators.
 - c. Penguins are accomplished swimmers and divers.
 - d. Penguins live in close proximity to the water.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “main idea” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d): These are all true statements but they are details that develop the main idea.
- The main idea of this article discusses penguins and how well suited they are to their environment.

The answer is (a).

Alternate thinking process:

“What does ‘main idea’ mean?”

The main idea is what the story is about and can usually be summarized in one or two sentences. As you read each choice ask yourself if it is a true statement and if it is, does it describe what the **whole** article is about? In this case, three of the choices are true statements. However, they each describe only one feature of penguins. The correct choice gives a general statement about penguins without going into depth about any one feature.

Scaffolded Discussion: *Penguins* (continued)

2. Which two words from the article have almost the same meaning?
- a. habitat, plumage
 - b. adapted, designed
 - c. estimate, aquatic
 - d. blends, camouflages*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

habitat	home environment
plumage	feathers of a bird
adapted	adjusted to something
designed	intended, planned
estimate	guess; approximation
aquatic	connected with water
blends	mixes together without being noticeable
camouflages	disguises

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “same meaning” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (d).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices?”

Try to eliminate any words whose meanings you do know. If you know what one of the words means use it in a sentence and then substitute that word with the other word given (e.g., The “plumage” on the bird was very colorful. The “habitat” on the bird was very colorful). When you do think of a sentence where you can substitute the words and they both make sense, then that will be your answer.

Scaffolded Discussion: *Penguins* (continued)

3. Why do penguins live near water?

- a. Penguins feed on sea life like krill, fish, or squid.*
- b. Penguins' predators are not as well-adapted to life on the water.
- c. Penguins do not travel well over land.
- d. Penguins' flippers allow them to dive and swim in arctic waters.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to answer “why” penguins live where they do.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part about penguins living near the water. The answer is right there.

- Choices (b), (c), and (d): These are true statements; however, they do not explain why penguins live near the water.
- Reread the last sentence in paragraph 2 - **Living off of sea life like krill, fish, or squid, penguins must live in close proximity to the water.**

The answer is (a).

Alternate thinking process:

“I can find the words in choice (a) in the article but I can’t find the words in the question in the article.”

Sometimes you will find some of the words from both the question and choices in the text. Other times you will find one or the other in the text. In this case, only the exact words from one of the choices are located in the article. If the exact words are not used, synonyms may be used. It is important to know that the word “near” is similar in meaning to “proximity.” Knowing this will help you determine the correct answer.

Scaffolded Discussion: *Penguins* (continued)

4. What was the author's purpose for writing "Penguins"?
- a. to entertain the reader with a story about a unique penguin species
 - b. to encourage the reader to help save endangered penguins
 - c. to inform the reader of the varieties and adaptations of penguins*
 - d. to explain the ecosystems in which penguins live

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

The question asks what the author's purpose was for writing the article. Determine if the author's intent was to tell a story in order to entertain; to encourage the reader to do something, to give the reader information, or to explain something to the reader.

Put the two together:

After you decide what the author's purpose was for writing the article, think about the passage and read the choices to determine which one best sums up why s/he wrote this.

- Choice (a): This is not a story nor does it pertain to only one species of penguin.
- Choice (b): There is no mention of penguins being endangered.
- Choice (d): The ecosystems are only briefly mentioned.
- This article discusses the types of penguins, their features, and behaviors.

The answer is (c).

Alternate thinking process:

"How do I figure out what the author's purpose was for writing the article?"

Turn the choices into questions (e.g., "Was this a story about a unique penguin species that entertained me?"). The question you answer "yes" to will be the correct choice.

Scaffolded Discussion: *Penguins* (continued)

5. Which activity helps penguins to conserve energy?
- a. diving
 - b. waddling
 - c. tobogganing*
 - d. swimming

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “which activity” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer. Scan the article to find the part about penguins conserving energy. The answer is right there.

The answer is (c).

Alternate thinking process:

“It says penguins do all of those things. Why is the answer (c)?”

It is true that penguins can do all those things. This is why understanding what the question is actually asking is necessary to picking the correct choice. Although penguins can do all those things, the question asks which thing do they do to conserve energy. Go back to the article and scan it until you find the sentence that contains the words or synonyms for “conserve energy.” Read the sentences surrounding that sentence and you will be able to determine the correct answer.

Scaffolded Discussion: *Penguins* (continued)

6. Read this sentence from the article.

Because penguins feed on sea life like krill, fish, or squid, penguins must live in close proximity to the water.

Which word means nearly the opposite of *proximity*?

- a. remoteness*
- b. familiarity
- c. objectiveness
- d. affinity

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

proximity	nearness, closeness
remoteness	distance
familiarity	knowledge and understanding of something
objectiveness	based on facts
affinity	a natural liking for somebody or something

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “opposite” and *proximity* are signal words; they are key words in the question. You are looking for a word that is reverse in meaning to the word in italics.

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

The answer is (a).

Alternate thinking process:

“I don’t know what ‘proximity’ means.”

Try to determine the meaning of the word from the rest of the sentence. What do you know about krill, fish, and squid? They live in the water. So if penguins eat these things, would it make sense for them to live close to the water or far from the water? It would make sense for them to live close to the water, so proximity must have to do with location and possibly a location that is close or near. Knowing this, now try to determine which choice is opposite in meaning to close or near.

Scaffolded Discussion: *Penguins* (continued)

7. Why do penguins have “counter-shading”?
- a. to increase their efficiency when traveling across great distances
 - b. to attract the sea life on which they feed
 - c. to increase their diving depths and time underwater
 - d. to help protect them from predators by providing camouflage*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why penguins have a certain feature.

Put the two together:

Use the information in the article and the question to determine the answer.

- Choices (a), (b), and (c): These are not supported in the article.
- Counter-shading is part of the camouflage that penguins utilize to protect themselves.

The answer is (d).

Alternate thinking process:

“I don’t know how to find this answer.”

This type of question requires that you put different pieces of information together to find the answer. Find the paragraph that contains some of the words that are in the question (i.e., “counter-shading”). Reread the paragraph that contains that sentence. First you learn that the feathers, or plumage, keep the penguin camouflaged using “counter-shading.” You have to read further in the paragraph to conclude that the “counter-shading” camouflages them from predators such as the leopard seal and killer whale.

Scaffolded Discussion: *Penguins* (continued)

8. Read this sentence from the article.

Smaller penguins generally stay closer to the surface of the water.

Based on this statement, we know that smaller penguins

- a. are poor swimmers.
- b. do not dive as deep as larger penguins.*
- c. are not at risk from aquatic predators.
- d. do not live as close to the water as larger penguins.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the phrase “based on this statement” is a signal phrase; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal phrase, to determine the answer.

- Choices (a), (c), and (d): These statements are incorrect. Penguins are good swimmers, they are at risk from predators, and they live close to the water.
- Smaller penguins stay closer to the surface because they do not dive as deep as large penguins.

The answer is (b).

Alternate thinking process:

“I can’t figure out the answer.”

Sometimes you can eliminate the wrong choices by reading each choice and deciding if, by itself, it is a true or false statement. Those choice(s) that are true statements need to be put in the context of the question. Reread the question and the part of the article that refers to this question. Reread the surrounding sentences to determine which choice corresponds. That choice will be the answer.

Becoming A Firefighter

Do you think you would want to be a firefighter? Are you ready for hard work and possible danger? Let's see what it takes to do this job.

First of all, you need to complete high school. A high school diploma is required to be admitted to a firefighter school or fire academy. Good grades are also a plus. Earning good grades shows that you are a hard worker and have good critical thinking skills. These are two qualities that every firefighter must possess. Potential recruits must also be at least eighteen years old and have good vision.

At a fire academy, future firefighters, sometimes called “probys” for “probationary firefighters,” learn many things. These recruits are required to complete intense physical training. After completing this training, they participate in hands-on instruction in firefighting procedures. One of the most important things a future firefighter learns is how to work with others as a team. Each firefighter has a certain job when trying to put out a fire and the rest of the firefighters depend on this team member to get the job done.



Learning how to use firefighting equipment is another part of the fire training. Recruits learn to climb ladders and to perform single slide or rope rescues. They also learn to drive the fire engines, to use knots and rigging, and to use other firefighting tools. Tools associated with firefighting include axes, gas masks, and, most importantly, hoses.

Learning to use hoses correctly is critical to becoming an accomplished firefighter. Hoses come in many different sizes and the firefighters must know when and how to use each hose. Many of the hoses are so large that a team of firefighters is required to use them. It is important for the hose line to be placed in the right place and for the team to stretch and operate the hose correctly.

Firefighters must also be trained as “first responders.” This means that all firefighters should be able to perform CPR and should be trained in emergency medicine. In fact, most firefighters are also certified Emergency Medical Technicians (EMT).

In order to complete firefighter training, probationary firefighters must pass physical and written tests. They must also undergo an apprenticeship after being hired to continue their training. Some new firefighters even train to become fire inspectors and investigators.

If you are a hard worker, a good team player, and you don't mind a physical challenge, maybe firefighting is the right job for you!

Becoming A Firefighter (continued)

1. Read this sentence from the article.

These are two qualities that every firefighter must possess.

What does the word *qualities* mean?

- a. opportunities
- b. responsibilities
- c. instincts
- d. characteristics

2. Which sentence best summarizes the article “Becoming a Firefighter”?

- a. Becoming a professional firefighter requires a particular disposition and training in several skill areas.
- b. An apprenticeship is required for probationary fire fighters to acquire professional status or to train to become fire inspectors.
- c. Fire recruits, or “probys,” are required to pass both physical and written exams at the end of their skills training.
- d. It is important to earn good grades and to demonstrate a good work ethic in order to be accepted into a quality fire academy.

3. What kind of article did the author write about becoming a firefighter?

- a. an amusing article that retells true stories about firefighter training
- b. an informative article that tells readers about the requirements for becoming a firefighter
- c. a helpful article that teaches readers how to contribute to a team and use firefighting equipment
- d. a persuasive article that convinces readers that firefighting is an important career

4. Both the picture and the text of the article suggest that operating a large fire hose

- a. sometimes requires more than one person.
- b. is often the first skill firefighter recruits are taught.
- c. should be left to professionally-trained firefighters.
- d. is part of the physical test given at the end of a firefighter’s training.

Becoming A Firefighter (continued)

5. If the article needed a new title, which would be BEST?
 - a. "From 'Proby' to Professional: The Path to a Career in Firefighting"
 - b. "Life on the Job: A Firefighter's Story"
 - c. "Hook and Ladder: Fire Equipment in the 21st Century"
 - d. "Save Yourself: A Firefighter's Guide to Preventing Fire"
6. What evidence best shows that earning good grades is beneficial for future firefighters?
 - a. Good grades are a requirement for entrance into a fire academy.
 - b. Good grades help a future firefighter to be accepted into a better-quality training program.
 - c. Good grades demonstrate a good work ethic and critical thinking skills, qualities which are necessary for success in the firefighting profession.
 - d. Good grades benefit firefighter recruits who perform poorly on physical and written tests, but receive high marks during their apprenticeship.
7. Why does the author consider learning to work with others one of the most important skills a future firefighter can learn?
 - a. Firefighting requires that all personnel act in unison and focus on one element of the rescue at a time.
 - b. During a fire, specific firefighters are assigned individual tasks and rely on each other for protection and assistance to get the job done.
 - c. Firefighters live and work together much like a family and interpersonal skills are necessary to prevent breakdowns in communication.
 - d. At the fire academy, recruits are often isolated from each other so that they appreciate the value of teamwork once they enter the apprenticeship stage of their training.

8. Read this sentence from the article.

Learning to use hoses correctly is critical to becoming an accomplished firefighter.

What does the word *accomplished* mean?

- a. popular
- b. skilled
- c. committed
- d. powerful

Fluency Passage: *Becoming A Firefighter*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Becoming A Firefighter*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Becoming A Firefighter

Do you think you would want to be a firefighter? Are you ready for hard work and	17
possible danger? Let's see what it takes to do this job.	28
First of all, you need to complete high school. A high school diploma is required to	44
be admitted to a firefighter school or fire academy. Good grades are also a plus. Earning	60
good grades shows that you are a hard worker and have good critical thinking skills.	75
These are two qualities that every firefighter must possess. Potential recruits must also	88
be at least eighteen years old and have good vision.	98
At a fire academy, future firefighters, sometimes called "probys" for "probationary	109
firefighters," learn many things. These recruits are required to complete intense physical	121
training. After completing this training, they participate in hands-on instruction in	132
firefighting procedures. One of the most important things a future firefighter learns is	145
how to work with others as a team. Each firefighter has a certain job when trying to	162
put out a fire and the rest of the firefighters depend on this team member to get the job	181
done.	182
Learning how to use firefighting equipment	188
is another part of the fire training. Recruits learn	197
to climb ladders and to perform single slide or	206
rope rescues. They also learn to drive the fire	215
engines, to use knots and rigging, and to use	224
other firefighting tools. Tools associated with	230
firefighting include axes, gas masks, and, most	237
importantly, hoses.	239
Learning to use hoses correctly is critical	246
to becoming an accomplished firefighter. Hoses	252
come in many different sizes and the firefighters must know when and how to use each	268
hose. Many of the hoses are so large that a team of firefighters is required to use them.	286
It is important for the hose line to be placed in the right place and for the team to stretch	306
and operate the hose correctly.	311
Firefighters must also be trained as "first responders." This means that all	323
firefighters should be able to perform CPR and should be trained in emergency	336
medicine. In fact, most firefighters are also certified Emergency Medical Technicians	347
(EMT).	348

Fluency Passage: *Becoming A Firefighter* (continued) _____

In order to complete firefighter training, probationary firefighters must pass	358
physical and written tests. They must also undergo an apprenticeship after being hired	371
to continue their training. Some new firefighters even train to become fire inspectors and	385
investigators.	386
If you are a hard worker, a good team player, and you don't mind a physical	402
challenge, maybe firefighting is the right job for you!	411

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

411	-		=		÷		x 60 =	
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Scaffolded Discussion: *Becoming A Firefighter*

1. Read this sentence from the article.

These are two qualities that every firefighter must possess.

What does the word *qualities* mean?

- a. opportunities
- b. responsibilities
- c. instincts
- d. characteristics*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

qualities	something that can be noticed as a part of a person
opportunities	situations in which it is possible for you to do something that you want to do
responsibilities	duties that you have because of your job or position
instincts	the natural tendency that a person thinks or feels
characteristics	special trait that makes a person different from others

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “*qualities*” is a signal word; it is a key word in the question. Use your knowledge of the meaning of the words to answer the question.

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

The answer is (d).

Alternate thinking process:

“I don’t know the meaning of all the words that are given as choices.”

Use the information provided in the article and the process of elimination to narrow down your choices. Find the sentence that contains the word “*qualities*.” Substitute this word with the words whose meanings you know. If these do not fit, you can eliminate them. Think about the information in that paragraph and continue with the words you are unfamiliar with. Try to determine which one makes sense.

Scaffolded Discussion: *Becoming A Firefighter* (continued) _____

2. Which sentence best summarizes the article “Becoming a Firefighter”?
- a. Becoming a professional firefighter requires a particular disposition and training in several skill areas.*
 - b. An apprenticeship is required for probationary fire fighters to acquire professional status or to train to become fire inspectors.
 - c. Fire recruits, or “probys,” are required to pass both physical and written exams at the end of their skills training.
 - d. It is important to earn good grades and to demonstrate a good work ethic in order to be accepted into a quality fire academy.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “summarizes” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d) each provide a supporting detail about becoming a firefighter.
- A summary is a short account which gives the main points but not the details.

The answer is (a).

Alternate thinking process:

“Why isn’t (c) the answer?”

Although this is a true statement, it doesn’t “summarize” or briefly tell what the **entire** article is about. Remember, the word “summarize” is a signal word in this question.

Scaffolded Discussion: *Becoming A Firefighter* (continued) _____

3. What kind of article did the author write about becoming a firefighter?
- a. an amusing article that retells true stories about firefighter training
 - b. an informative article that tells readers about the requirements for becoming a firefighter*
 - c. a helpful article that teaches readers how to contribute to a team and use firefighting equipment
 - d. a persuasive article that convinces readers that firefighting is an important career

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “What kind of article” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): There are no amusing true stories about firefighting in this article.
- Choice (c): The article does provide information about using firefighting equipment, but this is only one of the details.
- Choice (d): While you might decide on your own after reading this article that firefighting is an important career, the article does not try to convince you of this.
- This is mostly an informative article that tells you what one needs to do to become a firefighter.

The answer is (b).

Alternate thinking process:

“I think the answer could be (b) or (d).”

Turn both of these choices into questions. Is this an informative article that tells readers about the requirements for becoming a firefighter? Is this a persuasive article that convinces readers that firefighting is an important career? Each of these questions could be answered with a “yes.” Now try to find evidence for each. You will probably conclude you can find more “solid” evidence for (b), (e.g., a high school diploma is required, one must also be at least eighteen years old and have good vision, one is required to complete intense physical training). For choice (d) you have to draw the conclusion for the evidence; it is not stated explicitly in the article. So the best choice will be (b).

Scaffolded Discussion: *Becoming A Firefighter* (continued)

4. Both the picture and the text of the article suggest that operating a large fire hose
 - a. sometimes requires more than one person.*
 - b. is often the first skill firefighter recruits are taught.
 - c. should be left to professionally-trained firefighters.
 - d. is part of the physical test given at the end of a firefighter's training.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question, the word “both” is a signal that you will have to read and use the picture to determine the correct answer.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

Scan the article and look at the picture to find the information. The answer is right there.

- Choices (b), (c), and (d): Although these answers are likely true, they are not supported by either the text or the picture.
- Reread sentence 3 in paragraph 5: **Many of the hoses are so large that a team of firefighters is required to use them.** By looking at the picture which shows more than one firefighter holding a hose and reading this sentence, you can determine that operating a large fire hose sometimes requires more than one person.

The answer is (a).

Alternate thinking process:

“It doesn’t say in the text that this requires more than one person.”

The author does not use those exact words. However, it is stated that many of the hoses are so large that a team of firefighters is required to use them. This question uses “more than one person” to mean the same thing as a “team.”

Scaffolded Discussion: *Becoming A Firefighter* (continued) _____

5. If the article needed a new title, which would be BEST?
- a. "From 'Proby' to Professional: The Path to a Career in Firefighting"*
 - b. "Life on the Job: A Firefighter's Story"
 - c. "Hook and Ladder: Fire Equipment in the 21st Century"
 - d. "Save Yourself: A Firefighter's Guide to Preventing Fire"

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word "BEST" is the signal word; it is key to understanding the question and answering it correctly. In this case, "BEST" is capitalized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (b): This article does not describe what "life" is like as a firefighter.
- Choice (c): There is mention of equipment, but it is not the main topic.
- Choice (d): There is no place in this article that mentions how to prevent fire.
- This article discusses requirements and training in becoming a firefighter.

The answer is (a).

Alternate thinking process:

"How do I decide which choice would be the best for a title?"

You are looking for the "title" that best summarizes what the entire article is about. Think about which choice would make a good headline and tell the main idea. Choices (b), (c), and (d) are not discussed in the article. Choice (a) captures what the article is about overall; it gives the main idea.

Scaffolded Discussion: *Becoming A Firefighter* (continued)

6. What evidence best shows that earning good grades is beneficial for future firefighters?
- Good grades are a requirement for entrance into a fire academy.
 - Good grades help a future firefighter to be accepted into a better-quality training program.
 - Good grades demonstrate a good work ethic and critical thinking skills, qualities which are necessary for success in the firefighting profession.*
 - Good grades benefit firefighter recruits who perform poorly on physical and written tests, but receive high marks during their apprenticeship.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question you are trying to determine which choice gives you the best indication that good grades help future firefighters.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

Scan the article and look at the picture to find the information. The answer is right there.

- Choice (a): The article states that good grades are a “plus,” not a requirement.
- Choice (b): This is not supported in the article.
- Choice (d): This is not supported in the article.
- Reread sentence 4 in paragraph 2: **Earning good grades shows that you are a hard worker and have good critical thinking skills.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I have it narrowed down to (c) but I can’t find the exact words in the article that are given in that choice.”

Although the answer is “right there,” it may be worded slightly different. It can be inferred that someone who gets good grades is most likely a hard worker and this demonstrates a “good work ethic.”

Scaffolded Discussion: *Becoming A Firefighter* (continued) _____

7. Why does the author consider learning to work with others one of the most important skills a future firefighter can learn?
- Firefighting requires that all personnel act in unison and focus on one element of the rescue at a time.
 - During a fire, specific firefighters are assigned individual tasks and rely on each other for protection and assistance to get the job done.*
 - Firefighters live and work together much like a family and interpersonal skills are necessary to prevent breakdowns in communication.
 - At the fire academy, recruits are often isolated from each other so that they appreciate the value of teamwork once they enter the apprenticeship stage of their training.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question, you are asked why the author believes that working with others is a critical skill for a firefighter to learn.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

Scan the story and look at the picture to find the information. The answer is right there.

- Choices (a), (c), and (d): These statements are not supported in the article.
- Reread the last two sentences in paragraph 3: **One of the most important things a future firefighter learns is how to work with others as a team. Each firefighter has a certain job when trying to put out a fire and the rest of the firefighters depend on this team member to get the job done.** The answer is right there.

The answer is (b).

Alternate thinking process:

"I know that there are times when firefighters live together. So isn't (c) correct?"

There are many instances when this does occur. You are drawing on your background knowledge for that information. However, the question asks, why the author considers it important. To answer this specific question, you need to get the information from the text.

Scaffolded Discussion: *Becoming A Firefighter* (continued)

8. Read this sentence from the article.

Learning to use hoses correctly is critical to becoming an accomplished firefighter.

What does the word *accomplished* mean?

- a. popular
- b. skilled*
- c. committed
- d. powerful

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question First, determine the meaning of the words.

accomplished	very good at something
popular	enjoyed or liked by a lot of people
skilled	knowledge and ability to do something well
committed	if you are committed to something, you say that you will definitely do it
powerful	able to control or influence people and events

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “accomplished” is a signal word; it is a key word in the question. Use your knowledge of the meanings of the words to answer the question.

Put the two together:

Think about the meaning of the word and what the question is asking to determine the answer.

The answer is (b).

Alternate thinking process:

“I don’t know what ‘accomplished’ means.”

Start by going back to the story and reading the target sentence and the sentences around it to look for clues that may help. These sentences don’t give obvious clues. The next thing to do is to substitute the words given as choices and see if they make sense in the story. By process of elimination you should be able to narrow your choices down.

The Koala Bear

Koala Bears live in the trees of the coastal areas of southern and eastern Australia. Contrary to their name, Koalas aren't really bears at all. They were mistakenly called bears by English speakers who thought they looked similar to Teddy Bears. Koalas are actually marsupials, animals that carry their young in a pouch for protection through infancy. Koalas differ from other marsupials in that they have a downward-facing pouch which can be opened and closed by a drawstring-like muscle that the mother can tighten at will.

Adult Koalas grow to approximately 27 to 32 inches high and can weigh up to 20 pounds. Like most mammals, the males are larger than the females. Koalas do not have a very diverse diet. They feed almost exclusively on the leaves of the Eucalyptus tree. Eucalyptus leaves contain oils that can be poisonous to other animals, but the Koala's digestive system is not affected by the toxins. In fact, the average Koala eats more than a pound of leaves a day!

Female Koalas have only one baby per year and that baby spends approximately six months in the pouch. While in the pouch, the baby Koala, or Joey, feeds only on milk. After that, it clings to its mother's back until it is about one year old. During this time, the Joey learns to eat Eucalyptus leaves in addition to the milk. After that, the baby is weaned and can move away from its mother. Koalas can live to be 18 years old.



Koalas have short legs and large feet. They also have sharp claws to help them climb tree trunks. Each paw has five digits that can be used for anything from grooming to climbing. The pads on these digits feel like soft rubber. Even when asleep, Koalas curl up on tree limbs, firmly grasping the branch with their padded toes. The Koala's fur is thick, soft, and pleasant to touch. It serves to keep the Koala warm or cool, depending on the season, and also repels water.

Koalas are nocturnal, preferring to move around just after sunset and spending their daytimes asleep in the fork of a tree. In fact, the Koala sleeps 75 percent of the time, making it placid and sleepy in nature. Male Koalas are not always peaceful though. Just after sunset, they can often be heard

The Koala Bear (continued)

"barking" aggressively at other male Koalas. They also communicate with each other by making a noise like a snore and then a belch known as a bellow.

The Koala has become an endangered species. Like many native Australian animals, they are an important part of Aboriginal culture and featured in many myths and legends. Unfortunately, when European settlers arrived in Australia, they identified the Koala as a source of fur used for trade. This resulted in millions of Koalas being killed for their pelts. Today, as many as 4,000 Koalas are killed each year by dogs, foxes, dingoes and most of all, by humans. Humans are responsible for Koala deaths caused by run-ins with cars and habitat destruction. As a result, since the 1930s, Koalas have been a protected species.

The Koala Bear *(continued)*

1. Read this sentence from the article.

Just after sunset, they can often be heard "barking" aggressively at other male Koalas.

The phrase barking *aggressively* is used to show that the Koala is expressing

- a. concern.
- b. hostility.
- c. curiosity.
- d. fascination.

2. Why were Koalas mistakenly called bears?

- a. The fur of the Koala is often used in the production of Teddy Bears.
- b. Koalas are small in size, much like Teddy Bears.
- c. The placid Koala is warm and cuddly like a Teddy Bear.
- d. Koalas are similar in appearance to Teddy Bears.

3. What is the primary topic of the first paragraph of the article?

- a. how Koalas compare to other animal species
- b. when Koalas feed and rear their young
- c. where Koalas are regarded as a protected species
- d. what Koalas look like

4. Read this sentence from the article.

Unfortunately, when European settlers arrived in Australia, they identified the Koala as a source of fur used for trade.

Why does the author describe Europeans' identification of the Koala as a source of fur to trade as *unfortunate*?

- a. The fur trade brought more and more Europeans to the Australian continent.
- b. The fur trade reduced the importance of the Koala within Aboriginal culture.
- c. The fur trade resulted in millions of Koalas being killed for their pelts.
- d. The fur trade led to the labeling of the Koala as an endangered species.

The Koala Bear (continued)

5. Both the picture and the text of the article suggest that Koalas spend most of their day
- a. searching for food.
 - b. sleeping.
 - c. communicating with other Koalas.
 - d. tending to their young.
6. What is the difference between Koalas and other marsupials?
- a. Koalas feed primarily on Eucalyptus leaves.
 - b. Koalas are an important part of Australian Aboriginal culture.
 - c. Koalas have a pouch that opens from the bottom.
 - d. Koalas are a protected species.
7. Which of the Koala's features is most helpful when climbing?
- a. sharp claws
 - b. downward-facing pouch
 - c. thick fur
 - d. placid, sleepy nature
8. Read this sentence from the article.
- They feed almost exclusively on the leaves of the Eucalyptus tree.**
- What does the word *exclusively* mean?
- a. primarily
 - b. informally
 - c. solely
 - d. ordinarily

Fluency Passage: *The Koala Bear*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Koala Bear*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Koala Bear

Koala Bears live in the trees of the coastal areas of southern and eastern	14
Australia. Contrary to their name, Koalas aren't really bears at all. They were mistakenly	28
called bears by English speakers who thought they looked similar to Teddy Bears.	41
Koalas are actually marsupials, animals that carry their young in a pouch for protection	55
through infancy. Koalas differ from other marsupials in that they have a downward-facing	68
pouch which can be opened and closed by a drawstring-like muscle that the mother can	83
tighten at will.	86
Adult Koalas grow to approximately 27 to 32 inches high and can weigh up to 20	102
pounds. Like most mammals, the males are larger than the females. Koalas do not have	117
a very diverse diet. They feed almost exclusively on the leaves of the Eucalyptus tree.	132
Eucalyptus leaves contain oils that can be poisonous to other animals, but the Koala's	146
digestive system is not affected by the toxins. In fact, the average Koala eats more than	162
a pound of leaves a day!	168
Female Koalas have only one baby per year and that baby spends approximately	181
six months in the pouch. While in the pouch, the baby Koala, or Joey, feeds only on milk.	199
After that, it clings to its mother's back until it is about one year old. During this time,	217
the Joey learns to eat Eucalyptus leaves in addition to the milk. After that, the baby is	234
weaned and can move away from its mother. Koalas can live to be 18 years old.	250
Koalas have short legs and large feet. They also have	260
sharp claws to help them climb tree trunks. Each paw has five	272
digits that can be used for anything from grooming to climbing.	283
The pads on these digits feel like soft rubber. Even when asleep,	295
Koalas curl up on tree limbs, firmly grasping the branch with their	307
padded toes. The Koala's fur is thick, soft, and pleasant to touch.	319
It serves to keep the Koala warm or cool, depending on the	331
season, and also repels water.	336
Koalas are nocturnal, preferring to move around just after	345
sunset and spending their daytimes asleep in the fork of a tree. In	358
fact, the Koala sleeps 75 percent of the time, making it placid and sleepy in nature. Male	375
Koalas are not always peaceful though. Just after sunset, they can often be heard	389

Fluency Passage: *The Koala Bear* (continued)

"barking" aggressively at other male Koalas. They also communicate with each other by making a noise like a snore and then a belch known as a bellow.

The Koala has become an endangered species. Like many native Australian animals, they are an important part of Aboriginal culture and featured in many myths and legends. Unfortunately, when European settlers arrived in Australia, they identified the Koala as a source of fur used for trade. This resulted in millions of Koalas being killed for their pelts. Today, as many as 4,000 Koalas are killed each year by dogs, foxes, dingoes and most of all, by humans. Humans are responsible for Koala deaths caused by run-ins with cars and habitat destruction. As a result, since the 1930s, Koalas have been a protected species.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds - # Errors = Fluency (WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words in story - # Errors = Words Correct ÷ Total Seconds x 60 = Fluency (WCPM)

519	-		=		÷		x 60 =	
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Scaffolded Discussion: *The Koala Bear*

1. Read this sentence from the article.

Just after sunset, they can often be heard "barking" aggressively at other male Koalas.

The phrase *barking aggressively* is used to show that the Koala is expressing

- a. concern.
- b. hostility.*
- c. curiosity.
- d. fascination.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

aggressively	having a quality of anger and determination that makes them ready to attack others
concern	worry about a situation
hostility	unfriendly behavior toward others
curiosity	desire to know about something
fascination	state of being greatly interesting in or delighted by something

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to determine what the Koala is expressing when he is "*barking aggressively*." In addition, the phrase is in italics which gives you another clue that this is important.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

"I don't know what the word 'aggressively' means."

Begin by looking for clues to the word's meaning by finding the paragraph that contains the word. Reread the paragraph thinking about the question. Are there other words that may be similar in meaning to "aggressively?" The sentence preceding the target sentence states that male Koalas are not always peaceful. Look at the choices and determine which one is the most closely related in meaning to "not always peaceful."

Scaffolded Discussion: *The Koala Bear* (continued)

2. Why were Koalas mistakenly called bears?
- a. The fur of the Koala is often used in the production of Teddy Bears.
 - b. Koalas are small in size, much like Teddy Bears.
 - c. The placid Koala is warm and cuddly like a Teddy Bear.
 - d. Koalas are similar in appearance to Teddy Bears.*

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the words in this question and/or answer will be the same or similar to words in a sentence in the story.

Put the two together:

Use the information in the story and question to determine the answer. Scan the article to find the part where it discusses koalas being mistakenly called bears.

- Choice (a): This is not supported in the article.
- Choice (b): Although Koalas are relatively small this is not how they came to be called bears.
- Choice (c): This is not supported in the article.
- Reread sentence 3 in paragraph 1: **They were mistakenly called bears by English speakers who thought they looked similar to Teddy Bears.** The answer is right there.

The answer is (d).

Alternate thinking process:

"I think (c) could be the answer."

They may look warm and cuddly, but this is not mentioned in the article. Choice (c) uses the phrase "warm and cuddly" which would be an inference. This is not the best choice. Remember to look for similar words in the text. By reading the sentence the author says they looked "similar" to Teddy Bears. Choice (d) uses the word "similar." This is the best choice.

Scaffolded Discussion: *The Koala Bear* (continued) _____

3. What is the primary topic of the first paragraph of the article?
- a. how Koalas compare to other marsupials*
 - b. when Koalas feed and rear their young
 - c. where Koalas are regarded as a protected species
 - d. what Koalas look like

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “primary topic,” “first paragraph” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d) are all discussed in the article but are not what the first paragraph is mostly about.
- Paragraph one is primarily about comparing Koalas to other species.

The answer is (a).

Alternate thinking process:

“But it also discusses how they got their names and that they look similar to Teddy Bears. Why can’t it be (d)?”

There is a sentence that refers to that. However, the signal words “primary topic” need to be considered. The primary topic is the most important and discussed topic. This paragraph focuses on how Koalas compare to other marsupials.

Scaffolded Discussion: *The Koala Bear* (continued)

4. Read this sentence from the article.

Unfortunately, when European settlers arrived in Australia, they identified the Koala as a source of fur used for trade.

Why does the author describe Europeans' identification of the Koala as a source of fur to trade as *unfortunate*?

- a. The fur trade brought more and more Europeans to the Australian continent.
- b. The fur trade reduced the importance of the Koala within Aboriginal culture.
- c. The fur trade resulted in millions of Koalas being killed for their pelts.*
- d. The fur trade led to the labeling of the Koala as an endangered species.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question, the word "*unfortunate*" is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

Scan the story and look at the picture to find the information. The answer is right there.

- Choice (a): This is not supported in the article.
- Choice (b): This is not supported in the article.
- Choice (d): This is not stated explicitly in the article.
- Reread sentences 3 and 4 in the last paragraph: **Unfortunately, when European settlers arrived in Australia, they identified the Koala as a source of fur used for trade. This resulted in millions of Koalas being killed for their pelts.** The answer is right there.

The answer is (c).

Alternate thinking process:

"Why isn't the answer (d)?"

The fur trade resulted directly in millions of Koalas being killed. Because of this it may have been a factor in the labeling of Koalas, but it is not the only reason and isn't specifically mentioned as such.

Scaffolded Discussion: *The Koala Bear* (continued) _____

5. Both the picture and the text of the article suggest that Koalas spend most of their day
- searching for food.
 - sleeping.*
 - communicating with other Koalas.
 - tending to their young.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word “both” is a signal word; it is a key word in the question. Information from both the text and the picture are necessary in order to answer the question.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

Scan the story and look at the picture to find the information. The answer is right there.

- Choice (a), (c), and (d): Neither the article or the picture supports these choices.
- Reread sentence 2 in paragraph 5: *In fact, the Koala sleeps 75 percent of the time, making it placid and sleepy in nature.* The picture shows a sleeping Koala. The answer is right there.

The answer is (b).

Alternate thinking process:

“I can’t find where it says ‘most of their day’ in the text.”

Those exact words are not in the text. Look at the picture and determine what the Koala is doing (sleeping). Now scan the text to find where sleeping is discussed. When you reread that part you’ll note that it says 75% of the time. You need to draw the conclusion using that information and your background knowledge to conclude that Koalas spend “most of their day” sleeping.

Scaffolded Discussion: *The Koala Bear* (continued)

6. What is the difference between Koalas and other marsupials?
 - a. Koalas feed primarily on Eucalyptus leaves.
 - b. Koalas are an important part of Australian Aboriginal culture.
 - c. Koalas have a pouch that opens from the bottom.*
 - d. Koalas are a protected species.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word “difference” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer. Scan the story to find the part that describes how Koalas are different from the other marsupials.

- Choice (a): This statement is true; however, there is no comparison statement telling what other marsupials eat.
- Choice (b): This statement is true; however, there is no comparison statement telling if other marsupials play a role in the Australian Aboriginal culture.
- Choice (d): This statement is true; however, there is no comparison statement telling if other marsupials are protected.
- Reread the last sentence in paragraph 1: **Koalas differ from other marsupials in that they have a downward-facing pouch which can be opened and closed by a drawstring-like muscle that the mother can tighten at will.** The answer is right there.

The answer is (c).

Alternate thinking process:

“The words ‘open from the bottom’ aren’t in the text.

Those exact words are not in the text. You must determine if there are other words that mean about the same (i.e., “a downward-facing pouch”).

Scaffolded Discussion: *The Koala Bear* (continued) _____

7. Which of the Koala's features is most helpful when climbing?
- a. sharp claws*
 - b. downward-facing pouch
 - c. thick fur
 - d. placid, sleepy nature

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words "which features" and "most helpful" are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer.

- Choice (b): The pouch is helpful for carrying the baby.
- Choice (c): The fur protects the Koala from the temperature and it repels water.
- Choice (d): This is not supported in the article.
- Reread sentence 2 in paragraph 4: **They also have sharp claws to help them climb tree trunks.** The answer is right there.

The answer is (a).

Alternate thinking process:

"I don't understand how to find the answer. The signal words are not in the article."

Signal words may not be found directly in the text. They are in the question to help you focus on what is being asked. Try to decide what other words or phrases in the question are important and see if you can locate them in the article. Look for the word "climbing" and when you locate that word, read the sentences surrounding it to help you determine your answer.

Scaffolded Discussion: *The Koala Bear* (continued) _____

8. Read this sentence from the article.

They feed almost exclusively on the leaves of the Eucalyptus tree.

What does the word *exclusively* mean?

- a. primarily
- b. informally
- c. solely*
- d. ordinarily

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

exclusively	situations or activities that involve only the thing or things mentioned, and nothing else
primarily	what is mainly true in a particular situation
informally	relaxed and friendly rather than serious or official
solely	involving only this thing and no others
ordinarily	normally

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “*exclusively*” is a signal word; it is a key word in the question. Use your knowledge of the meanings of the words to answer the question.

Put the two together:

Think about the meaning of the word and what the question is asking to determine the answer.

The answer is (c).

Alternate thinking process:

“I can’t decide if it should be ‘primarily’ or ‘solely.’”

Both words would fit but there is a difference. The author was trying to emphasize that Eucalyptus leaves are almost the ONLY thing that Koalas eat. “Solely” is closer in meaning to “exclusively.”

The Old Oak Tree

As I heard the grind of the chain saw and the thud of limbs falling to the ground, I couldn't help but remember all the good times I had experienced under that old oak tree. When I was a small child, my father bought some farm land and planted a small oak tree in the middle of an open field. As the years passed, many good times were had right there under that tree. As I watched it being chopped down, I wished that somehow I could tell that old tree how much I had enjoyed our time together.

Watching the saw dust flying through the air, I began to think back to the time when the tree was no more than a sapling. My sister and I used to play tag with our friends out in the field on cool nights. We used the oak tree as home base. As the sun set and the fireflies came out, we would run about until we were exhausted. Then we would lie beneath the tree to catch our breath and enjoy the night air. Sometimes we were even allowed to stay out late enough to see the stars.

Soon the tree began to grow. My dad built a large barn near the oak tree and began to raise horses. As the tree got bigger and bigger, it provided a shady spot for me to stop when I went riding in the summertime. For some reason, there always seemed to be a breeze under that tree. Even the horses enjoyed stopping there for a rest.

Under the oak tree was also a great place to sit and drink a soda with my friends or have a picnic. On Sundays in the springtime, my family used to pack lunch and head out to the farm to tend to the horses. We would spread a blanket under the oak tree to sit on it while we ate and chatted.

One of my very favorite memories of the tree is the time we churned home made ice cream beneath it. It was the Fourth of July, and my parents invited several families out to the farm for a barbeque. Because it was the coolest place on the farm, we sat beneath the tree and took turns churning the ice cream. Everyone enjoyed the ice cream as we watched the town fireworks from the top of a small hill in our field.

My sister loved the tree so much that she decided to get married beneath it. She had a country-style wedding where she and her husband said their "I do's" right there in the middle of the field. We took some terrific photos of the entire family with our beloved tree in the background. After the ceremony, everyone had a grand time reminiscing about childhood days on the farm.

The Old Oak Tree *(continued)*

As the tree grew older and began to die, it was no longer safe to sit beneath. Limbs began to fall and my dad made the decision to have it chopped down. Through the years, that tree was a part of many good times and even after it was cut down it continued to give. Because the winter was coming, my dad divided the wood up to give to our neighbors for their wood stoves. Everyone appreciated the gift and made good use of our tree to keep warm.

I sure will miss that old oak tree.

The Old Oak Tree *(continued)*

1. Why did the author churn ice cream beneath the oak tree?
 - a. It was where the families were holding their barbeque.
 - b. She could see the Fourth of July fireworks from beneath the tree.
 - c. It was the coolest place on the farm.
 - d. She loved the tree so much.

2. What is the author's attitude toward the old oak tree in this story?
 - a. opposition
 - b. affection
 - c. aversion
 - d. fascination

3. Read this sentence from the story.

After the ceremony, everyone had a grand time reminiscing about childhood days on the farm.

The author uses this phrase to show that the wedding guests were

- a. enjoying seeing children on the farm.
 - b. recalling past events from their childhoods.
 - c. questioning each others' memories about early life on the farm.
 - d. dismissing childhood imaginings as silly and immature.
-
4. Which sentence best summarizes what happens in "The Old Oak Tree"?
 - a. The author decides to have a dangerous oak tree removed from her property.
 - b. An oak tree is planted and provides shade for a child and her family.
 - c. The author fondly remembers good times spent beneath the oak tree and is sad to see the tree chopped down.
 - d. Oak trees are helpful in raising horses and in heating homes.

The Old Oak Tree *(continued)*

5. How does the oak tree change over time?
 - a. At first it provides firewood; then it provides shade.
 - b. At first it is used for a wedding ceremony; then it is used for a picnic.
 - c. At first it is chopped down; then it is photographed.
 - d. At first it is a sapling; then it begins to die.

6. What kind of story did the author write about the old oak tree?
 - a. an informative story that explains the many uses of oak trees
 - b. a persuasive story that encourages readers to visit the old oak tree
 - c. a helpful story that teaches readers about planting oak trees
 - d. a nostalgic story that tells readers about the author's experiences under an oak tree

7. How does the author organize the second paragraph of the story?
 - a. She recalls the role the tree played in her early childhood.
 - b. She gives her opinion on her father's decision to chop down the tree.
 - c. She lists the reasons the tree has to be removed.
 - d. She compares the tree to a beloved family member.

8. Read this sentence from the story.
Everyone appreciated the gift and made good use of our tree to keep warm.
The author means that everyone was
 - a. grateful for the gift.
 - b. amazed by the gift.
 - c. critical of the gift.
 - d. confused by the gift.

Fluency Passage: *The Old Oak Tree*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Old Oak Tree*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Old Oak Tree

As I heard the grind of the chain saw and the thud of limbs falling to the ground, I	19
couldn't help but remember all the good times I had experienced under that old oak tree.	35
When I was a small child, my father bought some farm land and planted a small oak	52
tree in the middle of an open field. As the years passed, many good times were had	69
right there under that tree. As I watched it being chopped down, I wished that somehow	85
I could tell that old tree how much I had enjoyed our time together.	99
Watching the saw dust flying through the air, I began to think back to the time	115
when the tree was no more than a sapling. My sister and I used to play tag with our	134
friends out in the field on cool nights. We used the oak tree as home base. As the sun	153
set and the fireflies came out, we would run about until we were exhausted. Then we	169
would lie beneath the tree to catch our breath and enjoy the night air. Sometimes we	185
were even allowed to stay out late enough to see the stars.	197
Soon the tree began to grow. My dad built a large barn near the oak tree and	214
began to raise horses. As the tree got bigger and bigger, it provided a shady spot for me	232
to stop when I went riding in the summertime. For some reason, there always seemed	247
to be a breeze under that tree. Even the horses enjoyed stopping there for a rest.	263
Under the oak tree was also a great place to sit and drink a soda with my friends	281
or have a picnic. On Sundays in the springtime, my family used to pack lunch and head	298
out to the farm to tend to the horses. We would spread a blanket under the oak tree to	317
sit on it while we ate and chatted.	325
One of my very favorite memories of the tree is the time we churned home made	341
ice cream beneath it. It was the Fourth of July, and my parents invited several families	357
out to the farm for a barbeque. Because it was the coolest place on the farm, we sat	375
beneath the tree and took turns churning the ice cream. Everyone enjoyed the ice	389
cream as we watched the town fireworks from the top of a small hill in our field.	406
My sister loved the tree so much that she decided to get married beneath it. She	422
had a country-style wedding where she and her husband said their "I do's" right there in	438
the middle of the field. We took some terrific photos of the entire family with our beloved	455
tree in the background. After the ceremony, everyone had a grand time reminiscing	468
about childhood days on the farm.	474

Fluency Passage: *The Old Oak Tree* (continued) _____

As the tree grew older and began to die, it was no longer safe to sit beneath.	491
Limbs began to fall and my dad made the decision to have it chopped down. Through	507
the years, that tree was a part of many good times and even after it was cut down it	526
continued to give. Because the winter was coming, my dad divided the wood up to give	542
to our neighbors for their wood stoves. Everyone appreciated the gift and made good	556
use of our tree to keep warm.	563
I sure will miss that old oak tree.	571

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds - # Errors = Fluency (WCPM)

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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words in story - # Errors = Words Correct ÷ Total Seconds x 60 = Fluency (WCPM)

571	-		=		÷		x 60 =	
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Scaffolded Discussion: *The Old Oak Tree*

1. Why did the author churn ice cream beneath the oak tree?
 - a. It was where the families were holding their barbeque.
 - b. She could see the Fourth of July fireworks from beneath the tree.
 - c. It was the coolest place on the farm.*
 - d. She loved the tree so much.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked “why” something occurred.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a): They had barbeques at the farm, not just under the tree.
- Choice (b): This is true, but has nothing to do with making ice cream.
- Choice (d): This is true but not the reason given by the author.
- Reread sentence 3 in paragraph 5: **Because it was the coolest place on the farm, we sat beneath the tree and took turns churning the ice cream.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I don’t know what ‘churn’ means?”

It would be beneficial to know the meaning of the word “churn” but since this is a “right there” question it can be answered without knowing the meaning. In this case, determine which words in the question or choices may be found in the story (e.g., “coolest place on the farm”). When you locate them read the sentence. The answer is right there.

Scaffolded Discussion: *The Old Oak Tree* (continued)

2. What is the author's attitude toward the old oak tree in this story?
- a. opposition
 - b. affection*
 - c. aversion
 - d. fascination

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are trying to determine the author's "attitude" or how he feels about something. In addition, in order to answer this question, the meaning of the words needs to be known.

opposition	strong, angry, or violent disagreement and disapproval
affection	if you regard something with affection, you like it and are fond of it
aversion	dislike
fascination	state of being greatly interested in or delighted by something

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a): There is no textual support for this.
- Choice (c): There is no textual support for this.
- Choice (d): Fascination may reflect the author's attitude, but this is not the best choice.
- Several places in the text indicate that the author's felt affection towards the tree. For example:

Sentence 2 in paragraph 1:	...remember all the good times
Last sentence in paragraph 1:	I had enjoyed our time together...
Last sentence in paragraph 3:	Even the horses enjoyed stopping there for a rest.
Sentence 1 in paragraph 5:	One of my very favorite memories of the tree...
Sentence 1 in paragraph 6:	My sister loved the tree so much.
Last sentence in passage:	I sure will miss that old oak tree.

Scaffolded Discussion: *The Old Oak Tree* (continued)

The answer is (b).

Alternate thinking process:

"I don't know what the word 'opposition' means."

Sometimes you can determine a word's meaning by breaking it apart into the root and affix.

This word is has a root and a suffix. Try to determine what each part is (i.e., the suffix is -ition; the root is oppose). Now think about that word and its meaning. It means to "be against."

Opposition has to do with being against something. The author did not feel opposition to that tree.

Scaffolded Discussion: *The Old Oak Tree* (continued)

3. Read this sentence from the story.

After the ceremony, everyone had a grand time reminiscing about childhood days on the farm.

The author uses this phrase to show that the wedding guests were

- a. enjoying seeing children on the farm.
- b. recalling past events from their childhoods.*
- c. questioning each others' memories about early life on the farm.
- d. dismissing childhood imaginings as silly and immature.

Teacher explains:

On your own. The answer relates to the text, however, you will also have to use your vocabulary and background knowledge to answer the question.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “reminiscing” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

You need to use your own knowledge about the word reminiscing (talking, thinking, or writing about something from your past, often with pleasure) to answer this question.

The answer is (b).

Alternate thinking process:

“I don’t know what ‘reminiscing’ means.”

Try answering the question another way. Find the part in the story that discusses the wedding. Reread that sentence and paragraph. Think about each choice and try to determine if the choice corresponds to what was going on. For example, it says they were having a “grand time.” Would they describe it that way if people were dismissing the imaginings as silly and immature? Probably not. Continue thinking about the choices until you can determine the answer.

Scaffolded Discussion: *The Old Oak Tree* (continued)

4. Which sentence best summarizes what happens in “The Old Oak Tree”?
- a. The author decides to have a dangerous oak tree removed from her property.
 - b. An oak tree is planted and provides shade for a child and her family.
 - c. The author fondly remembers good times spent beneath the oak tree and is sad to see the tree chopped down.*
 - d. Oak trees are helpful in raising horses and in heating homes.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “summarizes” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choices (a), (b), and (d) all provide details given in the story.
- This is a story in which the author talks about good times spent beneath an oak tree and who is sad to see the tree chopped down.

The answer is (c).

Alternate thinking process:

“How do I decide which choice summarizes?”

Another way to think about this is main idea and details. The main idea is what the story is about; the details are events that occur during the story. Ask yourself which sentence best describes the main idea. Choice (a) (b), and (d) are found in the story and do provide supporting details. They don’t tell what the whole story is about. Choice (c) gives the main idea and summarizes what the entire story is about.

Scaffolded Discussion: *The Old Oak Tree* (continued)

5. How does the oak tree change over time?
- a. At first it provides firewood; then it provides shade.
 - b. At first it is used for a wedding ceremony; then it is used for a picnic.
 - c. At first it is chopped down; then it is photographed.
 - d. At first it is a sapling; then it begins to die.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “change over time” are the signal words. There are signal words in the choices also; they are “at first” and “then.” These words are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choice (a): Both of these events are supported by the story, but not in this order.
- Choice (b): Both of these events are supported by the story, but not in this order.
- Choice (c): The tree is eventually chopped down, but there is no mention of it being photographed.
- Reread sentence 1 in paragraph 2: **Watching the saw dust flying through the air, I began to think back to the time when the tree was no more than a sapling.** Now, reread the first sentence of paragraph 7: **As the tree grew older and began to die, it was no longer safe to sit beneath.** You can put these pieces of information together to find how the tree changes over time.

The answer is (d).

Alternate thinking process:

“I don’t know how to determine the answer.”

Go through each choice and look for those events in the text. Are they listed in the choice in the order they occurred? Realize that there may be things happening in between those two named events. There is only one choice in which both events are in the text and listed in the choice in the correct order.

Scaffolded Discussion: *The Old Oak Tree* (continued)

6. What kind of story did the author write about the old oak tree?
- a. an informative story that explains the many uses of oak trees
 - b. a persuasive story that encourages readers to visit the old oak tree
 - c. a helpful story that teaches readers about planting oak trees
 - d. a nostalgic story that tells readers about the author's experiences under an oak tree*

Teacher explains:

Author and you. The answer relates to the text; however, you will also have to use your vocabulary knowledge to answer the question. First, determine the meaning of the words.

informative	something that gives you useful information
persuasive	something that is likely to convince you to believe or do a particular thing
helpful	useful
nostalgic	something that causes you to think affectionately about the past

In addition:

The question asks what kind of story this is. Determine if the author's intent was to tell a story that gives the reader information; to persuade the reader to do something or feel a certain way; to give the reader information; or to tell a story that is nostalgic.

Put the two together:

After you decide what the author's purpose is, think about the passage and read the choices to determine which one best sums up why he wrote this.

- Choice (a): The story does provide information about many uses of oak trees but this probably was not the main purpose.
- Choice (b): Nowhere in the story does the author suggest that the reader go visit the tree.
- Choice (c): There is not much information in this story about planting oak trees.
- This passage is a nostalgic story about the author's own experiences.

The answer is (d).

Alternate thinking process:

"I don't know what 'nostalgic' means."

Read what choice (d) says. The author tells about "experiences under the tree." You know from the story the author is telling about things that occurred over many years. Without knowing what nostalgic means, you can get the gist of what the choice indicates. If you scan the story you will notice that he is also using words like "favorite," "great place," "loved," "enjoyed." These words have positive associations and some use the past tense. The conclusion can be drawn that nostalgic may have something to do with remembering things in a fond way.

Scaffolded Discussion: *The Old Oak Tree* (continued)

7. How does the author organize the second paragraph of the story?
- a. She recalls the role the tree played in her early childhood.*
 - b. She gives her opinion on her father's decision to chop down the tree.
 - c. She lists the reasons the tree has to be removed.
 - d. She compares the tree to a beloved family member.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question, the word “organize” and “second paragraph” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d): There is no support in the story for these choices.
- Reread paragraph 2. The paragraph tells what happened under the tree when the author was a child.

The answer is (a).

Alternate thinking process:

“The paragraph doesn’t say childhood or being little.”

It does not explicitly state that this occurred during her childhood. There are two ways to approach this. The first is to reread the paragraph and draw a conclusion about the age the author probably was when she engaged in those activities. Are children or adults more likely to play tag and run around and use the tree as home base? Children are probably more likely to do these things. The other way to determine the answer is to look at the other choices and try to find them in the story. These statements are not part of the story so by “narrowing down” your choices you can determine the answer to be (a).

Scaffolded Discussion: *The Old Oak Tree* (continued)

8. Read this sentence from the story.

Everyone appreciated the gift and made good use of our tree to keep warm.

The author means that everyone was

- a. grateful for the gift.*
- b. amazed by the gift.
- c. critical of the gift.
- d. confused by the gift.

Teacher explains:

On your own. The answer relates to the text, however; you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

appreciated	if you appreciate something, you like it because you recognize its good qualities
grateful	if you are grateful for something, you are thankful for it
amazed	very much surprised
critical	a critical approach to something involves examining and judging it carefully
confused	do not know exactly what is happening or what to do

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks you to choose another way to say a statement made by the author without changing the meaning. A signal word in this question is “appreciated.”

Put the two together:

Use the information in the story and the question to determine the answer.

The answer is (a).

Alternate thinking process:

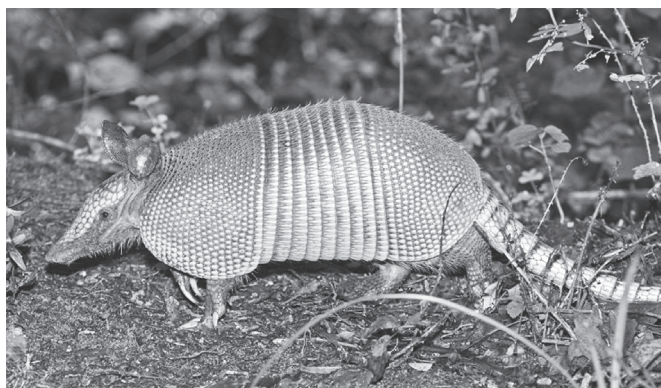
“I don’t know what ‘appreciated’ means.”

Look at the choices and see if the meanings of the words (i.e., grateful, amazed, critical, confused) are familiar. Go back to the story and reread this part. Did they seem happy to get the gift; were there feelings positive? This will help you eliminate at least two of the words (i.e., critical, confused) Amazed may still be a possibility, but if you reread the sentence and consider the phrase “made good use of our tree” that should help you eliminate that word. The remaining choice “grateful for the gift” is the answer.

Armadillos

The name armadillo is Spanish for “little armored one.” These animals are small mammals that are most easily recognized by their armored shells. There are many different kinds of armadillos throughout North and South America. The largest is the Giant Armadillo, which can reach up to three feet in length. The smallest is the Pink Fairy Armadillo, which gets no bigger than four to five inches long.

Armadillos use their sharp claws for digging. They dig in moist soil to search for food and to build underground burrows. These burrows include only a single passageway into which they fit themselves for protection from the elements. Armadillos often live near bodies of water and feed on insects and small invertebrates. Some armadillos eat nothing but ants.



An armadillo's shell helps to protect it from potential injuries caused by predators. The shell armor is formed by plates of bones covered in overlapping scales. Armadillos also run away from predators or dig to safety. When they can, armadillos run into thorny patches, from which their armor protects them, to escape

animals that are fast enough to successfully chase them down. One type of armadillo rolls up in a ball when threatened, tucking its vulnerable head and limbs into its hard outer shell. Another type of armadillo jumps straight up in the air when surprised, which can often result in a collision with a passing car. Actually, the armadillo's armor does little to protect it from its most dangerous predator, the automobile.

Armadillos have many other interesting features. Although they have short legs, they can move quickly. Some armadillos can stay underwater for as long as six minutes. To avoid sinking in the water because of the weight of its armor, an armadillo can inflate its stomach with air. These floating armadillos can actually travel short distances across water to escape predators or to find new food sources. Armadillos have very poor eyesight, but they are not entirely blind.

Armadillos *(continued)*

Armadillos are sometimes used by scientists to study human diseases and characteristics because they are members of the mammal family. Armadillos are especially useful in the study of leprosy because they are one of only a few animals that can contract this disease. One variety of armadillo can also be used in tests that require matching the genetic makeup among test subjects. This is because this type of armadillo gives birth to a litter of four identical quadruplets.

Have you seen an armadillo around your neighborhood?

Armadillos *(continued)*

1. Read this sentence from the article.

Armadillo is Spanish for "little armored one".

What is the meaning of the word *armored* as it is used in this sentence?

- a. threatened
 - b. recognized
 - c. protected
 - d. honored
2. What is the main idea of this article?
- a. Armadillos are useful to humans because they allow them to study human diseases using genetically identical subjects.
 - b. Armadillos are threatened by a number of predators, the most dangerous of which is the automobile.
 - c. Armadillos come in a variety of shapes and sizes and have a number of features that help them to survive in the wild.
 - d. Armadillos are easily recognized by their armored shells and short legs.
3. Both the picture and the text of the article suggest that armadillos are equipped with
- a. sharp claws for digging.
 - b. excellent eyesight to identify prey.
 - c. inflatable stomachs for floating.
 - d. large ears to alert them to danger.
4. With which statement would the author of "Armadillos" most likely agree?
- a. Armadillos are a nuisance and should be controlled.
 - b. Armadillos must be protected from their predators.
 - c. Armadillos are interesting creatures with many unique characteristics.
 - d. Armadillos should be used more frequently in genetic research.

5. Which fact from the article provides the best evidence that armadillos can be used in tests that require matching the genetic makeup among test subjects?

- a. One type of armadillo gives birth to a litter of four identical quadruplets.
- b. Armadillos are members of the mammal family.
- c. Armadillos are especially useful in the study of leprosy.
- d. One type of armadillo rolls up in a ball when threatened.

6. Why are some armadillos more likely to collide with passing cars?

- a. They dig their burrows near busy highways.
- b. They jump straight up in the air when surprised.
- c. They roll up in a ball when threatened.
- d. They are relatively slow due to their short legs.

7. How do some armadillos avoid sinking under the weight of their armor?

- a. They roll up into a ball to reduce their surface area.
- b. They swim quickly with their short legs to cover large distances.
- c. They inflate their stomachs with air to assist in floating.
- d. They shed their overlapping scales to reduce their weight.

8. Read this sentence from the article.

One type of armadillo rolls up in a ball when threatened, tucking its vulnerable head and limbs into its hard outer shell.

Which word means nearly the opposite of the word *vulnerable*?

- a. sensitive
- b. exposed
- c. alert
- d. secure

Fluency Passage: *Armadillos*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Armadillos*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Armadillos

The name armadillo is Spanish for “little armored one.” These animals are small	13
mammals that are most easily recognized by their armored shells. There are many	26
different kinds of armadillos throughout North and South America. The largest is the	39
Giant Armadillo, which can reach up to three feet in length. The smallest is the Pink	55
Fairy Armadillo, which gets no bigger than four to five inches long.	67
Armadillos use their sharp claws for digging. They dig in moist soil to search	81
for food and to build underground burrows. These burrows include only a single	94
passageway into which they fit themselves for protection from the elements. Armadillos	106
often live near bodies of water and feed on insects and small invertebrates. Some	120
armadillos eat nothing but ants.	125
An armadillo’s shell helps to	130
protect it from potential injuries caused	136
by predators. The shell armor is formed	143
by plates of bones covered in overlapping	150
scales. Armadillos also run away from	156
predators or dig to safety. When they can,	164
armadillos run into thorny patches, from	170
which their armor protects them, to escape	177
animals that are fast enough to successfully chase them down. One type of armadillo	191
rolls up in a ball when threatened, tucking its vulnerable head and limbs into its hard	207
outer shell. Another type of armadillo jumps straight up in the air when surprised, which	222
can often result in a collision with a passing car. Actually, the armadillo’s armor does	237
little to protect it from its most dangerous predator, the automobile.	248
Armadillos have many other interesting features. Although they have short legs,	259
they can move quickly. Some armadillos can stay underwater for as long as six minutes.	274
To avoid sinking in the water because of the weight of its armor, an armadillo can inflate	291
its stomach with air. These floating armadillos can actually travel short distances across	304
water to escape predators or to find new food sources. Armadillos have very poor	318
eyesight, but they are not entirely blind.	325

Fluency Passage: *Armadillos* (continued)

Armadillos are sometimes used by scientists to study human diseases and	336
characteristics because they are members of the mammal family. Armadillos are	347
especially useful in the study of leprosy because they are one of only a few animals	363
that can contract this disease. One variety of armadillo can also be used in tests that	379
require matching the genetic makeup among test subjects. This is because this type of	393
armadillo gives birth to a litter of four identical quadruplets.	403
Have you seen an armadillo around your neighborhood?	411

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
411	-		=		÷		x 60 =	

Scaffolded Discussion: *Armadillos*

1. Read this sentence from the article.

Armadillo is Spanish for "little armored one".

What is the meaning of the word *armored* as it is used in this sentence?

- a. threatened
- b. recognized
- c. protected*
- d. honored

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "*armored*" is a signal word; it is key to understanding the question and answering it correctly. In addition, *armored* is italicized which gives you another clue that this word is important.

Put the two together:

Use the information in the article and question to determine the answer. Scan the story to find the part about what *armored* means.

- Choices (a), (b), and (d): These words are all used in this article, but not in the context of defining *armored*.
- Reread the first two sentences in paragraph 1 – **Armadillo is Spanish for "little armored one." These animals are small mammals that are most easily recognized by their armored shell.** Reread the first sentence in paragraph 3 – **An armadillo's shell helps to protect it from potential enemies or predators.** Combine the information in these two sentences to determine the answer.

The answer is (c).

Alternate thinking process:

"I don't know the meaning of the word in italics (armored)."

Reread the target sentence and the sentences around it to look for clues that may help. If these sentences don't give obvious clues, then scan the article to see if you can find the word *armored* or one of the words presented as choices. Read the sentences that contain these words and determine which choice relates to "little armored one." That will be the answer.

Scaffolded Discussion: *Armadillos* (continued)

2. What is the main idea of this article?

- a. Armadillos are useful to humans because they allow them to study human diseases using genetically identical subjects.
- b. Armadillos are threatened by a number of predators, the most dangerous of which is the automobile.
- c. Armadillos come in a variety of shapes and sizes and have a number of features that help them to survive in the wild.*
- d. Armadillos are easily recognized by their armored shells and short legs.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “main idea” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choice (a): This statement is not supported in the article.
- Choice (b): This statement is true; however, it is a detail about armadillos. It is not the main idea of the article.
- Choice (d): This statement is true; however, it is a detail about armadillos. It is not the main idea of the article.
- This article describes how armadillos look and some of their features.

The answer is (c).

Alternate thinking process:

“What does ‘main idea’ mean?”

The main idea is what the story is about and can usually be summarized in one or two sentences. In this case one of the choices is not presented anywhere in the story. Two choices give details, but do not tell what the article is about overall. Choice (c) gives the main idea and summarizes the entire article.

Scaffolded Discussion: *Armadillos* (continued)

3. Both the picture and the text of the article suggest that armadillos are equipped with
- sharp claws for digging.*
 - excellent eyesight to identify prey.
 - inflatable stomachs for floating.
 - large ears to alert them to danger.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question the words “both” and “and” are a signal that you will have to read and use the picture to determine the correct answer.

Put the two together:

You will need to use both the information from the text and the visual details from the picture. Read each sentence choice first to determine if it can also be found in the article. Then reread each choice that is found in the article and look at the picture to see if the picture depicts the idea.

- Choice (b): The article states they have poor eyesight. The picture does not assist either way.
- Choice (c): This is true, but not supported by the picture.
- Choice (d): This is not supported by the article or picture
- Reread sentence 1 in paragraph 2 - **Armadillos use their sharp claws for digging.**

The answer is (a).

Alternate thinking process:

“Choice (c) is a true statement.”

Choice (c) is a true statement, but it does not answer the question. The question asks that you combine information from the article with what can be seen in the picture. The picture does not pertain to choice (c).

Scaffolded Discussion: *Armadillos* (continued)

4. With which statement would the author of “Armadillos” most likely agree?
- a. Armadillos are a nuisance and should be controlled.
 - b. Armadillos must be protected from their predators.
 - c. Armadillos are interesting creatures with many unique characteristics.*
 - d. Armadillos should be used more frequently in genetic research.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “author” and “most likely agree” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): This is not supported by what the author has written.
- Choice (b): The author does state that the armadillo has many predators; however he does not state that they need to be protected. In fact, he discusses various ways in which they protect themselves.
- Choice (d): The author discusses how armadillos are used in research, but does not give an opinion as to whether or not they should be used more frequently.
- The author describes armadillos as interesting and describes their “unique features.”

The answer is (c).

Alternate thinking process:

“I think (d) is the correct answer.”

This type of question is challenging in the sense that the choices are reasonable. There are several things to look for in the choices. Words such as “must” and “should” are strong in the sense that they almost command something. Three of these choices use these words and if the author does not directly state something in this tone, then that statement is unlikely to be the best answer. The next thing to consider is that the best choice will probably be one that gives the main idea of the article. Choice (c) does just that.

Scaffolded Discussion: *Armadillos* (continued)

5. Which fact from the article provides the best evidence that armadillos can be used in tests that require matching the genetic makeup among test subjects?
- a. One type of armadillo gives birth to a litter of four identical quadruplets.*
 - b. Armadillos are members of the mammal family.
 - c. Armadillos are especially useful in the study of leprosy.
 - d. One type of armadillo rolls up in a ball when threatened.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “best evidence” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (b), (c), and (d): These statements are all supported in the article; however, they do not explain why some armadillos can be used in tests requiring genetic matching.
- Some armadillos give birth to identical quadruplets which is advantageous in some types of testing.

The answer is (a).

Alternate thinking process:

“I don’t know what ‘genetic makeup’ means.”

Although it would be helpful to know what “genetic makeup” means, it is not necessary to answer this question. Words in the question can be found in the article and the answer can be found almost word for word in the sentence following that one. You can research the meaning of “genetic makeup” at a different time.

Scaffolded Discussion: *Armadillos* (continued)

6. Why are some armadillos more likely to collide with passing cars?
- a. They dig their burrows near busy highways.
 - b. They jump straight up in the air when surprised.*
 - c. They roll up in a ball when threatened.
 - d. They are relatively slow due to their short legs.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something is likely to occur.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): This statement is not supported in the article.
- Choice (c): This is true but does not pertain to cars.
- Choice (d): This statement is not true; armadillos move relatively fast.
- Reread the last sentence in paragraph 3: **Another type jumps straight up in the air when surprised, which often results in a collision with passing cars.** The answer is right there.

The answer is (b).

Alternate thinking process:

“Choice (c) is something they do when threatened. A car is threatening. Couldn’t this be the answer?”

Although a statement may be true it is necessary to determine if it answers the question. This statement does not answer the question. Look for the statement that relates to the question. The better choice is (b) because this was discussed in the context of colliding with passing cars.

Scaffolded Discussion: *Armadillos* (continued)

7. How do some armadillos avoid sinking under the weight of their armor?
- a. They roll up into a ball to reduce their surface area.
 - b. They swim quickly with their short legs to cover large distances.
 - c. They inflate their stomachs with air to assist in floating.*
 - d. They shed their overlapping scales to reduce their weight.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked how something is avoided.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choices (a) and (d): These statements are not supported in the article.
- Choice (b): This is a true statement but does not answer the question.
- Armadillos can inflate their stomachs with air to offset the weight of their armor.

The answer is (c).

Alternate thinking process:

"I can't decide between (b) and (c)."

Think about what the question is asking. It is true that armadillos can swim quickly. The question asks how they avoid sinking. The answer is "right there" in the article.

Scaffolded Discussion: *Armadillos* (continued)

8. Read this sentence from the article.

One type of armadillo rolls up in a ball when threatened, tucking its vulnerable head and limbs into its hard outer shell.

Which word means nearly the opposite of the word *vulnerable*?

- a. sensitive
- b. exposed
- c. alert
- d. secure*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

vulnerable	without adequate protection
sensitive	delicate
exposed	visible or unprotected
alert	watchful
secure	well guarded and fortified

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “opposite” and *vulnerable* are signal words; they are key words in the question. You are looking for a word that will change the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

The answer is (d).

Alternate thinking process:

“I don’t know what ‘vulnerable’ means.”

Remember that you are looking for the word that is opposite in meaning to the word “vulnerable.” Reread the sentence and analyze what it says. Try using the words that are given as choices. The armadillo does something to protect itself; it rolls itself up. It also tucks its head and limbs into its shell. Ask yourself why the armadillo might do this. Because the head is sensitive and if exposed it could be damaged. These words can be used; they are probably not antonyms. “Alert” and “secure” are left. Both may be antonyms of “vulnerable,” but “alert” isn’t something that would apply to limbs. Both the head and limbs could be “secure.” This is the best choice.

Ice Skating

Ice skating is a popular pastime for people living in cooler climates all over the world. The act of ice skating involves moving across ice on skates. Skates today are manufactured just for skating and consist of blades mounted on special boots. Primitive skates were attached to regular footwear. Ice skating is primarily done for recreation, but it is also a key component in several winter sports. People can skate on frozen rivers or lakes or at indoor and outdoor skating rinks.

No one knows for sure when humans first began the practice of ice skating. Archaeologists do believe that the activity was very widespread, however. Evidence of early skates made from animal bones has been found across both Western and Eastern Europe. The oldest skates ever found were dated back to 3000 BC. The first written record of ice skating as a sport was made in London (England), by William Fitzstephen in 1180. The first modern skates with sharpened steel edges are thought to have been invented by the Dutch in the 13th or 14th century. In the 15th century, a Dutch painter, Johannes Brugman, first featured ice skaters in a work of art.

The metal blades on the bottom of ice skates today allow skaters to glide with very little friction over the surface of the ice. Skaters can also dig the blade in the ice to increase friction and control their momentum. Gravity also aids skaters in moving forward. The motion of leaning and pushing, a technique called “drawing”, is what allows skaters to gracefully glide on the ice.

Ice skating can be dangerous and requires precautions. The first major danger associated with ice skating is falling on the ice. Serious injury resulting from a fall is rare, but the hard ice surface and the exposed skate blades can contribute to bodily harm. The second, and more serious danger, is the chance of falling through the ice into the freezing water beneath. This danger is only applicable when skating outdoors. Falling through the ice can lead to injury or death resulting from shock, hypothermia, or drowning.

Finally, there are several international sports that involve ice skating. The most popular of these are figure skating, ice hockey, and speed skating. The Winter Olympic Games feature these sports every four years. In fact, some of these sports, and skating for recreation, have become so popular that many places that do not experience cold enough winters for ice skating outdoors have installed indoor rinks.



1. Read this sentence from the article.

Primitive skates were tied to regular footwear.

Which word means nearly the opposite of the word *primitive*?

- a. simple
 - b. ancient
 - c. intricate
 - d. modern
2. What would the author consider to be the most serious danger when skating?
- a. an injury caused by colliding with the hard ice surface
 - b. bodily harm as the result of coming in contact with an exposed skate blade
 - c. shock, hypothermia, or drowning caused by falling through the ice
 - d. painful friction experienced when sliding over the surface of the ice
3. What do William Fitzstephen and Johannes Brugman have in common?
- a. Both used ice skating as the subject for their paintings.
 - b. Both contributed to the historical record of early ice skating.
 - c. Both helped to promote ice skating as a sport.
 - d. Both discovered archeological evidence of primitive skating techniques.
4. What was the author's main purpose in writing this article?
- a. to explain how to construct and use modern ice skates
 - b. to persuade readers to watch the Winter Olympic Games
 - c. to inform readers about the history of ice skating
 - d. to describe how archeologists date ice skating artifacts

Ice Skating *(continued)*

5. How does the author organize the second paragraph of the article?
 - a. She describes the similarities and differences between artifacts found by archeologists that support the early existence of ice skating as a sport.
 - b. She provides historical evidence of ice skating from 3000 BC through the 15th century.
 - c. She lists the major events in the history of ice skating as a competitive sport.
 - d. She gives her opinion on how art and writing have contributed to the development of modern ice skating.

6. Both the picture and the text of the article suggest that ice skating is
 - a. an element of several popular international sports.
 - b. only appropriate for recreation.
 - c. a dangerous activity that requires precautions.
 - d. a primitive sport that hasn't translated well in modern times.

7. What kind of article did the author write about ice skating?
 - a. an entertaining article that retells true stories about well-known skaters
 - b. an informative article that describes the history and modern practice of ice skating
 - c. a helpful article that teaches readers how to improve their ice skating skills
 - d. a persuasive article that convinces readers to try an ice skating-related sport

8. Read this sentence from the article.

The motion of leaning and pushing, a technique called “drawing”, is what allows skaters to gracefully glide on the ice.

Which word means nearly the same as the word *graceful*?

- a. hazardous
- b. brittle
- c. awkward
- d. agile

Fluency Passage: *Ice Skating*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Ice Skating*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Ice Skating

Ice skating is a popular pastime for people living in cooler climates all over the	15
world. The act of ice skating involves moving across ice on skates. Skates today are	30
manufactured just for skating and consist of blades mounted on special boots. Primitive	43
skates were attached to regular footwear. Ice skating is primarily done for recreation,	56
but it is also a key component in several winter sports. People can skate on frozen	72
rivers or lakes or at indoor and outdoor skating rinks.	82
No one knows for sure when humans first began the practice of ice skating.	96
Archaeologists do believe that the activity was very widespread, however. Evidence	107
of early skates made from animal bones has been found across both Western and	121
Eastern Europe. The oldest skates ever found were dated back to 3000 BC. The first	136
written record of ice skating as a sport was made in London (England), by William	151
Fitzstephen in 1180. The first modern skates with sharpened steel edges are thought to	165
have been invented by the Dutch in the 13 th or 14 th century. In the 15 th century, a Dutch	183
painter, Johannes Brugman, first featured ice skaters in a work of art.	195
The metal blades on the bottom of ice skates today allow skaters to glide with	210
very little friction over the surface of the ice. Skaters can also dig the blade in the ice	228
to increase friction and control their momentum. Gravity also aids skaters in moving	241
forward. The motion of leaning and pushing, a technique called “drawing”, is what	254
allows skaters to gracefully glide on the ice.	262
Ice skating can be dangerous and requires	269
precautions. The first major danger associated with ice	277
skating is falling on the ice. Serious injury resulting from a	288
fall is rare, but the hard ice surface and the exposed skate	300
blades can contribute to bodily harm. The second, and more	310
serious danger, is the chance of falling through the ice into	321
the freezing water beneath. This danger is only applicable	330
when skating outdoors. Falling through the ice can lead	339
to injury or death resulting from shock, hypothermia, or	348
drowning.	349

Fluency Passage: *Ice Skating* (continued)

Finally, there are several international sports that 356
involve ice skating. The most popular of these are figure skating, ice hockey, and 370
speed skating. The Winter Olympic Games feature these sports every four years. In 383
fact, some of these sports, and skating for recreation, have become so popular that 397
many places that do not experience cold enough winters for ice skating outdoors have 411
installed indoor rinks. 414

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - # Errors = Fluency
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - # Errors = Words
Correct ÷ Total
Seconds x 60 = Fluency
(WCPM)

414	-		=		÷		x 60 =	
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Scaffolded Discussion: *Ice Skating*

1. Read this sentence from the article.

Primitive skates were tied to regular footwear.

Which word means nearly the opposite of the word *primitive*?

- a. simple
- b. ancient
- c. intricate*
- d. modern

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

primitive	very simple in style or very old-fashioned
simple	not complicated, easy to understand
ancient	belonging to the distant past
intricate	something that has many small parts or details
modern	relating to the present time

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the words “opposite” and *primitive* are signal words; they are key words in the question. You are looking for a word that will change the meaning of the sentence; an antonym; a word that is reverse in meaning.

Put the two together:

Think about the meaning of the word in the sentence and what the question is asking to determine the answer. The opposite of “primitive” is intricate.

The answer is (c).

Alternate thinking process:

“I think the answer could be either (c) or (d).”

Both answers are possible antonyms for the word “primitive.” In this case, “primitive” describes the simplicity of the design of the skates. So the antonym for “primitive” in this case would be something that is more detailed or “intricate.”

Scaffolded Discussion: *Ice Skating* (continued)

2. What would the author consider to be the most serious danger when skating?
 - a. an injury caused by colliding with the hard ice surface
 - b. bodily harm as the result of coming in contact with an exposed skate blade
 - c. shock, hypothermia, or drowning caused by falling through the ice*
 - d. painful friction experienced when sliding over the surface of the ice

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the words “most serious” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where it discusses possible dangers of ice skating.

- Choice (a): This is a potential danger that is discussed in the article. However, it is not stated that it is the most serious danger.
- Choice (b): This is a potential danger that is discussed in the article. However, it is not stated that it is the most serious danger.
- Choice (d): This is not supported in the article.
- Reread sentence 4 in paragraph 4: **The second, and more serious danger, is the chance of falling through the ice into the freezing water beneath.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I don’t know what hypothermia means.”

This question does not require that you know the meaning of hypothermia. The question asks you to find the “more / most serious danger.” Hypothermia could result (i.e., description of one of the things that could happen) from falling through the ice which is itself the danger. It might be interesting to research hypothermia some other time.

Scaffolded Discussion: *Ice Skating* (continued)

3. What do William Fitzstephen and Johannes Brugman have in common?
- Both used ice skating as the subject for their paintings.
 - Both contributed to the historical record of early ice skating.*
 - Both helped to promote ice skating as a sport.
 - Both discovered archeological evidence of primitive skating techniques.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “have in common” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Scan the text to try to find information about William Fitzstephen and Johannes Brugman. Look at each choice individually to determine if it applies to each man. That choice will be the answer.

- Choice (a): Only Johannes Brugman used ice skating as the subject for paintings.
- Choice (c): This statement is not supported in the article.
- Choice (d): This statement is not supported in the article.
- Reread sentences 5 and 7 in paragraph 2: **The first written record of ice skating as a sport was made in London (England), by William Fitzstephen in 1180. In the 14th century, a Dutch painter, Johannes Brugman, first featured ice skaters in a work of art.** These events occurred and were recorded over 500 years ago; they are historical.

The answer is (b).

Alternate thinking process:

“I’m having trouble determining what the correct answer is.”

Look for signal words in each choice. Then scan the article for those signal words and reread that sentence and the sentences surrounding it. For example, “paintings” may be a signal word in choice (a). This word is not in the article, but “painter” is. By locating this sentence and rereading, you can conclude that it was only Brugman who was the painter and used ice skating in his works. Continue in this manner to determine the correct answer.

Scaffolded Discussion: *Ice Skating* (continued)

4. What was the author's main purpose in writing this article?
- to explain how to construct and use modern ice skates
 - to persuade readers to watch the Winter Olympic Games
 - to inform readers about the history of ice skating*
 - to describe how archeologists date ice skating artifacts

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

The question asks what the author's purpose was for writing this article. Determine if the author's intent was to explain something to the reader; to persuade the reader to do something or feel a certain way; to inform the reader; or to describe something to the reader.

Put the two together:

After you decide what the author's purpose was for writing this article, think about the passage and read the choices to determine which one best sums up why she wrote this.

- Choice (a): Although mention is made of how modern ice skates are made, the author does not explain how to make them.
- Choice (b): There is no evidence in the text that the author is trying to convince the reader to watch the Winter Olympic Games.
- Choice (d): Although the passage mentions ice skating artifacts from long ago, it does not describe how scientists dated them.
- The main purpose for writing the article was to inform readers about the history of skating.

The answer is (c).

Alternate thinking process:

"How do I determine what the author's purpose was for writing this article?"

Ask yourself, "Did I learn how to construct and use modern ice skates? Did the author try to persuade me to do something? Did the author try to describe something? Was the story informational?" This story informs readers about the history of skating.

Scaffolded Discussion: *Ice Skating* (continued)

5. How does the author organize the second paragraph of the article?
- a. She describes the similarities and differences between artifacts found by archeologists that support the early existence of ice skating as a sport.
 - b. She provides historical evidence of ice skating from 3000 BC through the 15th century.*
 - c. She lists the major events in the history of ice skating as a competitive sport.
 - d. She gives her opinion on how art and writing have contributed to the development of modern ice skating.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “organize” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal words, to determine the answer.

- Choice (a): There is no textual evidence in paragraph 2 to support the early existence of ice skating as a sport.
- Choice (c): There is no textual evidence in paragraph 2 to support major events in the history of ice skating as a competitive sport.
- Choice (d): Although art and writing about ice skating are mentioned in paragraph 2, they are not connected to the development of modern ice skating.
- The organization of paragraph 2 provides historical evidence of ice skating from 3000 BC through the 15th century

The answer is (b).

Alternate thinking process:

“How do I figure out how this paragraph is organized?”

Reread the paragraph. Identify the main idea of the paragraph. Determine how the main idea is developed. The author gives examples of artifacts found relating to skating that date back to 3000BC. In addition, the words “evidence” and “3000 BC” and “15th century” can be found in the article and choice (b).

Scaffolded Discussion: *Ice Skating* (continued)

6. Both the picture and the text of the article suggest that ice skating is
- an element of several popular international sports.*
 - only appropriate for recreation.
 - a dangerous activity that requires precautions.
 - a primitive sport that hasn't translated well in modern times.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information or clarification. In this question the word “both” is a signal that you will use the picture to reinforce what is written in the text.

Put the two together:

Use the information in the choices and the question, including the signal word, to determine the answer.

Scan the story and look at the picture to find the information.

- Choice (b): Reread sentence 5 in paragraph 1: **Ice skating is primarily done for recreation, but it is also a key component in several winter sports.** This sentence implies that ice skating is more than just for recreation.
- Choice (c): Reread the first sentence in paragraph 4: **Ice skating can be dangerous and requires precautions.** The picture shows ice skaters taking precautions by wearing protective gear.
- Answer (d) is not supported by the text.
- Reread the first sentence in paragraph 5: **Finally, there are several international sports that involve ice skating.** This sentence and the picture showing the sport of ice hockey support.

The answer is (a).

Alternate thinking process:

“I think (c) could be the answer.”

Skating can be dangerous and therefore requires precautions. The picture shows the players wearing padding and guards. However, from the picture, we can't determine that that is why they are wearing the guards and padding. It could be because it's cold. An inference would have to be made if this answer was chosen. The article states that skating is an element of several popular international sports and it is illustrated in the picture.

Scaffolded Discussion: *Ice Skating* (continued)

7. What kind of article did the author write about ice skating?
- a. an entertaining article that retells true stories about well-known skaters
 - b. an informative article that describes the history and modern practice of ice skating*
 - c. a helpful article that teaches readers how to improve their ice skating skills
 - d. a persuasive article that convinces readers to try an ice skating-related sport

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

The question asks what type of article this is. Determine if the author's intent was to tell a story in order to entertain; to inform; to teach readers to do something; or to persuade the reader to do something or feel a certain way.

Put the two together:

After you decide what type of article this is, think about the passage and read the choices to determine which one best sums up why she wrote this.

- Choice (a): There are no true stories of well-known skaters in this passage.
- Choice (c): The article does not teach the reader about ways to improve ice skating skills.
- Choice (d): Although a reader might be inclined to try an ice skating-related sport after reading this article, the text does not attempt to persuade one to do so.
- This article does provide information about the history of ice skating (paragraph 2) and the modern practice of ice skating (paragraph 4)

The answer is (b).

Alternate thinking process:

"How do I determine what type of article this is?"

Ask yourself, "Was the article entertaining? Did I learn some facts? Did the author try to persuade me to do something? Did the author try to teach me something? This story does give information by telling the reader about the history and modern practice of skating.

Scaffolded Discussion: *Ice Skating* (continued)

8. Read this sentence from the article.

The motion of leaning and pushing, a technique called “drawing,” is what allows skaters to gracefully glide on the ice.

Which word means nearly the same as the word *graceful*?

- a. hazardous
- b. brittle
- c. awkward
- d. agile*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

graceful	someone or something that is graceful moves in a smooth and controlled way
hazardous	dangerous, especially to people’s health or safety
brittle	hard, but easily broken
awkward	difficult to use or carry because of its design
agile	someone who is agile can move quickly and easily

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “means nearly the same” and “*graceful*” are the signal words; they are key words in the question. Use your knowledge of the meaning of the words to answer the question

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

The answer is (d).

Alternate thinking process:

“What if I don’t know the meaning of all the words that are given as choices.”

Try to use your background knowledge to narrow the choices. For example, you have heard people say that smoking is “hazardous” to your health. You know that smoking is dangerous and bad and can make you sick. “Hazardous” must have something to do with dangerous. “Hazardous” would not make sense in this sentence; its meaning is not “nearly the same.” Continue with any or all of the other words and try to determine the answer.

Bird Songs

Have you ever heard a bird singing and wondered how it made such lovely sounds? Very few animals use their voices as skillfully as birds. Their anatomy is completely different from that of any other animal, allowing them to create beautiful music. To understand how birds use their voices, it is helpful to understand how we, as humans, use ours.

An organ in our throats, called the larynx, is what we use to produce the sounds that make up the human voice. Birds have a similar organ, but instead of using it to produce sound, they use it as a valve to prevent food and water from passing into their lungs. The vocalizations of birds come from another organ, the syrinx, which sits at the lower end of the trachea and is surrounded by an air sac. The trachea divides into bronchi, or tubes that connect to the lungs. Muscles and membranes on the bronchial and tracheal walls cause sound vibrations in the tracheal air column to produce sound. These sounds are nearly impossible for other animals to emulate.

In addition to using their muscles and membranes to cause vibrations, birds must take small, shallow breaths to produce their sounds and songs. Birds have impressive breath control. Air for breathing can pass through the syrinx at the same time that the bird is tweeting away. This is how they can sing for long periods of time without stopping for a breath. Their breath control is so incredible, in fact, that birds can sing far longer than even the most well-trained opera star!

There are as many different bird songs and sounds as there are varieties of birds. This is good news for bird watchers, as they are able to recognize the presence of a particular bird without actually seeing it. Researchers who study birds, as well as recreational bird enthusiasts, must learn the many sounds that each individual bird makes. The cardinal, for example, has several dozen unique calls, two or three of which are used more frequently than the others. Some calls are only used at night and some only during particular seasons. Male birds usually sing more often than female birds, especially when trying to attract a mate.

Bird Songs *(continued)*

The canary is an example of a songbird, which is an unofficial category of bird that is usually small and has a song-like quality to its call. Most of the birds you may see at a backyard bird feeder are considered songbirds. There are many other categories of birds. For example, the goose is a water bird and produces a loud honking or rattling sound. Crows, ravens, and myna birds are known for their “caw-caw” sounds, and not for whistling a pretty tune. The bull-finch, mockingbird, starling, and magpie are known as imitative birds. They can learn to realistically imitate other birdcalls and can even learn to mimic the human voice.

Some larger birds, such as storks, have no syrinx and are mute. They use bill-clattering as a form of communication. Chickens make noise with their bills too, but they are able to use their voices as well. Vultures also lack a syrinx, so they communicate with grunts, barks, and growls. This makes them sound strangely like dogs.

Just like human voices are unique to each person, birds have their own distinctive voices. A bird will know the chirp of its chick or mate from many yards away. This helps birds to recognize each other, just as humans are able to identify friends or family members over the phone.

People throughout history have been amazed by the myriad of sounds birds can produce with their voices. In fact, many poems and pieces of classical music have been inspired by the music birds make. Some people today use recorded bird songs to help them relax, while others rely on the sounds of bird calls to wake them in the morning. The soundtrack of our daily lives just wouldn't be complete without bird calls. The beautiful sound of bird calls is something nearly everyone can appreciate.

Bird Songs *(continued)*

1. Read this sentence from the article.

These sounds are nearly impossible for other animals to emulate.

What does *emulate* mean in this sentence?

- a. understand
- b. recognize
- c. create
- d. mimic

2. Read these sentences from the article.

Vultures also lack a syrinx, so they communicate with grunts, barks, and growls.

This makes them sound strangely like dogs.

The author uses this comparison because readers

- a. are likely to be more familiar with the sounds of vultures than of dogs.
- b. are likely to have a more positive opinion of dogs than of vultures.
- c. are likely to be more familiar with the sounds of dogs than of vultures.
- d. are likely to have a more positive opinion of vultures than of dogs.

3. According to the article, what helps birds to recognize each other?

- a. Each bird has a distinctive voice.
- b. Each bird uses a combination of song and bill-clattering to communicate.
- c. Each bird has impressive breath control.
- d. Each bird uses vocalizations to attract a mate.

4. Read this sentence from the article.

Usually, male birds sing more often than female birds, especially when trying to attract a mate.

Which word means nearly the opposite of the word *attract* as used in the sentence?

- a. lure
- b. repel
- c. attack
- d. engage

Bird Songs (continued)

5. Why is it beneficial for bird watchers to recognize the many sounds each individual bird makes?
 - a. It helps them to attract a bird using sound.
 - b. It helps them to imitate a bird's sounds.
 - c. It helps them to identify a bird without seeing it.
 - d. It helps them to determine a bird's mating season.

6. How do the larynx and syrinx of a bird differ?
 - a. The larynx is similar to an organ found in humans, while the syrinx is unique to birds.
 - b. The larynx helps the bird to produce sound, while the syrinx prevents food from passing into the lungs.
 - c. The larynx sits at the lower end of the trachea, while the syrinx is located in the throat.
 - d. The larynx is found only in songbirds, while the syrinx is common to all birds.

7. According to the article, why can birds sing for so long?
 - a. They can breathe and sing at the same time.
 - b. They have excellent control of the muscles and membranes of the syrinx.
 - c. They take small, shallow breaths.
 - d. They stop often to breathe.

8. How are storks and vultures similar?
 - a. Both are classified as songbirds.
 - b. Both lack a syrinx.
 - c. Both use bill-clattering as a form of communication.
 - d. Both are able to imitate other bird calls.

Fluency Passage: *Bird Songs*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Bird Songs*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Bird Songs

Have you ever heard a bird singing and wondered how it made such lovely	14
sounds? Very few animals use their voices as skillfully as birds. Their anatomy is	28
completely different from that of any other animal, allowing them to create beautiful	41
music. To understand how birds use their voices, it is helpful to understand how we, as	57
humans, use ours.	60
An organ in our throats, called the larynx, is what we use to produce the sounds	76
that make up the human voice. Birds have a similar organ, but instead of using it to	93
produce sound, they use it as a valve to prevent food and water from passing into their	110
lungs. The vocalizations of birds come from another organ, the syrinx, which sits at	124
the lower end of the trachea and is surrounded by an air sac. The trachea divides into	141
bronchi, or tubes that connect to the lungs. Muscles and membranes on the bronchial	155
and tracheal walls cause sound vibrations in the tracheal air column to produce sound.	169
These sounds are nearly impossible for other animals to emulate.	179
In addition to using their muscles and membranes to cause vibrations, birds must	192
take small, shallow breaths to produce their sounds and songs. Birds have impressive	205
breath control. Air for breathing can pass through the syrinx at the same time that the	221
bird is tweeting away. This is how they can sing for long periods of time without stopping	238
for a breath. Their breath control is so incredible, in fact, that birds can sing far longer	255
than even the most well-trained opera star!	262
There are as many different bird songs and sounds as there are varieties of	276
birds. This is good news for bird watchers, as they are able to recognize the presence	292
of a particular bird without actually seeing it. Researchers who study birds, as well as	307
recreational bird enthusiasts, must learn the many sounds that each individual bird	319
makes. The cardinal, for example, has several dozen unique calls, two or three of which	334
are used more frequently than the others. Some calls are only used at night and some	350
only during particular seasons. Male birds usually sing more often than female birds,	363
especially when trying to attract a mate.	370

Fluency Passage: *Bird Songs* (continued)

The canary is an example of a songbird, which is an unofficial category of bird that is usually small and has a song-like quality to its call. Most of the birds you may see at a backyard bird feeder are considered songbirds. There are many other categories of birds. For example, the goose is a water bird and produces a loud honking or rattling sound. Crows, ravens, and myna birds are known for their “caw-caw” sounds, and not for whistling a pretty tune. The bull-finch, mockingbird, starling, and magpie are known as imitative birds. They can learn to realistically imitate other birdcalls and can even learn to mimic the human voice.

Some larger birds, such as storks, have no syrinx and are mute. They use bill-clattering as a form of communication. Chickens make noise with their bills too, but they are able to use their voices as well. Vultures also lack a syrinx, so they communicate with grunts, barks, and growls. This makes them sound strangely like dogs.

Just like human voices are unique to each person, birds have their own distinctive voices. A bird will know the chirp of its chick or mate from many yards away. This helps birds to recognize each other, just as humans are able to identify friends or family members over the phone.

People throughout history have been amazed by the myriad of sounds birds can produce with their voices. In fact, many poems and pieces of classical music have been inspired by the music birds make. Some people today use recorded bird songs to help them relax, while others rely on the sounds of bird calls to wake them in the morning. The soundtrack of our daily lives just wouldn't be complete without bird calls. The beautiful sound of bird calls is something nearly everyone can appreciate.

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - **# Errors** = **Fluency**
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - **# Errors** = **Words**
Correct ÷ **Total**
Seconds x 60 = **Fluency**
(WCPM)

673	-		=		÷		x 60 =	
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Scaffolded Discussion: *Bird Songs*

1. Read this sentence from the article.

These sounds are nearly impossible for other animals to emulate.

What does *emulate* mean in this sentence?

- a. understand
- b. recognize
- c. create
- d. mimic*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

emulate	imitate
understand	if you understand someone you know what they mean
recognize	if you recognize someone, you know who that person is
create	cause it to happen or exist
mimic	imitate

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “*emulate*” is a signal word; it is a key word in the question. In addition, “emulate” is in italics which gives you another clue that this word is important.

Put the two together:

Think about the meaning of the words and what the question is asking to determine the answer.

The answer is (d).

Alternate thinking process:

“I think the answer could be (c) or (d).”

Both answers make sense in the sentence. However, the question asks what “emulate” means. “Emulate” means to imitate. “Mimic” means to imitate also. “Create” means to bring something into being. The best choice in this case is (d).

Scaffolded Discussion: *Bird Songs* (continued)

2. Read these sentences from the article.

Vultures also lack a syrinx, so they communicate with grunts, barks, and growls. This makes them sound strangely like dogs.

The author uses this comparison because readers

- a. are likely to be more familiar with the sounds of vultures than of dogs.
- b. are likely to have a more positive opinion of dogs than of vultures.
- c. are likely to be more familiar with the sounds of dogs than of vultures.*
- d. are likely to have a more positive opinion of vultures than of dogs.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “comparison” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal word. You are to determine what two things have in common.

- Choice (a): This is unlikely to be true for most people.
- Choice (b): This may or may not be true, but it does not pertain to the sounds an animal might make.
- Choice (d): This is also a matter of opinion and not related to sounds.
- People are likely to be more familiar with the sounds of dogs than of vultures.

The answer is (c).

Alternate thinking process:

“I am having trouble deciding what the answer is.”

This question doesn’t have anything to do with opinions. So (b) and (d) can be eliminated first. Think about the remaining two choices. Ask yourself how often you hear and see dogs; how often you see and hear vultures. Most likely, it is dogs you are more familiar with and that’s probably why the author used this comparison.

Scaffolded Discussion: *Bird Songs* (continued)

3. According to the article, what helps birds to recognize each other?
- Each bird has a distinctive voice.*
 - Each bird uses a combination of song and bill-clattering to communicate.
 - Each bird has impressive breath control.
 - Each bird uses vocalizations to attract a mate.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to determine what feature helps birds recognize each other so “recognize” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer. The answer is right there.

- Choice (b): This is not supported in the article.
- Choice (c): This is true but is not how birds recognize each other.
- Choice (d): Male birds use vocalizations to attract mates. The article says nothing about the females doing this.
- Reread the first sentence in paragraph 7: **Just like human voices are unique to each person, birds have their own distinctive voices.** The answer is right there.

The answer is (a).

Alternate thinking process:

“The article does say that some birds communicate with song and some use bill clattering. Why isn’t the answer (b)?”

The important word here is “some.” Choice (b) says “each.” That is not correct. The article also says that birds have their own distinctive voices.

Scaffolded Discussion: *Bird Songs* (continued)

4. Read this sentence from the article.

Usually, male birds sing more often than female birds, especially when trying to attract a mate.

Which word means nearly the opposite of the word *attract* as used in the sentence?

- a. lure
- b. repel*
- c. attack
- d. engage

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

attract	if something attracts people or animals, it has features that cause them to come to it
lure	to trick someone into a particular place
repel	giving out a force that pushes you away
attack	try to hurt or damage using physical violence
engage	actively involved

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “opposite” and *attract* are signal words; they are key words in the question. You are looking for a word that changes the meaning of the sentence (i.e., an antonym, a word that is reverse in meaning).

Put the two together:

Think about the meaning of the word in the sentence and what the question is asking to determine the answer.

The answer is (b).

Alternate thinking process:

“I don’t know the meanings of all the choices.”

Try to use your background knowledge to narrow the choices. For example, you may know that an “attack” means to hurt or damage using physical violence. This is not the opposite of “attract.” Continue with any or all of the other words and try to determine the answer.

Scaffolded Discussion: *Bird Songs* (continued)

5. Why is it beneficial for bird watchers to recognize the many sounds each individual bird makes?

- a. It helps them to attract a bird using sound.
- b. It helps them to imitate a bird's sounds.
- c. It helps them to identify a bird without seeing it.*
- d. It helps them to determine a bird's mating season.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, you are asked “why” something is beneficial.

Put the two together:

Use the information in the story and the question to determine the answer.

- Choices (a), (b), and (d): Although these statements may be true, they are not the reason stated in the article.
- Reread sentence 2 in paragraph 4: **This is good news for bird watchers, as they are able to recognize the presence of a particular bird without actually seeing it.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I can’t find the word “beneficial” in the article.”

“Beneficial” does not appear in the article. There are two approaches to help determine the answer. The first way is to think about what the word “beneficial” or its root “benefit” means. It has to do with something being useful or helpful. Another way to approach this is to try to find words in the article that are in the question. A signal word to look for is “recognize.” Once you locate the sentence containing the word, reread that sentence and you should be able to determine the answer.

Scaffolded Discussion: *Bird Songs* (continued)

6. How do the larynx and syrinx of a bird differ?

- a. The larynx is similar to an organ found in humans, while the syrinx is unique to birds.*
- b. The larynx helps the bird to produce sound, while the syrinx prevents food from passing into the lungs.
- c. The larynx sits at the lower end of the trachea, while the syrinx is located in the throat.
- d. The larynx is found only in songbirds, while the syrinx is common to all birds.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “differ” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the text to try to find information about the bird’s larynx and syrinx. Look at each choice individually to determine if it describes the difference between the two.

- Choice (b): The opposite is true. The syrinx helps the bird to produce sound, while the larynx prevents food from passing into the lungs.
- Choice (c): The opposite is true. The syrinx sits at the lower end of the trachea, while the larynx is located in the throat.
- Choice (d): This statement is not supported in the article.
- Reread the first 3 sentences in paragraph 2: **An organ in our throats, called the larynx.....Birds have a similar organ, but instead of using it to produce sound, they use it as a valve to prevent food and water from passing into their lungs. The vocalizations of birds come from another organ, the syrinx, which sits at the lower end of the trachea and is surrounded by an air sac. Muscles and membranes on the bronchial and tracheal walls cause sound vibrations in the tracheal air column to produce sound.** According to this information, a bird’s larynx prevents food and water from passing into their lungs while the syrinx produces sound.

The answer is (a).

Alternate thinking process:

“I’m having trouble finding the answer.”

This question can be answered using the process of elimination. Choices (b) and (c) can be eliminated because they are incorrect. Choice (d) can be eliminated because nowhere is that stated; rather it is stated that birds do have a larynx and this would include songbirds. In addition, the author states that birds have an organ called the syrinx which is involved in making vocalizations. Later in the paragraph it is stated that these sounds are nearly impossible for other animals to emulate. You can draw the conclusion that this is because birds are the only animals with a syrinx.

Scaffolded Discussion: *Bird Songs* (continued)

7. According to the article, why can birds sing for so long?
- a. They can breathe and sing at the same time.*
 - b. They have excellent control of the muscles and membranes of the syrinx.
 - c. They take small, shallow breaths.
 - d. They stop often to breathe.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked “why” birds can sing for so long.

Put the two together:

Use the information in the article and question to determine the answer. Scan the article to find the part that explains why birds can sing so long. The answer is right there.

- Choices (b) and (c): These statements are true, but it is not what allows them to sing for so long.
- Choice (d): This statement is incorrect.
- Reread sentences 3 and 4 in paragraph 3: **Air for breathing can pass through the syrinx at the same time that the bird is tweeting away. This is how they can sing for long periods of time without stopping for a breath.** The answer is right there.

The answer is (a).

Alternate thinking process:

“They have to be able to do (b) and (c) to sing so why aren’t they correct?”

The important consideration here is to read the question to determine what it is specifically asking. Choices (b) and (c) are true, but they do not answer the question. The reason they can sing for so long is because they can breathe and sing at the same time.

Scaffolded Discussion: *Bird Songs* (continued)

8. How are storks and vultures similar?
- a. Both are classified as songbirds.
 - b. Both lack a syrinx.*
 - c. Both use bill-clattering as a form of communication.
 - d. Both are able to imitate other bird calls.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “similar” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the article to try to find information about storks and vultures. Look at each choice individually to determine if it applies to both storks and vultures. That choice will be the answer.

- Choice (a): Neither are classified as songbirds.
- Choice (c): Only storks do this.
- Choice (d): Neither of these birds imitates other bird calls.
- Reread sentences 1 and 4 in paragraph 7: **Some larger birds, such as storks, have no syrinx and are mute. Vultures also lack a syrinx...** The answer is right there.

The answer is (b).

Alternate thinking process:

“I am having trouble comparing the two.”

One way to organize information is to use a 2-column chart. Label one column “storks” and the other “vultures.” Reread the article and list all the details given about storks. Do the same with “vultures.” Compare the two lists and cross out those items that are only found in that column. What is left will be the feature that is alike for both storks and vultures; they both lack a syrinx. That is the answer.

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well-known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

Caving, or “spelunking,” is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underwater caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years and were inhabited by Native Americans and early European settlers. It wasn't until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.

Caves (continued)

1. Read this sentence from the article.

Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

What does *disoriented* mean in this sentence?

- a. confused
- b. resigned
- c. distracted
- d. intrigued

2. According to the author, how do the caves at Florida Caverns State Park differ from other caves in Florida?

- a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
- b. The caves at Florida Caverns State Park include several large cave rooms.
- c. The caves at Florida Caverns State Park are accessible by guided tour.
- d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

3. Which fact from the article provides the best evidence that cave diving can be dangerous?

- a. Underwater caves are often located at such depths that they receive no natural light.
- b. Cave divers must use advanced Scuba diving gear to access underwater caves.
- c. Underwater caves can be complex networks or connected caverns.
- d. Cave divers may experience equipment failure and be unable to reach the surface.

4. Read this sentence from the article.

An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

The author uses this sentence to help the reader

- a. compare rock formations to other geologic features.
- b. remember how to identify popular rock formations.
- c. appreciate the beauty of open-air caves.
- d. understand how limestone caves are formed.

5. Read this sentence from the article.

Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The author uses this sentence to show that

- a. some caves are difficult to access.
- b. most caverns in the state are air-filled.
- c. air-filled caves attract many cavers each year.
- d. cavers can easily become disoriented.

6. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?

- a. It encouraged the formation of additional stalactites and stalagmites.
- b. It allowed Native Americans and European settlers to inhabit the caves.
- c. It opened up large cave rooms that had been closed off by sinkholes over time.
- d. It created opportunities for park visitors to explore the caves.

7. According to the author, how are stalactites and stalagmites similar?

- a. They are formed by dripping water and minerals.
- b. They contribute to the development of sinkholes.
- c. They are the only rock formations found in limestone caverns.
- d. They are found primarily in underwater caves.

8. What does this excerpt from the second paragraph mean?

Caving, or “spelunking,” is the recreational sport of exploring caves.

- a. Caving is a professionally recognized sport involving cave exploration.
- b. Caving requires specialized cave exploration training.
- c. Caving, or cave exploration, is primarily done for leisure.
- d. Caving is dangerous and caves should be explored with caution.

Fluency Passage: Caves

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called **Caves**. Begin here. **Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well-known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

Caving, or "spelunking," is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underwater caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

Fluency Passage: Caves (continued)

Not all caves in Florida are flooded. Florida Caverns State Park, located in the 302
Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the 316
state. The caves located within the park have existed for millions of years and were 331
inhabited by Native Americans and early European settlers. It wasn't until the mid-1930s 344
however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear 355
the caves of rock debris and install lighting. Since the 1940s, the park has been able 371
to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking 385
tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is 398
an interesting and exciting way to learn about the environments around us. 410

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	

NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
410	-		=		÷		x 60 =	

Scaffolded Discussion: Caves

1. Read this sentence from the article.

Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.

What does *disoriented* mean in this sentence?

- a. confused*
- b. resigned
- c. distracted
- d. intrigued

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

disoriented	losing your sense of direction, lost and uncertain
confused	do not know exactly what is happening or what to do
resigned	you accept an unpleasant situation or fact without complaining because you realize that you cannot change it
distracted	not concentrating on something because you are worried or are thinking about something else.
intrigued	if you are intrigued by something, it interests you and you want to know more about it

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “*disoriented*” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (a).

Alternate thinking process:

“‘*Distracted*’ makes sense in the sentence. Why can’t it be (c)?”

Distracted does make sense in this sentence. However, the question asks what “disoriented” means. Disoriented means to losing your sense of direction; it also means uncertain. Confused means not knowing what is happening or what to do. “Distracted” means not concentrating. The word that is closest in meaning to “disoriented” is confused. The best choice is (a).

Scaffolded Discussion: Caves (continued)

2. According to the author, how do the caves at Florida Caverns State Park differ from other caves in Florida?

- a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
- b. The caves at Florida Caverns State Park include several large cave rooms.
- c. The caves at Florida Caverns State Park are accessible by guided tour.*
- d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “differ” is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer.

- Choices (a) and (b): These statements are true; but it is not stated whether or not it is true of other caves in Florida as well.
- Choice (d): This is not true. The caves already existed; they were made accessible by the Civilian Conservation Corps.
- Reread sentence 2 in paragraph 4: **Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caved in the state.** The answer is right there.

The answer is (c).

Alternate thinking process:

“I can’t find the answer.”

When the answer isn’t obvious, refer back to the article. Try to locate words that are in both the question and the article. Begin with the main part, “Florida Caverns State Park” (located in paragraph four). Look for other common words. You will find that there are no exact matches. Move on to the choices and pick out key words that can also be found in the article (e.g., the phrase, “Native Americans and early European settlers” is found in that paragraph; however, it is not related to the question). Continue until you locate words found in both the choice and article. Using that common information, you will be able to determine the answer.

Scaffolded Discussion: Caves *(continued)*

3. Which fact from the article provides the best evidence that cave diving can be dangerous?
- a. Underwater caves are often located at such depths that they receive no natural light.
 - b. Cave divers must use advanced Scuba diving gear to access underwater caves.
 - c. Underwater caves can be complex networks or connected caverns.
 - d. Cave divers may experience equipment failure and be unable to reach the surface.*

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “evidence” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choices (a), (b), and (c): These all provide details about caves, but do not mention danger.
- The best evidence is that cave divers may experience equipment failure and be unable to reach the surface.

The answer is (d).

Alternate thinking process:

“Why can’t the answer be (a)?”

Look at all the choices to determine which provides the best evidence. Choice (a) could be a factor in a potential problem. Ask yourself if you think it is the statement that provides the best evidence or if there is another statement that indicates a more probable danger. Although the fact that they receive no natural light is potentially dangerous; it isn’t necessarily imminently dangerous. Equipment failure is a real danger.

Scaffolded Discussion: Caves (continued)

4. Read this sentence from the article.

An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

The author uses this sentence to help the reader

- a. compare rock formations to other geologic features.
- b. remember how to identify popular rock formations.*
- c. appreciate the beauty of open-air caves.
- d. understand how limestone caves are formed.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “identify” is the signal word; it is key to understanding the question and answering it correctly. This question asks how the author uses the sentence to help the reader identify formations.

Put the two together:

Use the information in the article and question to determine the answer.

- Choices (a) and (c): These statements are not supported in the article.
- Choice (d): There is some discussion about how limestone caves are formed, but it does not pertain to this question.
- The answer is right there in the question: An easy way to **identify these formations** is to remember...

The answer is (b).

Alternate thinking process:

“I can’t find the answer.”

Sometimes the answer will contain the same signal word. The question uses the word “identify” and “identify” is also found in (b). Reread this choice to see if it does answer the question. It will not always be the case, but in this instance it does answer the question.

Scaffolded Discussion: Caves (continued)

5. Read this sentence from the article.

Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.

The author uses this sentence to show that

- a. some caves are difficult to access.*
- b. most caverns in the state are air-filled.
- c. air-filled caves attract many cavers each year.
- d. cavers can easily become disoriented.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked what the author is trying to express.

Put the two together:

Use the information in the article and the question to determine the answer.

- Choice (b): The sentence used in this question does not refer to air-filled caverns.
- Choice (c): The sentence is not about how many cavers visit each year.
- Choice (d): The sentence used in this question does not refer to caver disorientation.
- The most likely answer describes the difficulties (darkness, tight crawl spaces, long distances) a cave explorer might encounter in some caves.

The answer is (a).

Alternate thinking process:

"I don't know what 'access' means."

Analyze the sentence to see if you can deduce the meaning of "access." Reread the sentence from the article. Put it in your own words. What is the author describing? Look for words that will give you a sense of the situation (e.g., extreme, squeeze, tight). In addition, if the cavers only have lamps or flashlights what can you infer? That it is dark. What are the cavers trying to do? They are trying to get into the underground caves so they can explore them. Does this sound like an easy type of exploring? If you haven't figured out the meaning of the word, you can conclude that it must be difficult. You can determine the answer from this point.

Scaffolded Discussion: Caves *(continued)*

6. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?
- It encouraged the formation of additional stalactites and stalagmites.
 - It allowed Native Americans and European settlers to inhabit the caves.
 - It opened up large cave rooms that had been closed off by sinkholes over time.
 - It created opportunities for park visitors to explore the caves.*

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “effect” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer.

- Choices (a), (b), and (c): These statements are not supported in the article.
- Reread sentences 4 and 5 in paragraph 4: **It wasn’t until the mid-1930’s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940’s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour.** The answer is right there.

The answer is (d).

Alternate thinking process:

“I know (a), (b), and (c) are not correct, but how do I know that (d) is an important effect?”

“It created opportunities” is a key phrase in this choice. You have to think about what the author has said and put that information together to determine the answer. Exploring the caves was not an option prior to cleaning them out. As the reader learns in this article, exploring is a sport enjoyed by many. Now people have this opportunity, whereas previously they did not.

Scaffolded Discussion: Caves *(continued)*

7. According to the author, how are stalactites and stalagmites similar?
- a. They are formed by dripping water and minerals.*
 - b. They contribute to the development of sinkholes.
 - c. They are the only rock formations found in limestone caverns.
 - d. They are found primarily in underwater caves.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word “similar” is the signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and question to determine the answer.

- Choices (b), (c), and (d): These statements are not supported in the article.
- Reread sentences 5 and 6 in paragraph 1: **In limestone caves, dripping water and minerals form large column-like formations. The most common and well-known of these formations are stalactites and stalagmites.** The answer is right there.

The answer is (a).

Alternate thinking process:

“They also are both column-like. Why isn’t that listed?”

In this question, you are asked to identify only one in which they are similar. Choose the best answer that is available.

Scaffolded Discussion: Caves (continued)

8. What does this excerpt from the second paragraph mean?

Caving, or “spelunking,” is the recreational sport of exploring caves.

- a. Caving is a professionally recognized sport involving cave exploration.
- b. Caving requires specialized cave exploration training.
- c. Caving, or cave exploration, is primarily done for leisure.*
- d. Caving is dangerous and caves should be explored with caution.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

recreational	relating to things people do in their spare time
professionally	requiring advanced education or training
specialized	trained for a particular purpose or area of knowledge
leisure	the time when you are not working and can relax and do things you enjoy
dangerous	able or likely to hurt or harm you

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “spelunking” and “recreational” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the meanings of the words and what the question is asking to determine your answer.

The answer is (c).

Alternate thinking process:

“I don’t know how to answer this question.”

Focus on the signal words. “Spelunking” is defined using the word “recreational.” What do you know about the word “recreational”? It has something to do with fun and entertaining; it is not work related. Find the choice that has a word that means almost the same thing (i.e., leisure). That will be your answer.

Our First Television

Children today would have a difficult time watching the same television I did as a child. It's probably hard to believe now, but I can still remember the day our family got our first television. Early TV sets were very expensive and our family couldn't afford one until 1953. I was five years old and was very excited when the delivery man came to set up the television. The set was huge and came complete with a tall, metal antenna that had to be secured to the outside of our house. The TV had manual knobs to change the channels, which was funny, because our reception was so bad that we could only get one station to come in.

I should tell you that our television had pretty poor picture quality compared to the TVs of today. Everything was in black and white and the images were blurry. If you didn't know better, you might think it was snowing during all of the programs. In the years after we got our set, our town added two more stations and the picture quality improved both in contrast and sharpness. During these years, my mother and father had two other children and watching television became a family affair. Most of the television shows were family-oriented, although the most popular programs were news broadcasts.

By the late 1950s, color televisions were being marketed, but they were too pricey for the average American. One day, my father came home with his version of a color TV. He placed a transparent piece of plastic over the television that was supposed to make the programs look like they were in color. Whoever sold this to my father must have been a good salesman, because all it did was turn everything pink.

It was only when one of our neighbors bought a real color television that we saw how wonderful color TVs could be. We asked our father to buy a color television, but he wasn't sure it was worth the money. We begged and begged and then finally, after saving money for several months, our father and mother surprised us one weekend with a new color TV. We still only received three channels, but with the color set we thought we had the ultimate entertainment center.

Considering the advanced technology we have today, including high definition televisions and DVD players, children would be amazed if they could see what televisions were like just half a century ago.

Our First Television (continued)

1. How did the author's television viewing experience change over time?
 - a. At first he watched news broadcasts; then he watched family-oriented programs.
 - b. At first he watched a manual knob television; then he watched an antenna TV.
 - c. At first he watched programs in black and white; then he watched programs in color.
 - d. At first he watched television alone; then he watched with his family.
2. Which two words from the story have almost the same meaning?
 - a. ultimate, transparent
 - b. century, quality
 - c. oriented, secured
 - d. expensive, pricey

3. Read this sentence from the story.

Children today would have a difficult time watching the same television I did as a child.

The author begins the first paragraph of the story with this sentence to

- a. encourage readers to think about their childhood television viewing habits.
 - b. prepare readers for a discussion of children's television programming.
 - c. introduce readers to the idea that televisions have changed dramatically over time.
 - d. familiarize readers with the challenges parents face in finding television programming for their children.
4. Why did the author's father place a piece of transparent plastic over the television?
 - a. He thought the picture would appear in color.
 - b. He wanted to improve the contrast and sharpness of the picture.
 - c. He thought the picture would appear less blurry.
 - d. He wanted to improve the reception of local television channels.

Our First Television (continued)

5. What is the author's attitude toward the neighbors' color TV in this story?

- a. apprehensive
- b. nostalgic
- c. envious
- d. grateful

6. What does this excerpt from the first paragraph mean?

The TV had manual knobs to change the channels...

- a. Each channel was controlled by a knob on the TV.
- b. The knobs on the TV had to be turned by hand.
- c. Each channel had to be changed from a remote location.
- d. The knobs on the TV were difficult to turn.

7. According to the author, in what way do today's televisions differ the most from his first television?

- a. Today's televisions are larger than his first television.
- b. Today's televisions have better picture quality than his first television.
- c. Today's televisions offer less family-oriented programming than did his first television.
- d. Today's televisions are more affordable than his first television.

8. What prevented the author's family from purchasing a color TV when they first became available?

- a. Color televisions were too expensive.
- b. They didn't need a color TV because their neighbors already had one.
- c. Color televisions had poor picture quality.
- d. They didn't need a color TV because they had a device to convert their black and white TV to color.

Fluency Passage: *Our First Television*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *Our First Television*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Our First Television

Children today would have a difficult time watching the same television I did as a	15
child. It's probably hard to believe now, but I can still remember the day our family got	32
our first television. Early TV sets were very expensive and our family couldn't afford one	47
until 1953. I was five years old and was very excited when the delivery man came to set	65
up the television. The set was huge and came complete with a tall, metal antenna that	81
had to be secured to the outside of our house. The TV had manual knobs to change the	99
channels, which was funny, because our reception was so bad that we could only get	114
one station to come in.	119
I should tell you that our television had pretty poor picture quality compared to the	134
TVs of today. Everything was in black and white and the images were blurry. If you didn't	151
know better, you might think it was snowing during all of the programs. In the years after	168
we got our set, our town added two more stations and the picture quality improved both	184
in contrast and sharpness. During these years, my mother and father had two other	198
children and watching television became a family affair. Most of the television shows	211
were family-oriented, although the most popular programs were news broadcasts.	221
By the late 1950s, color televisions were being marketed, but they were too pricey	235
for the average American. One day, my father came home with his version of a color TV.	252
He placed a transparent piece of plastic over the television that was supposed to make the	268
programs look like they were in color. Whoever sold this to my father must have been a	285
good salesman, because all it did was turn everything pink.	295
It was only when one of our neighbors bought a real color television that we saw	311
how wonderful color TVs could be. We asked our father to buy a color television, but	327
he wasn't sure it was worth the money. We begged and begged and then finally, after	343
saving money for several months, our father and mother surprised us one weekend with	357
a new color TV. We still only received three channels, but with the color set we thought	374
we had the ultimate entertainment center.	380

Fluency Passage: *Our First Television* (continued)

Considering the advanced technology we have today, including high definition	390
televisions and DVD players, children would be amazed if they could see what	403
televisions were like just half a century ago.	411

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted
in Story in 60 Seconds - **# Errors** = **Fluency**
(WCPM)

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

of words
in story - **# Errors** = **Words**
Correct ÷ **Total**
Seconds x 60 = **Fluency**
(WCPM)

411	-		=		÷		x 60 =	
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Scaffolded Discussion: *Our First Television*

1. How did the author's television viewing experience change over time?
 - a. At first he watched news broadcasts; then he watched family-oriented programs.
 - b. At first he watched a manual knob television; then he watched an antenna TV.
 - c. At first he watched programs in black and white; then he watched programs in color.*
 - d. At first he watched television alone; then he watched with his family.

Teacher explains:

Think and search. The answer is in the text, but you must put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence; they come from different places in the text.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “change over time” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Scan the article to try to find information about the author's viewing experience and how it changed over time. Look at each choice individually to determine if it applies to that. That choice will be the answer.

- Choice (a): The text states that most of the shows were family-oriented, but the most popular programs were the news broadcasts.
- Choice (b): These occurred together.
- Choice (d): This is not supported in the text.
- Reread sentence 2 in paragraph 2: **Everything was in black and white and the images were blurry.** Then, reread sentence 3 in paragraph 4: **We begged and begged and then finally, after saving money for several months, our father and mother surprised us one weekend with a new color TV.** By putting these sentences together, you can determine the answer.

The answer is (c).

Alternate thinking process:

“The author says that news broadcasts were the most popular so I think the answer should be (a).”

News broadcasts were the most popular; however it does not say that because of that he watched them more than family-oriented programs. That would be an assumption with no evidence. The conclusion can be drawn that at first he watched TV in black and white, and then in color, because his family owned a black and white TV first and later purchased a color TV.

Scaffolded Discussion: *Our First Television* (continued) _____

2. Which two words from the story have almost the same meaning?
- a. ultimate, transparent
 - b. century, quality
 - c. oriented, secured
 - d. expensive, pricey*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

ultimate	final result or aim of a long series of events
transparent	see through
century	a period of 100 years
quality	how good or bad something is
oriented	if someone is oriented towards a particular thing or person, they are mainly concerned with that thing or person
secured	made safe from harm or attack
expensive	costing a lot of money
pricey	having a high price

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “almost the same meaning” are signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (d).

Alternate thinking process:

“I know some of the words’ meanings but not all of them.”

Eliminate the pairs you know don’t have the same meaning. If you know the meaning of one of the words use it in a sentence and then substitute the other word to see if it makes sense (e.g., There are a hundred years in a “century.” There are a hundred years in a “quality.”). Continue until you can determine the answer.

Scaffolded Discussion: *Our First Television* (continued) _____

3. Read this sentence from the story.

Children today would have a difficult time watching the same television I did as a child.

The author begins the first paragraph of the story with this sentence to

- a. encourage readers to think about their childhood television viewing habits.
- b. prepare readers for a discussion of children's television programming.
- c. introduce readers to the idea that televisions have changed dramatically over time.*
- d. familiarize readers with the challenges parents face in finding television programming for their children.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked what the author's intent was by starting the story the way he did.

Put the two together:

After you decide what the author's intent was, think about the story and read the choices to determine which one best sums up why he began the story the way he did.

- Choice (a): This sentence was probably not intended primarily to encourage readers to think about their childhood television viewing habits, although it might.
- Choices (b) and (d): There is no place in the text that discusses children's television programming.
- The mostly likely reason that the author began with this sentence is to emphasize that TV has changed dramatically.

Alternate thinking process:

"I'm having trouble finding the answer."

This answer is not found directly in the story itself. If necessary, reread the entire story. Think about what the story is about. Think about the structure (i.e., it is told in chronological order beginning when he was a boy). There is only one choice that indicates a time frame. That is the answer.

Scaffolded Discussion: *Our First Television* (continued) _____

4. Why did the author's father place a piece of transparent plastic over the television?
- a. He thought the picture would appear in color.*
 - b. He wanted to improve the contrast and sharpness of the picture.
 - c. He thought the picture would appear less blurry.
 - d. He wanted to improve the reception of local television channels.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked why something occurred.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part where the father puts the plastic over the television.

- Choice (b), (c), and (d): These statements are not supported in the story.
- Reread sentence 3 in paragraph 3: **He placed a transparent piece of plastic over the television that was supposed to make the programs look like they were in color.** The answer is right there.

The answer is (a).

Alternate thinking process:

"I don't know how to find the answer."

After reading any question, a good way to help you recall is to scan the text. As you scan the text you will look for signal or key words that are in the question. In this case, try looking for "transparent plastic." You will find "transparent piece of plastic." Read the sentence containing this phrase and see if it answers this question. If it doesn't, read the sentences around this sentence to see if you can determine the answer.

Scaffolded Discussion: *Our First Television* (continued) _____

5. What is the author's attitude toward the neighbors' color TV in this story?
- a. apprehensive
 - b. nostalgic
 - c. envious*
 - d. grateful

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together. First, determine the meaning of the words.

apprehensive	afraid that something bad may happen
nostalgic	thinking affectionately about the past
envious	wanting something that someone has
grateful	thankful

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "attitude" is a signal word, it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the article and the question, including the signal word, to determine the answer.

- Choices (a), (b), and (d): These do not describe how the author was feeling towards the neighbors.
- Reread the following sentences in paragraph 4: **It was only when one of our neighbors bought a real color television that we saw how wonderful color TVs could be. We asked our father to buy a color television....We begged and begged....**

The answer is (c).

Alternate thinking process:

"I don't know what 'attitude' means."

If you don't know what a signal or key word in the question means try the following. Reread the sentences in the story that relate to this question. Why do you think they begged and begged? What did they think when they finally did get a color TV? Try to determine what the word means from what is being said in these sentences. Then look at the choices and decide which one best answers the question about their attitude or feelings.

Scaffolded Discussion: *Our First Television* (continued) _____

6. What does this excerpt from the first paragraph mean?

The TV had manual knobs to change the channels...

- a. Each channel was controlled by a knob on the TV.
- b. The knobs on the TV had to be turned by hand.*
- c. Each channel had to be changed from a remote location.
- d. The knobs on the TV were difficult to turn.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question.

manual: operated by hand, rather than by electricity or a motor

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked what a phrase means.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

- Choices (a), (c), and (d): These statements are not supported by the story.
- There were no remote controls; the knobs had to be turned by hand.

The answer is (b).

Alternate thinking process:

“Why isn’t (a) the answer?”

Think about what that would mean. If each channel was controlled by a knob, there would have to be as many knobs as there were stations. When the author’s family got their first set, they could only get one channel, so that may mislead the reader. You also need some background knowledge to infer that when he referred to knobs the other ones may have been for volume and power. Finally, it is necessary to know what “manual” means to answer this question correctly.

Scaffolded Discussion: *Our First Television* (continued) _____

7. According to the author, in what way do today's televisions differ the most from his first television?

- a. Today's televisions are larger than his first television.
- b. Today's televisions have better picture quality than his first television.*
- c. Today's televisions offer less family-oriented programming than did his first television.
- d. Today's televisions are more affordable than his first television.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the word "differ" is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and question to determine the answer. Scan the story to find the part that discusses the differences between the first televisions and televisions of today.

- Choice (a), (c), and (d): These statements are not supported in the story.
- Reread sentence 1 in paragraph 2: **I should tell you that our television had pretty poor picture quality compared to the TVs of today.** From what you know about televisions, you could say that all the other answer choices are correct, but the author provided a specific example in the text.

Alternate thinking process:

"I think (d) is the answer."

This is probably a true statement in general. However, it is not stated in the story and it is not true in every situation. It's important to consider which choice can be supported best by what the author has written. The author states that their first television had pretty poor picture quality compared to the TVs of today. The word "compared" is a clue to determining the correct answer. The better answer can be found directly in the story.

Scaffolded Discussion: *Our First Television* (continued) _____

8. What prevented the author's family from purchasing a color TV when they first became available?
- a. Color televisions were too expensive.*
 - b. They didn't need a color TV because their neighbors already had one.
 - c. Color televisions had poor picture quality.
 - d. They didn't need a color TV because they had a device to convert their black and white TV to color.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this case, the words in this question will be the same or similar to words in a sentence in the story.

Put the two together:

Use the information in the choices and question to determine the answer. Scan the story to find the part where the author discusses what prevented the purchasing of a color TV when they first became available.

- Choices (b), (c), and (d): These are not supported in the story.
- Reread sentence 1 in paragraph 3: **By the late 1950s, color televisions were being marketed, but they were too pricey for the average American.** We already know from question 2 that pricey means expensive. The answer is right there.

The answer is (a).

Alternate thinking process:

"None of these answers seem to be correct."

The answer uses almost the same words. However, a key word "pricey" is used in the text. In order to answer this question you need to know that pricey means expensive. Then you can find the answer right there.

The Tale of Dory and Madonna

Dory was a chicken farmer in North Shore, Hawaii. He tried his best to live simply in the highly urbanized and tourist-filled area, but he did not always succeed. Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular. His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon the neighborhood, and of course, the smell of chicken dung and the occasional rotten egg.

Dory was happy with his family however. He had nine hens, Toni the rooster, and Sylvester the beagle. Dory had realized as a boy just how fond he was of chickens. He noticed how much each chicken differed from the next, in coloring, in call, and in personality. Dory would tell stories to complete strangers about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard. This also made Dory unpopular around the neighborhood, as most of his neighbors were more interested in fiction than in fact and most certainly didn't care to hear of the drama in the coop.

The most mischievous of Dory's hens was the old maid of the bunch, a large grey lady named Madonna. Madonna kept mostly to herself, as her interactions with other hens never seemed to go particularly well. On occasion, she would escape and though Dory could never seem to figure out how, he worried very little about it because she never seemed to go far and was often discovered trying to fight her way back into her house.

One day, however, Dory came home and discovered that Madonna was not in the coop, outside the coop, or trying to get back inside from the outside. He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return. After a few hours, his phone rang. His phone rarely rang, so his heart sank when he realized that the call was likely to be about his missing hen.

An angry voice was on the line. "You need to get down here right now!" the grocery store clerk cried, "I want your darned chicken out of my store!"

The store was only two blocks from where Dory lived. He took off running the second he hung up the phone.

The Tale of Dory and Madonna *(continued)*

From outside the store, he could here a roar of laughter. Many of the customers had gathered together and stood looking quite amused.

“Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?” they heckled.

Dory was horrified. He broke through the crowd that had created a circle around the open refrigerator. His jaw dropped when he saw Madonna, peaceful as she had ever been, sitting atop a crate of eggs in the grocer’s dairy section.

The Tale of Dory and Madonna *(continued)*

1. How does Dory change over time in the story?
 - a. At first he is embarrassed by his hens; then he is proud of them.
 - b. At first he is angry at Madonna; then he is relieved she has run away.
 - c. At first he is worried about Madonna; then he is horrified by her actions.
 - d. At first he is a nuisance to his neighbors; then he is well-liked.

2. Which two words from the story have almost the same meaning?
 - a. constantly, terribly
 - b. urbanized, unpopular
 - c. fiction, drama
 - d. worried, concerned

3. Why isn't Dory terribly concerned when he discovers that Madonna is missing?
 - a. Madonna often wanders off and returns to the coop on her own.
 - b. Dory has too many other animals to care for to worry about one hen.
 - c. Madonna often hides from Dory and the other hens.
 - d. Dory is preoccupied by a problem he is having with his neighbors.

4. Read this sentence from the story.

Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular.

This sentence illustrates that Dory's neighbors

- a. complained often about the condition of Dory's home.
- b. were fond of Toni the rooster.
- c. disliked Dory and his animals.
- d. preferred Dory's dog to his chickens.

***The Tale of Dory and Madonna* (continued)**

5. Read this sentence from the story.

“Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?” they heckled.

What is the meaning of the word *heckled* as it is used in this sentence?

- a. imitated the grocer
- b. yelled in a taunting way
- c. whispered among themselves
- d. gently teased

6. Which sentence from the story best illustrates that Dory cared deeply for his chickens?

- a. “His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon neighborhood, and of course, the smell of chicken dung and the occasional rotten egg.”
- b. “Dory would tell complete strangers tales about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard.”
- c. “He had nine hens, Toni the rooster, and Sylvester the beagle.”
- d. “He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return.”

7. Read this sentence from the story.

His jaw dropped when he saw Madonna, peaceful as she had ever been, sitting atop a crate of eggs in the grocer’s dairy section.

The author says that Dory’s “jaw dropped” to illustrate that he was

- a. surprised to see Dory sitting atop the eggs in the store.
- b. angry at the crowd of hecklers that had gathered around.
- c. sorry for the disruption his hen had caused the grocer.
- d. tired after sprinting to the store.

The Tale of Dory and Madonna (continued) _____

8. Read this sentence from the story.

The most mischievous of Dory's hens was the old maid of the bunch, a large, grey lady named Madonna.

Why does the author introduce Madonna as *mischievous* early in the story?

- a. to alert readers that Dory and Madonna have a special bond
- b. to prepare readers for the mischief Madonna gets into at the grocer's
- c. to encourage readers to empathize with Dory's situation
- d. to teach readers about the characteristics of older female chickens

Fluency Passage: *The Tale of Dory and Madonna*

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you some questions about what you read. Do you understand what we will be doing? This story is called *The Tale of Dory and Madonna*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Tale of Dory and Madonna

Dory was a chicken farmer in North Shore, Hawaii. He tried his best to live simply	16
in the highly urbanized and tourist-filled area, but he did not always succeed. Every	30
day he and his neighbors were awakened by his sole rooster, Toni, and this made him	46
extremely unpopular. His neighbors were constantly complaining about the noise, the	57
shabby look that his coop and chicken wire fence brought upon the neighborhood, and of	72
course, the smell of chicken dung and the occasional rotten egg.	83
Dory was happy with his family however. He had nine hens, Toni the rooster, and	98
Sylvester the beagle. Dory had realized as a boy just how fond he was of chickens.	114
He noticed how much each chicken differed from the next, in coloring, in call, and in	130
personality. Dory would tell stories to complete strangers about the silly things his hens	144
would do, who was fighting with whom, and how Toni strutted around in the yard. This	160
also made Dory unpopular around the neighborhood, as most of his neighbors were more	174
interested in fiction than in fact and most certainly didn't care to hear of the drama in the	192
coop.	193
The most mischievous of Dory's hens was the old maid of the bunch, a large grey	209
lady named Madonna. Madonna kept mostly to herself, as her interactions with other	222
hens never seemed to go particularly well. On occasion, she would escape and though	236
Dory could never seem to figure out how, he worried very little about it because she	252
never seemed to go far and was often discovered trying to fight her way back into her	269
house.	270
One day, however, Dory came home and discovered that Madonna was not in the	284
coop, outside the coop, or trying to get back inside from the outside. He was not terribly	301
concerned at first and figured that she had just traveled out of sight and would soon	317
return. After a few hours, his phone rang. His phone rarely rang, so his heart sank when	334
he realized that the call was likely to be about his missing hen.	347
An angry voice was on the line. "You need to get down here right now!" the	363
grocery store clerk cried, "I want your darned chicken out of my store!"	376
The store was only two blocks from where Dory lived. He took off running the	391
second he hung up the phone.	397

Fluency Passage: *The Tale of Dory and Madonna* (continued) _____

From outside the store, he could here a roar of laughter. Many of the customers 412
had gathered together and stood looking quite amused. 420
“Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to 434
fly the coop?” they heckled. 439
Dory was horrified. He broke through the crowd that had created a circle around 453
the open refrigerator. His jaw dropped when he saw Madonna, peaceful as she had 467
ever been, sitting atop a crate of eggs in the grocer’s dairy section. 480

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
480	-		=		÷		x 60 =	

Scaffolded Discussion: *The Tale of Dory and Madonna*

1. How does Dory change over time in the story?
 - a. At first he is embarrassed by his hens; then he is proud of them.
 - b. At first he is angry at Madonna; then he is relieved she has run away.
 - c. At first he is not concerned about Madonna; then he is horrified by her actions.*
 - d. At first he is a nuisance to his neighbors; then he is well-liked.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words, “change over time” is a signal phrase; it is key to understanding the question and answering it correctly.

Put the two together:

Scan the text to find the information relevant to each choice and consider the changes each answer describes:

- Choice (a) and (b): These statements are not supported in the story.
- Choice (d): He is a nuisance to his neighbors; but he does not become well-liked.
- Reread sentence 2 in paragraph 4: **He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return.** Now reread the first sentence in paragraph 9: **Dory was horrified.**

The answer is (c).

Alternate thinking process:

“I can’t find the answer.”

Although the answer is “right there” some of the words in the question and/or the answer may not be exactly the same. You may be looking for synonyms. In this question, although you won’t find the words “change over time” in the story, you will find the words “at first” and “after a few hours” which are sequence words indicating a change over time. After locating these words, you will then be able to determine how Dory felt. In addition, a synonym is used for “concerned” in the story (“worried”) but “horrified” is found both in the question and the story.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

2. Which two words from the story have almost the same meaning?
- a. constantly, terribly
 - b. urbanized, unpopular
 - c. fiction, drama
 - d. worried, concerned*

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question. First, determine the meaning of the words.

constantly	all the time, continually
terribly	awfully
urbanized	many buildings, industry, and businesses
unpopular	not liked by most people
fiction	books and stories about imaginary people and events
drama	plays, acting or producing
worried	unhappy because you keep thinking about problems that you have or about unpleasant things that might happen in the future
concerned	uneasy about a situation

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the words “almost the same meaning” are the signal words; they are key to understanding the question and answering it correctly.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (d).

Alternate thinking process:

“What if I don’t know the meanings of all the words?”

Eliminate the pairs that you know don’t have the same meaning. Then look at the pairs in which you know the meaning of one of the words. Use that word in a sentence and then substitute the other word to see if it makes sense (e.g., “His neighbors were ‘constantly’ complaining about the noise...” or “His neighbors were ‘terribly’ complaining about the noise...”). Continue with the other choices until you can determine the answer.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

3. Why isn't Dory terribly concerned when he discovers that Madonna is missing?
- Madonna often wanders off and returns to the coop on her own.*
 - Dory has too many other animals to care for to worry about one hen.
 - Madonna often hides from Dory and the other hens.
 - Dory is preoccupied by a problem he is having with his neighbors.

Teacher explains:

Right there. The answer is in the text and is usually easy to find. The words used to make up the question and the words used to answer the question are *Right There*.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks why something occurred.

Put the two together:

Use the information in the story and the question to determine the answer.

- Choices (b), (c), and (d): These statements are not supported in the story.
- Reread sentence 3 in paragraph 3: **On occasion, she would escape and though Dory could never seem to figure out how, he worried very little about it because she never seemed to go far and was often discovered trying to fight her way back into her house.**

The answer is (a).

Alternate thinking process:

"I think (c) is the answer."

This is a possible answer. When two answers seem possible, try the following strategy. Go back to the story and locate the part that pertains to the question. In this case, it is in paragraph 3. Reread the paragraph and compare each choice. Determine which choice aligns better with what the story says, either by using the same words or synonyms. Although Dory may have been hiding from the other hens as a result of wandering off, it isn't stated explicitly. The words "on occasion" and "often" mean nearly the same thing so this choice will be the better answer.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

4. Read this sentence from the story.

Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular.

This sentence illustrates that Dory's neighbors

- a. complained often about the condition of Dory's home.
- b. were fond of Toni the rooster.
- c. disliked Dory and his animals.*
- d. preferred Dory's dog to his chickens.

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, the word "illustrates" is a signal word; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the story and the question, including the signal word, to determine the answer.

- Choice (a): This does not pertain to the statement.
- Choice (b): The neighbors were not fond of the rooster.
- Choice (d): The way the neighbors felt about the dog is not mentioned in the story.
- If you know that unpopular means *not liked by most people*, you can figure out that being woken up by Dory's rooster caused Dory's neighbors to dislike Dory and his animals.

The answer is (c).

Alternate thinking process:

"I don't know what 'unpopular' means."

There are two ways to approach this. The first is to separate the word into its root and affix; resulting in "un" and "popular." If you know "un" means not, and "popular" means well liked then the word "unpopular" must mean not well liked or disliked. The answer uses the word "disliked."

The second approach is to think about the story and how Dory's neighbors felt about Dory. Since the sentence discusses the rooster and Dory, choice (a) can be ruled out because it isn't about his home. Throughout the story the sense you get about how the neighbors feel is not positive so the choices with the positive words (fond, preferred) can be eliminated also. The other choice uses the word disliked which describes the neighbors' feelings.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

5. Read this sentence from the story.

“Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?” they heckled.

What is the meaning of the word *heckled* as it is used in this sentence?

- a. imitated the grocer
- b. yelled in a taunting way*
- c. whispered among themselves
- d. gently teased

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question.

heckled	pestered, taunted, shouted down, interrupted by making rude remarks
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In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In this question, you are asked to determine the meaning of a word within the context of a sentence.

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

The answer is (b).

Alternate thinking process:

“I think the answer could be (d).”

Think about the meaning of the word “heckled.” It is a type of teasing but it suggests a negative tone. Taunting also suggests negativity whereas gently is more positive. Knowing this you should be able to determine the answer.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

6. Which sentence from the story best illustrates that Dory cared deeply for his chickens?
- a. "His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon neighborhood, and of course, the smell of chicken dung and the occasional rotten egg."
 - b. "Dory would tell complete strangers tales about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard."*
 - c. "He had nine hens, Toni the rooster, and Sylvester the beagle."
 - d. "He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return."

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. In the question, the phrase "illustrates that Dory cared" is a signal phrase; it is key to understanding the question and answering it correctly.

Put the two together:

Use the information in the sentences and the question, including the signal words, to determine the answer.

- Choice (a): This sentence describes how the neighbors felt about the chickens.
- Choice (c): This sentence tells what animals Dory has.
- Choice (d): This sentence describes how Dory felt about a situation that occurred.
- Dory shows how much he cares for his chickens when talks and brags about them even to strangers.

The answer is (b).

Alternate thinking process:

"Why does his talking to strangers mean that he cares for the chickens?"

Relate this to your personal experiences. Is there something or someone that you are very fond and proud of? Do you like to talk about them? This is common. Thinking about this should help you determine the answer.

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

7. Read this sentence from the story.

His jaw dropped when he saw Madonna, peaceful as she had ever been, sitting atop a crate of eggs in the grocer's dairy section.

The author says that Dory's "jaw dropped" to illustrate that he was

- a. surprised to see Dory sitting atop the eggs in the store.*
- b. angry at the crowd of hecklers that had gathered around.
- c. sorry for the disruption his hen had caused the grocer.
- d. tired after sprinting to the store.

Teacher explains:

On your own. The answer relates to the text; however, you will also have to use your vocabulary and background knowledge to answer the question.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. The question is asking you to determine what the author meant when he used the phrase "his jaw dropped."

Put the two together:

Use the meaning of the words and what the question is asking to determine your answer.

- Choice (b): Usually, when we say your "jaw dropped," we do not mean to show anger.
- Choice (c): Usually, when we say your "jaw dropped," we do not mean to show sorrow.
- Choice (d): Usually, when we say your "jaw dropped," we do not mean to show fatigue.
- Usually when we say your "jaw dropped" we do mean to show surprise. It would be surprising to see a hen sitting on eggs inside the grocer's dairy section.

The answer is (a).

Alternate thinking process:

"I don't know how to figure out this answer."

This question contains the idiom "his jaw dropped." This is a phrase that usually means someone is surprised. Knowing this will help you determine the answer. If you don't know what this idiom means think about Dory and how he must be feeling when he sees Madonna. Considering the choices, what do you think he is mostly feeling?

Scaffolded Discussion: *The Tale of Dory and Madonna* (continued)

8. Read this sentence from the story.

The most mischievous of Dory's hens was the old maid of the bunch, a large, grey lady named Madonna.

Why does the author introduce Madonna as *mischievous* early in the story?

- a. to alert readers that Dory and Madonna have a special bond
- b. to prepare readers for the mischief Madonna gets into at the grocer's*
- c. to encourage readers to empathize with Dory's situation
- d. to teach readers about the characteristics of older female chickens

Teacher explains:

Author and you. The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

In addition:

It may be necessary to go back to the question and look for signal words in order to get more information and clarification. This question asks why the author uses the word *mischievous* and why he uses this word so early.

Put the two together:

Use the information in the story and question to determine the answer.

- Choice (a): It is not likely that this introduction is to alert readers to a special bond between Dory and Madonna.
- Choice (c): There is not evidence in the text that the author is trying to encourage readers to empathize with Dory.
- Choice (d): Dory seems to have a special bond with all of his animals. It is unlikely that this information will teach readers about the characteristics of older female chickens; all older female chickens are not likely mischievous.
- It makes sense that calling Madonna mischievous early in the story might prepare the reader for the mischief Madonna gets into at the grocer's.

The answer is (b).

Alternate thinking process:

"I don't know what 'mischievous' means."

This answer can be approached in two ways. The first way requires knowing that *mischievous* contains the root "mischief" and the suffix "ous." The root is actually used in the choice that is correct.

The other approach involves using the context and how Madonna behaves to determine what her personality is and subsequently what "mischievous" means. As you read the story, you learn that Madonna does some things that are rather playful and almost naughty. The author lets the reader know this early in the story with the statement that is the focus of the question. In addition, the question deals specifically with Madonna, not about her relationship with Dory, or how older female chickens behave. This information should help you determine the answer.