Skills, Strategies, and Cognitive Levels

Amherst County Public Schools

Juli Albert,
Special Education Support Specialist, M.Ed.

Robin Wheeler,
Reading Specialist, M. Ed., NBCT
Goals

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

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

- Determining what students will know, understand, and do at the conclusion of a series of lessons as outlined in VDOE Curriculum Framework

- **Know**
  - What skills, facts, or vocabulary are to be taught (nouns)?

- **Understand**
  - Why is it important for our students to know this information (major concepts that are the core meanings of the lessons)?

- **Do**
  - What actions or thought processes will students take (verbs)?
  - Cognitive level at which standard should be taught and assessed
Unpacking VDOE Curriculum Framework

- Match bullets and sub-bullets to identify which essential knowledge, skills, and processes match the outline of standards
- Identify knows (nouns) and dos (cognitive level)
- Outline Intended Learning Outcomes (ILO) on Table of Specifications to categorize cognitive levels
**STANDARD 4.5**  
**STRAND: READING**  
**GRADE LEVEL 4**

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

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

<table>
<thead>
<tr>
<th>UNDERSTANDING THE STANDARD (Teacher Notes)</th>
<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry.</td>
<td>All students should</td>
<td>To be successful with this standard, students are expected to</td>
</tr>
<tr>
<td>Narrative nonfiction is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies).</td>
<td>• develop a variety of comprehension strategies.</td>
<td>• explain the author’s purpose (e.g., to entertain, inform, or persuade).</td>
</tr>
<tr>
<td>Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information.</td>
<td>• read a variety of fictional texts, narrative nonfiction texts, and poetry.</td>
<td>• describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.</td>
</tr>
<tr>
<td>Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).</td>
<td>• explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</td>
<td>• describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).</td>
</tr>
<tr>
<td>Students will learn how to identify major events and supporting details.</td>
<td></td>
<td>• understand that narrative nonfiction is a story based on facts.</td>
</tr>
</tbody>
</table>

English Standards of Learning Curriculum Framework 2010: Grade Four
Let’s Try It…..

**STANDARD 4.5**  
**STRAND: READING**  
**GRADE LEVEL 4**

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<td>Students will identify sensory words and describe the effect those particular words have on the reader.</td>
<td>identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.</td>
<td>refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.</td>
</tr>
</tbody>
</table>
| Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include:  
  * draw conclusions/make inferences about text; and  
  * make, confirm, and revise ongoing predictions.  | identify cause and effect relationships. | make, confirm, or revise predictions. |
| To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS):  
  * independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.  
  * instructional level – 90-97% accuracy, or three to ten words of every 100 words misread. | read familiar text with fluency, accuracy, and prosody. | read with sufficient accuracy and fluency to support comprehension. |

*English Standards of Learning Curriculum Framework 2010: Grade Four*
STANDARD 4.5

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| • Students will identify sensory words and  | • identify sensory words  | g)
| describe the effect those particular words  | that describe sights,  | h)
| have on the reader.                        | sounds, smells, and      |
|                                           | tastes, and describe     |
| • Students will use reading strategies     | how they make the reader | i)
| throughout the reading process to monitor | feel.                   |
|   the comprehension. Strategies include:  | • refer to details and   |
|   • draw conclusions/make inferences      |   examples in a text     |
|   about text; and                         |   when explaining what   |
|   • make, confirm, and revise ongoing     |   the text says,         |
|   predictions.                            |   drawing conclusions    |
| To determine a student’s functional       |   and making inferences  |
| reading level for a specific text         |   from text.             |
| consider these word accuracy rates from   | • identify cause and     |
| Virginia’s Phonological                   |   effect relationships.  |
| Awareness Literacy Screening (PALS):      | • make, confirm, or      |
| • independent level – 98-100% accuracy,   |   revise predictions.    |
| or about two of every 100 words           | • read familiar text     |
| misread; student reads independently with  |   with fluency, accuracy,|
| no instructional support, and comprehension|   and prosody.            |
| is strong.                               | • read with sufficient   |
| • instructional level – 90-97% accuracy,  |   accuracy and fluency   |
| or three to ten words of every 100 words  |   to support comprehension.|
|                                           | • become aware of when   |
|                                           |   they do not understand,|
|                                           |   (e.g., by reflecting   |
|                                           |   upon and learning to   |
|                                           |   articulate what exactly|
|                                           |   is causing difficulty).|

English Standards of Learning Curriculum Framework 2010: Grade Four
STANDARD 4.5

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

a) Explain the author’s purpose.
b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.
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e) Identify the problem and solution.
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g) Identify sensory words.
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k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

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<td>misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</td>
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<td></td>
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<tr>
<td>frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Fall WCPM</th>
<th>Midyear WCPM</th>
<th>Spring WCPM</th>
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<tbody>
<tr>
<td>90</td>
<td>145</td>
<td>166</td>
<td>180</td>
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<tr>
<td>75</td>
<td>119</td>
<td>139</td>
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<tr>
<td>50</td>
<td>94</td>
<td>112</td>
<td>123</td>
</tr>
</tbody>
</table>

Hasbrouck, J.E., & Tindal, G.A., 2006

The table above presents the results of research on oral reading fluency rates for students at the...
## List of Know & Do 4.5h

<table>
<thead>
<tr>
<th>Do</th>
<th>Know</th>
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</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Character</td>
</tr>
<tr>
<td></td>
<td>- words</td>
</tr>
<tr>
<td></td>
<td>- actions</td>
</tr>
<tr>
<td></td>
<td>- thoughts</td>
</tr>
<tr>
<td></td>
<td>Setting</td>
</tr>
<tr>
<td></td>
<td>Event</td>
</tr>
<tr>
<td>Read</td>
<td>Comprehension of:</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>- Fictional texts</td>
</tr>
<tr>
<td></td>
<td>- Narrative nonfiction texts</td>
</tr>
<tr>
<td></td>
<td>- Poetry</td>
</tr>
<tr>
<td>Draw</td>
<td>Conclusions</td>
</tr>
<tr>
<td>Make</td>
<td>Inferences</td>
</tr>
<tr>
<td>Refer</td>
<td>Details</td>
</tr>
<tr>
<td></td>
<td>Examples</td>
</tr>
<tr>
<td>Explain</td>
<td>Text</td>
</tr>
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</table>
# Table of Specifications

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remember</td>
</tr>
<tr>
<td></td>
<td>Understand</td>
</tr>
<tr>
<td></td>
<td>Apply</td>
</tr>
<tr>
<td></td>
<td>Analyze</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td>Create</td>
</tr>
</tbody>
</table>

VDOE 2014
<table>
<thead>
<tr>
<th>Content</th>
<th>Cognitive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 h The student will read and demonstrate comprehension of fiction,</td>
<td></td>
</tr>
<tr>
<td>NNF &amp; poetry. Draw conclusions/make inferences about text</td>
<td></td>
</tr>
<tr>
<td>Character: Words, actions, thoughts</td>
<td>describe</td>
</tr>
<tr>
<td>Setting, event</td>
<td>describe</td>
</tr>
<tr>
<td>Comprehension of Narrative non-fictional texts</td>
<td>read, demonstrate</td>
</tr>
<tr>
<td>conclusions</td>
<td>draw (conclusions)</td>
</tr>
<tr>
<td>Inferences</td>
<td>make (inferences)</td>
</tr>
<tr>
<td>Details, examples</td>
<td>refer</td>
</tr>
<tr>
<td>text</td>
<td>explain</td>
</tr>
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VDOE 2014
Comprehension Strategies

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

Predict / Infer

Draw Conclusions

Schema + Pictures & Title = Prediction

Schema + What is Read = Inference
Predict / Infer

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

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

Maybe...
I think...
I wonder...
It could be ...
Perhaps...
I'm guessing...

It means that ...
It's because...
I know...
Because I read... and I know...
I figured out...
## Strategy-Skill Connection

| Inferring / Predicting / Drawing Conclusions | • Author’s Purpose  
|                                            | • Cause / Effect  
|                                            | • Character  
|                                            | • Classification  
|                                            | • Conflict / Resolution  
|                                            | • Context Clues  
|                                            | • Drawing Conclusions  
|                                            | • Fact / Fantasy  
|                                            | • Important Events  
|                                            | • Making Connections  
|                                            | • Predictions  
|                                            | • Problem / Solution  
|                                            | • Sequencing  
|                                            | • Setting  
|                                            | • Text Structure  

White/Wheeler 2011
Good Readers...

Visualize / Create Mental Images

Picture While Reading
Using the Five Senses: See, Hear, Taste, Touch, Smell

I See...
Visualizing

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

I'm imagining...
## Strategy-Skill Connection

| Visualizing | • Beginning, Middle, End  
|            | • Character  
|            | • Classification  
|            | • Compare / Contrast  
|            | • Fact / Fantasy  
|            | • Important Events  
|            | • Sequencing  
|            | • Setting |
Good Readers...

Make Connections
Activate Background Knowledge
“This Reminds Me of…”

TS  Text-to-Self
TT  Text-to-Text
TW  Text-to-World

White/Wheeler 2011
Making Connections

I use what I know to understand what I read

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

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

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

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

<table>
<thead>
<tr>
<th>Making Connections / Activating Background Knowledge</th>
<th>Author’s Purpose</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Cause / Effect</td>
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<tr>
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<td>Character</td>
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<td>Fact / Fantasy</td>
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<td></td>
<td>New Information</td>
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<td>Predictions</td>
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<td>Problem / Solution</td>
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<td>Setting</td>
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<tr>
<td></td>
<td>T-S, T-T, T-W Connections</td>
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<td>Text Structure</td>
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White/Wheeler 2011
Good Readers...

Ask Questions While Reading
Who, What, Where, When, How, & Why?
Questioning to Understand

Asking questions and looking for answers
• Before reading
• During reading
• After reading

I wonder...
I was confused when...
How could that be?
Why do you think?
Who... What... Where... When...
## Strategy-Skill Connection

| Questioning | • Author’s Purpose  
|            | • Beginning, Middle, End  
|            | • Cause / Effect  
|            | • Character  
|            | • Classification  
|            | • Compare / Contrast  
|            | • Conflict / Resolution  
|            | • Context Clues  
|            | • Fact / Fantasy  
|            | • Fact / Opinion  
|            | • Important Events  
|            | • Main Idea / Details  
|            | • Problem / Solution  
|            | • Questioning  
|            | • Setting  
|            | • Sequencing  
|            | • Summarizing  
|            | • Text Structure |
Good Readers...

Determine Importance

Author’s Message to the Reader
Main Ideas / Details
Determining Importance

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

The text was mostly about...
The author is trying to tell us that...
I learned...
The important details were...
## Strategy-Skill Connection

| Determining Importance | • Author’s Purpose  
|                       | • Beginning, Middle, End  
|                       | • Fact / Opinion  
|                       | • Important Events  
|                       | • Locating Information  
|                       | • Main Idea / Details  
|                       | • New Information  
|                       | • Problem / Solution  
|                       | • Retelling  
|                       | • Summarizing  
|                       | • Text Structure  

White/Wheeler 2011
Good Readers...

Summarize / Synthesize
Put it All Together

What is Learned While Reading + Schema = Synthesis

White/Wheeler 2011
Summarize / Synthesize

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

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

Now I get it!...
This makes me think of...
I learned that ...
I understand this because of ....
Summarize & Synthesize

Food For Thought:

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

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

White/Wheeler 2011
Good Readers...

Monitor

Understanding

Does it Make Sense?
Fixing Comprehension

Applying "fix-up" Strategies
Knowing How to Use Different "Fix-Up" Strategies

When I get stuck on a word...
When I get confused...

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

| Monitoring Comprehension / Fix-up Strategies | • Context Clues  
• Monitor / Clarify  
• Text Structure  
• Vocabulary / Word Meaning |
Before Reading Activities

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

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

**Comprehension strategies taught:**
- Questioning
- Visualizing/Creating Mental Images
- Inferring
- Making Connections (text-to-text, text-to-world, text-to-self)

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

Comprehension strategies taught:
- Summarizing
- Determining Importance

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

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

- Model
- Guided Practice
- Independent Practice
- Assessment
Designing A Lesson (within a unit)
Lesson Template

<table>
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<th>Subject: Reading</th>
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<tbody>
<tr>
<td>Time/Date/Duration:</td>
</tr>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>Skills:</td>
</tr>
<tr>
<td>Strategies:</td>
</tr>
<tr>
<td>Understand (Big Ideas):</td>
</tr>
<tr>
<td>Do (Verb):</td>
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<tr>
<td>TSW:</td>
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<td>Know (Content):</td>
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<td>Resources/Materials:</td>
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<td>Anticipatory Set</td>
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<td>Model</td>
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<tr>
<td>Guided Practice</td>
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<td>Before reading</td>
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<td>After reading</td>
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<td>Independent Practice</td>
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<tr>
<td>Closure</td>
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<td>Assessment</td>
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Amherst County Public Schools
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</tr>
<tr>
<td>conclusions</td>
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*Pretest for next skill - Vocabulary*  
(4.4b) #10, 11, 12  
(4.4a) #9, 13

VDOE 2014
Unit Assessment

ENGL-4
Albert/Wheeler VDOE SOL Institute
Exam not valid for Paper Pencil Test Sessions

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

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

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

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

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

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

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

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

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

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

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

- Harriet Tubman was a very wise and honest person.
- Harriet Tubman chose to lead a healthy lifestyle.
- Harriet Tubman's plan to help African Americans' lives.
- Harriet Tubman worked hard to improve the lives of Americans.

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

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

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

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

- determined
- brave
- stubborn
- content

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

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

6 Why did Harriet escape from the plantation in Maryland?

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

7 From this passage the reader can infer—

- A Harriet Tubman was adopted as a child.
- B Harriet Tubman grew up as a very weak person with many hardships.
- C Harriet Tubman worked hard to improve the lives of Africans.
- D Harriet Tubman faced many obstacles in her life and became very bitter towards others.

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

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

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

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

- A careful
- B hopeful
- C helpful
- D stubborn

11 In the sentences below, you can infer that—

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

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

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

Read this sentence.

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

What does the word heap mean?

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

13 From your leveled reading selection, what can you now conclude about your main character? Give evidence from the text to support your conclusion. Keep in mind how your character may/may not have shown change throughout the text.
“Unwrapped standards provide clarity as to what students must know and be able to do. When teachers take the time to analyze each standard and identify its essential concepts and skills, the result is more effective instructional planning, assessment, and student learning” (p. 1).

Q & A?
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