

GRADE 8 English Language Arts Reading and Responding: Lesson 14

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or hand out materials to students, will have an arrow symbol (\Rightarrow) by them.

Optional: At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud immediately before or after students have read it independently, or at another point during the lesson, as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

Purpose of Lesson 14:

In this lesson, the tutor and students will practice reading, thinking, and test-taking strategies by

- reading and responding to nonfiction,
- using context to define vocabulary,
- using comprehension strategies, and
- analyzing test questions.

Equipment/Materials Needed:

- Student Worksheet Reading and Responding Lesson 14-1
- Student Worksheet Reading and Responding Lesson 14-2
- Student Worksheet Reading and Responding Lesson 14-3
- Student Worksheet Reading and Responding Lesson 14-4
- Student Worksheet Reading and Responding Lesson 14-5
- Pencils
- Chart paper

Introduction:

Today we're going to practice reading, thinking and test-taking strategies. All of these three skills go together. Strong readers are sometimes careless test-takers because they get in a hurry and don't pay attention to clues. Sharp thinkers can also be careless test-takers if they don't take the time to look for clues. The best test-takers are strong readers and sharp thinkers who read very carefully, searching for clues to answer test questions, and who use strategies or tricks.

Who remembers a strategy we learned to answer multiple choice questions? Pause. (Asking three questions to determine the best choice)

Briefly review the following:

To answer a multiple choice question, you must ask three questions:

- 1. Does this choice make sense? If it doesn't make sense, then it can't be correct. If it does make sense, then it might be correct; but we cannot be sure that it is correct until we ask the next question.**
- 2. Can this choice be found in the story? If it can't be found in the story, then it can't be correct. If it can be found in the story and makes sense, then it might be the correct answer; but we cannot be sure it is the correct answer until we ask the next question.**
- 3. Is this choice the very best one out of all choices? If this choice makes sense, can be found in the story, and is the best one, it is the correct answer.**

***Remember, the answer to all three questions must be yes if your choice is the correct one.**



Write the following three criteria on the board or chart paper big enough for all students to see.

* Your answer must

- ◆ make sense,
- ◆ be found in the story, and
- ◆ be the best answer.



Distribute Student Worksheet Reading and Responding Lesson 14-1.

Here is a sheet to help you remember to use this strategy when you answer multiple choice questions. Today we are going to practice another strategy that will help us answer questions about something we have read. We will look at different ways to find answers to questions. Look at the first passage we read during the last lesson.

⇒ Distribute Student Worksheet Reading and Responding Lesson 14-2.

There are two passages on this sheet. The first passage has background information that will help you understand the main passage. Does anyone remember what this background section is about? Pause. (The Iditarod, or dogsled race)

Even though you have read this selection once, read it again; then we will look at some of the questions we have already answered and at the strategies we used to answer them.

After students have reread the background section, give them a copy of the last five questions (listed below) answered previously.

⇒ Distribute Student Worksheet Reading and Responding Lesson 14-3.

1. Which one of these statements is true?
 - A. The *Iditarod* has been an annual event for over 50 years.
 - B. The young contestant won the race.
 - C. The *Iditarod* usually lasts about 10 minutes.
 - D. Only a few teams compete in the *Iditarod* each year.
2. Where does the *Iditarod* take place?
3. The *Iditarod* race attracts approximately how many teams each year?
4. About how many teams compete in the annual *Iditarod*?
5. Why was serum delivered to remote settlements by dogsleds instead of automobiles?

Now Say:

You probably remember the answers to these questions. Let's take a quick look at how we found the answers. Look at Number one. Did the passage have a sentence that told how many years the *Iditarod* had been going on? Pause. (no)

1. Choice A is correct. We had to read between the lines for this one. The story does not say the *Iditarod* has been an annual event for over 50 years, but we can figure it out by putting together information from different sentences. We do know that *an annual event* is in the first sentence. How can we tell how long this event has been taking place?

Pause. The race *was inspired by a 1925 outbreak*...If the first Iditarod took place in 1925 or soon after, it has been going on about 75 years (2001-1925). If you were able to figure this out this answer, you did a great job reading between the lines.

If you weren't sure about Choice A, then you had to look at the other choices to make sure they could be eliminated.

- ◆ **Choice B (*The young contestant won the race.*) is incorrect. The last sentence tells us about *a young contestant's attempt to win...*, but does not say whether she won or not. All we know is that the contestant tried to win. Even though this choice makes sense, since it cannot be found in the story, we can eliminate it.**
- ◆ **Choice C (*The Iditarod usually lasts about 10 minutes.*) is incorrect. This choice doesn't make much sense; the *gold-mining settlements* were *remote*; the race to *save lives* probably lasted much longer than 10 minutes; but if we are still puzzled about this choice, we can ask, “*Can this answer be found in the story?*” Since it doesn't make much sense, and we cannot find it in the story, we can eliminate this choice.**
- ◆ **Choice D (*Only a few teams compete in the Iditarod each year.*) is incorrect. The second sentence says the *race attracts approximately 75 teams*, or more than a few.**

For this question, we read between the lines and used the strategy we learned for answering multiple choice questions.

2. *Where does the Iditarod take place? The answer from Anchorage to Nome in the first sentence was easy to find. Did you have to read between the lines to find the answer? Pause. (no)*

The answer was in the lines, not between the lines. Did the question and sentence containing the answer have many of the same words? Pause. (no) The question and sentence did not have the same words, but had many words that meant the same.

3. *The Iditarod race attracts approximately how many teams each year? The answer, 75 teams, is found in the second sentence: This grueling race attracts approximately 75 teams each year.*

What made this answer easy to find? Pause. (It was almost word for word as the question.) **Underline any words that are in both the question and the sentence.** Pause. You should have underlined *race, attracts, approximately, teams, each, and year*.

This question was easy to answer, because many of the same words were in the question and in the sentence containing the answer; however, most of the answers will not be so easy to find.

4. *About how many teams compete in the annual Iditarod? You should have gotten the same answer (75 teams) for questions 12 and 13 because these two questions mean the same thing, even though the words in each are different.*

Circle the words that mean the same in both questions. Pause. You should have circled *approximately and about; how many teams; year and annual; Iditarod*. Remember, there are many ways to ask the same question.

5. *Why do you think serum was delivered to remote settlements by dogsleds instead of automobiles? What did you have to do to answer this question? Pause. (Read between the lines.)*

You had to get information from several sentences and think about what you already knew about dogsleds and automobiles.

- ◆ **Do you think automobiles can drive across the *frozen tundra*?**
Pause. (No, they would skid across the ice and probably wreck.)
- ◆ **Would sleds skid across the ice?** Pause. (no)
- ◆ **What is the difference between a sled and an automobile?** (Sleds have blades like ice skates; automobiles have wheels.)

To answer this question, we had to read between the lines and use the information we already knew.

As you can see, answers to questions are found in different ways. Some answers are easier to find than others. Let's list four different ways to find answers, starting with the easiest answers to find.

⇒ Write *Where is the answer?* and the following underlined phrases on the board or paper.

Right There – Same Words

The answer is right there in the lines. The key words in the question can be found in the sentence with the answer:

- ◆ **Find the key words in the question.**
- ◆ **Scan to find sentences with key words.**
- ◆ **Does the sentence have the answer?**
- ◆ **Does the answer make sense?**

2. Right There – Different Words, Same Meaning

The answer is right there in the lines. The key words in the question cannot be found in the sentence with the answer. The sentence with the answer has different words that mean the same as the key words.

- ◆ **Find the key words in the question.**
- ◆ **Find sentences with words that mean the same as key words.**
- ◆ **Does the sentence have the answer?**
- ◆ **Does the answer make sense?**

3. Between the Lines:

The sentences don't give the answer, but give enough information to figure out the answer.

- ◆ Find key words in the question.
- ◆ Think and search for sentences with key information.
- ◆ Put information together; find an answer that makes sense.

4. Between the Lines and Your opinion:

The sentences don't give the answer, but they do give enough information to add to what you already know to find an answer.

- ◆ Part of the answer is in your head or your opinion.
- ◆ Find the key words in the question.
- ◆ Think and search for sentences with key information.
- ◆ Think about what you already know and what the sentences say to find an answer that makes sense.

⇒ Distribute Student Worksheet Reading and Responding Lesson 14-4.

Here is a guide to help you remember different ways to find the answers to questions. Now we will practice the strategy using the second, main passage.

Read the title and first sentence in the main passage. Is this story fiction or nonfiction? Pause. (Nonfiction) The last sentence in the first passage says *read this true account....* A true account is nonfiction.

Now read the passage and answer the questions on the worksheet.

⇒ Distribute Student Worksheet Reading and Responding Lesson 14-5.

For each question, indicate your use of strategies as follows:

- For questions 1-5, after choosing your answer, go back to each choice and indicate why you eliminated it by selecting one or more of these:
 - a. (*didn't make sense*)
 - b. (*wasn't in the story*)
 - c. (*not the best choice*).

- For questions 6-10 do the following:
 1. Underline key words in the questions.
 2. Underline the sentences where answers are found; put the question number next to it.
 3. Decide which type of question it is by circling one of these:
 - a. Right There In the Lines-Same Words
 - b. Right There In the Lines-Different Words, Same Meaning
 - c. Between the Lines
 - d. Between the Lines-Your Opinion

Remember:

- ◆ Use key words and clues to define words you don't know.
- ◆ Use strategies for answering multiple choice questions (flowchart). Answers can be found in many ways.
- ◆ Use the guide sheet for finding answers, if necessary.

⇒ Distribute Student Worksheet Reading and Responding Lesson 23-5.

After students have completed the worksheet, discuss the answers and reasoning necessary to find them. For questions 1-5, discuss reasons for eliminating incorrect choices as well as for choosing the correct answer. For questions 6-10, discuss underlined key words and sentences and identify where the answers were found.

Answers to worksheet:

1. **Choice C (route) is correct:** *Route* means a way of getting somewhere, like a path or road.
 - ◆ Choice A (*hike*) doesn't make sense. Susan wouldn't take a *hike*, which means *to walk*, when she could ride in a dogsled, and especially during a race.
 - ◆ Choice B (*rest*) doesn't make sense; Susan had no time to rest during a race.
 - ◆ Choice D (*race*) doesn't make sense in the sentence.

2. Choice A (*experienced*) is correct.

- ◆ Choice B (*enjoyed*) doesn't make sense. Most wouldn't enjoy very cold (*subzero*) weather and wind.
- ◆ Choice C (*avoided*) doesn't make sense because cold weather and wind couldn't be avoided.
- ◆ Choice D (*prevented*) doesn't make sense; it's impossible to prevent weather.

3. Choice D (*temperature below zero degrees*) is correct.

- ◆ Choice A (*cold*) makes sense, but it is not the best answer.
- ◆ Choice B (*hot*) doesn't make sense. The words *snowstorm*, *snowdrift*, *snowstorm*, and *frozen land* tell us it wasn't *hot*.
- ◆ Choice C (*snowy*) makes sense, but it is not the best answer.

4. Choice C (*get ahead of*) is correct.

- ◆ Choice A (*take over*) doesn't make sense.
- ◆ Choice B (*run off the road*) is not found in the passage.
- ◆ Choice D (*fall behind*) makes sense, but it is not found in the passage.

5. Choice B (*brave*) is correct.

- ◆ Choice A (*weak*) doesn't make sense in the sentence and cannot be found in the passage. Susan tried very hard to win. Her efforts were not *weak*.
- ◆ Choice C (*careless*) doesn't make sense and cannot be found in the passage. We don't know whether she was *careless* or not.
- ◆ Choice D (*useless*) doesn't make sense in the sentence.

6. Choice D (*came in second place*) is correct. This answer was not in the passage. You had to put together information from sentences in the last paragraph and think about it to find out Susan's place in the race. Was this answer right there in the lines or between the lines? Pause. (*between the lines*) Was your opinion needed to answer this one? Pause. (no)

This question should have been marked, C. *Between the Lines*.

- ◆ Choice A (*won first place...*) is incorrect. The last sentence says Susan *could not catch the leader*.
- ◆ Choice B (*dropped out...*) is incorrect. Several sentences let us know Susan never quit. The first sentence of the last paragraph says Susan was *determined to finish*.

◆ Choice C (*came in fourth place*) is incorrect. The last paragraph gives us enough information to determine she came in second place. The second sentence tells us *she had moved into fifth place*. The next sentence says, “*She managed to overtake three of the teams*,” which tells us that she was *ahead of three teams*. Being ahead of three teams out of five teams means either second or first. We know Susan wasn't in first place because the last sentence says she and her team *could not catch the leader*. Since she wasn't in first place, and she was ahead of three teams, she could only be in second place.

7. **Choice D (*finished what she had started*) is correct.** Where was this answer found? Pause (*right there in the lines-different words*) The first sentence of the last paragraph says Susan was *determined to finish*. **You should have marked this question B. Right There in the Lines-Different Words, Same Meaning.**

◆ Choice A (*made foolish decisions*) is incorrect. This answer makes sense if you feel she made foolish decisions, but it is not the best answer.

◆ Choice B (*had trouble making decisions*) is incorrect. This statement is not found in the passage.

◆ Choice C (*gave up too easily*) is incorrect. In the first paragraph, Susan stayed in the race, even though her dogs left her. The second paragraph says Susan *drove long into the night* to make up for lost time; the last paragraph says she was *determined to finish*.

8. **The two events that kept Susan from winning the race were a *snowstorm, which caused Susan to take a wrong turn and then a long detour*, and her dogs' leaving her (first paragraph).**

Some students may consider the overturned sled one of the two events, or even a third event preventing Susan from winning. These answers should be accepted as correct.

This answer should have been marked C. Between the Lines.

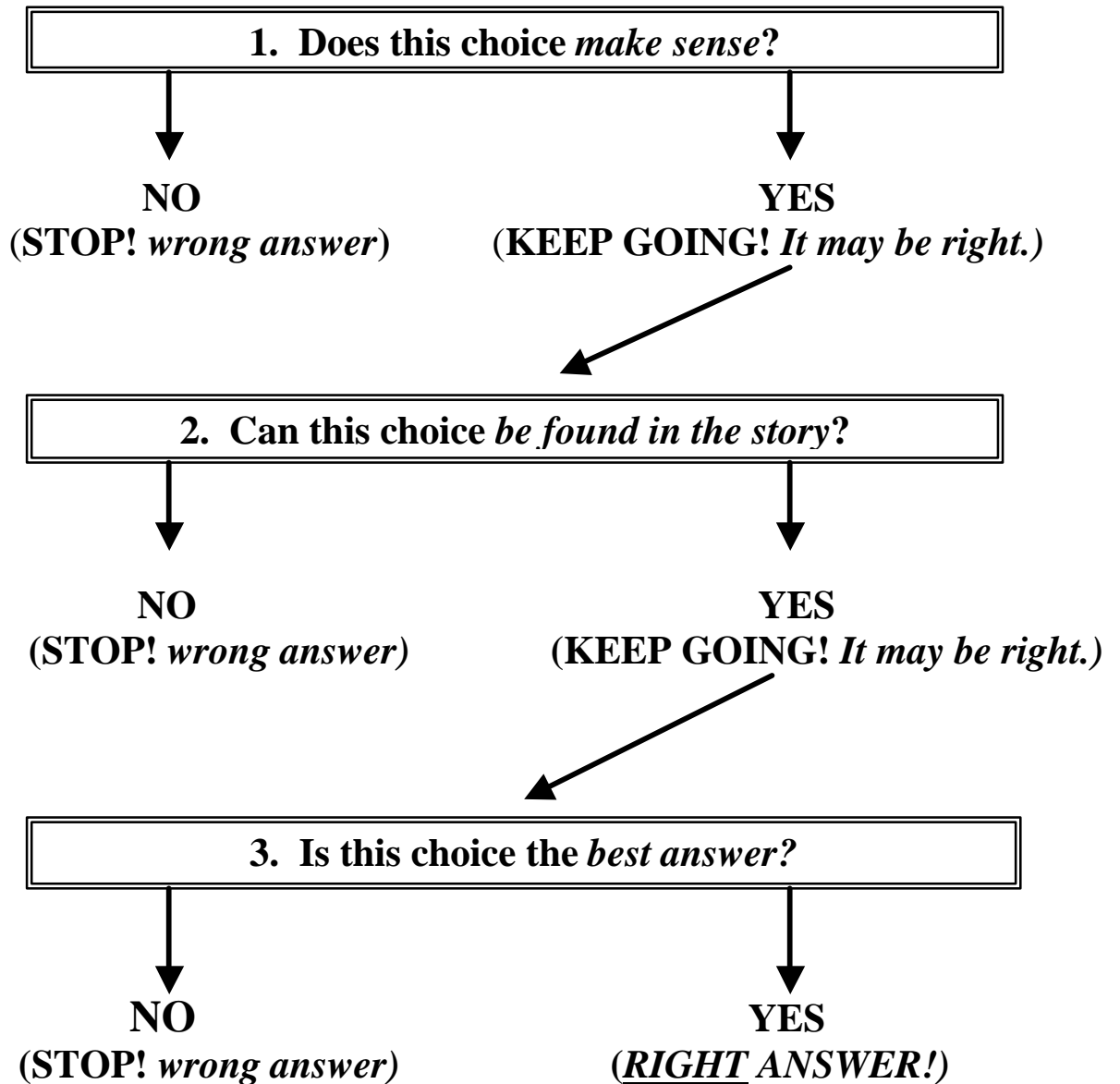
9. **Susan had to make up for the time she lost because of the two events in Number 8.**

This answer should have been marked C. Between the Lines.

10. **You may have different answers for this one because the question asked for an opinion. You should have marked D. Between the Lines-Your Opinion.**

Answering Multiple Choice Questions

For each choice, ask three questions:



Note. From assessment guide for *Curriculum Based Reading Assessment*, September 1999, developed by Deidra W. Frazier. Reprinted with permission.

Student Worksheet Reading and Responding Lesson 14-2

The Iditarod Trail Sled Dog Race is an annual event in which dogsled drivers (mushers) race from Anchorage to Nome. This grueling race attracts approximately 75 teams each year. The dogsled race was inspired by a 1925 outbreak of diphtheria at one of the remote gold-mining settlements. A team raced to deliver the serum necessary to save lives. Now, read this true account of a young contestant's attempt to win the Iditarod through frozen tundra.

THE RACE

Competing in the Iditarod, the 1,000-mile dog sled race held every year in Alaska, was an unforgettable experience for Susan Butcher. Just hours after the start, a snowstorm covered the trail and caused Susan to take a wrong turn and a long detour. Another disaster struck when Susan got off the sled to help the dogs up a hill. With great energy, the whole team took off without her. After chasing the dogs for miles, she found them by a huge snowdrift. The sled had overturned, but the dogs were uninjured.

Susan and her team of dogs endured subzero weather and piercing wind for much of the race. They struggled for many days to cross the frozen land. To make up lost time, Susan drove long into the night. Many times she heard the ancient spirits howling in the dark.

On the final day of the race, Susan and her dogs were exhausted, but determined to finish. With only thirty miles to go, she moved into fifth place. The push was on. She managed to overtake three of the teams, but the lead team stayed out in front, less than four minutes ahead. Despite a valiant effort, Susan and her team could not catch the leader.

Student Worksheet Reading and Responding Lesson 14-3

1. Which one of these statements is true?
 - A. The *Iditarod* has been an annual event for over 50 years.
 - B. The young contestant won the race.
 - C. The *Iditarod* usually lasts about 10 minutes.
 - D. Only a few teams compete in the *Iditarod* each year.
2. Where does the *Iditarod* take place?
3. The *Iditarod* race attracts approximately how many teams each year?
4. About how many teams compete in the annual *Iditarod*?
5. Why was serum delivered to remote settlements by dogsleds instead of by automobiles?

Where is the Answer?

1. Right There – Same Words

The answer is *right there in the lines*. The *key words* in the question are *can be found in the sentence* with the answer:

- ◆ Find the key words in the question.
- ◆ Scan to find sentences with key words.
- ◆ Does the sentence have the answer?
- ◆ Does the answer *make sense*?

2. Right There – Different Words, Same Meaning

The answer is *right there in the lines*. The *key words* in the question *cannot be found in the sentence* with the answer. The sentence with the answer has *different words that mean the same as the key words*

- ◆ Find the key words in the question.
- ◆ Find sentences with words that mean the same as key words.
- ◆ Does the sentence have the answer?
- ◆ Does the answer *make sense*?

3. Between the Lines:

The sentences don't give the answer, but they *do give enough information* to *figure out the answer*.

- ◆ Find key words in the question.
- ◆ *Think* and *search* for sentences with key information.
- ◆ Put this information together to find an answer that *makes sense*.

4. Between the Lines and Your opinion:

The sentences don't give the answer, but they *give enough information* to add to *what you already know* to find an answer.

- ◆ Part of the answer is *in your head* or *your opinion*.
- ◆ Find the key words in the question.
- ◆ *Think* and *search* for sentences with key information.
- ◆ Think about what you already know and what the sentences say to find an answer that *makes sense*.

Note. From assessment guide for *Curriculum Based Reading Assessment*, September 1999, developed by Deidra W. Frazier. Reprinted with permission.

Student Worksheet Reading and Responding Lesson 14-5

Name _____

For questions 1-5

- Choose the best answer.
 - Tell why you did not select the other choices by writing one or more of the following next to each choice:
 - a. Did not make sense
 - b. Was not in story
 - c. Was not the best answer
2. *Just hours after the start, a snowstorm covered the trail and caused Susan to take a wrong turn and a long detour.*
A detour is a
- A. hike.
 - B. rest.
 - C. route.
 - D. race.
2. *Susan and her team of dogs endured subzero weather and piercing wind for much of the race.*
Endured means
- A. experienced.
 - B. enjoyed.
 - C. avoided.
 - D. prevented.
3. Subzero means
- A. cold.
 - B. hot.
 - C. snowy.
 - D. temperature below zero degrees.

Student Worksheet Reading and Responding Lesson 14-5 (cont'd)

4. *She managed to overtake three of the teams, but the lead team stayed out in front.*

Overtake means to

- A. take over.
- B. run off the road.
- C. get ahead of.
- D. fall behind.

5. *Despite a valiant effort, Susan and her team could not catch the leader.*

Valiant means

- A. weak.
- B. brave.
- C. careless.
- D. useless.

For questions 6-10

After choosing the correct answer to multiple choice questions or writing a short answer, select one of the choices in the boxes below to indicate where you found the answer.

6. Susan and her team

- A. won first place in the *Iditarod*.
- B. dropped out of the race.
- C. came in fourth place.
- D. came in second place.

- | |
|--|
| <ul style="list-style-type: none">a. <i>Right There In the Lines- Same Words</i>b. <i>Right There In the Lines-Different Words, Same Meaning</i>c. <i>Between the Lines</i>d. <i>Between the Lines-Your Opinion</i> |
|--|

7. Susan

- A. made foolish decisions.
- B. had trouble making decisions.
- C. gave up too easily.
- D. finished what she started.

- | |
|--|
| <ul style="list-style-type: none">a. <i>Right There In the Lines- Same Words</i>b. <i>Right There In the Lines-Different Words, Same Meaning</i>c. <i>Between the Lines</i>d. <i>Between the Lines-Your Opinion</i> |
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Student Worksheet Reading and Responding Lesson 14-5 (cont'd)

8. What two events kept Susan from winning the race?

- a. *Right There In the Lines- Same Words*
- b. *Right There In the Lines-Different Words, Same Meaning*
- c. *Between the Lines*
- d. *Between the Lines-Your Opinion*

9. *To make up lost time, Susan drove long into the night.* Explain why Susan had to make up for lost time.

- a. *Right There In the Lines- Same Words*
- b. *Right There In the Lines-Different Words, Same Meaning*
- c. *Between the Lines*
- d. *Between the Lines-Your Opinion*

10. Do you think Susan should have stayed in the race or dropped out when her dogs left her? Why?

- a. *Right There In the Lines- Same Words*
- b. *Right There In the Lines-Different Words, Same Meaning*
- c. *Between the Lines*
- d. *Between the Lines-Your Opinion*