

Instructional Supports and Resources

K-PREP Sampler Support Grade 4

Reading
8/20/2012

This document provides teachers with instructional supports for effectively teaching the standards that are measured by the sample released K-PREP mathematics items.

4th Grade

Reading

Released items are representative of assessment items on the Kentucky Performance Rating for Educational Progress (K-PREP). This resource is designed to assist teachers in utilizing the released K-PREP items as instructional tools. Test items could often reasonably be aligned with multiple standards. Based on numerous factors, the Kentucky Department of Education (KDE) and Pearson made decisions as to which standard each item would assess. Consequently, the resources below support the teaching of the standard assessed with the corresponding released item. This is by no means a comprehensive list, nor is the particular standard addressed more or less important to classroom instruction than any other. Please see KDE's website for additional information on addressing the Kentucky Core Academic Standards.

<p>Sampler Item 7 RL./RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>http://www.readworks.org/lessons/grade4/drawing-conclusions/lesson-1 This ReadWorks lesson deals with teaching explicit information versus drawing conclusions. The detailed lesson includes teacher modeling, a think check, guided practice and independent practice. Student text for the lesson is provided. Other passages are available at different reading levels on this site.</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/author-study-improving-reading-906.html Drawing inferences is an important component of reading comprehension, so students need to be aware of both its benefits and its limitations. Beginning with several picture books by Paul Goble, students draw inferences about the author and apply them as they try to detect the errors in an inaccurate biography of the author. They refine their initial impressions through internet research and correct inaccuracies through critical comparison of biographical texts. Students then engage in a similar exercise as they study another author or illustrator of their choice, this time creating an author biography with deliberate errors, which will be corrected by a fellow student. Printables are included, as well as links to all needed resources.</p> <p>http://www.teachervision.fen.com/skill-builder/reading-comprehension/48611.html TeacherVision provides an overview of making inferences as well as the rationale for teaching this skill. Related lesson plans are available as well as numerous graphic organizers. You can access five free items before you will be prompted to subscribe to the site.</p> <p>http://player.discoveryeducation.com Discovering Language Arts: Intermediate: Fiction. From recurring themes and common literary devices to making inferences about complex elements of plot, character and setting, middle school students learn skills and strategies for understanding and interpreting literary texts, including author's purpose, point of view and word choice. Students also explore skills and strategies for interpreting informational texts, including fact versus opinion. A teacher's guide and corresponding resources are available.</p> <p>http://www.p12.nysed.gov/apda/common-core-sample-questions/ For each grade level 3-8 the New York State Department of Education has created sample questions to help students, parents and educators better understand the instructional shifts demanded by the <i>Common Core State Standards</i> and the rigor required to ensure that all students are on track to college and career readiness. Access questions by grade level by scrolling down to the bottom of the page and choosing the appropriate link.</p>
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Sampler Item 8

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

<http://www.p12.nysed.gov/apda/common-core-sample-questions/>

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<http://www.readwritethink.org/classroom-resources/lesson-plans/alaska-native-stories-using-129.html>

Alaska Native Stories: Using Narrative to Introduce Expository Text.

OVERVIEW:

This lesson uses traditional stories of the Native peoples (i.e., narrative text) to introduce students to the study of animals in Alaska (i.e., expository text). Students use the Internet to listen to a Yu'pik tale told by John Active, a Native American living in Alaska. They also use online resources to find facts about animals in Alaska. Students compare and contrast the two types of text in terms of fiction and non-fiction. The narrative stories provide students with a context to begin studying a content area topic; this lesson emphasizes the integration of curriculum.

<http://education.ky.gov/curriculum/ELA/Documents/Literacy%20Link%20January%202012.pdf>

The January 2012 issue of KDE's *Literacy Link* newsletter includes information on utilizing non-print sources as text. Learn how to pair an image with a traditional text to strengthen student understanding of this standard.