

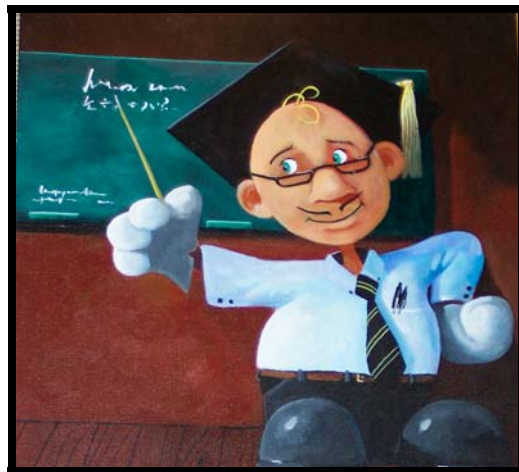
The Professors Tutor

SDAA II

Third Level Reading

Teacher's Lesson Plans

First Edition



TM

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Introduction

It is important to remember that the best preparation for SDAA II is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential. Based on the input from the TEA the SDAA II tests will become more rigorous as students move from instructional level to instructional level. Because of this vertical alignment the increase in rigor will be appropriate and logical and, most importantly, will be based on the TEKS curriculum for each instructional level.

The TEKS student expectations assessed at each grade level of TAKS and each instructional level of SDAA II are part of the curriculum for that Level. For example, the TAKS Level 3 reading test assesses content from the Level 3 reading TEKS. Similarly, the SDAA II Instructional Level 3 reading test assesses content from the Level 3 reading TEKS.

Some modifications frequently made in classroom instruction for students with disabilities have been implemented for SDAA II. These modifications may include fewer test items, more white space per page, larger print, less complex sentence structure, shorter reading and writing passages, and more illustrations accompany passages and test items. However, it is important to remember that these modifications do not affect the level of the TEKS curriculum assessed. Therefore, The ProfessorsTutor attempted to be fair, but maintained a degree of difficulty that the student needs in order to pass the test.

This kit was designed to provide the instructor with organized lesson plans and student practice materials. It was designed to drastically shorten, and in most instances, eliminate the planning phase of tutoring. The materials meet the format of the questioning specifications and also the level of difficulty required on the Texas Assessment of Knowledge Skills (SDAA II). The ProfessorsTutor has attempted to make the format as simple as possible without compromising the quality of the testing goal.

The book contains questions that meet the Texas Education Agency (TEA) specifications for the Texas Assessment of Knowledge Skills (SDAA II) for the third Level. Each instructional target could be presented in the SDAA II test in any of several different formats.

It is important that the students' critical thinking skills be sharpened in order to be able to analyze culturally diverse written text on the SDAA II. The process we have used is not suggested to be the only method for sharpening critical thinking skills. It is hopeful that the students will develop their own method as tutoring progresses. Our method is simply one that will aid the student who is struggling to develop a method.

We know that everyone involved in your organization will benefit greatly by using The ProfessorsTutor.

LESSON 19

The ProfessorsTutor

SDAA II

3rd Level

Lesson 19

Objective 2 (3.11) (J)

(3.11) **Reading / text structure / literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(J) recognize the story problem(s) or plot

Put transparency 1 on the overhead

Say: Read along silently as I read A.

Say: Read along silently as I read the answer choices.

Ask: Who knows which choice is correct? [Answer: B]

Remove transparency 1

Say: Every story has a plot.

Ask: What is plot in stories? [Answer: the things that happen to a character]

Say: The plot asks, “Why did that happen?”

Put transparency 2 on the overhead

Say: Let’s look at a series of sentences and see which would apply to plot – the things that happen to the character.

Ask: Which of the choices between 1 and 2 would be part of a story’s plot? [Answer: 2]

What about 3 and 4? [Answer: 4]

What about 5 and 6? [Answer: 5]

What about 7 and 8? [Answer: 8]

Say: So you can see, plot doesn’t just tell what happens it also tells why.

Ask: Do you have any questions concerning plot?

Say: Read *Tornado* and do SDAA II Practice 10.

Transparency 1 Lesson 19
SDAA II drill 19

A

Florida Kids Crush out Smoking

What can a state get for \$70 million? Florida spent it on ads against smoking. The ads were made mostly by kids. Result? The teen smoking rate made a big drop in just one year!

The teen smoking rate has gone up since the early 1990s. About three million teens smoke. In 1996, Florida won \$13 billion. They got it from a lawsuit against tobacco companies. They wanted to use part of the money to stop kids from smoking. They let kids think up ideas for the ads.

It is important to keep kids from smoking. There was a study done with kids who smoke every day. It shows that these kids get lung damage. The body can never fix it.

“It didn’t matter if [kids] were heavy or light smokers. What mattered was that they started young,” said scientist John K. Wiencke. Thank goodness that in Florida, people who are against smoking are starting young, too.

A-1 Which is the best summary of this passage?

- A. Smoking when you’re a teenager causes lung damage that your body can never fix.
- B. The state of Florida spent a lot of money to pay for ads against smoking and the result was a big drop in teen smoking.
- C. A study was done using kids that smoked everyday showing that the kids had lung damage.

Transparency 2 Lesson 19

1. The king died, and the queen died.
2. The queen was beheaded after she killed the king.
3. The boy yelled ouch!
4. The boy yelled, "ouch!" because the bee stung him.
5. The child cried when she lost her toy.
6. The child cried all day.
7. The third Level class loved school.
8. The third Level loved school because they could see their friends.

LESSON 20

The ProfessorsTutor

SDAA II

3rd Level

Lesson 20

Objective 2 (3.11) (J)

(3.11) **Reading / text structure / literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(J) recognize the story problem(s) or plot

Put transparency 1 on the overhead

Say: I am going to read A to you, so listen carefully.

Ask: Who wants to read and answer A1? [Answer: D]
Who wants to read and answer A2? [Answer: G]

Say: Now I'm going to read B to you. Please listen carefully.

Ask: Who wants to read and answer B1? [Answer: C]
Who wants to read and answer B2? [Answer: J]

Remove transparency 1

Ask: Who can remember what plot is? [Answer: the things that happen to the character]

Ask: What does the plot of a story tell us? [Answer: what happened and why]

Say: Reread *Tornado* and do SDAA II Skills Exercise 10.

Transparency 1 Lesson 20
SDAA II drill 20

A

The floods have killed people. Now a new dam will stop these floods. It will also create electricity.

A-1 According to the passage, a dam

- B. saves lives
- C. creates electricity
- D. all of the above

A-2 In this passage, the word create means

- F. form
- G. generate
- H. design

B

A dam holds back water. It keeps a river from flowing out of control. When a dam is built, a lake is formed.

B-1 A lake is formed

- B. when a hole is dug
- C. when a dam is built
- D. when it rains a long time

B-2 A dam is helpful because

- G. tourist can look at it
- H. it gives the fish a new home
- J. it controls flowing water