

The ProfessorsTutor

SDAA II

Fourth Level
Reading

Teacher's Lesson Plans

First Edition



TM

4

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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 4 reading test assesses content from the Level 4 reading TEKS. Similarly, the SDAA II Instructional Level 4 reading test assesses content from the Level 4 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 fourth 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 1

The ProfessorsTutor

SDAA II

4th Level

Lesson 1

Objective 1 (4.9) (B)

(4.9) **Reading / Vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(A) draw on experiences to bring meaning to words in context such as interpreting figurative language and multi- meaning words (4-5).

Put transparency 1 on overhead

Say: We will begin each meeting with a SDAA II drill. This is so we can get use to the types of questions that will be asked on the test.

Ask: Will someone volunteer and read A?
Who wants to read and answer A-1? [answer: C]
Who wants to read and answer A-2? [answer: D]
Will someone volunteer and read B?
Who wants to read and answer B-1? [answer: A]
Who wants to read and answer B-2 ? [answer: J]

Remove Transparency 1

Say: Today we will learn about interpreting figurative language and multi-meaning words.

Ask: Can anyone tell me what figurative language is? [Answer: Figurative language uses words in an imaginative way rather than a literal sense]

Say: Simile and metaphor are the chief **figures of speech**. A **simile** is the comparison of unlike things using like or as. A **metaphor** is an implied comparison of unlike things **not using** like or as.

Put Transparency 2 on the overhead

Say: On the overhead are examples of similes and metaphors.

Read the overhead to the class

The ProfessorsTutor
SDAA II
4th Level
Lesson 1
Objective 1 (4.9) (B)

Say: Other common figures of speech include personification, paradox, and irony.

Put Transparency 3 on the overhead

Read transparency 3 to the class

Say: Let's look at some multi-meaning words that have a figurative and a literal meaning.

Put transparency 4 on the overhead

Read transparency 4 to the class

Say: Read *Town Crier* and do SDAA II Practice 1. Remember to read the directions carefully; read the questions before you read the passage; and carefully mark your answers.

Lesson 1 Transparency 1

SDAA II Drill 1

A)

Someone yelled, “fire” in the movie theatre. At first, everyone thought it was a joke until a loud pop announced itself. Then, chaos broke out and everyone rushed to the doors.

A-1) What did everyone think was the joke?

- A. A loud pop.
- B. Everyone rushing to the doors.
- C. Someone yelling “fire.”
- D. The movie they were about to see.

A-2) What caused the people to rush out the doors?

- F. The police
- G. A loud pop
- H. Someone yelling “fire”
- J. A gun shot

B)

As people rushed for the doors, smoke began to plume into the theatre. People began to cough, choke, and scream. Some people fell and were trampled. Once outside, Steve grabbed Sherry’s hand and said, “Let’s go this way!” Quickly running down the street, Steve reached for his cell phone and dialed 911.

B-1) In this passage, the word plume means to--

- A. Feather out
- B. Look plum-like
- C. Change color
- D. Heat

B-2) What did Steve do after he ran down the street?

- F. Dialed 9-1-1
- G. Called his mother
- H. Called his girlfriend
- J. Reached for his cell phone

Lesson 1 Transparency 2

Similes

He was **like a piece of rare and delicate china**, which was always being saved from breaking and finally fell.

--Alice Walker

The thick blood welled out of them **like red velvet**, but still he did not die.

--George Orwell

She sat **like a great icon** in the back of the classroom, tranquil, guarded, sealed up, watchful.

--Reginald McKnight

Metaphors

His **money was a sharp pair of scissors** that snipped rapidly through tangles of red tape.

--Hisaye Yamamoto

We refuse to believe that **the bank of justice** is bankrupt.

--Martin Luther King, Jr.

A Metaphor and a Simile

It was gurgling out of her own throat, **a long ribbon of laughter, like water.**

--Sandra Cisneros

Single words are often used metaphorically

These roses must be **planted** in good soil. [literal]

Keep your life **planted** wherever you can put down the most roots. [metaphorical]

We always **sweep** the leaves off the sidewalk. [literal]

He seems likely to **sweep** her right off her feet. [metaphorical]

Lesson 1 Transparency 3

Personification- attributing to nonhuman characteristics possessed by humans
(nonhumans - objects, animals, and ideas)

Because I could not stop for **death**;
He kindly stopped for me.
--Emily Dickinson

Paradox- a contradictory statement that makes sense when thoughtfully considered.

I am strongest when I am weak--
(From a person who was to rely on his mind when his body doesn't want to go anymore)

“darkness visible”
wise fool

Irony- saying something on purpose that means the opposite.

During a hurricane someone said, “What a perfect day for a wedding.”

Lesson 1 Transparency 4

<u>Word</u>	<u>Figurative Meaning</u>	<u>Literal Meaning</u>
hot	attractive	excessive heat
baby	special someone	small child
come clean	be honest	not dirty
drugged	crazy	on medication
hog	to take	an animal
man	cop	a male

Sometimes, these words are called slang when used figuratively.

LESSON 2

The ProfessorsTutor

SDAA II

4th Level

Lesson 2

Objective 1 (4.9) (B)

(4.9) **Reading / Vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(B) draw on experiences to bring meaning to words in context such as interpreting figurative language and multi- meaning words (4-5).

Put transparency 1 on overhead

Ask: Will someone volunteer and read SDAA II Drill 2-A ?

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

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

Will someone volunteer and read B?

Who wants to read and answer B1 ? [Answer: B]

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

Remove Transparency 1

Say: Let's review what we learned in our last meeting.

Ask: Who can tell me what we discussed in our last meeting?

[Answers: figurative language and multi-meaning words]

Ask: What is figurative language? [Answer: word or phrase that do not mean their literal meaning; or using words in an imaginative way rather than a literal sense]

Ask: What are the chief or main figures of speech? [Answer: simile and metaphor]

Ask: And what is a simile? [Answer: the comparison of unlike things using like or as.]

Ask: What is a metaphor? [Answer: a comparison of unlike things **not** using like or as]

Ask: Can anyone recall some other common figures of speech? [Answer: **Personification**- attributing to nonhuman characteristics possessed by humans. **Paradox**- a contradictory statement that makes sense when thoughtfully considered. **Irony**- saying something on purpose that means the opposite.]

Say: Do SDAA II Skills Exercise 1

Lesson 2 Transparency 1

SDAA II Drill 2

A.

¹ Hello, 9-1-1, we have a fire at the Alamo Theatre. Some people, I believe, are trapped inside,” he panted.

² The dispatcher asked nonchalantly, “What’s your name and location?” ³ “My name, what does my name have to do with it? There are people trapped inside of a burning building, The Alamo Theatre, downtown, get someone over here, fast or ...” ⁴ “Okay sir, someone is on the way. Fire and Rescue will be there in minutes. Please calm down,” the dispatcher interrupted.

A-1) Where was the fire?

- A. At the McDoogles
- B. At the gas station
- C. At the Alamo Hotel
- D. At the Alamo Theatre

A-2) Steve became upset when the dispatcher asked -

- F. for a date
- G. for his name
- H. if he was sure
- J. if he was serious

B.

“Thank you,” Steve said apologetically. “People may be dying in the building. I just want to get them some help,” he added. He looked at Sherry to comfort her. “It’s going to be all right.” A couple of blocks from the fire, they could see the rescue truck, ladder truck, tanker, which carried water, a couple of fire-engines and an ambulance on the scene.

B-1) How far away did Steve and Sherry run from the fire?

- A. A mile
- B. A couple of blocks
- C. Ten feet
- D. Across the street

B-2) What is a tanker?

- F. an army vehicle
- G. a large canister
- H. a large container
- J. a fire truck that carries water