

# The ProfessorsTutor

## SDAA II

Fifth Level  
Reading

### Teacher's Lesson Plans

First Edition



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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 5 reading test assesses content from the Level 5 reading TEKS. Similarly, the SDAA II Instructional Level 5 reading test assesses content from the Level 5 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 fifth 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 9

## The ProfessorsTutor: SDAA II

5<sup>th</sup> Level

Lesson 9

### Objective 2 (5.12) (H)

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

(H) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo.

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#### **Put Transparency 1 on the overhead**

**Say:** Read along silently as I read aloud passage A.

**Ask:** Would someone read the question A-1 and give the answer choice? [Answer: A]

Will someone read A-2 and answer it? [Answer: H]

Who will volunteer and read B?

Will someone read B-1 and answer it? [Answer: D]

Will someone read B-2 and give an answer? [Answer: G]

#### **Remove Transparency 1**

**Say:** Now, let's discuss analyzing character traits, motivations, conflicts, point of view, relationships and changes they undergo.

**Ask:** When it comes to a novel or story what is a character? [Answer: a character is the person or thing that moves the plot forward.]

**Say:** Plot is the sequence of events that happen to characters. Characters can be understood by paying close attention to their appearance, language, and actions. For example in the *Tortoise and Hare*, the Hare brags about being the fastest animal in the forest. He's flashy and cocky. Tortoise who is quiet and shy and can only outrun a snail challenges him.

**Ask:** What do you think motivated the Hare to have the attitude he had? [Answers will vary]

**Ask:** What about the Tortoise? Why do you think the writer made his personality shy? [Answers will vary]

**Ask:** Do you think the Hare was motivated to be overconfident because he was a very fast runner?

**Ask:** Do you know what conflict is? [Answer: is the struggle between two characters, usually one good and the other is evil]

## **The ProfessorsTutor: SDAA II**

**5<sup>th</sup> Level**

**Lesson 9**

**Objective 2 (5.12) (H)**

**Say:** The position from which the action is observed – the person through whose eyes the events are seen—is the point of view. It may be that a single character within the story or of a narrator who tells it. Many works of fiction are told from a single point of view, but some shift the point of view from one character to another. As these points of view shift we see how characters relate to one another and are able to see how their relationships change.

**Put Transparency 2 on the overhead**

**Read the information on the Transparency to the class**

**Say:** Read *Pocahontas* and do SDAA II Practice 5.

## Lesson 9 Transparency 1

### SDAA II Drill 9

A.

In 1963, on a sunny November day, the President of the United States, John F. Kennedy, was riding through Dallas in a convertible car with the top down. He was waving at the crowds of people lining the streets. A shot rang out! The President was shot for political reasons. The country was shocked into disbelief and mourning. It was a day that would never be forgotten.

A-1) What happened in November 1963 in Dallas?

- A. President Kennedy was assassinated.
- B. There was celebrating.
- C. There was a riot.
- D. The mayor of Dallas stayed home.



A-2) Which statement summarizes the above passage?

- F. Dallas is a dangerous city.
- G. President Kennedy was forewarned.
- H. America mourned when Kennedy was shot.
- J. Being President is not a dangerous job.

B.

That same day, on the airplane, Air Force One, Lyndon Johnson was sworn in as President of the United States.

B-1) When did Lyndon Johnson become President of the United States?

- A. In 1965
- B. In 1960
- C. In 1970
- D. In 1963



B-2) According to the passage, the words sworn in means -

- F. To tell a lie
- G. To take an oath
- H. To win an election
- J. To take over

## **Lesson 9 Transparency 2**

Character Traits are distinguished features or qualities about a character. These qualities can be things such as mean, sweet, rich, devious. The Author's point of view usually determines a character's trait.

**Example:**

John, the rich old man, gave a portion of his wealth to charity. It wasn't known until the reading of his will.

You can tell in the passage that the character, John, is wealthy, generous, and elderly.

Sometimes characters have conflicts with other characters and other things, such as a vending machine, or traits about himself that he doesn't like.

**Example:**

John put his money in the candy machine. He pressed the button, but nothing came out. He continued to press the button but there were no avail. Finally, frustrated, John kicked the machine. With the kick, the machine released John's favorite candy.

# LESSON 10

**The ProfessorsTutor**

**SDAA II**

**5<sup>th</sup> Level**

**Lesson 10**

**Objective 2 (5.12) (H)**

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

(H) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo (4-8)

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**Put Transparency 1 on the overhead**

**Say:** Read silently as I read aloud passage A.

**Ask:** Who knows the correct answer to A-1? [Answer: A]

**Say:** Read silently as I read aloud passage B.

**Ask:** Who knows the correct answer to B-1? [Answer: C]

Who knows the correct answer to B-2? [Answer: F]

**Remove Transparency 1**

**Say:** Now, let's review what we learned at our last meeting.

**Say:** Analyzing character traits helps us to understand the author's point of view of the character.

Does the author portray the character as nice, evil, rich, and poor? Does the character have a conflict or disagreements with anyone or anything? Does the character change at the end of the story? Does he go from being mean to being nice? What motivated the change?

**Ask:** Are there any questions concerning characters, their traits, motivations, conflicts or point of view?

**Say:** Do Skills Exercise 5.

## Lesson 10 Transparency 1

### SDAA II Drill 10

A.

In American history there have been several tragedies on our United States soil. Some were accidental; some were human error; some were natural occurrences and finally, some were purposely brought about. Since 1900, a few of these tragedies took the Nation by surprise.

In chronological order, they were the hurricane that hit Galveston in 1900, Pear Harbor in 1941, the assassination of President Kennedy in 1962, the space shuttle Challenger explosion in 1986, the World Trade Center attack in 2001, and the space shuttle Columbia explosion. Of course, there were others, these were just a few.

A-1) Which statement summarizes the above passage?

- A. Americans have had many tragedies since the 20<sup>th</sup> century.
- B. Americans have not seen very many tragedies in the past 100 years.
- C. There have been a lot of attacks on America.
- D. America needs to prepare for a lot more tragedies.

B. Though America has had its tragedies; it recovered well and continues on as a leader.

B-1) In this passage, recover means -

- A. pay money back
- B. forgets
- C. bounces back
- D. starts

B-2) America is a(n) --

- F. leader
- G. tragedy
- H. unlucky country
- J. wreck

