

Gradual Release Model

Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. Question types vary by grade level and include those on the PSSA:

- multiple-choice (MC)
- evidence-based selected response (EBSR)
- short answer (SA)
- text dependent analysis (TDA) for writing

4 Independent Practice

Lesson 1

Read the story. Then answer the questions.


Adapting

- Jarrold sighed as his bran flakes turned to mush in his cereal bowl. Outside, the morning sun illuminated russet and ruby leaves on the backyard trees. Jarrod barely glanced outside the window. He pushed away his bowl as the phone rang.
- He half-heartedly listened to the conversation between the caller and his mother. However, Jarrod snapped to attention when he heard his mother mention his name and promise the caller that he would be ready on time. "Jarrod is really looking forward to this outing," his mother added. Jarrod groaned and buried his face in his hands.

He now knew that the caller was Mr. Armbruster, his science teacher, who had organized a field trip to the local wildlife preserve. The glorious morning was shaping up to be the perfect day for a hike, but Jarrod envisioned a better way to spend his Saturday.

For as long as he could remember, Jarrod visited Pop, his grandfather, every Saturday. Together they would repair the old farmhouse his grandparents shared. They would work in the garden and fix up machinery in Pop's shop. Pop would share stories from his boyhood about growing up on the farm. They were better than any action adventure book Jarrod ever read.

The corners of Jarrod's mouth tugged down as he remembered when treasured stories came to a halt. His father had gotten transferred that year, and the family had to move far away from Pop. Jarrod promised to share his own stories with Pop. He assured his grandfather that he would tell him all about his new home, school, and friends. But so far his father had been sparse. He really missed his friends Jackson and Dwayne, and the thought of making new friends sent shudders down his spine.



2 Read the chart.

The Text Says...	I Know...	So I Infer That...
Real estate development was causing the pawpaw to become critically endangered.	Trees are bulldozed when developers build condos and shopping malls.	

Which statement would fit best in the blank space in the chart?

- Insects have stopped pollinating the pawpaw trees.
- The flowers of the pawpaw aren't widely known.
- The pawpaw tree only grows in tropical climates.
- An environmental group is stopping the bulldozers.

3 What might Jarrod do the following Saturday?

4 What will Jarrod probably write to Pop in his next letter? Use at least two details from the text to support your answer.

Reviews

Each unit concludes with a review to test all skills covered in the unit. It includes a mix of PSSA-type items in the same way as the Independent Practice section.

UNIT 1 REVIEW
Key Ideas and Details in Literature Text
 CC.1.3.6.A-C

Read the poem. Then answer the questions.

Autumn Fires

by Robert Louis Stevenson

In the other gardens
 And all up the vale,
 From the autumn bonfires
 See the smoke trail!

- 5 Pleasant summer over
 And all the summer flowers,
 The red fire blazes,
 The gray smoke towers.
- 10 Sing a song of seasons!
 Something bright in all!
 Flowers in the summer,
 Fires in the fall!

1 Part A

What is the theme of this poem?

- A The colors of fall are as intense as the colors of summer.
- B Fall is the most dangerous season of all.
- C Fires are not a threat in the summer.
- D People celebrate all seasons with bonfires.

Part B

What imagery from the poem best supports the answer to Part A?

- A Red flowers bloom all up the vale.
- B Smoke blocks the view of the bonfires.
- C Flowers in the summer and fires in the fall.
- D Smoke towers.

- 2 What sentence summarizes the third stanza of the poem?
- A The color red stars in every season.
 - B There is beauty to admire in every season.
 - C Dangers lurk in every season.
 - D Artists find inspiration in autumn leaves.

- 3 What might the poet write about winter? Use details from the poem to support your answer.

Read the story. Then answer the questions.

Seasons

1 Marc and Vanessa grew up on the island of Oahu in Hawaii, just outside of Honolulu. Each day in all four seasons, the island's weather remained the same. The climate was warm and sunny, with a brief daily shower that kept everything green.

2 However, when Marc and Vanessa were in middle school, their father was transferred to the East Coast. The twins missed their friends, their school, their house, and, most of all, the wonderful warm climate of Oahu.

3 "I'm freezing!" Vanessa said to her mother one day in late September, as she layered on yet another sweater. "The kids at school should see me now. Already they laugh at how many layers of clothes I wear because, they claim, this is nothing. Nothing!"

4 As September segued into October, the leaves surrounding Vanessa's new home burst into flames of red, gold, and orange. Vanessa and Marc spent an entire weekend capturing the colorful display with their cameras. Then the twins printed the photographs and sent copies to their friends back in Hawaii.

- 25 Oh! restlessly whirls the river:
 The rivulets run and the cataract drones:
 The spiders are flitting over the stones:
 Summer winds float and the cedar moans;
 And the eddies gleam and quiver.
- 30 O sun, shine hot, shine long and abide
 In the glory and power of thy summer tide
 On the swift longing face of the river.

- 7 What effect does the shining sun have on the poet?
- A It invigorates and stimulates him.
 - B It makes him nostalgic for winter.
 - C It fills him with anger.
 - D It causes noisy confusion.

- 8 How might the poet feel about ice forming on the river? Use details from the poem to support your answer.

- 9 How would you summarize the poet's main point in this poem? Use details from the poem to support your answer.
