

## **GRADE 4 English Language Arts** **Reading and Responding: Lesson 19**

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

*Optional:* At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud at any point during the lesson as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

### *Purpose of Lesson 19:*

In this lesson, the tutor and students will

- read a nonfiction selection,
- identify the author’s purpose,
- distinguish fact from opinion,
- distinguish expository text from narrative text,
- use context clues to define unfamiliar vocabulary, and
- make inferences (read between the lines).

### *Equipment/Materials Needed:*

- Student Worksheet: Reading and Responding Lesson 19-1
- Student Worksheet: Reading and Responding Lesson 19-2
- Student Worksheet: Reading and Responding Lesson 19-3
- Student Worksheet: Reading and Responding Lesson 19-4
- Pencils

Introduction:

**You have been practicing many strategies that you have learned to make you a better reader. Let's quickly review our strategies for figuring out new words and understanding what we have read. Who remembers some of these? Pause.**

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-1.

(The tutor's copy of the worksheet is on the next page.)

**You all seem to remember many strategies we have learned. How many of you really use them? Pause. How many of you remember to use these strategies *without being reminded*? Pause.**

**Remember, strong readers are in the *habit* of using strategies: they use strategies without anyone's telling them.**

**Now look at the list of strategies and use your pencils to write a check by the strategies you use most of the time without being reminded. These strategies have become *good reading habits*. Ask a few students to share the strategies they checked.**

**Now use your pencils to circle the strategies you forget to use. These strategies are the ones you want to practice. Have students share the strategies they circled.**

**Now you all know which strategies you need to practice to become stronger readers. Keep this list as a reminder for you to use strategies when you read.**

## **STRATEGIES FOR BECOMING STRONG READERS**

### **Before reading:**

- Look at the title to see what the passage is about.
- Scan the passage for paragraphs.
- Scan the passage for words in boldface or italics.
- Decide whether the passage is a poem, tells a story, or gives information.
- Think about the reason for reading the passage (enjoy a story, learn, take a test, etc.).

### **While you are reading:**

- Ask yourself whether what you are reading makes sense.
- Reread the parts that do not make sense.

### **Defining new words:**

- **Look around the word.** Reread the sentence; put your finger over the word and ask yourself, “*What word would make sense here?*”
- **Look at the word and inside the word.** Try to sound it out. Even if you have never heard the word and may not know exactly how to pronounce it, you may still know what it means.
- **Reread the next sentence for more clues.**
- **Think about what you already know.** Connect what you are reading to what you know.
- **Look for the word in other sentences.** Look around the word; put your finger over the word and ask yourself, “*What word would make sense here?*”

### **Finding main ideas:**

- **Read the first sentence in each paragraph.**
- **Draw a picture about what is happening in each paragraph.**
- ***Read between the lines.*** Put together information from several sentences and think about what these sentences mean all together.

Note. From a presentation at the annual meeting of the National Reading Conference, Charleston, SC. “Motivating preservice teachers to read their texts: Required annotation in a literacy methods course,” November, 1996, by Deidra W. Frazier. Reprinted with permission.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-2.

**You have also practiced telling the difference between *facts* and *opinions*. Who can tell the difference between a *fact* and an *opinion*? Pause. Spend a few minutes reviewing these differences. Keep this worksheet to help you remember ways to tell the difference between *facts* and *opinions*.**

### Contrasting Facts and Opinions

<i><b>FACTS</b></i>	<i><b>OPINIONS</b></i>
◆ <i>Can</i> be proved right or wrong	◆ <i>Can not</i> be proved right or wrong
◆ <i>Always</i> based on proof	◆ <i>Sometimes</i> based on proof or facts
◆ <i>Always</i> based on proof	◆ <i>Sometimes <u>not</u></i> based on proof or facts
◆ <i>Never</i> depends on point of view	◆ <i>Always</i> depends on point of view
◆ Some key words: numbers Spiders have <i>eight</i> legs.	◆ Some key words or phrases: <i>I think..., I believe..., I feel...</i>
◆ Answers questions that have <i>one</i> correct answer	◆ Answers questions that can have <i>more than one</i> answer
◆ Often answers <i>what, who, where, when</i> questions	◆ Often answers <i>why</i> questions; <i>Why do you think...</i>

<i><b>OPINIONS</b></i> <i>that <u>do</u> make sense</i>	<i><b>OPINIONS</b></i> <i>that <u>don't</u> make sense</i>
◆ Based on facts	◆ <i>Not</i> based on facts
◆ Based on <i>experiences</i>	◆ May be based on <i>rumors</i>

Note. From assessment guide for Curriculum Based Reading Assessment, September 1999, developed by Deidra W. Frazier. Reprinted with permission.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-3.

**Now you will have a chance to use all the strategies you have learned. Before reading this passage to yourself, take a quick look at the title and the first sentence. Pause. Just by looking at the title, can you tell what kind of passage this one is going to be? Pause. Since the title is a person's name, the passage is probably going to be about a famous person, perhaps a biography.** Explain that a *biography* is the story of someone's life. Since the first sentence gives factual information about Louis Armstrong, this article can probably be classified as a biography.

**Read this article to yourself very carefully. Remember to think while you are reading and to use the strategies you have learned if you get confused or if what you are reading does not make sense. Remember to use clues and key words to figure out words you don't know.**

After students have finished reading the article silently ask them whether they had any problems reading and understanding it. Depending on student responses, you may feel it necessary to read the article aloud while students follow along before giving them the worksheet.

⇒ Distribute Student Worksheet: Reading and Responding Lesson 19-4.

Remind students to choose the *best* answer for multiple choice questions, to use context clues to define words, and to answer the last three questions in complete sentences. Also, require students to show where they found their answers by underlining the sentence and by writing the question number at the beginning of it. Allow students sufficient time (15-25 minutes) to complete the worksheet. Then go over the answers to each question. Be sure to have students explain the reasons for their answers and to identify key words when appropriate. Go through the reasons for eliminating incorrect choices as needed.

Answers to Student Worksheet 19-4:

4. Choice A is correct (*was a talented musician recognized in many countries*). **Part of the answer is found in the last sentence (*Since he traveled all around the world...*). Many other sentences show that he was a talented musician.**

Choice B is incorrect. See above.

Choice C is incorrect. See above.

Choice D is incorrect. **The text says he was born in New Orleans, Louisiana, not that he was the first jazz musician to perform there.**

5. Choice C is correct (*he had gotten into trouble*). The answer is in the 4<sup>th</sup> sentence.

Choice A is incorrect. The text doesn't say he wanted to get a good education.

Choice B is incorrect. **The text doesn't say he wanted to learn to play the trumpet, even though it *does* say that he played the trumpet.**

Choice D is incorrect. **The text doesn't say that the reform school was a good place, and I don't think a reform school would be a good place to find a band to join.**

6. Choice D is correct (*was very poor and had little education*). The answer is in the 3<sup>rd</sup> sentence.

Choice A is incorrect. **The 3<sup>rd</sup> sentence says *he had to overcome poverty*, so we know he didn't have the money for music teachers, because *poverty means being very poor*.**

Choice B is incorrect. The text doesn't say he was forced to join a band.

Choice C is incorrect. **Although Armstrong *may have* spent most of his time with famous musicians when he was an adult, the text doesn't say he spent time with famous musicians when he was a young boy.**

7. Choice A is correct (*it was very different...and heard all around the world*). The answer is in the 2<sup>nd</sup> paragraph, 3<sup>rd</sup> sentence (*unique gruff voice*) and in the last sentence (*...traveled all around the world performing...*). **Unique means different. His voice was recognizable because he sang in many countries of the world.**

Choice B is incorrect. **The text doesn't say his voice was gruff or similar to other trumpet players' voices.**

Choice C is incorrect. **This one is tricky. Even though Armstrong did receive the *Grammy Lifetime Achievement Award* (3<sup>rd</sup> to last sentence in 2<sup>nd</sup> paragraph), the award was not the reason his voice was so recognized.**

Choice D is incorrect. **This one is also tricky because it makes sense; but just because a choice makes sense doesn't mean that choice is the best answer. Armstrong probably did practice diligently, but practice would not make his voice *the most recognized in the 20<sup>th</sup> century*.**

8. Choice D (*overcame a difficult childhood and became a famous musician*) is correct. **The first part of the answer, *overcame a difficult childhood*, is found in the 3<sup>rd</sup> sentence of the 1<sup>st</sup> paragraph. The second part of the answer, *became a famous musician*, is found in several sentences. This question might have been a little tricky because we had to *read between the lines* to find this part of the answer. There are no sentences that tell us that Armstrong was a famous musician; however, there are several sentences that, when put together, *mean that Armstrong was a famous musician. Let's try to find those sentences.***

Have students underline the sentences that show Armstrong became a famous musician.

- *His voice was one of the most recognizable of the 20<sup>th</sup> Century* (4<sup>th</sup> sentence in 2<sup>nd</sup> paragraph).
- *He was indeed the best jazz musician who ever played* (5<sup>th</sup> sentence in 2<sup>nd</sup> paragraph). **Did anyone notice what kind of statement this one is? Pause. This sentence gives the author's opinion. Do you think it is an opinion that makes sense? Pause. When we find all the sentences that make us think Armstrong was a famous musician, we can see that the opinion that he was *the best jazz musician* does make sense.**

- *He was selected for a Grammy Lifetime Achievement Award (6<sup>th</sup> sentence in 2<sup>nd</sup> paragraph). **If he won such an important award, he was probably famous.***
- *Since he traveled all around the world performing, Armstrong became known as the unofficial musical ambassador for the United States (last sentence of passage). **It makes sense that famous people travel all over the world. The words *musical ambassador* also tell us that Armstrong was a famous musician. Ambassadors are important people that represent their country and travel around the world. All of these sentences give evidence and proof that Armstrong was a famous musician.***

Choice A (*became famous because he was so wealthy*) is incorrect. **The 3<sup>rd</sup> sentence says he overcame poverty. Poverty means being extremely poor. Wealthy means rich, the opposite of poor.**

Choice B (*never escaped his life of poverty*) is incorrect. **The 3<sup>rd</sup> sentence says he had to overcome poverty. Overcome means to win, beat, or conquer. All of these words mean the opposite of never escape. Armstrong did escape his life of poverty by overcoming it.**

Choice C (*could not get a good education because he was so poor*) is incorrect. **This question may have been tricky. The 3<sup>rd</sup> sentence says he had to overcome poverty and the lack of a formal education. It doesn't say that being poor prevented him from getting a formal education. It just says that he was poor and did not get a formal education.**

6. Choice A is correct (*proper, according to rules or customs*).

Choice B is incorrect (*high school*). The text doesn't say anything about high school.

Choice C is incorrect (*public*). **Public education, which means education provided for everyone, is not mentioned in the text.**

Choice D is incorrect (*private*). **Private education, which means education that costs money, is not mentioned in the text.**

7. Choice D (*unusual*) is correct. *Unusual* means *different*. **This choice makes sense because Armstrong’s voice is also described as *gruff*. *Gruff* is not usually used to describe a famous singer’s voice.**

Choice A (*unpleasant*) is incorrect. **It doesn’t make sense that a famous singer would have an *unpleasant* voice.**

Choice B (*soft*) is incorrect. **It doesn’t make sense for a voice to be both *soft* and *gruff*.**

Choice C (*boring*) is incorrect. **It doesn’t make sense that a famous singer would have a *boring* voice.**

8. Ask students to share answers before giving this version of a correct one. Their answers may vary but should have these key points: Getting into trouble landed him in reform school, where he had the opportunity to take music lessons that led to a successful career and fame.

9. Ask students to share answers. Explain that the key words *purpose in life* mean reasons for wanting to live. Discuss Armstrong's rough childhood and the challenges of reform school as possible reasons for his *not* having found much purpose in life before being introduced to music.

10. *He was indeed the best jazz musician who ever played.* Explain why this statement is an opinion, noting the key word *best*. Also point out that this opinion was one that makes sense. (See number 5.)

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## **LOUIS ARMSTRONG**

Louis Armstrong was born in New Orleans, Louisiana, in 1901. As a child, he had a difficult life. He had to overcome poverty and the lack of a formal education. Armstrong got into trouble when he was thirteen, and the juvenile court sent him to reform school. Reform school was where he had his first formal music lessons. His life began to change when he joined a band. He found his purpose in life playing the toe-tapping music known as jazz.

Armstrong played for several bands in the early 1920s. He formed his own band called the "Hot Five" in 1927. Armstrong played jazz on the trumpet and sang in his unique gruff voice. His voice was one of the most recognizable of the 20<sup>th</sup> Century. He was indeed the best jazz musician who ever played. He was selected for a Grammy Lifetime Achievement Award. Since he traveled all around the world performing, Armstrong became known as the unofficial musical ambassador for the United States.

Student Worksheet: Reading and Responding Lesson 19-4

NAME \_\_\_\_\_

Answer the following questions about the article “Louis Armstrong.”

1. Louis Armstrong
  - A. was a talented musician recognized in many countries.
  - B. performed only in the United States.
  - C. was popular in New Orleans, but little known outside Louisiana.
  - D. was the first jazz musician to perform in Louisiana.
  
2. When Louis Armstrong was a young teenager, he had to go to reform school because
  - A. he wanted to get a good education.
  - B. he wanted to learn how to play the trumpet.
  - C. he had gotten into trouble.
  - D. it was a good place to find a band to join.
  
3. As a young boy, Louis Armstrong
  - A. could afford to pay for the best music teachers.
  - B. was forced by the courts to join a band.
  - C. spent most of his time with famous musicians.
  - D. was very poor and had little education.
  
4. Louis Armstrong's voice was one of the most recognizable of the 20<sup>th</sup> century because
  - A. it was very different from other famous singers' voices and it was heard all around the world.
  - B. it sounded gruff, like the voices of all the trumpet players.
  - C. he won the Grammy Lifetime Achievement Award.
  - D. he practiced diligently to become a famous singer.
  
5. The life story of Louis Armstrong is an example of someone who
  - A. became famous because he was so wealthy.
  - B. never escaped his life of poverty.
  - C. could not get a good education because he was so poor.
  - D. overcame a difficult childhood and became a famous musician.

Student Worksheet: Reading and Responding Lesson 19-4 (continued)

6. *He had to overcome poverty and the lack of a formal education. Reform school was where he had his first formal music lessons.*

The definition of *formal* is

- A. proper, according to rules or customs.
  - B. high school.
  - C. public.
  - D. private.
7. *Armstrong played jazz on the trumpet and sang in his unique gruff voice.*  
The definition of *unique* is
- A. unpleasant.
  - B. soft.
  - C. boring.
  - D. unusual.

8. At the age of thirteen, Louis Armstrong got into trouble. Explain how getting into trouble turned out to be a good opportunity for him.

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9. *He found his purpose in life playing the toe-tapping music known as jazz.*  
Explain what *found his purpose in life* means.

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10. In the article, find one sentence that is an opinion. How do you know it is an opinion?

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