

M.A.P Communication Arts Questions for Reading/Writing

Vocabulary: R1E

Vocabulary with Context Clues

What is the meaning of [vocabulary word or phrase from story]? What context clues helped you define the word? Use two details or examples from the story to support your answer.

Post Reading Skills: R1H

Paraphrase

Rewrite [sentence from the story] in your own words without changing the original meaning.

Summarize Retell, in your own words, the events that occur in the Story.

Making Connections: R1I

Fiction & Nonfiction

What are two ways that [character or situation in the story] is the same/different from [character/situation in a nonfiction text]? Use details and/or examples from the story to support your answer.

Own Experiences

Describe a time when you or someone you know experienced [situation from the story] like [character from the story]. Use two details and/or examples from the story to support your answer.

World

What are two ways that [character or situation in the story] is [applicable to the real world]? Use details and/or examples from the story to support your answer.

Fiction Text Features: R2A

Title

Is this book title a good title for this story? Why do you think so? Give two details/examples from the story to support your answer.

Specific Text

Why did the author use text features like boldface type, italics, quotation marks, capitals letter? Give examples from the story.

Fiction Text Elements: R2C

Compare/Contrast character/setting changes

- Compare and contrast two characters and use two details from the story to support your answer.

How _____ and _____ are ALIKE:	How _____ and _____ are DIFFERENT:
1.	1.
2.	2.

- How did _____ change from the beginning to the end of the story? Use two details from the story to support your answer.

Identify the narrator

1. first person narrator
2. third person narrator
3. none of the above

How do you know the narrator in the story is not one of the characters?

Who is the narrator? How do you know?

Cause and Effect

- What caused _____. Use two details from the story to support your answer.
- Explain the results of _____. Use two examples from the story to support your answer.

Beginning, Middle, End

Identify events from the beginning, middle and end.
Complete story map.

1. Give an event	2. Student fills in	3. Give an event	4. Student fills in	5. Give an event
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Author's Purpose

Identify the author's purpose?

Entertain

Inform

Convince them to do something

Tell an important truth

Making Inferences about setting

- Explain why the setting is important to the story. Provide two details and/or examples from the story to support your answer.
- How would the story be different if the setting was changed? Give two details/examples from the story to support your answer.

Inferences about character traits

Explain why [character in the story] said that [another character in the story] was [quality or character trait]. Use two details from the story to support your answer.

Make inferences about problem and solution.

Was [character in the story] solution to the problem a good solution? Yes or No? Explain why or why not using two examples.

Make Predictions

Predict what will happen to [a character] after the end of the story. Use two details to support your answer.

Draw Conclusions

Why did [character] do [specific action]? Use two details to support your answer.

Fiction Text Features: R3A

Text

- Front/back covers - Predict what story will be about.
- Table of Contents/Chapter Titles- What do the chapter titles mean?

- Illustrations - How does the illustration [on page #] help you understand the story.

Literary Devices: R3B

Sensory Details

Give two examples of words or phrases that the author uses to make the reader experience the story by what is seen, heard, touched, tasted, or smelled. Explain how each example helps the reader understand the story better.

1. Sight = Zeke is a "small dog" who likes to chase "big ones" [and this is supported by the illustrations]
2. Taste = Mr. Putter and Tabby had "warm milk"

Figurative Language

Explain why Mr. Putter is described as having "a very soft heart." Use two details and /or examples from the story to support your answer.

Example: GLE Glossary Definition: Figurative language - language which makes use of certain literary devices or literary techniques often called "figures of speech" in which something other than the literal meaning is implied.

See: hyperbole, imagery, irony, metaphor, personification, simile, symbolism. **Example:** Explain why Mr. Putter is described as having "a very soft heart" or "Zeke was a nightmare". Explain why Zeke is described as a "nightmare". Use two details to support your answer

Writing and Grammar

Writing process: W1A

The writing prompt is "themed" to the story in Session 1 of the MAP. Students are asked to plan, using a graphic organizer, to generate a first draft, to review and revise the draft, and to write a final copy that is scored.

EXAMPLE:

Mr. Putter and Mrs. Teaberry are good friends who are kind to each other. Write about two good friends that you know. Tell how they are kind to each other. Use details and/or examples from the story to support your answer.

Capitalization: W2B

Read the sentence and decide which part, if any, needs a capital letter. Fill in the circle that goes with the answer you choose. If no capital letter is missing, fill in the circle that goes with the word "None". (W2B Capitalization)

Example:

1. she gave / her homework / to the teacher. None

Punctuation: W2C

Choose the sentence that has correct punctuation (W2C Punctuation)

Example:

- a. What, do you, want?
- b. How are you feeling today?
- c. I would like, an apple.
- d. The library, book, is overdue.

Parts of Speech: W2D

Find the word that best completes the sentence

Example:

Tomorrow I will _____ my friend.

- a. saw
- b. see
- c. seen

Find the words that best complete the sentence

Example: _____ watched a movie together.

- a. After school
- b. He and I
- c. The coach

Find the words that best fits both sentences.

Example:

I will play the _____ of the clown.

My sister could not _____ with her cat.

- a. role
- b. home
- c. part
- d. fun

Sentence Construction: W2F

Choose the sentence that is complete and is written correctly.

Example:

- a. The kitten purred loudly.
- b. In the back yard of my house.
- c. Where we pick apples.
- d. The store for bread and milk.

Find the best topic sentence for the paragraph.

Example:

_____. My favorite kind is chocolate. My father lets me help him bake cakes. I like to make swirls in the frosting. But the best part is eating the cake when we are done.

- a. I like cake
- b. Are you hungry?
- c. Today is my birthday.
- d. He has a candy bar.

Narrative and Descriptive Writing: W3A

Narrative

Write narrative text that:

1. contains a beginning, middle, and end
2. relevant details to develop the main idea
3. a clear controlling idea
4. precise and descriptive language
5. The paper must have a "voice"

Note-Taking: W3B

Organize data, information and ideas into useful forms

Identify information in written text to complete an organizer. Complete the chart to [describe/compare/contrast]. Use to details and/or examples from the story to support your answer. On the blank line about the chart, write a title for the chart.

Example: Complete the chart to compare Mr. Putter and Mrs. Teaberry. Use two details and/or examples from the story to support your answer. On the blank line above the chart, write a title for the chart.

Character A	Character B
1.	1.
2.	2.

Research Plan: IL1A

Keywords

List two additional keywords or phrases that you might use to research information about.

Example: List two additional keywords or phrases that you might use, other than animal or pet to research information about teaching a pet dog like Zeke to obey.

1. _____
2. _____

Questions

Write a letter to [appropriate audience] asking two questions that would help in your research of [topic]. Be sure your letter is written like a letter, asks two questions about [topic] and makes sense to [the appropriate audience].

Example: Write a letter to a veterinarian asking two questions that would help in your research about training a pet dog to obey. Be sure your letter is written like a letter and asks two questions about training a pet dog, and makes sense to the veterinarian.

Example Lesson Plan for Mr. Putter and Tabby Walk the Dog

- Why did the author use italics for the word *dream* in the following sentence? "Zeke is a *dream* dog," Mr. Putter said with a smile. Give two examples from the story.
- Compare and contrast Tabby to Zeke and use two details from the story to support your answer.

How Tabby and Zeke are ALIKE:	How Tabby and Zeke are DIFFERENT:
1.	1.
2.	2.

- What caused Mrs. Teaberry's hurt foot. Use two details from the story to support your answer.
- Explain the results of Mr. Putter's deal with Zeke. Use two examples from the story to support your answer.
- Identify events from the beginning, middle and end. Complete story map.

1. Mr. Putter says he will walk Zeke.	2.	3. Mr. Putter makes a deal with Zeke.	4.	5. Mr. Putter and Tabby have a party.
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- Why did Cynthia Rylant write this story?
 - Entertain
 - Inform
 - Convince them to do something
 - Tell an important truth

- Make inferences about setting
 - How would the story be different if Mr. Putter & Tabby Walk the Dog took place in the city? Give two examples

- Make inferences about character traits.
 - Explain why Mr. Putter said that Zeke was "not a dream dog". Use two details from the story to support your answer.

 - Explain how Mr. Putter is a kind and caring neighbor. Use two details to support your answer.

- Make inferences about problem and solution.
 - Was Mr. Putter's solution to the problem a good solution? Yes or No? Explain why or why not using two examples.

- Is Mr. Putter & Tabby Walk the Dog a good title for this story? Why do you think so? Give two details/examples from the story to support your answer.

- Make Predictions
 - Predict what will happen the next time Mr. Putter and Tabby take Zeke for a walk. Use two details to support your answer.

- Draw Conclusions

Why did Mr. Putter and Tabby have a party when their week of walking Zeke was over? Use two details to support your answer.

- How did Zeke change from the beginning to the end of the story? Use two details from the story to support your answer.

- Identify the narrator
 1. first person narrator
 2. third person narrator
 3. none of the above

How do you know the narrator in the story is not one of the characters?
Who is the narrator? How do you know?

- Summarize

Retell, in your own words, three important events in the order that they happened on the day that Mrs. Teaberry slipped on a kiwi.

- Paraphrase

Rewrite this sentence from the story in your own words, without changing the meaning of the sentence:
(And the two of them sat a long time wondering what to do)

- Fiction and Nonfiction

What are two ways that Zeke is different from Balto? Use details and/or examples from Mr. Putter & Tabby Walk the Dog and The True Story of Balto to support your answer.

- Own experiences
Describe a time when you or someone you know helped a friend like Mr. Putter helps Mrs. Teaberry. Use two details and/or examples from the story to support your answer.

- World
What are two ways that Zeke is like a real dog? Use details and/or examples from the story to support your answer.

- Sensory Details
 1. Sight = Zeke is a "small dog" who likes to chase "big ones" [and this is supported by the illustrations]
 2. Taste = Mr. Putter and Tabby had "warm milk"

- Figurative language
Explain why Mr. Putter is described as having "a very soft heart." Use two details and /or examples from the story to support your answer.