**Station 1: Making Meaning Out Of Test Language**

**Instructions:**

1. Turn to “Station 1: Making Meaning Out of Test Language” in your packet. Read the column on the **LEFT** side of the chart - “What The Test Says.”
2. Put a **STAR** next to:
   1. Any of the words/phrases that you don’t know
   2. Any questions you don’t understand
   3. Any questions where you don’t know what to do
3. Go back and read the column on the **RIGHT** side of the chart, which will tell you what the word or question means and/or what to do when you are faced with that question. Pay particular attention to the ones that you put a star next to!
4. Begin on worksheet entitled “Practice for Station 1.” Read the directions and complete the activity. Use your chart to help you!
5. If you finish before the time is up…
   1. Go back into the diagnostic test that was returned to you today.
   2. For each question that you got incorrect, translate those questions into your own words. (You may write directly in the booklet for this.)

**Station 1: Making Meaning Out Of Test Language**

Sometimes, the most confusing part about the ELA State Test is the way that the question is worded. Read the chart below. It tells you what the test might say and what the test question actually means or what it is asking you to do.

|  |  |
| --- | --- |
| **What The Test Says** | **What It Means / What You Should Do** |
| Figurative language | Narrative techniques (Examples: simile, metaphor, personification, repetition, onomatopoeia, etc.) |
| Central idea | Main idea  Ask yourself, “What is the SUBJECT of this section/article?” and then, “What am I learning about that subject?” Or, you can also ask yourself, “What is this section/article MOSTLY about?” Remember main idea is a full sentence, not a phrase! |
| Inference  Infer | A conclusion that you make using the details in the text. It isn’t an idea that will be clearly stated; you must figure it out.  Conclude |
| Use **evidence/details** from the text. | Use specific quotes from the text in your answer. |
| **Cite** text evidence to support your response. | Use specific quotes from the text to support your answer. |
| **Illustrate** (Ex. How does the author illustrate the relationship between … and …?)  **Convey** (Ex. Which of the character traits below best helps to convey the theme?)  **Signals** (Ex. Which sentence signals the connections between … and …?)  **Highlight** (Ex. Which phrase is used to highlight the author’s change in attitude?)  **Portray** (Ex. How is the theme clearly portrayed through the character’s conflict?)  **Demonstrate** (Ex. Which stanza doesn’t demonstrate the character’s growth?) | Show, reveal |
| Connotation / word choice | Think of the word’s *implied* meaning. What feelings or emotions are connected with the word? |
| Read this sentence from the article: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” The word “\_\_\_\_\_\_\_\_\_\_” in this sentence most closely means: | Don’t be fooled!!!!! There will be at least one choice that is connected to the common meaning for this word. This might not apply in this text. Use **CONTEXT CLUES**. Re-read before and after, reflect, and see which definition makes the most sense. Read the word back into the sentence and see if it fits. |
| Explain how (the theme/central idea) is **developed** throughout the course of the story. | 1. Identify what the theme/central idea of the text is. 2. Think about how the author SHOWED that theme/central idea to the readers slowly. Think across the text (ex. in the beginning, middle, and end.) |
| How does \_\_\_\_\_\_ contribute to the development of the article/ideas as a whole?  How does \_\_\_\_\_\_ contribute to the central idea of the article? | 1. Think about the idea in the blank spot that’s given to you. Sometimes this will be the name of an entire section, a line from the text, or a technique the author used (ex. quoting an authority). 2. Ask yourself, “WHY did the author use this part/line? How does this part/line connect with the main idea of the article? |
| What is the author’s most likely reason for including this section in the text? | Why did the author include this section? Think about yourself as the reader of this section. What are you feeling or thinking? How is this part related to the rest of the passage? Does it   * explain or define something important? * set a new tone? * introduce a new topic? * present a counterargument/counterclaim? |
| Explain how the structure of this poem/article contributes to its meaning.  How does the structure the author uses help add meaning to the text? | How does the way that the poem/article is organized help readers understand its theme/main idea? |
| Explain how the two texts **treat** the same idea in different ways. | The two texts may have a similar theme/main idea, but they may **show** it to readers differently. The differences could be in:   * Genre (Ex. 1 text shows the idea through a fictional story, while the other shows it through a nonfiction article) * Text structure (Ex. 1 text shows the idea through cause-effect, while the other text shows the idea through chronological order) * Techniques (Ex. 1 text shows the idea through the use of anecdotes, while the other text shows the idea through facts and statistics) |
| What is the author’s point of view on…? | What is the author’s **opinion** or **perspective** about the topic? What does the author **believe** or think about the topic? |
| Which statement would the author of … most likely agree? | 1. Think about what the author’s point of view/belief is. 2. See which statement best matches that point of view. |
| Which detail/evidence/lines from the passage best supports the theme/inference/idea that… | 1. Think about the theme/inference/idea that is stated in the question. 2. Look at **ALL** the possible answers and ask yourself, “Does this prove or show the theme/idea that’s given?” 3. There might be more than one that supports it. If so, ask yourself, “Which one is the **STRONGEST** support?” |
| Which of these is the **BEST** summary of the article? | Look for summaries that do not contain opinions or judgments. The summary should also contain information/main ideas from the ENTIRE article. It should not focus on details that are too specific or details from one section of the text only. |
| Which of the following statements would you most likely include in a summary of “…”? | Which statement shows one of the main ideas of “…”? Which sentence could you NOT leave out when giving a summary of the text? |

**Practice for Station 1: Making Meaning Out Of Test Language**

**Directions:** Read each question and replace the underlined part with easier, more understandable words. You can just draw arrows; you don’t have to re-write the entire question.

1. Which sentence best captures a central idea of the article?

1. The last paragraph says that the Bone wars have a mixed legacy. How does the author develop this idea?

1. Explain how the speaker’s description of the houses conveys his feelings about the city scene.

1. Explain how the speaker’s use of connotation and figurative language helps convey his attitude toward city and country life. Cite specific examples from the poem.

1. Based on evidence from the play, which statement describes Thomas’s point of view?

**Directions:** After reading each question, re-write the question in your own words.

1. Why is Laila’s behavior at the end of the story important to the development of the theme?

1. Which statement best describes the impact of the author’s word choice on the overall tone of the article?

1. Which of these sentences would most likely **not** be included in a summary of this article?

**Directions:** After reading each question, explain the steps you would go through to answer the question.

1. Which of the following sentences from the story **best** supports the theme?
2. How does the information in these paragraphs contribute to the central idea of the article?
3. With which statement would the author of this article **most likely** agree?
4. What evidence does the author provide to support his claim?
5. Which of the following pieces of key information is used in both articles?
6. What does the author mean by describing yaks as “true all-terrain travelers”?

**Station 2: Matching Evidence to Ideas**

**Instructions:**

1. Turn to “Station 2: Matching Evidence to Ideas” in your packet. Read through the sheet carefully. Make sure you also read the information in the boxes.
2. Begin on the worksheet entitled “Practice for Station 2.” Read the directions and complete the activity. Use the sheet in your packet to help you!
3. If you finish before the time is up…
   1. Go back into the diagnostic test and the other materials that were returned to you today.
   2. Find questions that ask you to choose supporting details and follow the same strategy you practiced at this station.

**Station 2: Matching Evidence to Ideas**

Many of the questions on the test ask you to identify **supporting details** from the text. Supporting details are examples, facts, or sentences that show or prove a larger idea.

“Supporting details” can also be referred to as…

* Evidence from the text

All of this basically means: **quotes from the text**

* Details from the text
* Lines from the passage
* Statement from the text

Oftentimes, the test will ask you to choose the **BEST** evidence to support an idea. When you see this, it means that (1) all of the evidence will come from the text, and (2) there might be more than one supporting detail that is true and seems to fit.

**BUT… NOT ALL OF THE CHOICES ARE EQUALLY SUPPORTED!**

To answer these questions:

1. Read the prompt carefully to see which **SPECIFIC** idea the test is asking you to support.
2. Once you have identified that, then read the answer choices **CAREFULLY** and ask yourself if the line truly matches the idea you identified.
3. Choose the one that has the MOST support for the idea you identified in Step 1.

**EXAMPLE:**

Which statement from the passage helps explain why **being "pressed for time in the morning" is negatively affecting cereal sales?**

This is the idea they are asking me to support. I need to find the sentence that BEST shows this idea.

Choice B is incorrect because it just shows that people change their mind often about what cereals to buy.

Choice A and C show that some cereal brands have struggled, **BUT** it doesn’t support the idea that it’s happening because people are “pressed for time” in the morning.

Choice D is the BEST statement that supports the idea we underlined because it mentions “rushing out the door,” which means people are pressed for time, and it implies negatively affecting cereal brands because it says that people are choosing snack bars instead.

1. “More importantly, they have become more popular in recent years while other brands have struggled.”
2. “Shoppers seem to flip back and forth between healthy and not-so-healthy cereal choices.”
3. “Some cereal brands that are not strongly associated with either health or indulgence have been left behind.”
4. “More and more, they are looking for things they can grab as they rush out the door, such as snack bars.”

**Practice for Station 2: Matching Evidence to Ideas**

**Directions:** Read each question and underline the idea given to you in the prompt. Then, read each answer choice EXTREMELY CAREFULLY and decide which one BEST matches the idea you underlined.

1. Based on the speech, which of these statements supports the idea that young people can make a difference in our country now as well as in the future?
   1. Any student might learn how to be an artist, an author, or a scientist.
   2. One student started a nonprofit to help other students.
   3. Any student who decided to concentrate might get straight A’s.
   4. One student chose to share his ideas about new energy sources.
2. Nate feels frustrated that he can’t join his brother and fight in the American Revolution. Which of the following sentences from the story **best** supports this statement?
   1. “Nate sighed and bent down to coax another spud from the stony ground.”
   2. “It was the second year of the war, and the was no closer to the fighting.”
   3. “He trudged toward the house, pausing to wash his hands at the pump and to remove his grimy boots before entering.”
   4. “Wordlessly, Nate gestured toward the house, where Mother had lit a lantern against the falling darkness.”
3. The appearance of the tired commander makes a vivid impression on Nate. Which of the following sentences from the story **best** supports this statement?
   1. “As they halted, waiting for the rest of the troops to catch up, the one who seemed to be the leader held up his hand in a gesture of greeting.”
   2. “He advanced toward the house, and Nate could see the lines of fatigue crossing his brow and the silver hair around his deeply tanned face.”
   3. “ ‘Boy,’ the soldier said, ‘My men need food and shelter for the night.’ “
   4. “ ‘Then maybe you could get your Pa to speak with me,’ the man said quietly, as if remembering discarded manners.”
4. Which sentence from the article **best** supports the author’s claim that wind power will reduce the release of greenhouse gases?
   1. “Wind farms can stretch for hundreds of square miles and contain hundreds of individual turbines.”
   2. “This type of energy production burns no fuel, generates no emissions, and causes no harm to the environment.”
   3. “Over time, drilling and mining for oil and coal will become more costly, but wind power is always free.”
   4. “But backup power plants would only operate occasionally, contributing far less pollution tha the ones in use today.”
5. Which sentence BEST explains why the work of cleaning the caves is important?
   1. During Prohibition, when the sale of alcohol was not allowed in America, Lehman Cave served as a secret bar and even had a dance floor.
   2. Their job is to wipe away the dirt that can threaten both the formations and the creatures that live in the caves.
   3. Oils from human skin can alter the growth of the delicate formations, already slow at 1-inch a century.
   4. They took out a ton of scrap including concrete chunks from paths removed during cave repair work.

**Practice for Station 3: Identifying Main Idea**