

Lesson 4

Chunking Long Sentences

Question Type

- Two-Part Evidence-Based Constructed Response

Resources to Differentiate

- Chunking Long Sentences Graphic Organizer, page 72
- Text a, 740L, page 73
- Practice a, page 75
- Text b, 890L, page 77
- Practice b, page 79
- Text c, 1020L, page 81
- Practice c, page 83

Test-Taking Strategy

1. Read the passage.
2. Read the questions.
3. Reread the passage, marking text related to the questions.

1ST READ Read the Text

Introduce Provide context for the texts. *Marine life is necessary to our survival, and many scientists study it. Humans might not be necessary for the survival of marine life, but we do cause changes to their habits and lives. The Earth's ocean and fresh-water habitats need to remain healthy and balanced because they provide food and other benefits to our ecosystem.*

Read Have students read the directions for Text a, Text b, or Text c. Use **RED Routine 2: Scaffolded Reading** to read the text together.

Analyze the Question Type

Discuss Read Question 1 aloud and discuss the question type. *This is a two-part evidence-based constructed response question. What does the first part of the question ask us to do? Provide a sentence frame. We have to choose the answer that _____. (states a problem or tells what someone does or feels about a situation)*

What does the second part of the question ask us to do? Provide a sentence frame. We have to read the text to find _____. (specific evidence that supports the statement made in Part A)

2ND READ Apply the Question Strategy

In the second read, focus on Question 1 to deepen students' understanding of the text. Explain that Question 1 may require students to read the text more closely and chunk sentences to better understand the ideas. *We will be looking at ways that human behavior can create problems in the environment. Because this passage is written with many long sentences, you may need to divide some of the sentences into parts to better understand their meaning. This is called chunking. One way to chunk is to break a sentence where there is a comma. Another place to divide a sentence is before a conjunction, such as and or but.*

Reread the question and answer choices. Model the Chunking Long Sentences thinking strategy students might use to read the text. Use the **Graphic Organizer** on page 72.

Model Text a: The Plastic Predicament

1. Rewrite *What sentence am I going to chunk? Let's find the sentence that might provide the answer to Part A. The third paragraph of the article ends by stating, "Clearly, we have a plastic problem." Let's look at the sentences that come before that one. They might tell more about the problem. Look at the second sentence in the paragraph: "It piles up, filling garbage dumps and polluting the land and the ocean." This is a long sentence, but we can chunk it to better understand its ideas.* Guide students to rewrite the sentence in the graphic organizer.

Resource Links

4 RDI Book 4: p. 68

SAM Keyword: Chunking



- 2. Chunk** *How can I use pauses to break the sentence into smaller groups of words? Remember to look for commas and for conjunction words such as and or but.* (“It piles up, filling garbage dumps and polluting the land and the ocean.”)
- 3. Restate** *In my own words, what is the sentence saying?* (Plastic pollutes the environment as it continues to pile up.)

Model Text b: Laws Are Kid Stuff

- 1. Rewrite** *What sentence am I going to chunk? Find the sentence that might provide the answer to Part A. I will look for a sentence that tells how Addison is helping turtles.* (“She is working to convince her state lawmakers to pass a law that would name it the Massachusetts State Turtle.”) Have students write the statement on the graphic organizer.
- 2. Chunk** *How can I use pauses to break the sentence into smaller groups of words?* Guide students to chunk the sentence by dividing the ideas presented. Encourage them to look for commas and conjunction words. These words are often used to separate ideas, so they can be helpful places to chunk. If there are none of these words in the sentence, chunk groups of words that seem to add important actions or details to the sentence. (*She is working; to convince her state lawmakers; to pass a law; that would name it the Massachusetts State Turtle.*)
- 3. Restate** *In my own words, what is the sentence saying? I will rewrite the sentence.* (*Addison is asking lawmakers to pass a law to make the turtle the state turtle.*)

Model Text c: Octopus’s Garden

- 1. Rewrite** *What sentence am I going to chunk? Find the sentence that might provide the answer to Part A. The first sentence in the passage says that the author is waiting. If we read carefully, we will discover what she sees, and we can figure out how she probably feels.* (*Anxiously waiting beneath warm, blue tropical water for the creature to ooze from its den, I feel my heart pound as one purplish, sucker-lined arm emerges from under a rock.*) Have students write the entire statement on the graphic organizer.
- 2. Chunk** *How can I use pauses to break the sentence into smaller groups of words?* Guide students to chunk the sentence by dividing the ideas presented. Remind them to look for commas and conjunction words, which often separate ideas in a sentence. These are two places to consider chunking. (*Anxiously waiting beneath warm, blue tropical water; for the creature to ooze from its den; I feel my heart pound; as one purplish, sucker-lined arm emerges from under a rock.*)
- 3. Restate** *In my own words, what is the sentence saying? I will rewrite the sentence.* (*Nervously waiting for the octopus to show up, I feel a pounding in my chest as one of the creature’s arms appears.*)

Gradual Release Model

- **1st Read:** Whole-Group Instruction
- **2nd Read:** Whole- or Small-Group Instruction
- **Questions 2 & 3:** Small-Group Instruction, Pairs, or Independent Practice

Lesson 4

Chunking Long Sentences **Continued**

Analyze Responses

Guide students through Question 1. Model your thinking as you read each response and analyze whether it can be supported with evidence from the text.

Analyze Text a: The Plastic Predicament

Part A

- x A. Although the popularity of plastic contributes to the problem of plastic in the environment, it doesn't explain why it is a problem.*
- x B. Recycling more plastic bottles would help solve the problem related to plastic, but this choice does not tell what the problem is.*
- ✓ C. This is the correct answer because it tells why plastic is a serious problem; it causes damage to the environment.*
- x D. This choice offers an alternative to plastic use, but it does not tell what the problem is.*

Guide students to circle Choice C on their Practice Tests.

Part B

The text says, "Plastic can remain in the environment for thousands of years. It piles up, filling garbage dumps and polluting the land and ocean." These details tell why plastic is a problem. This information can be restated in your own words, for example: Plastic pollutes the environment and can take a long time to disappear.

Analyze Text b: Laws Are Kid Stuff

Part A

- ✓ A. This choice tells how Addison is helping turtles. She is asking lawmakers to name the Plymouth red-bellied cooter the state turtle.*
- x B. This choice does not tell how Addison is helping turtles. She is asking state lawmakers to name the turtle as the state turtle; she is not asking the President.*
- ✓ C. This choice tells that Addison applied for and received a grant to fund signs that would alert drivers to the presence of the turtles on the roads. She took the initiative to have these signs made and installed, and these actions helped to save turtles' lives.*
- x D. This choice does not tell how Addison is helping turtles. She did speak to lawmakers that visited her school, but she did not ask friends and neighbors to help.*

Guide students to circle Choices A and C on their Practice Tests.

Part B

The text says that Addison is helping to save the Plymouth red-bellied cooter by "working to convince her state lawmakers to pass a law that would name it the Massachusetts State Turtle." Also, Addison "applied for—and received—a grant that paid for two turtle-crossing signs on the road."

Analyze Text c: Octopus's Garden

Part A

- x A. The author states that her heart pounded. A person's heart does not pound when the person is calm.*
- ✓ B. The author said she was anxiously waiting. When a person is anxious, the person is uneasy and nervous about what might happen.*
- x C. Although in the end the author indicates that she enjoys the work she does, this is not how she feels as she is waiting on the octopus.*
- x D. When a person is bored, there is nothing to hold his or her interest. The author describes her surroundings with interest, and says her heart was pounding.*

Guide students to circle Choice B on their Practice Tests.

Part B

I know that the author is nervous because she says she is anxious and her heart was pounding as she waited for the octopus.

3RD READ Practice the Task

Have students read the remaining questions. Have them reread the text and gather evidence to answer the remaining questions. Remind students that they may want to use the **Graphic Organizer** on **page 72**. When students finish, encourage them to share their work with the group.

Check Progress Refer to **Item Analysis**, pages 197–199.

Lesson 4**Graphic Organizer****Question Strategy: Chunking Long Sentences**

Dividing up long sentences into smaller pieces can help you understand them better. This is called *chunking*.

Use the graphic organizer to practice chunking long sentences:

Rewrite

"What sentence am I going to chunk?"

**Chunk**

"How can I use pauses to break the sentence into smaller groups of words?"

**Restate**

"In my own words, what is the sentence saying?"

Use with pages 68–71.

Resource Links

4 RDI Book 4: p. 72

SAM Keyword: Chunking



Lesson 4: Text b

Directions: Read the following text. Then answer questions 1 through 3.

Laws Are Kid Stuff

A 10-year-old works to get a law passed to save turtles.

by Jennifer Marino Walters

Addison Graham, 10, doesn't care *why* the chicken—or any animal—crossed the road. She just wants to make sure they can do it safely.

She is most concerned about turtles. She noticed the slow reptiles were getting hurt when they crossed a busy street in her hometown of Lakeville, Massachusetts. She decided to do something about it. Addison applied for—and received—a grant that paid for two turtle-crossing signs on the road.

Now, the fifth grader wants to help save an endangered local turtle—the Plymouth red-bellied cooter. She is working to convince her state lawmakers to pass a law that would name it the Massachusetts State Turtle. She hopes that the title will raise awareness of the turtle's plight.

When state lawmakers visited her school, Addison explained why they should support her law. Then she learned all she could about the lawmaking process.

"[A bill] has to go through so many steps [to become a law]!" Addison says. "It has to [be passed by] the Senate and the House [of Representatives], and then it goes to the governor."

The way in which a bill becomes a law in Massachusetts and other states is similar to the lawmaking process of our national government in Washington, D.C. Each September, kids across the U.S. learn all about that process and the U.S. government. September 17 is Constitution Day—the anniversary of the signing of the U.S. Constitution in 1787. The Constitution is an important document that set up the structure of the U.S. government.

(Continued on next page)

Use with pages 68–71.

Resource Links

4 RDI Book 4: p. 77

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Three Branches

The Constitution divides the federal government into three branches, which share power: Executive, Legislative, and Judicial.

The Legislative Branch (Congress) makes laws. The Executive Branch, which includes the President, the Vice President, and the President's advisers, enforces the laws. The Judicial Branch—the Supreme Court and lower federal courts—makes sure that our laws and actions are allowed under the Constitution.

The U.S. Constitution also guarantees that America is a democracy—a place where people freely elect their leaders. And the historic document ensures that everyone has basic rights, like freedom of speech and the right to ask the government to take action.

By lobbying for a new state law, Addison is exercising that right. She says she is happy for the chance to take an active role in her state government.

“Anybody can do something—even if you’re 5, 10, or 13,” Addison says. “You’re never too young to make a difference!”

Use with pages 68–71.

Resource Links**4** RDI Book 4: p. 78**SAM** Keyword: Chunking

Lesson 4: Text b

Chunking Long Sentences

Directions: Use “Laws Are Kid Stuff” to answer the questions.

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What are two ways that Addison is helping turtles in her state?

- A) She is asking for a new state law.
- B) She is asking the President for a new law.
- C) She is responsible for having signs put up in her community.
- D) She is asking for her friends and neighbors to help.

Part B: Write a sentence in your own words based on evidence from the text to support your answer to Part A.

2. What does the Judicial branch of government do?

- A) It makes the laws.
- B) It enforces the laws.
- C) It makes sure laws are allowed.
- D) It asks for and writes new laws.

(Continued on next page)

Use with pages 77–78.

Resource Links

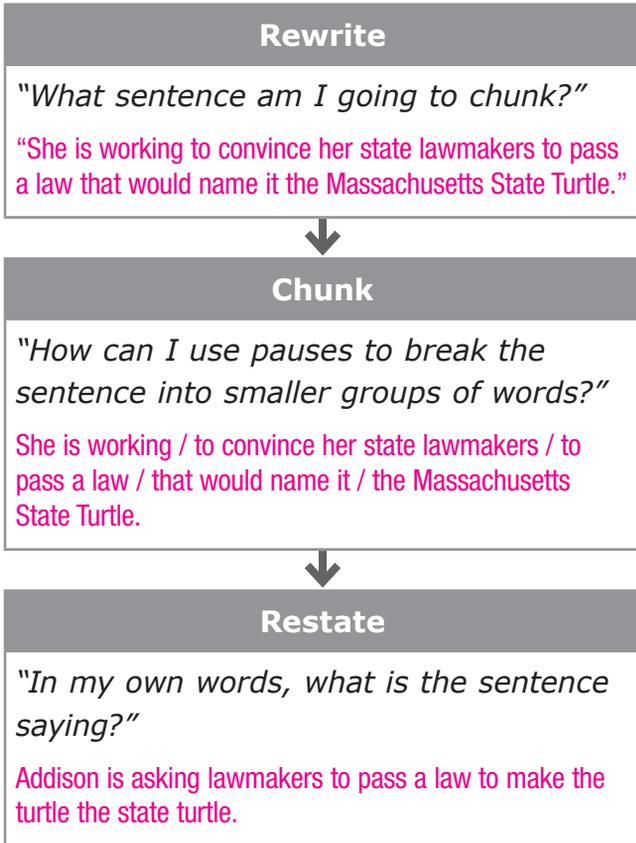
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Item Analysis Continued

Lesson 4: Text b Graphic Organizer



Lesson 4: Text b Practice: Chunking Long Sentences

1. Two-Part, Evidence-Based Constructed Response

Part A: A and C

Choices A and C are correct because they both tell how Addison is helping turtles. She is asking lawmakers to name the Plymouth red-bellied cooter the state turtle. She received a grant that provided for the signs. **Choices B and D** are incorrect: she is not asking the President, and, although she did speak to lawmakers, she did not ask friends and neighbors to help.

Part B

2-point Scoring Rubric	
<p>2 The response restates evidence from the text to support the answer to Part A.</p>	<p>Sample correct response: Addison is asking lawmakers to pass a law to make this type of turtle the official state turtle. She also got signs put up in the community to alert drivers to the turtles.</p>
<p>1 The response restates only partial evidence from the text.</p>	
<p>0 Incorrect or blank</p>	

2. C: Selected Response

Choice C is correct because the Judicial branch of government makes sure laws are allowed. **Choice A** is incorrect because the legislative branch makes the laws. **Choice B** is incorrect because the executive branch enforces the laws. **Choice D** is incorrect because the legislative branch writes new laws.

3. Two-Part, Evidence-Based Constructed Response

Part A: B

Choice B is correct. The text explains that America is a democracy in which the people can freely choose their leaders. **Choice A** is not correct because the Constitution balances power between the branches. **Choice C** is not correct because the Legislative Branch makes new laws. **Choice D** is not correct because the Executive Branch of government enforces laws.

Part B

2-point Scoring Rubric	
<p>2 The response restates evidence from the text to support the answer to Part A.</p>	<p>Sample correct response: Addison is exercising her rights to "freedom of speech" and to "ask the government to take action."</p>
<p>1 The response restates only partial evidence from the text.</p>	
<p>0 Incorrect or blank</p>	