

Here's What You'll Get in the Rosa Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Visualizing Lesson Plan

Visualizing
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: 7

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Big changes can happen when one person simply has had enough. In the award winning book *Rosa*, author Nikki Giovanni tells the story of the day Rosa refused to move. An ordinary day that began with Rosa feeding her family ended with a decision that changed a nation. A caring daughter and talented seamstress, Rosa wanted nothing more than to go home to check on her ill mother and make a special dinner for her husband. When she encounters yet another experience of inequality, Rosa finds an inner strength to simply say "no". Readers will appreciate this beautifully illustrated, thought provoking story.

Link to What You Know
• Visualize a group of people working to make a difference. What do you see? What do you hear?
• Are the people in your mental picture happy or upset? Why?

Important Words to Know and Understand
Stencil – A piece of paper, metal, etc., that has a design, letter, etc., cut out of it
Supervisor – A person who is in charge of someone or something

2
Learn About Comprehension Strategies
✓ Think about the text
✓ Know what to do when you get confused

Why Readers Visualize While Reading
Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing Lesson Plan

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3
Visualize While Reading
✓ Notice the words an author uses to describe people, places, things, and events
✓ Look at the pictures. Do you match the pictures in the book?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 5 – After reading the conversation between Rosa and her supervisor, visualize a small moment in the alterations department. What do you see?
Page 8 – What do you think Rosa is visualizing while the bus driver demands she move to another seat?
Page 11 – Three people are looking back at Rosa. Visualize a thought bubble above each person's head. What are they thinking?
Page 27 – The author mentions "years of struggle". Visualize what this means. What do you see?
Page 31 – Visualize yourself with the children on this page. What do you hear them say to Rosa? What is her reply?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think – What kinds of words helped you visualize while reading *Rosa*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?
Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.
Reflect – Think about the words in *Rosa*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Rosa*. (Remember to include examples from the book)

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Retelling and Summarizing
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: 7

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Read about the text
✓ Know what to do when you get confused

3
Retell and Summarize While Reading
✓ Read about the important events that happened in the story
✓ Notice the words the author uses to describe people, places, things, and events
✓ Look at the pictures. Do you match the pictures in the book?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 1 – Summarize what you learned about Rosa's life.
Pages 6-7 – Describe Rosa's relationship with the idea of the bus.
Page 10 – What did Rosa do when she refused to get off the bus?
Page 13 – What did Rosa do when she refused to get off the bus?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think – What kinds of words helped you retell and summarize while reading *Rosa*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?
Talk – Tell your reading partner about a place in the book where you retell and summarize. Did you retell a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.
Reflect – Think about the words in *Rosa*. How does paying attention to the words an author uses help you to retell and summarize? How does retelling help you to be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Rosa*. (Remember to include examples from the book)

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Retelling and Summarizing

Making Connections

Making Predictions
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: 7

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Read about the text
✓ Know what to do when you get confused

3
Make Predictions While Reading
✓ Read about the important events that happened in the story
✓ Notice the words the author uses to describe people, places, things, and events
✓ Look at the pictures. Do you match the pictures in the book?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 1 – Make a prediction about Rosa's life.
Pages 6-7 – Make a prediction about Rosa's relationship with the idea of the bus.
Page 10 – Make a prediction about what Rosa will do when she refuses to get off the bus.
Page 13 – Make a prediction about what Rosa will do when she refuses to get off the bus?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think – What kinds of words helped you make predictions while reading *Rosa*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?
Talk – Tell your reading partner about a place in the book where you make predictions. Did you make a prediction about a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.
Reflect – Think about the words in *Rosa*. How does paying attention to the words an author uses help you to make predictions? How does making predictions help you to be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Rosa*. (Remember to include examples from the book)

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Making Predictions

Understanding Text Structure
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: 7

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Read about the text
✓ Know what to do when you get confused

3
Understand Text Structure While Reading
✓ Read about the important events that happened in the story
✓ Notice the words the author uses to describe people, places, things, and events
✓ Look at the pictures. Do you match the pictures in the book?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 1 – Understand the text structure of Rosa's life.
Pages 6-7 – Understand the text structure of Rosa's relationship with the idea of the bus.
Page 10 – Understand the text structure of what Rosa will do when she refuses to get off the bus.
Page 13 – Understand the text structure of what Rosa will do when she refuses to get off the bus?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think – What kinds of words helped you understand text structure while reading *Rosa*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?
Talk – Tell your reading partner about a place in the book where you understand text structure. Did you understand a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.
Reflect – Think about the words in *Rosa*. How does paying attention to the words an author uses help you to understand text structure? How does understanding text structure help you to be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Rosa*. (Remember to include examples from the book)

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Understanding Text Structure

Answer Key for Retelling and Summarizing with Rosa

Your Turn to Practice Retelling and Summarizing with Rosa

Page 1: Summarize what you learned about Rosa's life.

Page 6-7: Describe Rosa's relationship with the idea of the bus.

Page 10: What did Rosa do when she refused to get off the bus?

Page 13: What did Rosa do when she refused to get off the bus?

Answer Key for Making Predictions with Rosa

Your Turn to Practice Making Predictions with Rosa

Page 1: Make a prediction about Rosa's life.

Pages 6-7: Make a prediction about Rosa's relationship with the idea of the bus.

Page 10: Make a prediction about what Rosa will do when she refuses to get off the bus.

Page 13: Make a prediction about what Rosa will do when she refuses to get off the bus?

Answer Key for Making Connections with Rosa

Your Turn to Practice Making Connections with Rosa

Page 1: Make a text-to-self connection about a time when you refused to do something.

Page 6-7: Make a text-to-text connection about Rosa's relationship with the idea of the bus.

Page 10: Make a text-to-world connection about Rosa's relationship with the idea of the bus.

Page 13: Make a text-to-world connection about Rosa's relationship with the idea of the bus?

Answer Key for Visualizing with Rosa

Your Turn to Practice Visualizing with Rosa

Page 5: After reading the conversation between Rosa and her supervisor, visualize a small moment in the alterations department. What do you see?

Page 8: What do you think Rosa is visualizing while the bus driver demands she move to another seat?

Page 11: Three people are looking back at Rosa. Visualize a thought bubble above each person's head. What are they thinking?

Page 27: The author mentions "years of struggle". Visualize what this means. What do you see?

Page 31: Visualize yourself with the children on this page. What do you hear them say to Rosa? What is her reply?

Answer Key for Understanding Text Structure with Rosa

Your Turn to Practice Understanding Text Structure with Rosa

Page 1: Understand the text structure of Rosa's life.

Pages 6-7: Understand the text structure of Rosa's relationship with the idea of the bus.

Page 10: Understand the text structure of what Rosa will do when she refuses to get off the bus.

Page 13: Understand the text structure of what Rosa will do when she refuses to get off the bus?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	If correct, write what you learned.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Predictions

Visualizing

Title: _____

What picture did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Visualizing

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See While Reading


Description	Sequence	Problem and Solution	Cause and Effect

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure

Vocabulary Connections Resources

	<p>Rosa By: Nikki Giovanni Grade Level: 4 / Guided Reading Level: T</p>
<p>Vocabulary Connections</p>	
<p>Important Words to Know and Understand in "Rosa"</p>	
<p>Alteration The act, process, or result of changing or altering something</p>	
<p>Furtive Done in a quiet and secret way to avoid being noticed</p>	
<p>Injustice Unfair treatment; a situation in which the rights of a person or group of people are ignored</p>	
<p>Loom A frame or machine that is used to weave threads or yarns to produce cloth</p>	
<p>Neutral Not connected with either side involved in a war, contest, etc.</p>	
<p>Segregation The practice or policy of keeping people of different races, religions, etc., separate from each other</p>	
<p>Stencil A piece of paper, metal, etc., that has a design, letter, etc., cut out of it</p>	
<p>Supervisor A person who is in charge of someone or something</p>	
<p>Undermine To make (someone or something) weaker or less effective usually in a secret or gradual way</p>	
<p>Vicious Very cruel or violent</p>	


Important Words to Know and Understand in Rosa Word List

Vocabulary Connections


By: Nikki Giovanni

Grade Level: 4 / Older Reading Level 1


Alteration




Furtive




Loom




Neutral



Injustice




Segregation



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Word and Picture Sorting Cards

Vocabulary Connections			By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: 7			Rosa
Alteration	Furtive	Injustice	 <p>Step by Step Directions 1. Cut out the Vocabulary 2. Read on Solid line 3. Draw, Repeat or Steps two (or all four) on Chisel</p>
The act, process, or result of changing or altering something	Done in a quiet and secret way to avoid being noticed	Unfair treatment: a situation in which the rights of a person or a group of people are ignored	
Loom	Neutral	Segregation	
A frame or machine that is used to weave threads or yarns to produce cloth	Not connected with either side involved in a war, contest, etc	The practice or policy of keeping people of different races, religions, etc., separate from each other	

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">By: Nikki Giovanni Grade Level: 4 / Guided Reading Level: 1</p>			<p>Rosa By: Nikki Giovanni Guided Reading Level: 1</p>
<p>Alteration is a/an noun verb adverb adjective</p> <p>Definition of Alteration:</p>	<p>Furtive is a/an noun verb adverb adjective</p> <p>Definition of Furtive:</p>	<p>Injustice is a/an noun verb adverb adjective</p> <p>Definition of Injustice:</p>	<p>Step by Step Directions:</p> <ol style="list-style-type: none"> 1. Read the story. 2. Read the vocabulary words. 3. Complete the vocabulary cards. 4. Cut out the cards and use them to make a book. 5. Write the vocabulary words on the front of the book.
<p>Alteration looks like this:</p>	<p>Furtive looks like this:</p>	<p>Injustice looks like this:</p>	<p>is a/an verb adjective</p> <p>Step by Step Directions:</p> <ol style="list-style-type: none"> 1. Read the story. 2. Read the vocabulary words. 3. Complete the vocabulary cards. 4. Cut out the cards and use them to make a book. 5. Write the vocabulary words on the front of the book.
<p>Alteration reminds me of:</p>	<p>Furtive reminds me of:</p>	<p>Injustice reminds me of:</p>	<p>is a/an verb adjective</p> <p>Step by Step Directions:</p> <ol style="list-style-type: none"> 1. Read the story. 2. Read the vocabulary words. 3. Complete the vocabulary cards. 4. Cut out the cards and use them to make a book. 5. Write the vocabulary words on the front of the book.
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>	<p>is a/an verb adjective</p> <p>Step by Step Directions:</p> <ol style="list-style-type: none"> 1. Read the story. 2. Read the vocabulary words. 3. Complete the vocabulary cards. 4. Cut out the cards and use them to make a book. 5. Write the vocabulary words on the front of the book.

Interactive Vocabulary Notebook Cards

Word Games with Words from Rosa

Directions: Use the vocabulary words from the Word Bank to fill in the blanks in the sentences below.

- My dress perfectly fits me after the seamstress made an _____ to it.
- She uses a _____ to knit a scarf.
- When you refuse to take sides, you are being _____.
- You can use a _____ to make beautiful designs on fabrics.
- The factory _____ is responsible for day to day operations.

Directions: Identify the correct spelling of each word below. Then circle the synonym that best matches each word.

- _____ **A. VICIOUS** **B. VICIOUS** **C. VICOUIS**
violent / generous / greedy
- _____ **A. UNDERMIN** **B. UNDERMIN** **C. UNDIRMINE**
assist / weaken / encourage
- _____ **A. FURTEV** **B. FURTCIVE** **C. FURTIEV**
honest / open / sneaky

Answer Key from Rosa

The Word Bank to fill in the blanks in the sentences below.

seamstress

knit a scarf.

you are

to make

responsible for

each word below. Then circle the

VICIOUS **C. VICIOUS**

us / greedy

UNDERMIN **C. UNDIRMINE**

encourage

FURTEV **C. FURTIEV**

honest / open / sneaky

Name: _____ @BookPages.com

Answer Key | @BookPages.com

Word Games and Answer Key


Vocabulary Connections

Rosa
By Nikki Giovanni

Grade Level: 4 / Guided Reading Level: 1

Rosa

By Nikki Giovanni



Read by this direction


1. Color the background. 2. Read or reread poem. 3. Complete the vocabulary cards. 4. Write the vocabulary words in the background and the definition.

A new word that I read in this book is:

I like it _____

I mean it _____

Name: _____



Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800pages.com

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

Instructional Focus:
Adding the suffix -ed to base words that end with the letter "e".

Background:
When adding the suffix -ed to a base word that ends with the letter "e", drop the final "e" and add -ed.

Examples:

agreed
baked
cared
completed
confused

Materials and Preparation:

- A Copy of Rosa
- Chart Paper
- Colored Markers
- Sample Anchor Chart
- Sticky Notes
- Pencils
- Glue
- Base Word and Suffix -ed Interactive Activity
- Word Work Lesson Plan
- Optional - Word Detective: Suffix -ed Extension Activity

Word Work

By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

Step 1: Introduce the Focus of Word Work

Introduce Suffix -ed

- Write the title "Adding Suffix -ed" to a Base Word that Ends With "e" on the Anchor Chart.
- Write the word "bake" on the Anchor Chart. Ask students to read the word and use it in a sentence. Next, write "I baked cookies." Ask students, "How would the sentence change if we made the cookies yesterday?"
- Say, "To write a past tense verb with a base word that ends with the letter 'e', drop the 'e' and add -ed." Demonstrate by drawing an "x" on the letter "e" in the word "bake". Write the suffix -ed above the crossed out "e". Rewrite the sentence to make it past tense: "I baked cookies."
- Create a table with three columns and six rows. Write the following headings in each column of the top row: "Base Word", "Drop Final 'e'", and "Add -ed".
- Write the word "agree" under the "Base Word" heading. Ask students to read the word and use it in a sentence. Rewrite the word "agree" in the second column under the "Drop Final 'e'" heading. Demonstrate how to change the word to past tense by first crossing off the final "e". Write the letters "agre" in the first column under the "Add -ed" heading. Explain that after the final "e" is dropped, the suffix -ed is added to make the word past tense. Write -ed in bold letters. Ask students to use the word past tense in a sentence. Follow the same steps for these words: cared, completed, confused, and cured.

Step 2: Connect Word Work to Reading

Extend Engagement Activity

- Engage students by saying they are going on a word hunt.
- Using their independent reading books, they will look for words that end with the suffix -ed.
- When they find the word, they will ask themselves if the base word ends with the letter "e".
- If it does, they will write the word on a sticky note and glue it to the "Adding Suffix -ed" anchor chart.

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Word Work

By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

Step 2: Connect Word Work to Reading (continued)

- Read Rosa from the beginning once students had time to practice.

Examples of Words that End with Suffix -ed found in the text:

appreciated	noticed
baked	recited
decided	reserved
declared	ruled
designated	served
entitled	settled
exchanged	used
intended	

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the Base Word and Suffix -ed sheet and scissors. Students will cut out the base words and all of the suffix -ed rectangles.
- Direct students to pick a base word from the pile. They will cut off the final letter "e" from the base word and put it aside. Then, they will glue the word on one of the suffix -ed rectangles.
- Demonstrate with one of the words.

Step 4: Independent Word Work Practice

Practice Page

- Distribute the Suffix -ed Practice Page and pencils.
- Read the base words with students.
- Explain that they will write the base word without the final "e" in the middle column. They will add the suffix -ed to each word and record it in the third column.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Interactive Activity

Base Word and Suffix -ed Interactive Activity

Directions:

- Cut along the dotted lines in the table below.
- Place the base words in one pile. Place the suffix -ed rectangles in another pile.
- Pick a base word. Cut out the final letter "e". Discard the letter "e".
- Add the suffix -ed to the word by gluing it to the base word.

appreciate	entitle	reserve
bake	exchange	rule
decide	notice	serve
ed	ed	ed
ed	ed	ed
ed	ed	ed

Guided Word Work Practice | @BookPages.com

Independent Practice Page

Suffix -ed Practice Page

Directions: Read the base word. Write the word without the final "e" in the middle column. Add the suffix -ed to the base word in the final column. Follow the example.

Base Word	Drop Final "e"	Add -ed
vote	vot	voted
improve		
rule		
describe		
recite		
scrape		
tumble		
appreciate		
recite		
manage		

Name: _____ Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Suffix -ed Extension Activity

Directions:

Be a word detective!

Be on the lookout for words ending with suffix -ed while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Independent Word Work Practice | @BookPages.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency



Running Record					
Title: Rosa		Guided Reading Text Level: T		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
1	Mrs. Parks was having a good day. Mother was getting over that touch of flu and was up this morning for breakfast at the table. Her husband, Raymond Parks, one of the best barbers in the county, had been asked to take on extra work at their air force base. And the first day of December was always special because you could just feel Christmas in the air.				
2	Everybody knew the alterations department would soon be very, very busy. Mrs. Parks would laugh each year with the other seamstresses and say that "those elves in the North Pole have nothing				
Analysis and Comments:					
Tested By: _____					
©BookPagez.com					

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Rosa CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Rosa to answer each of the following questions.	
1. What was the author's purpose in writing this text?	
<input type="radio"/> A The author wanted the reader to know that Rosa Parks loved to sew.	
<input type="radio"/> B The author wanted to inform us about Rosa Parks and why she refused to move.	
<input type="radio"/> C The author wanted to entertain us with a fictional story.	
<input type="radio"/> D The author wanted to tell the reader about riding on a bus.	
2. What is the story of Rosa all about?	
<input type="radio"/> A Rosa is about a brave woman whose refusal to move to another bus started a revolution that changed segregation laws.	
<input type="radio"/> B The story of Rosa is mainly about a woman who worked hard to raise her family.	
<input type="radio"/> C Rosa is about a woman who grew up in Montgomery, Alabama.	
<input type="radio"/> D The story of Rosa is all about a talented seamstress who worked well under pressure.	
3. Describe what happened when Rosa Parks refused to move.	
<input type="radio"/> A Everybody got off the bus.	
<input type="radio"/> B The bus driver invited her to move to the front of the bus.	
<input type="radio"/> C Rosa Parks was arrested.	
<input type="radio"/> D Everyone clapped their hands and cheered for her.	
4. What did the author mean when she wrote that Rosa's sewing was "like gold spinning from Rumpelstiltskin's loom"?	
<input type="radio"/> A The thread she used was shiny.	
<input type="radio"/> B She only used gold material when she worked.	
<input type="radio"/> C Rosa was fast at sewing.	
<input type="radio"/> D Rosa used a loom when she made alterations.	
CCSS Assessment 4 th Grade Reading Standards for Literature	

Rosa CCSS Assessment Answer Key
Directions: Use what you know about Rosa to answer each of the following questions.
1. What was the author's purpose in writing this text? (RI.4.1)
<input type="radio"/> A The author wanted the reader to know that Rosa Parks loved to sew.
<input checked="" type="radio"/> B The author wanted to inform us about Rosa Parks and why she refused to move.
<input type="radio"/> C The author wanted to entertain us with a fictional story.
<input type="radio"/> D The author wanted to tell the reader about riding on a bus.
2. What is the story of Rosa all about? (RI.4.2)
<input type="radio"/> A Rosa is about a brave woman whose refusal to move to another seat on a bus started a revolution that changed segregation laws.
<input checked="" type="radio"/> B The story of Rosa is mainly about a woman who worked hard to raise her family.
<input type="radio"/> C Rosa is about a woman who grew up in Montgomery, Alabama.
<input type="radio"/> D The story of Rosa is all about a talented seamstress who worked well under pressure.
3. Describe what happened when Rosa Parks refused to move. (RI.4.3)
<input type="radio"/> A Everybody got off the bus.
<input type="radio"/> B The bus driver invited her to move to the front of the bus.
<input checked="" type="radio"/> C Rosa Parks was arrested.
<input type="radio"/> D Everyone clapped their hands and cheered for her.
4. What did the author mean when she wrote that Rosa's sewing was "like gold spinning from Rumpelstiltskin's loom"? (RI.4.4)
<input type="radio"/> A The thread she used was shiny.
<input type="radio"/> B She only used gold material when she worked.
<input checked="" type="radio"/> C Rosa was fast at sewing.
<input type="radio"/> D Rosa used a loom when she made alterations.
CCSS Assessment 4 th Grade Reading Standards for Literature BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:

In the book **Rosa**, Rosa Park's supporters made posters to protest unfair laws. Their support made an incredible impact, and the law changed.

Think of a problem in your community that you would like to change. Write about the problem and draw a poster to inspire change.

Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>Read Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Rise" correlate with the following Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading: Informational Text</p> <p>RA.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RA.2 – Cite specific events, procedures, ideas, or concepts in a historical, scientific, or technical issue that has happened and why, based on specific information in the text.</p> <p>RA.3 – Explain how an author uses evidence and analysis to support particular points in RA.10 to the end of the year, and read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.1 – Recall information from experiences or gather relevant information from print or digital sources; take notes and categorize information; and provide a list of sources.</p> <p>W.2 – Show evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.6 – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others.</p> <p>SL.4.7 – Review the key ideas expressed and explain their own ideas and understanding of the discussion.</p> <p>SL.4.8 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.4.4 – Analyze and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, thrilled) and that are basic to a particular topic.</p> <p>Ross CCB Alignment iStockPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Read Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Rise" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Making Connections: Lesson Plans and Resources</p> <p>Reading: Informational Text</p> <p>RA.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RA.2 – Cite specific events, procedures, ideas, or concepts in a historical, scientific, or technical issue that has happened and why, based on specific information in the text.</p> <p>RA.3 – Explain how an author uses evidence and analysis to support particular points in RA.10 to the end of the year, and read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.1 – Recall information from experiences or gather relevant information from print or digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Rosa Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Rosa" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>LA.1.1 – Use context (e.g., definitions, examples, or relationships in text) as a clue to the meaning of a word or phrase.</p> <p>LA.1.2 – Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), electronic print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Language</p> <p>LA.1.3 – Analyze and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., <i>quipped</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic.</p>	<p>Rosa Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Rosa" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p>
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Vocabulary Connections Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Rosa Super Pack

5 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page

Tu turno para practicar: Entender la estructura del texto con Rosa

Página 2:
Aquí el autor usa la descripción para explicar las habilidades de Rosa como costurera. ¿Cómo se describió su trabajo?

Página 17:
El autor usa la secuencia para describir las acciones de la Sra. Robinson. ¿Qué hizo la Sra. Robinson antes de irse a la reunión? Use palabras como "primero", "luego", "siguiente" y "finalmente".

Página 24:
Aquí el autor repite la palabra "caminar" mientras enumera diferentes días festivos. ¿Por qué crees que ella hizo eso?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Entender la estructura del texto con Rosa

Página 2:
Aquí el autor usa la descripción para explicar las habilidades de Rosa como costurera. ¿Cómo se describió su trabajo?
El trabajo de Rosa fue como "mágica" cuando su aguja "voló" mientras cosía.

Página 17:
El autor usa la secuencia para describir las acciones de la Sra. Robinson. ¿Qué hizo la Sra. Robinson antes de irse a la reunión? Use palabras como "primero", "luego", "siguiente" y "finalmente".
Primero, ella hizo la cena. Entonces, ella despejó la cocina. Luego, ella puso a sus hijos en la cama. Finalmente, ella besó a su marido y se fue a la reunión.

Página 24:
Aquí el autor repite la palabra "caminar" mientras enumera diferentes días festivos. ¿Por qué crees que ella hizo eso?
Las respuestas variadas. Podrían incluir: El autor está demostrando un paso del tiempo. Nos está diciendo que la gente caminó en lugar de tomar un autobús durante más de un año.

Nombre: _____

Answer Key | ©BookPages.com

Hacer Conexiones con Rosa

Página 3:
Haz una conexión con el trabajo de Rosa. ¿Qué te hizo pensar eso?

Página 6:
Haz una conexión con el mundo de Rosa. ¿Qué pasó?

Página 10:
Haz una conexión con el texto. ¿Qué pasó en eso?

Nombre: _____

Making
Connections

Tu turno para practicar: Hacer Conexiones con Rosa

Página 3:
Haz una conexión con el trabajo de Rosa. ¿Qué te hizo pensar eso?

Página 6:
Haz una conexión con el mundo de Rosa. ¿Qué pasó?

Página 10:
Haz una conexión con el texto. ¿Qué pasó en eso?

Nombre: _____

Making
Predictions

Visualizar con Rosa

Página 5:
Después de leer la conversación entre Rosa y su supermomento en el departamento de modificaciones. ¿Qué crees que se mudó si no se mudó?

Página 8:
Después de leer la conversación entre Rosa y su supermomento en el departamento de modificaciones. ¿Qué crees que se mudó si no se mudó?

Página 11:
Tres personas están mirando a Rosa. Visualiza una cabeza de cada persona. ¿Qué están pensando?

Nombre: _____

Visualizing

Tu turno para practicar: Visualizar con Rosa

Página 5:
Después de leer la conversación entre Rosa y su supermomento en el departamento de modificaciones. ¿Qué crees que se mudó si no se mudó?

Página 8:
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Página 11:
Tres personas están mirando a Rosa. Visualiza una cabeza de cada persona. ¿Qué están pensando?

Nombre: _____

Volver a contar y resumir con Rosa

Página 1:
Resume lo que aprendió sobre la Sra. Parks y su familia después de leer el texto y mirar la ilustración.

Página 4:
Resume lo que aprendió sobre Rosa hasta ahora.

Página 9:
Repita en qué estaba pensando Rosa mientras se sube al autobús a casa.

Página 21:
¿Qué quería el conductor del autobús que hiciera Rosa?

Nombre: _____

Retelling and
Summarizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

“I Can”
Statement
written in
Spanish

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

<p>Valores a contar y resumir</p> <p>Título:</p> <p>¿De qué se trata el libro?</p> <p>¿La ficción o no ficción?</p> <p>Haz un dibujo o escribe una oración completa en cada caja.</p> <table border="1" style="width: 100%; height: 150px; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top; padding: 5px;">Primero</td> <td style="width: 33%; text-align: center; vertical-align: top; padding: 5px;">Después</td> <td style="width: 33%; text-align: center; vertical-align: top; padding: 5px;">Entonces</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td style="text-align: center; vertical-align: bottom; padding: 5px;">Después de esto</td> <td style="text-align: center; vertical-align: bottom; padding: 5px;">Entonces</td> <td style="text-align: center; vertical-align: bottom; padding: 5px;">Al final</td> </tr> </table> <p>¿Cuál es la cosa más importante sobre lo que sabes en el libro?</p>			Primero	Después	Entonces				Después de esto	Entonces	Al final
Primero	Después	Entonces									
Después de esto	Entonces	Al final									
<p>Intervenciones</p> <ol style="list-style-type: none"> 1. Contemplativa las preguntas. 2. Cierre cuidadosamente en la Breda de puritas. 3. Páase o engancha algo en la Caudiente del arte. 											

Retelling and Summarizing

Hacer conexiones

libro

Firmas en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ leed o más interno
 ☐ tratado o tratado
 ☐ tratado al mundo

Haz un dibujo de tu conexión abajo.

instrucciones

1. Contesta las preguntas.
 2. Coloca cuidadosamente en las líneas de puntos.
 3. Pega o engancha tu cordón del fletero.

Making Connections

Hacer predicciones rápidas		
Predicciones al principio Responde las preguntas después	Predicciones mientras lees Responde las preguntas después	Verifica las predicciones Responde las preguntas después de que completes cada página
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Indicaciones:

1. Responde las preguntas.
2. Contea cuidadosamente en las líneas de puntos.
3. Págea o engáñate en tu conocimiento del texto.

Making Predictions

Visualizar Título:
¿Qué Página usaste para practicar o visualizar?
Haz un dibujo de la imagen mental en el espacio abajo:
Escribe algunas de las palabras que te suenan asociadas que te ayudaron a hacer esta imagen en tu mente.
Comparte el dibujo con tus paisanos. Anótalos de haber dibujado todas las palabras que te ayudaron a visualizar.
Indicaciones: 1. Contesta cada pregunta. 2. Corta cuidadosamente en las líneas de puntos. 3. Pega o engancha en tu cuaderno del lector.

Visualizing

Entender la estructura del texto		
Estructura del texto	Dónde fue donde la estructura del texto	Cómo se estructuró el texto me ayudó
Página:		
Página:		
Página:		
Página:		
Página:		
Símbolos que puedes ver en estas líneas	En cambio, cómo se ve	Cómo y efecto
Símbolos Comenzar y Continuar	Se cambia Continúa y Continúa.	

Instrucciones:

1. Leer las preguntas.
2. Cada cuestionamiento en las líneas de puntos.
3. Pagar o improprio en los cambios de lector.

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:
En el libro **Rosa**, los partidarios de Rosa Park hicieron carteles para protestar contra las leyes injustas. Su apoyo tuvo un impacto increíble y la ley cambió.

Piense en un problema en su comunidad que le gustaría cambiar. Escribir sobre el problema y dibujar un cartel para inspirar el cambio.

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