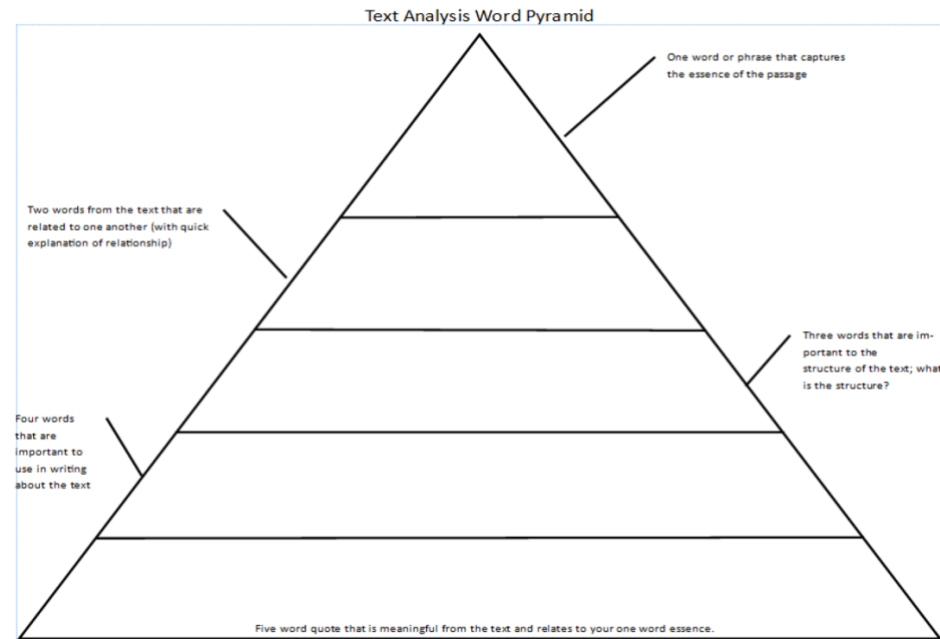


Thursday, September 27<sup>th</sup> READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

### WORD PYRAMIDS: EASY GRAPHIC ORGANIZERS FOR ANALYZING TEXT

-Display or share digitally this word pyramid graphic organizer (below and [PDF](#)). Remind students that they have scratch paper available to them during the AIR exam that can be used for interacting with the passages as they read them AND anytime they read text for class they can use their notebooks to interact with the text. Drawing a word pyramid while they read can help them prepare to answer questions on the passage that are aligned to several Standards—RL/RI.1, RL/RI.2, RL/RI.3, RL/RI/L.4, and RL/RI/L.5. Ask the students to draw a blank word pyramid in their notebooks and go over what should be written at each level using the graphic organizer. (If used routinely, students will memorize what goes on each level).



-Next, try out the word pyramid together using [“Football Hooliganism”](#) from CommonLit. For the first reading, have students pair up and take turns reading the paragraphs. There are six, including the description after the title. So, each student will read three paragraphs. NOTE: You can have students read it electronically on CommonLit or download it for sharing on paper. If you have them read it electronically, you can “assign” it to them, have them pull it up by the [link](#), or search for it by title. Remember that you and your students access CommonLit through Clever. Alternatively, you can use this [PDF](#) of the article that has been downloaded from CommonLit. For the second reading, read it aloud and have the students to fill in the blank word pyramid they drew in their notebooks as you read.

-Finally, display/draw/share digitally a blank word pyramid and ask for students to share what was on their pyramids as you fill out each level together. Through this activity, you will be able to tell if they are doing what is needed for each level of the organizer and offer better examples if they are not. [HERE](#) is a completed pyramid example that you can share with students as an exemplar. It may be helpful to tell younger students that when they draw their word pyramids for use in class or on standardized tests, they can make them much smaller than the exemplar, which takes up the whole page, to make the most use of their scratch paper or notebooks.

## USING WORD PYRAMIDS AND QUESTION QUADS TO UNDERSTAND COMPLEX TEXT

- Separate the class into groups of four readers. Have students move to their quads taking "[Football Hooliganism](#)" and their word pyramids with them.
- Provide students with this [QUESTION QUADS](#) handout that includes the Questions Quad Protocol, the Question Quad Graphic, Question Quad Stems, and the Possible Question Quad Probes.
- Ask each student to pick one of the Question Quad Stems and write two questions about "[Football Hooliganism](#)" using the stem. Readers write two different questions in case someone who asks a question before them has written something similar. They can use their word pyramids to clue them into items in the text about which they could craft questions.
- In each group, students decide who will be A, B, C, and D. Then, they follow the roles given on the Question Quads Graphic from the [QUESTION QUADS](#) handout. Reader A asks a question they have written, Reader B rephrases the question for understanding and provides an answer using textual evidence, Reader C agrees or disagrees and provides textual evidence, Reader D uses the Possible Question Quad Probes to extend the conversation to all Readers in the quad. There is a 90 second limit to Reader D's part of the conversation and each Reader A-D should participate.
- Repeat the previous step three more times, changing Reader roles, until each student has fulfilled every reader role. Reader A will become Reader B, Reader B will become Reader C, Reader C will become Reader D, and Reader D will become Reader A.

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NOTE: The [QUESTION QUADS](#) handout does not refer to the "[Football Hooliganism](#)" text specifically and may be used with any text. It can and should be used as an instructional routine to prepare for AIR. Feel free to add to the Question Quad Stems and the Possible Question Quad Probes throughout the year to clue students into asking questions around specific Standards.

Also, if you find that your class needs to practice the Question Quad Protocol before trying it on their own, choose three students and have them model the protocol with you in front of the class before breaking into groups of four.