

Talent Show Contest

Read the entertainment story.

Then follow the directions in the Text Marking box.

Ms. Spira, the music teacher, was nearly finished auditioning hopefuls for the upcoming talent show. She announced to the two remaining candidates that there was just one spot left to fill, which caused Tameka and Kai to glance nervously at each other across the room. Tameka, a talented dancer, hoped to show off her technique and style in the show, while Kai, a gifted pianist, dreamed of becoming a professional musician and wanted this opportunity to perform. Though each hoped desperately to be selected, that seemed impossible now, with only two more try-outs for one opening.

Kai moved beside Tameka. "I know you're an awesome dancer, and you know I'm great on the piano. Too bad we've got to battle each other," he whispered.

"Oh, that's kind to say, but one of us is simply going to be disappointed," Tameka answered.

Kai asked, "What music are you dancing to?" Tameka replied that she planned to dance to the hit, "Sweet, Fleet Feet." Kai originally planned to play a classical waltz by Frederic Chopin. But he also knew "Sweet, Fleet Feet" and could play it energetically, so he suggested something to Tameka that made her grin.

Then Ms. Spira turned to Tameka and Kai to ask, "Who's next?"

"Both of us—we've become a team!" they responded. The friends chattered as they went onto the stage. "May we please have a few moments to warm up?" Tameka politely asked.



Text Marking

The story describes a problem. Identify it and think about how the characters responded to it and found a way out.



Box the conflict.



Circle the ways that Kai and Tameka reacted to the conflict.



Underline the resolution.

Talent Show Contest

► Answer each question. Give details from the entertainment story.

1

Who is telling the story?

- A. Ms. Spira B. Tameka C. Kai D. a narrator

What helped you answer? _____

2

Two words that could describe everyone auditioning for the talent show are ...

- A. ...dancers and pianists. C. ...hopefuls and candidates.
 B. ...best friends and hopefuls. D. ...jugglers and musicians.

What helped you answer? _____

3

Why did Tameka ask Ms. Spira for a few moments to warm up?

4

What inferences can you make about Kai based on his idea?

Teaching Routine for Close Reading and Purposeful Text Marking

Any text can become more accessible to readers who have learned to bring various strategies, such as purposeful text marking, to the reading process. Here is one suggested routine that may be effective in your classroom.

Preview

.....

- **Engage prior knowledge** of the topic of the piece and its genre. Help students link it to similar topics or examples of the genre they may have read.
- **Identify the reading skill** for which students will be marking the text. Display or distribute the Comprehension Skill Summary Card that applies to the passage. Go over its key ideas. (See Comprehension Skill Summary Card, page 4, for more.)

Model *(for the first passage, to familiarize students with the process)*

.....

- **Display the passage** using an interactive whiteboard, document camera, or other resource, and provide students with their own copy. Preview the text with students by having them read the title and look at any illustrations or other graphic elements.
- **Draw attention to the markings** students will use to enhance their understanding of the piece. Link the text marking box to the Comprehension Skill Summary Card for clarification.
- **Read aloud the passage** as students follow along. Guide students to think about the skill and to write any questions they may have on sticky-notes.
- **Mark the text together.** Begin by numbering the paragraphs. Then discuss the choices you make when marking the text, demonstrating and explaining how the various text elements support the skill. Check that students understand how to mark the text using the various icons and graphics shown in the text marking box.

Read

.....

- **Display the passage for a shared reading experience.** Do a quick-read of the passage together to familiarize students with it. Then read it together a second time, pausing as necessary to answer questions, draw connections, or clarify words as needed. Then read the passage once more, this time with an eye to the text features described in the text marking box.
- **Invite students to offer ideas for additional markings.** These might include noting unfamiliar vocabulary, an idiom or phrase they may not understand, or an especially interesting, unusual, or important detail they want to remember. Model how to use sticky-notes, colored pencils, highlighters, question marks, or check marks.

Respond

.....

- **Have students read the passage independently.** This fourth reading is intended to allow students to mark the text themselves. It will also prepare them to discuss the piece and offer their views about it.
- **Have students answer the questions** on the companion Do More page. Depending on the abilities of your students, you might read aloud the questions to them, and then have them answer orally. Model how to look back at the text markings and other text evidence for assistance. This will help students provide complete and supported responses.

Comprehension Skill Summary Card

To help students review the reading-comprehension skill this lesson addresses and the specific terms associated with the skill, have them use the reproducible Comprehension Skill Summary Card (page 6). The boldface terms on the card are the same ones students will identify as they mark the text.

You might duplicate, cut out, and distribute the Comprehension Skill Summary Card before assigning the passage. Discuss the elements of the skill together to ensure that students fully grasp it. Encourage students to save their card, which they can use as a reading aid whenever they read any type of literary text. Or display the card in a reading center in your classroom that is available at all times.

Tips and Suggestions

- The text-marking process is versatile and adaptable. While numbering, boxing, circling, and underlining are the most common methods, you can personalize the strategy for your class if it helps augment the process. You might have students use letters or numbers to mark text; they can, for example, write MC to indicate a main character, D to mark a detail, or 1st for first-person point of view and 3rd for third-person. Whichever technique you use, encourage consistency of marking.
- You may wish to extend the text-marking strategy by having students identify other aspects of writing, such as figurative language or confusing words, expressions, or idioms. Moreover, you can invite students to write their own notes and questions in the margins.

Comprehension Skill

Character

Characters take part in the events of the story. A character can be a person, an animal, or a thing.

- 4 Read for details that describe each character.
- 4 Notice differences among characters so you can tell them apart.
- 4 Notice whether and how a character changes or learns during the story. A story may have a **main character** and one or more **minor characters**.
- 4 The main character is the most important character in the story.
- 4 A minor character is not the focus of the story.

Comprehension Skill

Point of View

Knowing *who* is telling a story gives you its **point of view**. What you learn in the story comes through that point of view. Authors usually use one of two points of view.

- 4 **First-person** point of view has a character *in* the story telling it. In first-person stories, readers learn about events from that character's point of view. Look for words like *I, me, and we*.
- 4 **Third-person** point of view has someone *outside* the story telling it. That person is the **narrator**. In third-person stories, readers learn the thoughts, actions, and feelings of many characters. Look for words like *he, she, and they*.

Comprehension Skill

Compare & Contrast

Authors often discuss people, places, things, or ideas by describing how they are alike and ways they differ.

- 4 To **compare** means to tell how two or more things are alike.
- 4 To **contrast** means to tell how two or more things are different.
- 4 Comparing and contrasting help you understand a story's ideas, its plot, its characters, and its message.
- 4 **Signal words** give clues that help you compare and contrast. (Examples for comparing: *both, too, like, also, and in the same way*. Examples for contrasting: *but, only, however, unlike, and different*.)

Connections to the Standards

This lesson supports the College and Career Readiness Anchor Standards for Reading for students in grades K–12. These broad standards, which serve as the basis of many state standards, were developed to establish rigorous educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The chart below details how the lesson aligns with specific reading standards for literary texts for students in grade 5.

These materials also address language standards, including skills in the conventions of standard English, knowledge of language, and vocabulary acquisition and use. In addition, students meet writing standards as they answer questions about the passage, demonstrating their ability to convey ideas coherently, clearly, and with support from the text.

Reading Standards for Literature

Key Ideas and Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Source: © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Conflict & Resolution

Good stories have a **plot**. The plot is the set of key events that move the story along. Most stories present a problem and how it gets solved. This relationship is called **conflict and resolution**.

- A conflict is a form of trouble, problem, or disagreement.
- A resolution is the way the conflict gets solved.
- **Signal words** are clues to a conflict and its resolution. (Examples for conflicts: *question, challenge, dilemma, puzzle, need,* and *trouble*. Examples for resolutions: *answer, result, idea, plan, reason, solution, solve, improve,* and *fix*.)

Talent Show Contest

Read the entertainment story.

Then follow the directions in the Text Marking box.

Ms. Spira, the music teacher, was nearly finished auditioning hopefuls for the upcoming talent show.

She announced to the two remaining candidates that there was just one spot left to fill, which caused Tameka

and Kai to glance nervously at each other across the room. Tameka, a talented dancer, hoped to show off

her technique and style in the show, while Kai, a gifted pianist, dreamed of becoming a professional musician

and wanted this opportunity to perform. Though such

hoped desperately to be selected, that seemed impossible now, with only two more try-outs for one opening.

Kai moved beside Tameka. "I know you're an awesome dancer, and you know I'm great on the piano.

Too bad we've got to battle each other," he whispered.

"Oh, that's kind to say, but one of us is simply going to be disappointed," Tameka answered.

Kai asked, "What music are you dancing to?"

Tameka replied that she planned to dance to the hit,

"Sweet, Fleet Feet." Kai originally planned to play a classical waltz by Frederic Chopin. But he also knew

"Sweet, Fleet Feet" and could play it energetically, so he suggested something to Tameka that made her grin.

Then Ms. Spira turned to Tameka and Kai to ask, "Who's next?"

"Both of us—we've become a team!" they responded. The friends chattered as they went onto the stage. "May we please have a few moments to warm up?" Tameka politely asked.



Text Marking

The story describes a problem. Identify it and think about how the characters responded to it and found a way out.

Box the conflict.

Circle the ways that Kai and Tameka reacted to the conflict.

 Underline the resolution.

Sample Text Markings

Passage: Talent Show Contest

1. D; Sample answer: I picked D because I could tell the piece was written in third-person, so it was told by a narrator.
2. C; Sample answer: I read both of those words in the first paragraph, and understood that both described kids hoping to be chosen for the talent show.
3. Sample answer: I think Tameka was hoping for a little extra time to practice with Kai before the try-out.
4. Sample answer: Kai must feel confident enough about his musical skills to switch to a different piece at the last minute. He also must have believed that teaming up with a talented dancer would increase their chances at the talent show.