

Grade 4 FALL DART - District Assessment of Reading Team (2021 FSA version - Theme Two) ORAL READING

All Aboard the Amundsen

Get your sea legs ready as we take an up-close look at the CGCS Amundsen - a massive ship that travels to the Canadian Arctic on scientific missions. Let's set sail!

Scientists come from every corner of the world to study on board the Amundsen. The state-of-the-art vessel was renamed the CGCS Amundsen in August 2003, in honour of the polar explorer Roald Amundsen. And its life as a floating laboratory officially began.

Doing Double Duty

While the Amundsen was designed with science in mind, the ship has two roles: it's a research vessel, as well as an icebreaker. Every summer, the Amundsen heads to the coastal Canadian Arctic, along with its crew and a group of international scientists.

Except from: "All Aboard the Amundsen" by Maria Birmingham. OWL. ed. Kendra Brown. December 2017.

Fluency	1. Halting Little expression, short phrases, slow, pauses, repetitions	2. Careful Some expression, longer phrases, moderate rate, some pauses	3. Confident Expression generally reflects mood, long phrases, few pauses, talk-like	4. Fluent Expression reflects mood, longer phrases, good rate	5. Expressive Very expressive like a performance, consistently longer phrases, reflects author's passion
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**Grade 4 FALL DART - District Assessment of Reading Team
CONFERENCE**

All Aboard the Amundsen

Ask, after reading, the following questions:

When you come to a challenging word, how do you figure it out?

Word strategies:

- | | |
|---|--|
| <input type="checkbox"/> read it | <input type="checkbox"/> look at the pictures |
| <input type="checkbox"/> ask someone | <input type="checkbox"/> break the word into syllables |
| <input type="checkbox"/> look it up in the dictionary | <input type="checkbox"/> chunk the word |
| <input type="checkbox"/> skip it | <input type="checkbox"/> cover the ending and look for smaller words |
| <input type="checkbox"/> sound it out | <input type="checkbox"/> try and figure out what makes sense in the sentence |

Other: _____

If what you are reading does not make sense, what do you do?

Sense Strategies:

- | | |
|--|---|
| <input type="checkbox"/> reread it | <input type="checkbox"/> look at the pictures and the captions |
| <input type="checkbox"/> ask someone | <input type="checkbox"/> look at the paragraphs for words I do know |
| <input type="checkbox"/> try another book | <input type="checkbox"/> try and make it make sense |
| <input type="checkbox"/> skip it | <input type="checkbox"/> make notes on what I've read |
| <input type="checkbox"/> make a picture in my mind | |
| <input type="checkbox"/> make a connection between the text, yourself, the world, another text | |

Other: _____

Did you know about icebreakers before?

What connections can you make to your own experience with icebreakers?

What is something you learned about icebreakers that surprised you? OR

What is something new that you learned about the Arctic?

Inventing: knew a lot before knew little before

Connections: _____

Surprise OR Learned: _____

**Grade 4 Fall DART - District Assessment of Reading Team (DART)
Question and Answer Sheet**

All Aboard the Amundsen

Name: _____ School: _____ Date: _____

- 1. How do the people aboard the Amundsen work as a team?
Use information from the text to support your thinking.**

(Grade 4 FSA Question – please copy this question and insert into student’s FSA booklet if participating in FSA.)

2. How does what you just read **remind you of** something you already know?

3. Readers often add their own thinking to text. Think of something **you believe to be true, but that isn't actually revealed directly by the author or illustrator**. Share your thinking.

4. When you come to a part in your reading that is more difficult to understand, what do you do to help yourself?
