

# Newark Charter School Units/Lessons

ELA ~ Grade 4

# Newark Charter School Instructional Unit

**Unit Title: The Legend of Sleepy Hollow**

**Content Area: ELA**

**Grade Level(s): Grade 4**

## **Unit Summary:**

This is a unit based on the classic story, The Legend of Sleepy Hollow, by Washington Irving. By reading the text aloud, with partners, and independently, students will improve their reading and comprehension skills. Students will make predictions, compare characters, discuss plot and setting, and rewrite the ending to this story.

## **Common Core State Standards:**

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

**Big Idea(s):**

Good literature supplies the reader with vocabulary understandings in context, helps the reader understand story structure, and often gives the reader room for imagination at the ending.

**Enduring Understandings:**

There are strategies and skills a reader can use to help access and understand complex literature.

Many authors use common conventions to create their stories.

Knowing the conventions authors use, helps the reader be successful a reading a wide variety of literature.

Reading is an enjoyable activity.

**Essential Question(s):**

How does this author engage the reader and hold interest throughout the story?

What do I know as a reader about the history of the period told about in this book that helps me make connections?

**Knowledge and Skills:**

**Students will need to know...**

Students should have a good review of the studies done in grades 1 and 2 on the colonial times and the American Revolution, as well as elements of literature studied in grade 2.

This unit is best taught in an integrated manner at the time the American Revolution is studied again in grade 3.

**Students will be able to...**

**Concept Objectives**

1. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
2. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
3. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
4. Students will understand how to develop a habit of reading for enjoyment.

**Skill Objectives**

1. Students will respond to stories from classic works.
2. Students will recognize the author's point of view.
3. Students will write answers to comprehension questions.
4. Students will use a text to help support their answers to comprehension questions.
5. Students will make a prediction about the story.

6. Students will explain their prediction.
7. Students will use a Venn diagram to compare two characters.
8. Students will use the text to search/find answers.
9. Students will discuss the plot of the story.
10. Students will write a paragraph defending their opinion.
11. Students will examine a text for details of a story.
12. Students will understand a variety of materials that they read.
13. Students will design a poster based on information from the text.
14. Students will create their own solutions to a story.
15. Students will write effectively for a variety of purposes.
16. Students will explore and express imaginative ideas creatively

### **Assessment Evidence**

**Performance or Transfer Tasks:**

Students will be able to use literary strategies learned from these lessons in future literature studies. Students should be able to rewrite story endings in future assignments.

**Rubrics:**

See appendix

**Other Evidence:**

See appendix

**Student Self-Assessment/Reflection:**

See appendix

### **Learning Plan**

**Key Learning Events:**

**Lesson One: Chapter One (one day, 60 minutes)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
2. Lesson Content
  - a. Stories
    - i. The Legend of Sleepy Hollow
3. Skill Objective(s)
  - a. Students will respond to stories from classic works.
  - b. Students will recognize the author's point of view.

**B. Materials**

1. *The Legend of Sleepy Hollow* (one for each student or one copy for the teacher to read)

- aloud)
- 2. Paper and pencil for each students
- 3. Highlighter marker
- 4. Appendix A (one for the teacher)

#### C. Key Vocabulary

- 1. An **apparition** is a startling thing that appears, such as a ghost or ghostlike figure.
- 2. A **crane** is a tall bird with a long neck and bill.
- 3. A **sorcerer** is a person who practices witchcraft.
- 4. A **drone** is a lazy person who lives on the labor of others.

#### D. Procedures/Activities

- 1. Pass out the books, *The Legend of Sleepy Hollow* to each student.
- 2. Ask the class if anyone has ever read or heard of *The Legend of Sleepy Hollow*.
- 3. If someone says yes, ask a student to give a brief summary of the story for the class.
- 4. Ask the class if they know who wrote the story. (Hopefully students will find the answer on the cover!).
- 5. As a class, read the two pages about the author aloud and discuss Irving's life and interests.
- 6. Tell the students that they will notice some similarities between this story and Washington Irving's life.
- 7. Have the students read Chapter One (pages 7-20) of this story independently
- 8. After reading the chapter, have students make a T-chart about the likes and dislikes of Ichabod Crane.
- 9. Give the students time to work on this in class.
- 10. When students are finished, have them take out a highlighter marker and highlight the things on Ichabod's list that Irving also liked and disliked.
- 11. Give students time to work on this in class.
- 12. Collect all the papers when students are finished.
- 13. Grade the papers according to Appendix A as an example.

#### E. Assessment/Evaluation

- 1. Appendix A is used to evaluate students T-chart about Chapter One.

### Lesson Two: Chapter Two (one day, 60 minutes)

#### A. Daily Objectives

- 1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
  - c. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
- 2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
- 3. Skill Objective(s)
  - a. Students will complete comprehension questions for this text.
  - b. Students will use a text to help support their answers to the comprehension questions.

#### B. Materials

1. *The Legend of Sleepy Hollow* (one for each student, or one copy for the teacher to read aloud)
2. Pencils for each student
3. Appendix B (one for each student)
4. Appendix C (one for the teacher)

#### C. Key Vocabulary

1. A **hymn** is a song of adoration or praise especially to God.
2. A **whippoorwill** is a night-flying, insect-eating bird with an unusual call.
3. A **specter** is a ghostlike figure.
4. The **setting** is the background or scenery of a story.

#### D. Procedures/Activities

1. Review what happened in Chapter One of the story, *The Legend of Sleepy Hollow* with the entire class.
2. Have each student take out his or her books.
3. The students are going to read Chapter Two (pages 20-28) with a partner quietly.
4. Each partner is to read a page aloud and then ask a comprehension question about that page.
5. Their partner has to answer the question correctly and then gets to read the next page aloud and ask a comprehension question.
6. This goes back and forth until the end of the chapter.
7. Students should work quietly with their partners for only Chapter Two.
8. Once pairs are done, each student should return to their seat.
9. When students are at their desks, they need to fill out Appendix B, which contains comprehension questions from this chapter.
10. Pass out Appendix B to each student and give students time to finish the worksheet and turn it in to you.
11. When students have finished, collect all the papers.
12. Use Appendix C to grade these papers.

#### E. Assessment/Evaluation

1. Appendix C is used to grade students' comprehension after reading this chapter.

### **Lesson Three: Chapter Three (one day, 60 minutes)**

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
  - c. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
3. Skill Objective(s)
  - a. Students will make a prediction about a story.
  - b. Students will explain their predictions.

## B. Materials

1. *The Legend of Sleepy Hollow* (one for each student, or one copy for the teacher to read aloud)
2. Appendix D (one for the teacher)

## C. Key Vocabulary

1. A **parlor** is another name for the living room.
2. **Courting** is similar to dating; you are trying to gain the affection of someone.

## D. Procedures/Activities

1. Review Chapter Two with the entire class.
2. Ask students to take out their books.
3. Students are to read Chapter Three (pages 28–42) independently.
4. Give the students plenty of time to read this chapter.
5. When every student has finished reading Chapter Three, write on the board the question “Will Ichabod Crane win Katrina’s heart?”
6. Ask the students to think about this question for a minute.
7. Put the words YES and NO underneath the question.
8. Ask the students to raise their hands if they chose YES.
9. Ask these students to move to the right side of the room.
10. Ask the students to raise their hands if they chose NO.
11. Ask these students to move to the left side of the room.
12. After splitting the class, ask each student to give one supporting reason for their answer. It must be logical and reasonable.
13. Grade each students’ response based on the rubric in Appendix D.

## E. Assessment/Evaluation

1. Appendix D will evaluate each student’s explanation of his or her prediction.

## Lesson Four: Chapter Four (one day, 60 minutes)

### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
  - c. Students will understand how to develop a habit of reading for enjoyment.
2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
3. Skill Objective(s)
  - a. Students will use a Venn diagram to compare two characters.
  - b. Students will use the text to search/find answers.

### B. Materials

1. *The Legend of Sleepy Hollow* (one for each student)
2. Appendix E (one for each student)
3. Appendix F (one for the teacher)
4. Pencils

### C. Key Vocabulary

1. A **dungeon** is a dark prison.
2. A **foe** is an enemy.
3. A **ruffian** is a person who is always cruel and shows violent behavior.
4. A **brawler** is a person who argues a lot and gets into lots of fights.

#### D. Procedures/Activities

1. Review Chapter Three with the entire class.
2. Ask students to take out their books.
3. As a class, read Chapter Four (pages 42-54) aloud together, giving students a chance to read a paragraph or page aloud.
4. After each page, discuss the vocabulary words and summarize the important events of each page.
5. Pass out Appendix E to each student.
6. Give a brief explanation of what a Venn diagram is and how to fill one out.
7. This diagram is going to compare the characters of Ichabod Crane and Brom Bones.
8. The students are allowed to use their books to help them with this assignment.
9. Give the students time to work on their Venn diagram independently.
10. You can pull small groups of students that might be struggling with this and give them some support.
11. If students do not finish this assignment, they may take this worksheet home for homework.
12. When students are finished, collect all of the papers.
13. Use the rubric in Appendix F to grade these Venn diagrams.

#### E. Assessment/Evaluation

1. Appendix F is a rubric used to evaluate students' Venn diagrams

### Lesson Five: Chapter Five (one day, 60 minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
  - c. Students will understand how to develop a habit of reading for enjoyment.
2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
  - b. Literary Terms
    - i. plot
3. Skill Objective(s)
  - a. Students will discuss the plot of the story.
  - b. Students will write a paragraph defending their opinion.

#### B. Materials

1. *The Legend of Sleepy Hollow* (one for each student)
2. Paper and pencils for each student
3. Appendix G (one for the teacher)

#### C. Key Vocabulary

1. To be **gallant** means that you are very nice to women.



2. A **lance** is a long handled weapon with a sharp steel head.
3. I **brooded** over the mistake I made, which means I thought long and hard about it.
4. The **plot** is the plan or action of a story.

#### D. Procedures/Activities

1. Review Chapter Four with the whole class.
2. Ask students to take out their books.
3. Have the students read Chapter Five (pages 54-70) quietly at their seats.
4. When a student is finished, they are to write a paragraph explaining their answer to the question, "Who should marry or who deserves Katrina?" and explain why.
5. Write the question on the board and have students copy it onto their paper.
6. They will need three good reasons to support their answer in this paragraph.
7. When students are finished, collect all of the papers
8. Use the rubric in Appendix G to grade these papers.
9. Before the end of class, ask the students to discuss the plot of this story.
10. Get as many student suggestions as time will allow.
11. Listen to all answers and as a class decide what best answer summarizes the plot.

#### E. Assessment/Evaluation

1. Appendix G is the rubric used to evaluate students' paragraph and supporting details

### Lesson Six: Chapter Six (one day, 60 minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
  - c. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary.
  - d. Students will understand how to develop a habit of reading for enjoyment.
2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
3. Skill Objective(s)
  - a. Students will examine texts for details of a story.
  - b. Students will understand a variety of materials that they read.

#### B. Materials

1. *The Legend of Sleepy Hollow* (one for each student)
2. Appendix H (one for each student)
3. Appendix I (one for the teacher)
4. Pencils

#### C. Key Vocabulary

1. To be **gloomy** is to be very sad.
2. To look **somber** is to look dull, dark, and sad.

#### D. Procedures/Activities

1. Review Chapter Five with the entire class.
2. Ask the students to take out their books.

3. Have students read Chapter Six (pages 70-82) with a partner.
4. When students have finished reading, they need to go back to their seats.
5. Pass out Appendix H to each student.
6. Tell the class that they are going to be detectives today.
7. Read the directions at the top of the page together as a class and explain the worksheet in more detail if needed.
8. Students are given the rest of the period to do this worksheet.
  
9. The students need to fill in the answer and write the page number that they found their answer on.
10. After students are finished, collect these papers.
11. Use Appendix I to grade these papers.

#### E. Assessment/Evaluation

1. Appendix I is used to grade the detective worksheets.

### Lesson Seven: Chapter Seven (one day, 60 minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will recognize how to use reading skills and strategies to understand a variety of familiar literary passages and texts.
  - b. Students will understand how to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.
  - c. Students will understand how to build a rich vocabulary through awareness of plot and characterization in various literary works, both classic and contemporary
2. Lesson Content
  - a. Stories
    - i. *The Legend of Sleepy Hollow*
3. Skill Objective(s)
  - a. Students will design a poster based on information from the text.
  - b. Students will create their own solutions to a story.

#### B. Materials

1. *The Legend of Sleepy Hollow* (one for each student)
2. 8" x 10" piece of construction paper (one for each student)
3. Pencils for each student
4. Markers/crayons for each student
5. Appendix J (one for each student)
6. Appendix K (one transparency for teacher)
7. Appendix K (one for the teacher)

#### C. Key Vocabulary

1. If you **stammer** then you hesitate when speaking.
2. If you are being **menacing** then you are threatening.
3. A **pursuer** is someone who is following you.
4. **Girth** is the measure around a person's waist.

#### D. Procedures/Activities

1. Review Chapter Six with the entire class.
2. Ask students to take out their books.

3. As a class, read Chapter Seven (pages 82-96) aloud and discuss each page after reading.
4. This is the last chapter in the book and there is no explanation for what happened to Ichabod Crane.
5. Ask the students what they think happened to him and discuss the answers as a class.
6. Now, tell the students that they are going to make a poster, a kind of "missing person" poster for Ichabod Crane.
7. Pass out one sheet of construction paper to each student.
8. Then pass out Appendix J to each student.
9. Read the directions to the students and go over the checklist with them. Everything on the checklist is required for their poster.
10. Tell the students to draw their poster with pencil first so that if they make a mistake they can erase it.
11. After they have drawn their poster the way they want, they may use markers or crayons to decorate the poster.
12. Tell the students to be creative with this assignment.
13. After students have had some time to work, put the transparency of Appendix K on the overhead projector. This is the rubric that you will use to grade their posters.
14. Go over this rubric with the class, so that they will know what their poster will be graded on.
15. If students need more time, they may take their posters home for homework, and turn in the next day.
16. Collect the posters when the students are finished.
17. Use Appendix K to grade each poster.
18. Hang the posters up in the room or in the hallway as a display.

#### E. Assessment/Evaluation

1. Appendix K is used to evaluate each student's poster

### **CULMINATING ACTIVITY**

The culminating activity will be a final comprehension test to evaluate students' knowledge of the text. You will need one class period for students to take this test. The test is Appendix M. The answers to the test are Appendix N.

### **HANDOUTS/WORKSHEETS**

- A. Appendix A: Answers to T-chart
- B. Appendix B: Comprehension questions for chapter two
- C. Appendix C: Answers to comprehension questions for chapter two
- D. Appendix D: Rubric for YES/NO answer and support
- E. Appendix E: Venn diagram
- F. Appendix F: Rubric to grade Venn diagram
- G. Appendix G: Rubric to grade Katrina paragraph
- H. Appendix H: Detective worksheet
- I. Appendix I: Answers to Detective worksheet
- J. Appendix J: Poster checklist
- K. Appendix K: Rubric to grade poster
- L. Appendix L: Rubric to grade new conclusion to the story
- M. Appendix M: Final Test
- N. Appendix N: Answers to the final test

#### **Resources:**

The Legend of Sleepy Hollow and Rip Van Winkle, by Washington Irving, adapted by Jack Kelly

(Lessons One-Eight)

Hirsch, E.D. Jr. *What your Fourth Grader Needs to Know*. New York: Dell Publishing, 1993. 0-385-31260-1.

Irving, Washington. *The Legend of Sleepy Hollow and Rip Van Winkle*. New York: Playmore Publishing, 1990. 1-57765-819-1.

Van Nutt, Robert. *The Legend of Sleepy Hollow*. Norwalk, Conn.: ABDO Publishing Company, 2005. 1-59679-225-6

### **Differentiation**

Confer individually with students who are not providing strong comprehension responses or group participation responses.

### **Technology Integration**

Consider having students use laptops to word process the Katrina paragraphs and/or the story ending writing assignments.

Finding a suitable video presentation of *The Legend of Sleepy Hollow* to show students at the end of the unit will give extra support to visual learners.

### **Content Connections**

Natural content connections need to be made between the colonial period and American Revolution studies student have done and are doing.

**Appendix A**  
**Answers to T-Chart Notes**

<b>Likes</b>	<b>Dislikes</b>
<ul style="list-style-type: none"><li>* ghosts</li><li>his pupils' food</li><li>helping the farmers</li><li>* sitting by the fire</li><li>telling ghost stories</li><li>* reading</li><li>singing</li><li>ladies</li></ul>	<p>having to punish his students fearful of shadows and shapes in the dark feared the Galloping Hessian of Hollow</p>

\* The students should have highlighted these.

**Appendix B**  
**Comprehension Questions for Chapter Two**

**Directions:** Please answer each question in complete sentences. Use part of the question in your answer.

1. What else did Ichabod Crane do besides teaching school?
2. Why was Ichabod Crane popular with the ladies?
3. Why did Ichabod Crane enjoy living in Sleepy Hollow?
4. How did Ichabod Crane make himself feel better when he was scared?
5. Was Ichabod Crane in real danger?
6. According to Chapter Two, what was going to cause Ichabod Crane the most trouble?

### Appendix C

## Answers to Comprehension Questions for Chapter Two

1. Ichabod Crane was the singing master of the neighborhood.
2. Ichabod Crane was popular with ladies because he was a gentleman and went out of his way to encourage the good opinion of the ladies.
3. Living in Sleepy Hollow whetted his appetite for legends and ghosts.
4. The only way Ichabod could calm himself down was to sing his hymns out loud, hoping to scare away evil spirits.
5. No, Ichabod was not in real danger; it was mostly in his head. He had a very safe and pleasant life.
6. According to the end of the chapter, Ichabod would have more trouble with a woman.

Appendix D

**Rubric for YES/NO Answers and Support**

**5. Excellent:** The student clearly describes the question studied and provides strong reasons for its importance. Specific information is given to support the conclusions that are drawn and described. The delivery is engaging and sentence structure is consistently correct. Eye contact is made and sustained throughout the presentation.

**4. Very Good:** The student described the question studied and provides reasons for its importance. An adequate amount of information is given to support the conclusions that are drawn and described. The delivery and sentence structure are generally correct.

**3. Good:** The student describes the question studied and conclusions are stated, but supporting information is not as strong as 4 or 5. The delivery and sentence structure are generally correct.

**2. Limited:** The student states the question studied, but fails to fully describe it. No conclusions are given to answer the question. The delivery and sentence structure is understandable, but with some errors.

**1. Poor:** The student makes a presentation without stating the question or its importance. The topic is unclear and no adequate conclusions are stated. The delivery is difficult to follow.

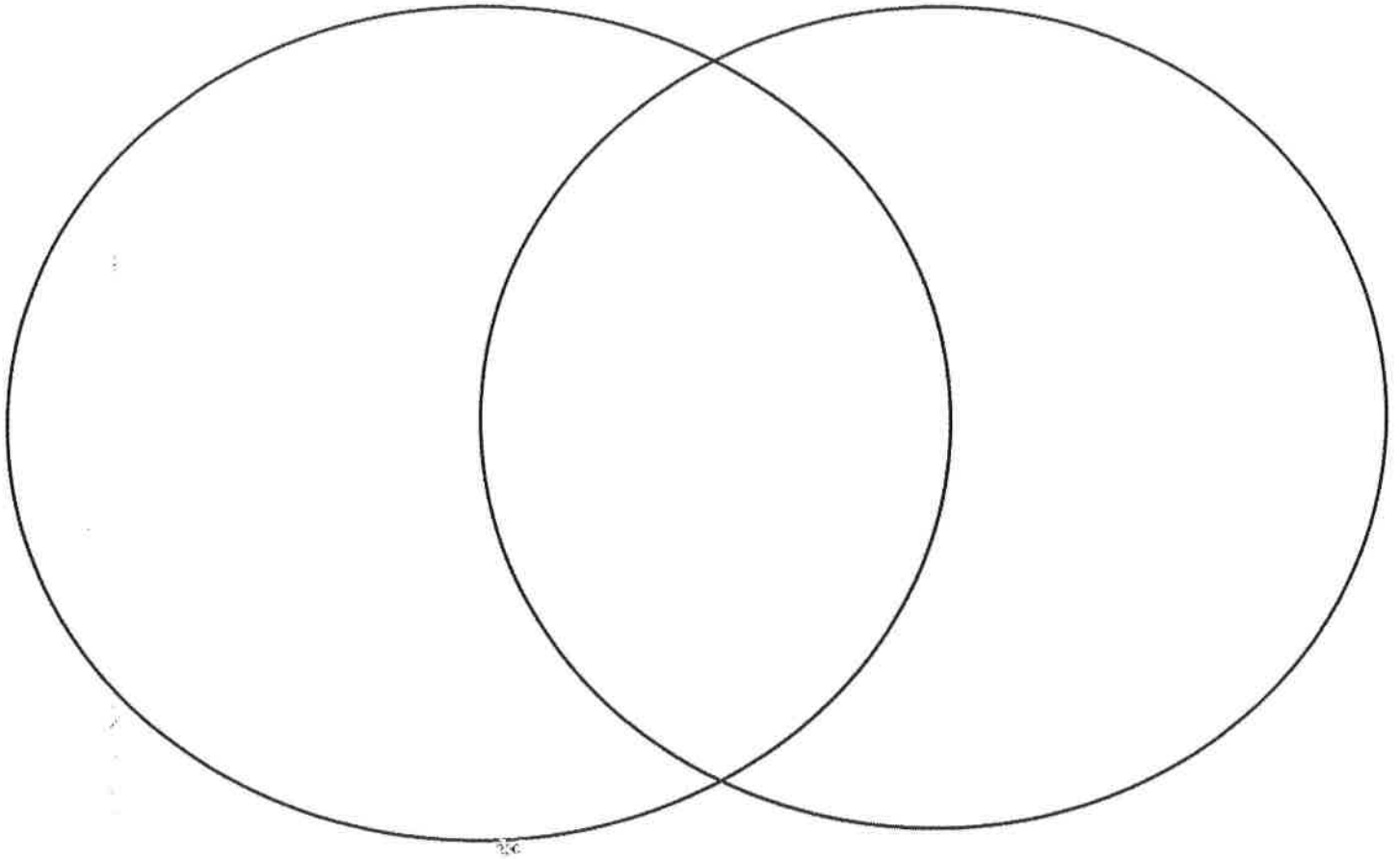
**0.** No oral presentation is attempted.



Appendix E  
**Venn Diagram**

**Ichabod Crane**

**Brom Bones**



Appendix F  
**Rubric to Grade Venn Diagram**

	<b>Mastery 4</b>	<b>Highly Proficient 3</b>	<b>Proficient 2</b>	<b>In Progress 1</b>
<b>Content</b>	Information is correct and includes all information in each category.	Information is correct and includes most of the information in each category.	All or most of the information is correct in each category.	Significant lack of information and/or correct information in each category.
<b>Appearance</b>	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.

Appendix G  
**Rubric to Grade Katrina Paragraph**

<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Unsatisfactory</b>
<p>-well developed topic</p> <p>-carefully chosen details</p> <p>-a tone and style of writing that is shown by effective use of language</p> <p>-personal interest and involvement by the writer</p> <p>-skilled organization that draws in the reader/listener</p> <p>-effective use of sentence structure and mechanics</p>	<p>-fully developed topic</p> <p>-relevant, often strong, details</p> <p>-consistent tone</p> <p>-personal interest and involvement by the writer</p> <p>-control of topic and effective organization that leads the reader/listener to a conclusion</p> <p>-variety in sentence structure and wording few mechanical errors</p>	<p>-moderately developed topic</p> <p>-mostly relevant and appropriate details</p> <p>-tone is consistent sometimes</p> <p>-some personal interest and involvement by the writer</p> <p>-focus on the topic even though the organization of the work may be limited</p> <p>-some variety in sentence structure and wording frequent errors in mechanics that limit the effectiveness of the work</p>	<p>-limited development of topic</p> <p>-limited details</p> <p>-inconsistent tone</p> <p>-little to no personal interest and involvement by the writer</p> <p>-little or no focus limited variety in sentence structure and wording</p> <p>-little understanding of mechanics</p>

**Appendix H**  
**Detective Worksheet**

**Directions:** Fill in the answer to each question and the page number where you found the answer.

1. What war were the men talking about?
2. What did the woman in white haunt?
3. How did Brom Bones escape from the Headless Horseman?
4. Who was the last to leave the party?
5. How do we know that Katrina turned Ichabod down?
6. How still was the night?"
7. What was the groan that Ichabod heard?
8. What did Ichabod think the large shadow was?

**Appendix I**  
**Answers to Detective Worksheet**

1. Revolutionary War, page 70.
2. The Hollow near Raven Rock, page 72.
3. The Horseman pulled up and vanished in a flash of fire, page 74.
4. Ichabod Crane, page 78.
5. He left looking as sad as ever, page 76.
6. You could hear a watch dog barking from all the way across the river, page 78.
7. Two limbs of trees rubbing against each other, page 80.
8. A gigantic monster ready to spring on him, page 82.

**Appendix J**  
**Poster Checklist**

1.	Does my poster have a title:	YES	NO
2.	Is the title easy to read?	YES	NO
3.	Are my sentences properly punctuated and all words spelled correctly?	YES	NO
4.	Do I have a good balance of words and pictures?	YES	NO
5.	Is my organization simple and uncrowded:	YES	NO
6.	Is my poster neatly colored?	YES	NO
7.	Is my handwriting neat?	YES	NO
8.	Do I have an explanation of what happened to Ichabod Crane?	YES	NO

Appendix K  
**Rubric to Grade Poster**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.
<b>Labels</b>	All items of importance on the poster are clearly labeled.	Almost all items of importance on the poster are clearly labeled.	Many items of importance on the poster are clearly labeled.
<b>Graphics-Relevance</b>	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are one-two grammatical/mechanical mistakes on the poster.	There are three-four grammatical/mechanical mistakes on the poster.

Appendix L  
**Rubric to Grade Story Ending**

<b>Category</b>	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Partially Proficient (2)</b>	<b>Unsatisfactory (1)</b>
<b>Focus on Topic</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is not clear. There is a seemingly random collection of information.
<b>Conclusion</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at"	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion; the paper just ends.
<b>Grammar and Spelling</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes one-two errors in grammar or spelling that distract the reader from the content.	Writer makes three-four errors in grammar or spelling that distract the reader from the content.	Writer makes more than four errors in grammar or spelling that distracts the reader from the content.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization or punctuation, so that the paper is exceptionally easy to read.	Writer makes one or two errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupts the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.



## Final Test

**A. Matching:** Put the correct letter next to the number (one point each)

- |         |                   |    |  |
|---------|-------------------|----|--|
| _____1. | Ichabod Crane     | A. | a very rich farmer   |
| _____2. | Brom Bones        | B. | a rough, bad-tempered man                                      |
| _____3. | Katrina           | C. | tall, skinny man who resembles a scarecrow                     |
| _____4. | Headless Horseman | D. | a very beautiful girl who was the object of two men's desire   |
| _____5. | Baltus Van Tassel | E. | a ghost riding around at night trying to scare the townspeople |

**B. Multiple Choice:** Circle the letter of the correct answer (one point each)

1. Sleepy Hollow is situated along the side of what river?
  - a. Erie
  - b. Hudson
  - c. Nile
  - d. Platte
2. What would Ichabod Crane do at people's houses?
  - a. help with chores
  - b. watch the children
  - c. tell ghost stories
  - d. all of the above
3. Ichabod Crane liked Sleepy Hollow because\_\_\_\_\_
  - a. it had ghosts
  - b. it was near his family
  - c. he had a large school
  - d. it was very pretty
4. Ichabod Crane was popular because\_\_\_\_\_
  - a. he beat up Brom Bones
  - b. he was afraid all the time
  - c. he was a gentleman
  - d. he was good looking
5. At the end of the story Brom Bones\_\_\_\_\_
  - a. has disappeared
  - b. is married to Katrina
  - c. leaves the town of Sleepy Hollow
  - d. becomes the new school teacher



**Appendix N**  
**Answers to Final Test**

**A. Matching**

1. C
2. B
3. D
4. E
5. A

**B. Multiple Choice**

1. B
2. D
3. A
4. C
5. B

**C. True/False**

1. F
2. F
3. F
4. T
5. T

**D. Short Answer:**