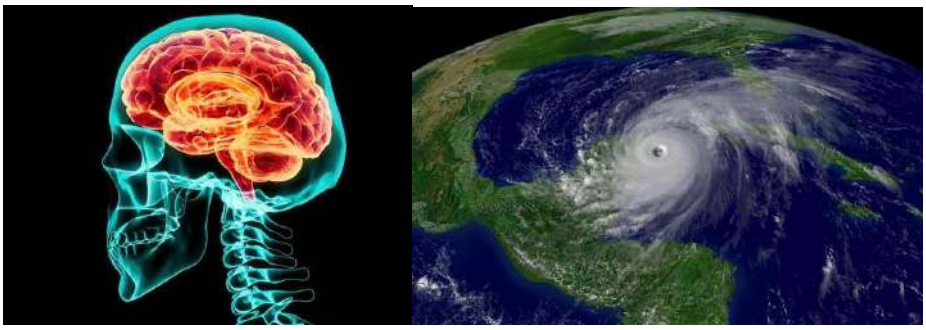
School: Lulu Ross Grade: 4th

Danger Detectives



Designed by:

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Content Area: ELA/Science

Grade Level: 4

Delaware Department of Education, Reading/Writing Project 201

Lesson plan format adapted from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

School: Lulu Ross Grade: 4th

Table of Contents
Danger Detectives

School: Lulu Ross Grade: 4th

Danger Detectives

Unit Overview: These lessons were created to aid students in the informational writing process including implementing information from the texts on the topic of concussions. The lessons begin by introducing students to the skill of paraphrasing. Next, the lessons are designed to aid students in understanding how to pull important information from the text and paraphrase the information in notes. Students will then learn to get information and take notes from visual sources such as diagrams and videos. Then, students will work to integrate the notes from all sources in order to answer questions. The teacher will model for the students how to organize information in order to create an informational article. Then, students will work to create their own writing pieces. Finally, students will meet with peers to work to edit their pieces before publishing their final product

School: Lulu Ross Grade: 4th

Scope and Sequence

School: Lulu Ross Elementary Grade Level: 4th

Scope and Sequence		
Lesson/Description	**Duration/ # of Days**	**Standards/Learning Progressions**
Smarter Balanced IAB- Block 2	1-2 Days	**Pretest**
Lesson 1 The teacher will introduce paraphrasing vs. summarizing. The teacher will model how to paraphrase for the students. Students partner in A/B. The teacher will give a discussion topic, student A answers question student B paraphrases, and groups repeat. Next, students practicing paraphrasing with short paragraphs as a group. http://www.kidzone.ws/animals/penguins/facts.htm Source: http://minds-in-bloom.com/teaching-kids-to-paraphrase-step-by-step/	1 day	**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Learning Progressions ● Use paraphrasing to appropriately reference text rather than copying verbatim ● Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

Lesson 2: Before reading the students will be introduced to the topic via anticipation guide. fter the discussion students will read multiple sources (online and paper) and record notes on the topic of the dangers of concussions in a graphic organizer. Throughout the lesson the teacher will model how to take notes on the various mediums and students will meet with peer partners to discuss their findings.	2 days	**CCSS.ELA-LITERACY.RI.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.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources Learning Progressions: ● Use paraphrasing to appropriately reference text rather than copying verbatim ● Make inferences about author's decisions and content by making reference to details and examples (evidence) from the text ● Identify the relevant reasons/ examples/evidence an author gives to support points in a text ● Differentiate between relevant and irrelevant reasons/examples /evidence/details ● Use context clues to define domain specific vocabulary Source 1: https://newsela.com/articles/sports-concussions/id/2187/ Source 2: https://newsela.com/articles/concussions-brain-changes/id/19363/
Lesson 3: Students will interact with visual	2 days	**CCSS.ELA-LITERACY.W.4.8**

sources such as diagrams and videos. They will record notes on the topic of the dangers of concussions in a graphic organizer. Throughout the lesson the teacher will model how to take notes on these type of sources and students will meet with peer partners to discuss their findings.		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Learning Progressions: ● Identify the information presented in specific images ● Integrate information from graphics and images ● Interpret how information presented visually, orally connects to text Video Source: https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be Diagram: http://blog.nj.com/hssportsextra/2010/01/kids_and_concussions_-.html
Lesson 4: After reviewing their notes and research students will answer questions that will guide their thinking on the topic of the dangers of concussions. Students will review the multiple sources to answer the questions. The teacher will model how to complete the questions then students will work independently. Students will be expected to cite their sources in the answer.	2 days	**CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CCSS.ELA-LITERACY.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **CCSS.ELA-LITERACY.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. Learning Progressions: ● Identify the events, key ideas/ concepts,

		steps in informational texts ● Identify words/phrases that signal explanations ● Explain how ideas, events, steps are connected ● Use specific information to explain what and why key events, ideas, procedures, events happened ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text ● Identify the author's key ideas /points ● Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points ● Identify the relevant reasons/ examples/evidence an author gives to support points in a text
Lesson 5 Students will use the research gathered over the previous weeks to create an informational writing piece on the dangers of concussions. Students will cite their sources throughout the text. The teacher will provide a model for how an informational text can be organized to guide their thinking.	4 days	**CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CCSS.ELA-LITERACY.W.4.2 A-E** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-LITERACY.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

		Learning Progressions: ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably ● Integrate information from graphics/images/ illustrations with words from the text to make meaning ● Organize and group related information together ● Identify & demonstrate an appropriate writing format ● Write a beginning statement that introduces topic and presents information ● Organize sentences into paragraphs ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text ● Use specific information to explain what and why key events, ideas, procedures, events happened

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School: Lulu Ross Grade: 4th

ELA & Literacy Performance Task
School/District: Lulu Ross Elementary/ Milford School District
Team Members: Courtney Bailey, Tristin Brannan, Anne Mahan

Title:	Hurricanes: A Deadly Storm
Grade:	4th Grade
Standards (ELA, Literacy, Content)	**CCSS.ELA-LITERACY.RI.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.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively e.g.in charts, graphs, diagrams, etc. **CCSS.ELA-LITERACY.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **CCSS.ELA-LITERACY.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● **CCSS.ELA-LITERACY.W.4.2.A** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ● **CCSS.ELA-LITERACY.W.4.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	• **CCSS.ELA-LITERACY.W.4.2.C** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). • **CCSS.ELA-LITERACY.W.4.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic. • **CCSS.ELA-LITERACY.W.4.2.E** Provide a concluding statement or section related to the information or explanation presented. **CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOK:	3, 4
UDL:	Scaffolding of higher level text, graphic organizer for notes and planning, sentence starters, "turn and talk" about ideas with proficient students, provide Spanish dictionary
Stimuli (Primary Text):	Source 1: Article- "Picking Up the Pieces" by Sean M. Gardner http://www.readworks.org/passages/picking-pieces Sources 2: Article- "What is a Hurricane?" https://newsela.com/articles/lib-nasa-what-is-hurricane/id/22627/ Source 3: Video-National Geographic-Hurricanes 101 http://video.nationalgeographic.com/video/101-videos/hurricanes-101 Source 4: Diagram- How Hurricanes Form https://www.mhschool.com/socialstudies/2007/hurricanekatrina/images_hurricaneKatrina/MMh-hurricane-diagram-m.jpg
Text Complexity:	4-5 grade band

School: Lulu Ross Grade: 4th

Task Overview:
Part 1: Before writing an informative article about hurricanes students will review a series of resources which include the following: two informational articles, one video, and a diagram. Using information gained from the sources the students will take notes on the topic and then complete a graphic organizer to begin to write the article. Students will be able to make use of all resources as they complete the task.

Part 2: Students will work independently to create an informative article warning people of the dangers of hurricanes. Students can refer back to their notes and the resources as they complete the task.

Task Directions:

Part 1:
YOUR ASSIGNMENT: Your school is holding a family night and you have been asked to present information on the dangers of hurricanes. You will read, review, and annotate four sources to create your presentation.

After reviewing your sources you will answer questions about them. Review the questions and then read the sources carefully. You should take notes on the information that will help you answer the questions. You can use these notes to help you answer your questions.

Answer the following questions to guide you in your writing:

- It can be said that hurricanes have devastating effects on families. Choose two sources and identify the two sources to support this claim. Use details from the sources to support your answer.
- In Source #2 it says "NASA scientists collect information on clouds, rainfall, winds and the temperature on the surface of the ocean. The information also helps weather forecasters predict hurricanes." Use information from **two** sources to explain in your own words why it is important for scientist to predict hurricanes.
- Describe the most dangerous aspect of a hurricane and defend your choice with details from Source #2 and Source #3.

Part 2: Writing
You will now begin to plan, draft, and revise your writing piece. You can review your notes and sources at any time.

You are assigned to write an informational article to present at family night on hurricanes. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how hurricanes form, the dangers hurricanes

present, and the benefits of scientist studying hurricanes. Be sure to include why hurricanes are considered natural disasters. Make sure to use evidence and cite the sources to support your answer.

Your essay will be scored using the following 4th grade informational rubric:

http://www.doe.k12.de.us/site/default.aspx?PageType=14&DomainID=374&PageID=2651&ModuleInstanceID=6018&ViewID=1e008a8a-8e8a-4ca0-9472-f4a723a4a7&IsMoreExpandedView=True

Source 1

CONCEPTS OF COMPREHENSION: SEQUENCE 4TH GRADE UNIT

Reading Passage

Picking Up the Pieces

Sean M. Gardner for Weekly Reader

Kids play a game at the Sophie B. Wright Charter School during a Gulf Coast WalkAbout program.

As the school year begins, how has the Gulf Coast changed since Katrina?

"I cried when I saw my house," Chakia Boutte told *WR News*. The 12-year-old's New Orleans neighborhood looks different from the way it looked a year ago [2005]. Chakia points to a block of homes that were damaged when Hurricane Katrina hit the Gulf Coast. "All these houses

CONCEPTS OF COMPREHENSION: SEQUENCE 4TH GRADE UNIT

Reading Passage

used to be fixed up," she says. Chakia's own home flooded in the storm last year [2005].

More than 1,300 people died in the storm, and many more lost their homes. Hurricane Katrina is the costliest natural disaster in American history. Relief and recovery costs from the storm are nearing $100 billion.

Some areas are coming back to life. Along the Mississippi coast, homes and businesses are being rebuilt. Volunteer camps are full of people eager to help.

Other places look as though Katrina passed through one month, rather than one year, ago. In New Orleans' Lower Ninth Ward, abandoned homes sit waiting to be **demolished,** or torn down. Overturned cars and uprooted trees line the streets. The air smells of mold and garbage.

This fall, Chakia will attend school in Texas. She has lived there since her family fled the hurricane. Other families are returning to New Orleans. About 55 of the city's 128 public schools are scheduled to reopen in time for the 2006-2007 school year. Though the public school system will be able to accommodate 34,000 students, only 20,000 are expected to attend.

"Parents have been very reluctant to bring young children back to the city," New Orleans City Councilmember Cynthia Hedge-Morrell told *WR News*. "It's too uncertain here."

The Long Road Home

CONCEPTS OF COMPREHENSION: SEQUENCE 4TH GRADE UNIT

Reading Passage

Sean M. Gardner for Weekly Reader

In New Orleans' Lower Ninth Ward, flooded homes floated off their foundations during the hurricane. Here, a home sits on top of an overturned truck.

In New Orleans, about half of the city's former population of 450,000 has returned. Electricity and phone service are still out in the hardest-hit areas. The city's roads are full of potholes. Mail delivery is slow. Grocery stores, banks, and hospitals remain boarded up.

The federal government has invested billions of dollars in a program known as the Road Home. The program will provide money for Louisiana residents to rebuild or sell their storm-damaged houses.

The most urgent task is protecting New Orleans against another hurricane. The **levees**—structures that prevent flooding—collapsed during Hurricane Katrina.

Although the damaged levee system has been repaired and improved, it is still not designed to handle a storm like Katrina. The Army Corps of Engineers is preparing plans for Congress that will propose ways to protect New Orleans against the strongest hurricanes.

Changed Lives

On the Gulf Coast, people speak of life in terms of "before Katrina" and "after Katrina." "My life before the hurricane was so beautiful," says Myeisha McDaniels, 13. "I had just made the dance team. My mom was just letting me go to the movies by myself. I was mad the hurricane came and messed everything up."

CONCEPTS OF COMPREHENSION: SEQUENCE 4TH GRADE UNIT
Reading Passage

Myeisha and other kids who have returned to New Orleans want to help rebuild the city. As part of a summer program called Gulf Coast WalkAbout, kids built bus-stop benches and planted flowers in a park that had flooded during Katrina. They also reflected on their hurricane experiences.

In a journal entry, 12-year-old Duriel Harris wrote: "I am now used to a whole new lifestyle....Every day now is different from my pre-Katrina days."

Kids Help Rebuild

Over the summer, kids in Louisiana, Mississippi, and Texas participated in the Gulf Coast WalkAbout program. They helped rebuild their communities. Here are some of the projects kids in New Orleans completed.

Repairing A Park
Kids painted trash cans, picked up litter, and planted flowers at a park that had flooded during Hurricane Katrina.

Creating Oral Histories
Kids recorded their hurricane experiences. Duriel Harris, 12, explains his family tree. His family's home was flooded in the storm.

Building Benches
After noticing that people were sitting on stoops or overturned buckets as they waited for buses, kids built two bus-stop benches.

School: Lulu Ross Grade: 4th

Source 2

TOP: On October 4, 2016, Hurricane Matthew hit Haiti as a Category 4, with winds of 130 to 156 mph — the strongest storm to hit the Caribbean nation in more than 50 years. Just hours after landfall, NASA's Terra satellite took this image. BOTTOM: In 2010, astronauts on the International Space Station took this photo of the eye of Hurricane Ivan. NASA.gov

What is a hurricane?

NASA.gov, adapted by Newsela staff

Hurricanes are large, swirling storms. They have strong winds that can blow faster than a cheetah can run. Cheetahs are the fastest animals on land.

The storms form over warm ocean waters and sometimes strike land. When a hurricane reaches land, it pushes a wall of ocean water to the shore. This wall of water is called a storm surge. Storm surges can cause flooding, especially near the coast.

Weather forecasters try to figure out where a hurricane will go to. They also try to tell how strong it will get. The information helps people prepare for a storm before it arrives.

How Are Hurricanes Categorized?

The Saffir-Simpson Hurricane Scale is a hurricane rating scale.

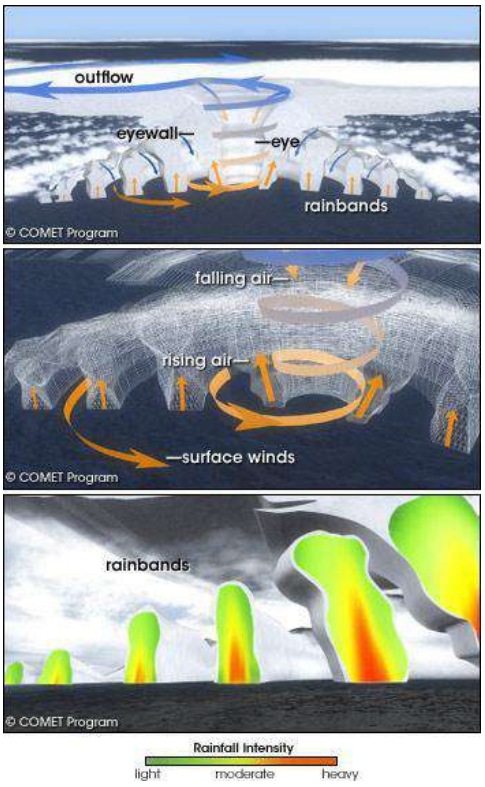
Category 1: Winds 119 to 153 kilometers per hour. (This equals 74 to 95 miles per hour). It blows faster than a cheetah can run.

Category 2: Winds 154 to 177 km per hour (This equals 96 to 110 mph). It is as fast or faster than a baseball pitcher's fastball.

Category 3: Winds 178 to 208 km per hour (This equals 111 to 129 mph). It is about as fast as many professional tennis players can serve a tennis ball.

Category 4: Winds 209-251 km per hour (This equals 130 to 156 mph). It is faster than the world's fastest roller coaster.

Category 5: Winds more than 252 km per hour (This is more than 157 mph). It is close to the speed of some high-speed trains.



What Are The Parts Of A Hurricane?

Eye: The eye is the "hole" at the center of the storm. Winds are light and skies are only partly cloudy. Sometimes, they are even clear.

Eye wall: The eye wall is a ring of thunderstorms swirling around the eye. The winds are strongest and rain is heaviest there.

Rain bands: Clouds, rain and thunderstorms move around the eye wall. These bands stretch for hundreds of miles and sometimes contain tornadoes.

How Does A Storm Become A Hurricane?

A hurricane starts out as a tropical disturbance. This is an area over warm ocean waters. Rain clouds build up. A tropical disturbance sometimes grows into a tropical depression. It is a thunderstorm with winds of 62 km per hour (that equals 38 mph) or less. A tropical depression can become a tropical storm. Its winds must reach 63 km per hour (39 mph). A tropical storm becomes a hurricane if its winds reach 119 km per hour (74 mph).

What Makes Hurricanes Form?

Scientists don't know exactly why or how a hurricane forms. They do know that hurricanes need warm water. It provides energy for a storm to become a hurricane. Hurricanes also need winds that don't change much as they rise up.

How Are Hurricanes Named?

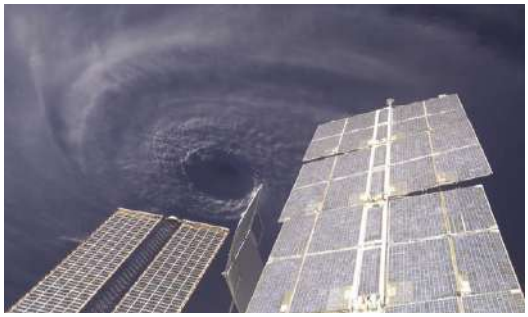
More than one hurricane may exist at the same time. Names also make it easier to keep track of and talk about storms.

A storm is given a name if it becomes a tropical storm. That name stays with the storm if it becomes a

hurricane.

Tropical storms are named in alphabetical order. Matthew is a huge hurricane in 2016. Before Matthew was Hurricane Lisa. After Matthew is Hurricane Nicole.

How Does NASA Study Hurricanes?



NASA satellites take pictures of hurricanes from space. NASA scientists collect information on clouds, rainfall and wind. They also measure the temperature at the ocean's surface.

NASA aircraft gather information. They fly into and over hurricanes. NASA has also flown an unmanned aircraft into dangerous areas of hurricanes. Unmanned aircraft are flown by remote control. They do not carry people.

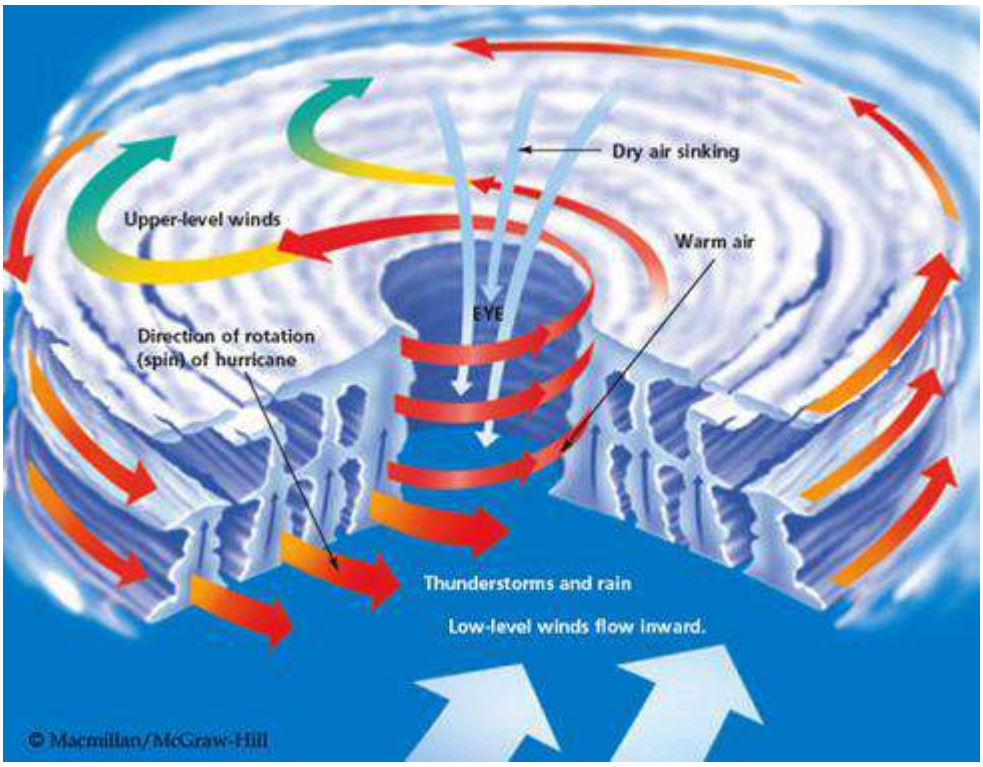
How Will NASA Study Hurricanes In The Future?

NASA is developing ways to help scientists better understand hurricanes.

One way is the Hurricane Imaging Radiometer. It will be carried on airplanes or satellites. It will measure strong winds on the ocean surface.

NASA is putting together a special team. They will study hurricanes.

Source 4


Dry air sinking
Upper-level winds
Warm air
EYE
Direction of rotation
(spin) of hurricane
Thunderstorms and rain
Low-level winds flow inward.
© Macmillan/McGraw-Hill

School: Lulu Ross Grade: 4th

Planning Chart #1

	Standard	DOK	Know	Do
Question 1: It can be said that hurricanes have devastating effects on families. Choose **two** sources to support this claim. Use details from the sources to support your answer.	**CCSS.ELA-LITERACY.RI.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.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	3	-Gather relevant information. -Support with reasoning.	-Gather evidence from multiple sources. -Determine relevancy of sources. -Cite several pieces of textual evidence from multiple sources.

Question 2: In Source #2 it says "NASA scientists collect information on clouds, rainfall, winds and the temperature on the surface of the ocean. The information also helps weather forecasters predict hurricanes." Use information from **two** sources to explain in your own words why it is important for scientist to predict hurricanes.	**CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4	-Recognize relevant evidence -Identify appropriate text support from inferences about the topic.	-Analyzing multiple sources to support their conclusions about text. -Cite several pieces of textual evidence from multiple sources. -Paraphrase scientific text to support claims.
Question #3: Describe the most dangerous aspect of a hurricane and	**CCSS.ELA-LITERACY.RI.4.9** Integrate	4	-Identify elements of an argument structure.	-Write an argument to support a claim.

defend your choice with details from Source #2 and Source #3.	information from two texts on the same topic in order to write or speak about the subject knowledgeably.		-Recognize relevant evidence.	-Cite several pieces of textual evidence from multiple sources. -Analyzing multiple sources to support their conclusions about text.
Full Write: You are assigned to write an informational article to present to your school community on hurricanes. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how hurricanes form, the dangers hurricanes present, and the benefits of scientist studying hurricanes. Be sure to include why hurricanes are considered natural disasters.	**CCSS.ELA-LITERACY.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	-Identify appropriate text support from inferences about the topic. -Write to inform readers about a scientific topic.	-Analyzing multiple sources to support their conclusions about text. -Cite several pieces of textual evidence from multiple sources. -Paraphrase scientific text to support claims.

School: Lulu Ross Grade: 4th

PLANNING CHART #2

School: Lulu Ross

Standard: **CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
Targets	**Learning Progressions**	**Formative Assessment Strategies**
Refer to details and examples in a text when explaining what the text says	-Paraphrasing to appropriately -Use explicitly stated information, and background knowledge -Refer to details and examples in a text	Use of highlighter to identify relevant information from the text Annotate thinking
Explain what the text says explicitly	-Making reference to details and examples (evidence) from the text	Integrate information from the text into the graphic organizers, and extended responses

School: Lulu Ross Grade: 4th

Standard: **CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		
Targets	**Learning Progressions**	**Formative Assessment Strategies**
Make an inference or draw a conclusion about a text	-Identify the events, key ideas/ concepts -Explain events, procedures, ideas, or concepts in a text	Explain (e.g., what and why) an inference about text using key ideas/concepts, events, steps via oral and written responses
Supporting evidence as justification/explanation	-Use specific information to explain	Use specific details from the text when stating claims in writing or in oral

Standard: **CCSS.ELA-LITERACY.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
Targets	**Learning Progressions**	**Formative Assessment Strategies**
Integrate information from two texts on the same topic in order to write about the subject knowledgeably	-Identify the key/supporting details from two texts -Integrate information from two texts	Take notes in a graphic organizer and organize key information related to the topic

School: Lulu Ross Grade: 4th

Standard: **CCSS.ELA-LITERACY.W.4.2 A-E** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
Targets	**Learning Progressions**	**Formative Assessments Strategies**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	-Organize and group related information together -Identify & demonstrate an appropriate writing format -Organize sentences into paragraphs	Highlighting of information relevant to the topic Note Taking to a specific topic Use of organizer to organize information

Standard: **CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
Targets	**Learning Progressions**	**Formative Assessment Strategies**
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	-Identify the information presented in specific images -Integrate information from graphics and images	Use of graphic organizer to organize information based on topics including information from all topics Informal observation of peer conversations

	-Interpret how information presented visually, orally connects to text	

Standard: **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources		
Targets	**Learning Progressions**	**Formative Assessment Strategies**
Recall relevant information from experiences or gather relevant information from print and digital sources	-Identify the author's key ideas/points -Differentiate between relevant and irrelevant reasons -Identify the relevant reasons to support points in a text	Highlighting Accurate citation of sources
Take notes and categorize information, provide a list of source	-Differentiate between relevant and irrelevant information	Note Taking to a specific topic Accurate citation of sources

Standard: **CCSS.ELA-LITERACY.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Targets	**Learning Progressions**	**Formative Assessment Strategies**

School: Lulu Ross Grade: 4th

Draw evidence from literary or informational texts to support analysis, reflection, and research.	-Identify the key/supporting details from two texts -Integrate information from two texts	Highlighting and note taking on a topic Completion of graphic organizer using multiple sources for information.

Lesson 1

Learning Progressions for this Lesson: ● Use paraphrasing to appropriately reference text rather than copying verbatim ● Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions ● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Standards:** **CCSS.ELA-LITERACY.RI.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.SL.4.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Students Will Know: ● How to ask and answer questions to demonstrate understanding of the text referring to what the text says explicitly to the text as the basis for the response.	**Students Will Be Able To:** ● Paraphrase what others say in conversation verbally ● Paraphrase what they read in informational text verbally ● Paraphrase what they read in informational text in writing ● Create statements that use individual ideas as well as information from the text.
Essential Learning Target ● **I can talk about important details and examples in a text when I explain what the text says literally and the inference I can draw from it.**	
Activating Strategy	
***Key vocabulary to preview**:* *Paraphrase (Tier 2)* ● Introduce to the students the idea of paraphrasing. Paraphrasing should be described as taking what the text says and putting it in your own words.	

- Example: Ask a student what their favorite color is and why. Paraphrase the sentence back to them.

- Emphasize that paraphrasing doesn't change information just changes the way it is presented.
- Explain that summarizing is putting together the main ideas of a passage or conversation.
- Model how to paraphrase for the students. Ask any of the following questions to students to paraphrase back to them.
    - What did you do this weekend?
    - What do you plan to do over spring break?
    - What is your favorite show and why?

Lesson Instruction

Learning Activity 1-

Materials Needed:

- http://www.kidzone.ws/animals/penguins/facts.htm,
- Article 1- Penguins are Birds (Appendix 1)
- Article 2- Adelie Penguins (Appendix 2)

- **Introduction**:
    - Partner students with someone near them. One student will be student A the other will be student B. Give the students a discussion topic. Ex: favorite sport, summer, favorite candy, favorite subject etc. Have student A give a statement about the topic and student B will paraphrase.
        - Teacher Tip: This can be done as a whole class warm-up activity. For example, the teacher can ask the class about their favorite sport and why and model paraphrasing what students share aloud.
    - Have student switch roles and repeat.
    - Walk around while students share and monitor their understanding. Give feedback as necessary to the students to improve their understanding.
- **Activity**:
    - Share with students that paraphrasing is also useful when you are writing and including information from a source.
    - Share that copying from a source word for word is known as plagiarism therefore it is important to know how to paraphrase so that you aren't copying another person's ideas.
    - Project to the students the following nonfiction article:
        - Penguins are birds with black and white feathers and a funny waddle. But unlike most birds, penguins are not able to fly -- in the air that is. Penguins spend as much as 75% of their time underwater, searching for food in the ocean. When they are in the water, they dive and flap their wings. It looks just like they are flying!

          Penguins are shaped like a torpedo. Their body is built for the most efficient swimming with their average speed in the water being about 15 miles per hour.
        - Source :http://www.kidzone.ws/animals/penguins/facts1.htm (Appendix 1)
    - Choose a few facts from the above article. Model for students how to paraphrase information.

        - Example: Penguins can move through water lightning fast. For their small bodies they can move incredibly fast: 15 miles per hour!
    - Have students choose another fact from the article and paraphrase it to their partner.
    - Repeat with other articles from the above mentioned resource. Walk around and provide feedback while students discuss.
- **Closing:**
    - Next, students will practice paraphrasing with short paragraphs as a group.
    - Display the following non-fiction article:
        - Adelie Penguins
            - Adelie penguins are the smallest of the Antarctic penguins. One way to distinguish them from the other penguins is by their all black head and the white ring around their eye.

              Adelie penguins were named after the wife of a French explorer in the 1830s. They are about 2 feet tall and weigh 8 or 9 pounds. Their diet is mainly fish.

              Adelies build their nests of stones on the rocky beaches of Antarctica, jealously guarding and often fighting over the best rocks.

              There are over 2.5 million breeding pairs living in Antarctica. They live in groups of about 10,000 birds. (Appendix 2)
    - Challenge the students to work as a group to use what they learned to paraphrase the paragraph. Remind students of the difference between paraphrasing and summarizing.
    - Allow the students to work in collaborative groups to paraphrase the article.
        - If you want to monitor individual student understanding have students complete the paraphrasing with different colored pencils.

Formative Assessment LA 1:

- Review of student work-collaborative paraphrasing
- Informal observations of classroom conversations

Summarizing Strategy:

- Groups will share out their collaborative paraphrasing to the class.

Attached Resources:

Articles for lesson can be retrieved from:

http://www.kidzone.ws/animals/penguins/facts.htm

Appendix 1

Penguins are Birds

© Contributed by Leanne Guenther

Penguins are birds with black and white feathers and a funny waddle. But unlike most birds, penguins are not able to fly -- in the air that is. Penguins spend as much as 75% of their time underwater, searching for food in the ocean. When they are in the water, they dive and flap their wings. It looks just like they are flying!

Penguins are shaped like a torpedo. Their body is built for the most efficient swimming with their average speed in the water being about 15 miles per hour.

Scientific Information: Penguins make up the scientific order Sphenisciformes and the family Spheniscidae.

Appendix 2

Adelie Penguins

Adelie penguins are the smallest of the Antarctic penguins. One way to distinguish them from the other penguins is by their all black head and the white ring around their eye.

Adelie penguins were named after the wife of a French explorer in the 1830s. They are about 2 feet tall and weigh 8 or 9 pounds. Their diet is mainly fish.

Adelies build their nests of stones on the rocky beaches of Antarctica, jealously guarding and often fighting over the best rocks.

There are over 2.5 million breeding pairs living in Antarctica. They live in groups of about 10,000 birds.

School: Lulu Ross Grade: 4th

Lesson 2

<table>
<tr>
<td>Learning Progressions for this Lesson:
Use paraphrasing to appropriately reference text rather than copying verbatim
Make inferences about author's decisions and content by making reference to details and examples (evidence) from the text
Identify the relevant reasons/ examples/evidence an author gives to support points in a text
Differentiate between relevant and irrelevant reasons/examples /evidence/details</td>
<td>Standards:
CCSS.ELA-LITERACY.RI.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.W.4.8
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

CCSS.ELA-Literacy.SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
</tr>
<tr>
<td>Students Will Know:
How to highlight information
Context clues can help them determine meanings of words
How to read nonfiction text</td>
<td>Students Will Be Able To:
Identify key information from nonfiction passages
Take notes on a specific topic
Paraphrase information from the text
Use context clues to define domain specific vocabulary</td>
</tr>
<tr>
<td colspan="2">I can figure out the meaning of words and phrases of a text on a 4th grade level.
I can recall information or gather information from text or digital sources. I can take notes on these sources, sort the evidence into categories and provide a list of sources.
I can talk about important details and examples in a text when I explain what the text says literally and the inference I can draw from it.</td>
</tr>
<tr>
<td colspan="2">Activating Strategy</td>
</tr>
<tr>
<td colspan="2">Key vocabulary to preview:
Concussion (Tier 3)
Paraphrase (Tier 2)
MRI (Tier 3)</td>
</tr>
<tr>
<td colspan="2">Lesson Instruction</td>
</tr>
<tr>
<td colspan="2">Learning Activity 1-
Materials Needed:
https://newsela.com/articles/sports-concussions/id/2187/,</td>
</tr>
</table>

- "Study Shows Season's Small Hits to the Head Can Hurt the Brain" Level 1-below grade level(Appendix 5)
- "Study Shows Season's Small Hits to the Head Can Hurt the Brain" Level 2- on grade level (Appendix 6
- "Study Shows Season's Small Hits to the Head Can Hurt the Brain" Level 3-Above grade level (Appendix 7)
- Writing Prompt (Appendix 9)
- Notes graphic organizer (Appendix 8)
- Highlighters
- Anticipation Guide (Appendix 3)
- Vocabulary Graphic Organizer (Appendix 4)

Introduction:

- The teacher will hand out an anticipation guide (Appendix 3) on concussions. This will activate any prior knowledge on the topic before the students begin to work.
- Have students read the statements and circle if they agree, disagree, or don't know. When students are finished discuss each of the phrases with the class.
- Introduce the students to the project that they will be beginning to research. Discuss what a concussion is and how they can be found.
- Hand out vocabulary graphic organizer (Appendix 4). Preview key vocabulary terms, having students record the term and a sketch to use as a reference while reading. Explain to students that this vocabulary sheet can be used as a reference when writing their essay.

Activity:

- Hand out the article entitled: "Study Shows Season's Small Hits to the Head Can Hurt the Brain".
    - Differentiation tip: There are three levels available for leveling for all students to use during this activity. The Lexiles include: 680L (below grade level readers) (Appendix 5), 820 L (On level readers) (Appendix 6), 990 L (Advanced readers) (Appendix 7). For Levels 1-3 ELL students it is recommended that teacher support is still given to the 680L level to aid in understanding (Appendix 5).
        - Teaching Tip: If you have students that are not proficient readers, give teacher or peer support even on the lower level texts. Preteach technical vocabulary by explicitly explaining the meaning of the tier 2 words such as concussion, MRI, athlete etc. to aid in their understanding.
        - Differentiation Tip: ELL and Spec. Ed. students would also benefit by displaying pictures that would aid in their understanding of the definitions.
- Hand out the graphic organizer for students to organize notes (Appendix 8). Let students know that they will be creating an informational article on the dangers of concussions.
    - Differentiation Tip: Use the modified graphic organizer (Appendix 8 B) for struggling readers and writers.
- Share the prompt with them (Appendix 9):
    - You are assigned to write an informational article about the dangers of concussions. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how concussions happen, the dangers of concussions,

and why it is important to report. Be sure to include how to identify a concussion. Make sure to use evidence and cite the sources to support your answer.

- Let students know the purpose for reading the article today is to identify and paraphrase information that will help them in writing this article.
- Have students read the text independently and annotate their reactions as desired.
- After having students read independently share that we will now be going back and taking notes on key details. Remind students that a part of note taking is paraphrasing, or writing information in your own words.
    - Implementation Tip: If the class is reading the same text the instructor can read aloud a second read while students annotate a second time.
- Begin modeling by reading the first paragraph (recommended to model with Lexile 820) (Appendix 6) aloud as students follow along. Think aloud your process of taking notes. Share that notes are used to pull out the major ideas and not to copy word for word from the text.
    - For example: "The text says, 'College athletes may get through the season without a concussion. But they may not be completely in the clear, a new study suggests. Football and ice hockey players may have shown no signs of brain injuries. But they still showed changes in parts of the brain. The changes are a reason to worry. The athletes also did worse on brain tests following the season. Those changes didn't happen to athletes in other sports.'
      I am going to highlight some key information. After reading this paragraph I think the most important thing is that after athletes get concussions it can appear that they are healthy but it might not be true. I am going to write that in my source 1 box. I am also going to note that this happens most in ice hockey and football players."
- Continue with the next two paragraphs as a model. Begin to add in student input on your notes.
    - When you are ready to include the students ask questions such as:
        - What do you think is most important about this paragraph? What could I highlight to focus on that?
        - How could I paraphrase this for my notes so that I am not copying word for word?

Closing:

- Once you have modeled, allow students to read their passage and take notes independently.
- As students work, walk around the room and monitor students note taking and highlighting. Provide feedback to students while they read and take notes.
    - Teaching Tip: This would be a good time to work with struggling readers and writers such as ELL, or Spec Ed. students. Limit the notes that they need to take to the big ideas. Talk through the text with them to aid their understanding.
- After students begin to finish allow them to find a partner and shared what "stuck out" to them. Have them compare their notes in order to see if they missed anything or provide clarification.

Formative Assessment LA 1:

- Review of student notes
- Informal check of student conversations

School: Lulu Ross Grade: 4th

Learning Activity 2-

Materials Needed:

- https://newsela.com/articles/concussions-brain-changes/id/19363/
- "Study: Even without concussions, repeated blows to the head hurt the brain" Level 1 (Below grade level) (Appendix 10)
- "Study: Even without concussions, repeated blows to the head hurt the brain" Level 2 (On grade level (Appendix 11)
- "Study: Even without concussions, repeated blows to the head hurt the brain" Level 3 (Above grade level)- (Appendix 12)
- Graphic Organizer (Appendix 7)
- Computers/printed articles
- SmartBoard/projector
    - If materials above are not available printing the passage is an option.

Introduction:

- Begin the lesson by having students share out one thing they learned from the previous article that "stuck out" to them. Have them turn and talk with a partner or group. Choose one or two students to share their thoughts.
- Let students know that they are going to continue the note taking to gather information on the dangers of concussions.
- Review what a concussion is and the purposes for note taking (organize information, pull out most important information etc.)
- Share the purpose for reading today is to continue to gain information on the dangers of concussions.

Activity:

- Display the passage from the article entitled "Study: Even without concussions, repeated blows to the head hurt the brain"
    - Differentiation tip: There are three levels available for leveling for all students to use during this activity. The Lexiles include: 680L (struggling readers) (Appendix 10), 820 L (On level readers) (Appendix 11), 990 L (Advanced readers) (Appendix 1). For Levels 1-3 ELL students it is recommended that teacher support is still given to the 680 level to aid in understanding.
        - Teachers signed up with NewsELA can assign the articles to students based on the level so students don't know their articles are different.
- Have students pull out their graphic organizers (Appendix 8). Remind students that they will be creating an informational article on the dangers of concussions. Display the following to remind the students of their task (Appendix 9):
    - You are assigned to write an informational article about the dangers of concussions. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how concussions happen, the dangers of concussions, and why it is important to report. Be sure to include how to identify a concussion. Make sure to use evidence and cite the sources to support your answer
- Let students know the purpose for reading the article today is to identify and paraphrase information

that will help them in writing this article.
- Have students read the text independently and annotate their reactions as desired.
- After having students read independently share that we will now be going back and taking notes on key details.
- Remind students that a part of taking notes is paraphrasing, or writing information in your own words.
- Begin modeling by reading the first paragraph (recommended to model with Lexile 820) (Appendix 11) aloud as students follow along. Think aloud your process of taking notes. As a scaffold do less modeling of the text today. It should be a reminder of what was done in the previous lessons.
- Share that notes are used to pull out the major ideas and not to copy word for word from the text.
    - Read aloud: College athletes may get through the season without a concussion. But they may not be completely in the clear, a new study suggests.

      Football and ice hockey players may have shown no signs of brain injuries. But they still showed changes in parts of the brain. The changes are a reason to worry. The athletes also did worse on brain tests following the season. Those changes didn't happen to athletes in other sports.
        - Think aloud: "After reading this I can infer that the article is telling me that concussions can be sneaky because they can go undetected for long periods of time. I am going to add that to my notes…After reading the second paragraph I know that this is especially true for people who play ice hockey and football. It was more common for these athletes than others."
- Have students use this model to continue their note taking on the graphic organizer.
- While students work, walk around and monitor their notes for paraphrasing and understanding. Provide feedback and clarification as needed.
    - Teaching Tip: This would be a good time to work with struggling readers and writers such as ELL, or Spec Ed. students. Limit the notes that they need to take to the big ideas. Talk through the text with them to aid their understanding.
- Look for students to be paraphrasing the information and staying on the topic. If they aren't remind them to paraphrase. Ask guiding questions to maintain their focus on the dangers, symptoms etc. of brain injuries.
    - How does this apply to the dangers of concussions?
    - What is the most important information here?

Closing:
- Bring students back together and find a partner with a different leveled article to share out notes. This will provide an opportunity for students to obtain further information as well as clarification of the text.
    - Teaching Tip: An additional option for this lesson if resources are available is to join NewsELA and register your students. From here you can also log into NewsELA and assign the leveled texts to your class. Online the students can work with the passage by highlighting and answering assigned questions. This would be good practice with taking notes on online articles and annotating through a digital device.

Formative Assessment for LA 2:
- Review of student notes

- Informal observations of student note taking

Summarizing Strategy:

- Students share their notes with a partner as a final opportunity for clarification as well as reviewing what they learned from the day. From there students can be chosen to share out what they learned with the class.

Attached Resources:

School: Lulu Ross Grade: 4th

Appendix 3

Name _____ Date_____

This activity is designed to activate our prior knowledge or see how much we know about our topic before we read. It also helps spark our curiosity. When we read, we learn new information. This information gets added to what we already know about a topic. We can then check our thinking after we read and see how much we have learned!

Anticipation Guide

Mark whether or not you agree or disagree with each statement on the left side of the page by coloring in the correct square. At the end of the lesson, go back and decide whether you still agree or disagree on the right side of the page.

	BEFORE READING				AFTER READING	
	Agree	***Disagree***	***I Am Not Sure***	**Statement**	**Agree**	**Disagree**
1	ü	x	?	**A concussion is a type of brain injury.**	ü	x
2	ü	x	?	**A concussion may have lasting effects on athletes, even if they show no visible signs.**	ü	x
3	ü	x	?	**It is not necessary to report a concussion to someone unless the person feels sick.**	ü	x
4	ü	x	?	**Smaller hits to the brain aren't as harmful.**	ü	x
5	ü	x	?	**The impact of a hit to the head can cause bruising of the brain.**	ü	x
6	ü	x	?	**A person can die from a concussion.**	ü	x

Delaware Department of Education, Reading/Writing Project 201

Lesson plan format adapted from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

Appendix 4

Concussions Vocabulary

As you learn about concussions, add important words related to the topic on the chart below. Be sure to add a sketch or synonym for each word.

Appendix 5

Study shows season's small hits to the head can hurt the brain

By Los Angeles Times, adapted by Newsela staff

12.16.13

Grade Level 4
Word Count 651

Plaintiff Adrian Arrington (right) and his attorney Joe Siprut talk about a class action lawsuit on Dec. 18, 2012, against the NCAA. Arrington said he suffered five concussions while playing college football at Eastern Illinois University and now suffers from seizures and blackouts. Phil Velasquez Chicago Tribune/MCT

A new study has looked at how hits to the head affect college athletes. Athletes may get through the season without a concussion. But they could still show bad changes in their brains, the study shows. A

concussion is a bad type of brain injury. It is caused by a hard hit to the head.

Football and ice hockey players may have shown no visible signs of brain injuries. But they still showed changes in how the brain looked. The changes are a reason to worry. The athletes also did worse on brain tests following the season. Athletes in other sports did not have those changes.A season of small hits may cause the brain to change. Other studies have found almost the same thing. Those brain changes cause problems with memory, mood or the ability to learn years later. None of the single hits are hard enough to send someone to a doctor. But the brain can change from all the hits anyway.

Players may heal after the sports season is over. Scientists are still trying to figure out how easily the brain recovers from injury. They also want to know if there is a point when the damage cannot be reversed.

Hits Add Up To Damage

The new results don't answer the questions. But they do suggest one thing: repeated blows to the head can cause damage. This even could be true when an athlete is able to get up and keep playing, said Thomas McAllister. He led the study. He is a doctor who treats brain problems.

Finding and managing brain injuries like concussions matters, McAllister said. But it may not be enough, he added.

The study looked at 159 students at Dartmouth College. The students played on top teams. They played between 2007 and 2011.

The 80 athletes who played contact sports wore devices in their helmets. Football and hockey are contact sports.

The devices measured the number of blows to the head. They also measured how hard the hits were. The athletes also got MRI brain scans. An MRI takes detailed pictures of the body. The athletes' ability to learn and memorize things was also tested. The MRIs and tests were done before the season. Then they were done again after the season.

The researchers only looked at certain athletes. They were athletes who didn't have brain injuries during the season. Scientists said there were links between blows to the head and changes in parts of the brain. They also found changes in the athletes' ability to learn and memorize things. The changes were there weeks after the season ended.

Higher Risk Of Concussions?

The scans showed football and hockey players had changes in their brains. The changes were worse than anything seen in the brains of the athletes who played noncontact sports. The changes happened after only one season. The players who had the biggest changes in their brain also showed something else. They did the worst on learning and memory tests after the season was over.

McAllister said there was good news. The brains of contact-sport athletes at the start of their seasons were about the same as that of athletes in noncontact sports. This happened even though they had played their sports for years. So brains of college athletes may get better.

But there could be athletes who don't heal as well. There could also be athletes who have larger problems from small changes in the brain. Those effects could also not show up until later.

Scientists want to find a line for when hits that were safe and hits that caused concussions. But they have not been able to yet.

And, players may be at higher risk for a concussion after taking several smaller hits.

"We know some of them heal. But some of them don't," said Eric Nauman of Purdue University. Nauman tracks the effects of hits in high school football.

Appendix 6

Study: Even without concussions, repeated blows to the head hurt the brain

By Los Angeles Times, adapted by Newsela staff

12.16.13

Grade Level 5
Word Count 755

Plaintiff Adrian Arrington (right) and his attorney Joe Siprut talk about a class action lawsuit on Dec. 18, 2012, against the NCAA. Arrington said he suffered five concussions while playing college football at Eastern Illinois University and now suffers from seizures and blackouts. Phil Velasquez Chicago Tribune/MCT

College athletes may get through the season without a concussion. But they may not be completely in the clear, a new study suggests.

Football and ice hockey players may have shown no signs of brain injuries. But they still showed changes in parts of the brain. The changes are a reason to worry. The athletes also did worse on brain tests following the season. Those changes didn't happen to athletes in other sports.

The findings may show that a season of small hits may prompt changes in the brain. There has been other evidence of this. Those brain changes cause problems with memory, mood or ability to learn years later. The changes come even though none of the individual hits are hard enough to have to see a doctor.

Players may heal during the off-season. Scientists are still trying to figure out how easily the brain recovers from injury. They also want to know whether there is a point where the damage adds up or cannot be reversed.

Head Hits Cause Changes

The new results don't solve the matter. But they do suggest that repeated blows to the head can cause damage. This even could be true when an athlete is able to get up and keep playing, said study leader Thomas McAllister. He is a doctor who studies problems in the brain.

Finding and managing brain injuries like concussions matters, McAllister said. But it may not be enough, he added.

The study looked at 159 students at Dartmouth College in New Hampshire. The students played on teams between 2007 and 2011. All of the sports were played by both men and women, except for football.

The 80 athletes who played contact sports, like football, wore devices in their helmets. The devices measured the number of blows to the head during all practices and games. They also measured how hard the hits were. The athletes also got MRI brain scans before and after their seasons. An MRI takes detailed pictures of the body. The athletes' ability to learn and memorize things was also tested.

The researchers looked only at athletes who didn't have brain injuries during the season. They made important links between blows to the head and changes in the brain. They also found changes in the brain's abilities. The changes were there weeks after the season ended.

MRIs measured the brain's white matter. White matter are bundles of fatty tissue. They send electrical signals among nerve cells. The scans showed football and hockey players experienced changes that

were greater than anything seen in the brains of the athletes who played noncontact sports. The changes happened after one season. The players who had the biggest changes in white matter also did the worst on postseason tests of learning and memory.

Some Heal, Some Don't

McAllister said there was good news. The white matter of contact-sport athletes at the start of their seasons was largely the same as that of athletes in noncontact sports. This happened even though they had played their sports for years. That suggests the brains of college athletes may largely bounce back from a season's wear and tear.

But it will take more studying to determine whether there are certain athletes who don't heal as well. There could also be athletes who have larger problems from small changes in the brains. Those effects could also not show up until later.

"We know some of them heal. But some of them don't," said Eric Nauman of Purdue University. Nauman tracks the effects of small and large hits in high school football.

There on limits of how well MRIs can find white matter changes. That means the fact that differences were seen in the Dartmouth athletes is remarkable, Nauman said.

Scientists are trying to figure out what this means in the long term, said Nauman. He was not involved in the study.

McAllister wants to find a line between hits that are safe and hits that cause concussions. But years of study have made him suspect that if that line exists, it may tell only part of the story.

Blows to the head change the brain's makeup and the way it works, he said. The changes may be not last forever. But, the changes happen a long time before the hits cause a concussion. And there's growing evidence that a player is at higher risk for a concussion after he or she has taken several smaller hits, McAllister said.

Making too much of the size of a single hit is wrong, he said.

Appendix 7

Study says small hits to the head in football can add up to a problem later

By Los Angeles Times, adapted by Newsela staff
12.16.13
Grade Level 7
Word Count 759

Plaintiff Adrian Arrington (right) and his attorney Joe Siprut talk about a class action lawsuit on Dec. 18, 2012, against the NCAA. Arrington said he suffered five concussions while playing college football at Eastern Illinois University and now suffers from seizures and blackouts. Phil Velasquez Chicago Tribune/MCT

College athletes who get through the season concussion-free may not be completely in the clear, new research suggests.

Football and ice hockey players who had no obvious sign of head injuries showed worrisome changes

in brain structure. The athletes also did worse on mental performance tests following the season. Those changes weren't shared by athletes who competed in sports such as track and cross-country skiing. The results are in a report in the magazine Neurology.

The findings add to a growing body of evidence suggesting that a season of small hits may cause changes in the brain. Those changes cause problems with memory, mood or mental performance years down the road. The changes come even though none of the individual hits may be that hard. They may not cause a player to seem disoriented or to draw medical attention.

Players may heal during the off-season. Scientists are still trying to figure out how readily the brain recovers from injury. They also want to know whether there are points beyond which damage can add up or be irreversible.

Hits Hurt Mental Performance …

The new results don't resolve the matter. But they do suggest that repetitive blows to the head can cause major problems, even when an athlete is able to get up and keep playing, said study leader Thomas McAllister. He is a psychiatrist at Indiana University. Psychiatrists help treat mental problems.

Finding and managing brain injuries like concussions matters, McAllister said. But it may not be enough, he added.

The study centered on 159 students at Dartmouth College in New Hampshire. The students played on teams between 2007 and 2011. Except for football, all of the sports were played by both men and women. McAllister worked at Dartmouth until last year.

The 80 athletes who played contact sports wore devices in their helmets. The devices measured the number and force of blows to the head during all practices and games. In addition, all of the study participants got MRI brain scans. And they took mental performance tests before and after their seasons.

The researchers looked only at athletes who were not diagnosed with a concussion during the season. Concussions are a type of brain injury. The researchers drew important connections between blows to the head and changes in brain structure. They also found changes in mental performance weeks after the season ended.

MRI measured the brain's white matter. White matter are bundles of fatty tissue that send electrical

signals among nerve cells. The scans showed that after a single season, football and hockey players experienced changes that were greater than anything seen in the brains of the athletes who played noncontact sports. The players who had the biggest changes in white matter also did the worst on postseason tests of verbal learning and memory.

... But Brain Bounces Back

McAllister said there was good news. Despite years of playing their sports, the white matter of contact-sport athletes at the start of their seasons was largely the same as that of athletes in noncontact sports. That suggests the brains of college athletes may largely bounce back from a season's wear and tear.

But it will take far more research to determine whether there are certain athletes who don't heal as well. There could also be athletes for whom small changes in the brain structure can have larger effects. Those effects might also not show up until later.

"We know some of them heal. But some of them don't," said Eric Nauman of Purdue University. Nauman has spent five years tracking the effects of small and large hits in high school football.

There on limits of how well MRIs can detect white matter changes. That means the fact that differences were seen in the Dartmouth athletes is remarkable, Nauman said.

"We're desperately trying to figure out what the long-term implications are," said Nauman. He was not involved in the study.

McAllister said his initial goal was to find a cut off for hits that were safe and hits that caused concussions. But years of study have made him suspect that if that line exists, it may tell only part of the story.

Blows to the head change the brain's structure and the way it works, at least temporarily, he said. This happens a long time before the hits cause a concussion. And there's growing evidence that a succession of those smaller hits puts players at higher risk for the one that finally leads to a concussion, McAllister said.

Making too much about the size of a single hit is wrong, he said.

School: Lulu Ross Grade: 4th

Appendix 8
DANGERS OF CONCUSSIONS

Focus:

- how concussions happen
- dangers of concussions
- why it is important to report
- how to identify a concussion

Source Title	Notes
Source 1:	
Source 2:	

Source 3:	
Source 4:	

School: Lulu Ross Grade: 4th

Appendix 8b

Dangers of Concussions

Source Title	Notes
Source 1:	Main Idea :_____ 1. 2. 3.
Source 2:	Main Idea:_____ 4. 5. 6.

Source 3:	Main Idea:_____ 7. 8. 9.
Source 4:	Main Idea:_____ 10. 11.

Appendix 9

Concussion Performance Task

Your Assignment:

- You have been asked to write an informational article about the dangers of concussions that will be included in a kids' health magazine in order to raise awareness about the seriousness of the condition. Your article will be read by a professional editor, parents, and kids.

- You are assigned to write an informational article about the dangers of concussions. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how concussions happen, the dangers of concussions, and why it is important to report. Be sure to include how to identify a concussion. Make sure to use evidence and cite the sources to support your answer.

Appendix 10

Concussions suffered by football players have more lasting effects

By Washington Post, adapted by Newsela staff

07.12.16

Grade Level 3 Word Count 268

This photo, taken April 19, 2013, shows former Detroit Lions quarterback Eric Hipple undergoing an MRI on his brain in Detroit, Michigan. AP/Paul Sancya

People playing sports can get a bump on the head in a game or practice. A hard hit can cause a concussion. A concussion is a blow to the head that can change the way the brain works.

Players might have headaches from a concussion. They might be dizzy. They can also have problems thinking. This goes away in a week or two. Doctors say the athletes can then go back to their sport.

A new study questions that timeline.

Scientists looked at photos of the brains of football players ages 15 to 21. All of the players had had a concussion. Scientists looked at their brains again six months later. Their brains still showed signs of the concussion.

No Quick Recovery Time With Concussions

Doctors had told these players they were fine after just one week. Yet the photos of their brains told a different story.

Michael McCrea is a scientist. He said the study shows that the brain takes longer to get better than we thought. More studies need to be done, he said.

James Couch is a teacher. He said there is a difference between how the brain looks and how the brain acts. Photos might show brain changes after a concussion. A person could still feel and act the way they always have.

Check Players Even Years Later

Couch said we should look at players' brains again later. We should wait many years after the concussion. Then we can see if the brain changes are still there.

The brain is strong and can bounce back. Still, our brains need to be protected during sports.

Appendix 11

Football players may be returning too quickly after suffering a concussion

By Washington Post, adapted by Newsela staff

07.12.16

Grade Level 5 Word Count 579

Thanks to football players in the National Football League, we are starting to understand the long-term brain damage that results from repeated concussions.

A concussion is a blow to the head that can change the way your brain works. But what happens when student athletes get concussions?

Players might experience headaches as well as memory and balance problems right after the concussion. These side effects usually go away in a week or two. That is when doctors typically say the athletes can go back to their sport.

An unsettling new study out of Wisconsin questions that advice.

Concussion Effects Went Beyond Six Months

Scientists studied detailed photos of the brains of 18 high school and college football players. All the student athletes had recently suffered a concussion. The scientists found that their brains still showed damage six months later.

All of these players were thought to be fully recovered after seven to 10 days. Yet the damage continued long after they stopped showing outward signs.

Michael McCrea is a scientist in Wisconsin. He said the study shows that the brain takes longer to heal than doctors originally thought. More studies need to be done, he said.

The study included advanced technology known as an MRI, which stands for magnetic resonance

imaging. The imaging machine takes a photo of the brain's white matter. Inside the white matter are clusters of nerve fibers. These fibers help to carry messages from one part of the brain to another.

White Matter Disturbed

The scientists noticed something strange in the brains of student athletes with concussions. Their brains had less water flow after their accidents. This suggests that the white matter fibers might be torn and leaking. Scientists also found that these small changes in the athletes' brains were still there six months after their accidents.

Some of the students in the study had gotten a concussion before. For others, it was the first concussion they experienced. McCrea said that the study group was too small to say whether this history made a difference. He hopes to explore questions like this in follow-up studies. The athletes in the current study will be followed for two years.

This study might prove that many athletes return to sports too quickly after a concussion.

"We want to know not only when is the athlete ready to return to an activity functionally, but when is their brain ready to return," McCrea said.

The study raises a scary risk that the effects of even a single concussion could last forever. James R. Couch is a professor in Oklahoma. He said that it is too soon to make that leap.

X-Rays Don't Tell The Whole Story

Couch said there is no proof that the way the brain looks affects the way the brain acts. So even if photos of the brain show white matter changes, the person could feel and act the way they always have.

The brain might be delicate but it is also strong. Couch said we would need to look at athletes' brains years after a concussion to study any long-lasting effects.

He said to think of the brain as an intelligent living system. The way it survives is by "constantly reaching out and making new connections." The brain can easily "wire around damage and change things rapidly," he said.

Couch admitted that the repaired brain might not "produce as good of a result as the original equipment." Still, the brain has a remarkable ability to adapt.

Appendix 12

Effects of concussions last longer than originally thought, study suggests

By Washington Post, adapted by Newsela staff

07.12.16

Grade Level 7 Word Count 777

This photo, taken April 19, 2013, shows former Detroit Lions quarterback Eric Hipple undergoing an MRI on his brain in Detroit, Michigan. AP/Paul Sancya

Long-term brain injuries have been studied in professional athletes who play in the National Football League. But what about the rest of us? Concussions — a common head injury that can change the way the brain works — are often treated as brief injuries.

Many studies have backed up this way of thinking. Although players might experience headaches, difficulty balancing and memory problems right after a blow to the head, these symptoms usually disappear in a week or two. The current medical guidelines for treating concussions say the athletes should then be considered fully recovered and allowed to return to their activity.

An unsettling new study out of Wisconsin, however, questions this medical advice.

Researchers studied detailed brain scans of 18 high school and college football players ages 15 to 21. The researchers reported that all of the student athletes who experienced a concussion continued to have visible damage in their brains six months after the injury. All of these players were said to be fully recovered in seven to 10 days. Still, the signs of neurological damage continued long after they stopped having concussion symptoms.

More Time Needed To Heal

Michael McCrea is director of brain injury research at the Medical College of Wisconsin in Milwaukee and the senior author of the study. He said that the results are not yet final given the small sample size and short follow-up period. Still, he said "the findings generally add to the growing body of science" that demonstrates the brain takes longer to heal than originally thought.

The study was partly funded by the National Institutes of Health and the U.S. Army Medical Research and Material Command. It involved the use of advanced MRI scans to look at changes in the brain's white matter. White matter is made up of bundles of nerve fibers that are considered the connective tissue of the brain. These fibers help carry messages from one region of the brain to another. Studies have shown that white matter may appear changed in many diseases and conditions, including stroke and Alzheimer's.

McCrea and his coworkers noticed something unusual in the student athletes who had suffered concussions. They had less water movement, also known as diffusion, shortly after their injuries as compared with other non-concussed players. This suggests that the white matter tracts might be slightly torn and leaky. Researchers also found that these small structural changes in the concussion group were still there six months after the injury.

Study Will Last At Least Two Years

Some of the students in the study had a previous history of concussion. For others, it was the first concussion they had experienced. McCrea said that the group was too small to study whether this previous history made a difference. He hopes to explore such questions in follow-up studies. The athletes in the current study will be followed for two years, and researchers would like to include more participants.

This research may one day be able to explain whether some athletes are returning to sports too quickly.

"We want to know not only when is the athlete ready to return to an activity functionally, but when is their brain ready to return" as well, McCrea said in an interview.

A Single Concussion Could Have Lasting Effects

The study raises a scary risk that the effects of even a single concussion could be permanent. James R.

Couch is a professor of neurology at the University of Oklahoma Health Sciences Center. He is known for his studies on brain injury in U.S. military veterans. He cautioned that it is too soon to make that leap.

"There is not a direct 1-to-1 correlation between the anatomical appearance of the brain and the way a person performs," Couch said in an interview. So even if images of the brain show white matter changes, the person could feel and act like his old self.

Couch said it is important to remember that the brain might be fragile, but it also bounces back from injury incredibly well. He said that to really look at the permanence of injuries we would need to have studies that look out 20, 30, or even 40 years after an injury.

Brain Makes End Runs

"The brain is a tremendously plastic organ in terms of being able to wire around damage and change things rapidly," he said.

He said that if you think of the brain as a type of intelligent, living system, the way it survives is by "constantly reaching out and making new connections."

Couch said the new connections sometimes do not "produce as good of a result as the original equipment." Still, the brain has a remarkable ability to adapt.

School: Lulu Ross Grade: 4th

Lesson 3

Learning Progressions for this Lesson:	Standards:
• Identify the information presented in specific images • Integrate information from graphics and images • Interpret how information presented visually, orally connects to text	**CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CCSS.ELA-Literacy.SL.4.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Students Will Know: • How to paraphrase information into their own words • Take notes on a designated topic	**Students Will Be Able To:** • Identify information from a graphic representation • Collect information from a video source to incorporate in a text

- **I can recall information or gather information from text or digital sources. I can take notes on these sources, sort the evidence into categories and provide a list of sources.**
- **I can talk about important details and examples in a text when I explain what the text says literally and the inference I can draw from it.**

Activating Strategy

***Key vocabulary to preview**:*

- Traumatic Brain Injury (Tier 3)
- Sustain (Tier 2)
- Cerebrospinal Fluid (Tier 3)

Lesson Instruction

Learning Activity 1-

Materials Needed:

- Notes graphic organizer (Appendix 8)
- http://blog.nj.com/hssportsextra/2010/01/kids_and_concussions_-.html (Appendix 13)
- Display: SmartBoard

Introduction:

- The teacher activates prior knowledge by having students turn and talk to share what they have learned so far about concussions. Choose a few students to share out.
- Let students know that today you will be continuing to collect information from a graphic source to continue to build their knowledge of the subject.
- Share that they will be hearing a synonym for concussion called traumatic brain injury. Share that the

abbreviation is TBI, which will be recurring throughout the diagram.
- Students add key vocabulary terms to their vocabulary graphic organizer (Appendix 4) with a sketch or synonym.

Activity:

- Hand out the graphic entitled: "School of Hard Knocks" (Appendix 13) and display it on a SmartBoard.
- Have students take out their graphic organizers from Lesson 2 (Appendix 8).
- Share with students that when taking notes from graphics some inferencing needs to be done so that additional information can be gained and not just copied. This is a form of paraphrasing.
- Think aloud to the students: "I am wondering what information I can pull from this picture to add new information to my graphic organizer. I am very interested in the By the Numbers: I see that the most people get treated for concussions in the hospital and then are sent home. However many people still die from a concussion each year- 50,000 I am going to add this to my notes."
- Have students add this to their notes. Continue to model via think through the first section of By the Numbers. Model and explain the text that they are reading.
- Next, have students meet with a peer and take notes on the rest of By the Numbers that focuses on children under the age of 14. Walk around and listen to conversations and review notes to check for understanding.
- Next, have students share out the new information they gain from the bottom section of By the Numbers.
- Bring students attention to the large picture in the middle.
- Ask the students the following questions to get them to analyze the image for information.
    - Why are these numbers on the picture of the football players head?
        - They match with the numbered information in the bottom right hand corner.
    - Why might the author of the image choose to put the information on the image the way he did?
        - So that the picture isn't covered up, it adds to the understanding of the text so we need to be able to see it.
- Discuss with the students the picture of the brain. They will not be familiar with things like cerebral spinal fluid or its purpose. Describe the layers and how it relates to what they have learned so far about concussions. Allow students to ask questions to clarify their misconceptions.
    - Teaching Tip: If your students are having a hard time understanding the structure of the skull try comparing it to your brain being in a bowl of jelly. The cerebrospinal fluid is the jelly that keeps the brain protected. If you jiggle the bowl of jelly the brain will move but will not hit the sides of a bowl. If you threw the bowl of jelly it would hit the sides and cause damage to the brain. This is like a concussion. Any other concrete comparisons would work as well.
- Have students next take notes on the remaining area of the diagram. As students work, walk around the room and monitor their conversations. Look for students to be drawing some conclusions and not just copying from the diagram.

Closing:

- Bring students back together when they have completed taking notes. Have students share out what they learned. Have classmates add things they may have missed or didn't infer in their writing when taking notes with a peer.

Formative Assessment LA 1:

- Review of student notes, ensuring that they include inferences

Learning Activity 2-

Materials Needed:

- https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be
- Notes graphic organizer (Appendix 8 from Lesson 2)
- SmartBoard/projector
- Computers
- Video graphic organizer (Appendix 14)

Introduction:

- Have students take out their graphic organizer from Lesson 2 (Appendix 8). They will be taking notes in the Source 4 box in this lesson.
- Have students share out one thing they learned from the graphic yesterday. Ask students to share how taking notes on a graphic organizer was different then on a text. Have students turn and talk and then choose a few to share out.
- Share that students will be reviewing another form of visual today to gather further information: a video.
- Share that videos are very fast paced and therefore may require that they be viewed several times.
- Remind students that they still shouldn't be writing down what the speaker says word for word. They should continue to paraphrase.

Activity:

- Display the video: "Brain 101: What is a Concussion"
    - Differentiation tip:
        - Allow for students to go on a computer to manipulate it for themselves. Encourage them to watch the video multiple times.
- Play the first minute of the video and then push pause. Think aloud to the students. "I heard a lot of information in just one minute so I want to listen to it again."
- Replay the first minute. "I'm thinking that it is important that...I am going to add this to my notes" Model how to take notes on a video.
- Continue on through the next minute of the video. Replay this minute 2 more times, allowing students to take notes independently. Have students share out their findings with a shoulder partner and reach a consensus.
- Repeat 2 more times until you reach the end of the video.
    - Differentiation Tip: Have the students use the note taking guide provided to aid them in their note taking (Appendix 14).

Closing:

- Have students share one thing they learned from the video that was new.
- Discuss how finding information in an article is different than finding information in a graphic and video format. Have students share out.

School: Lulu Ross Grade: 4th

Formative Assessment for LA 2:

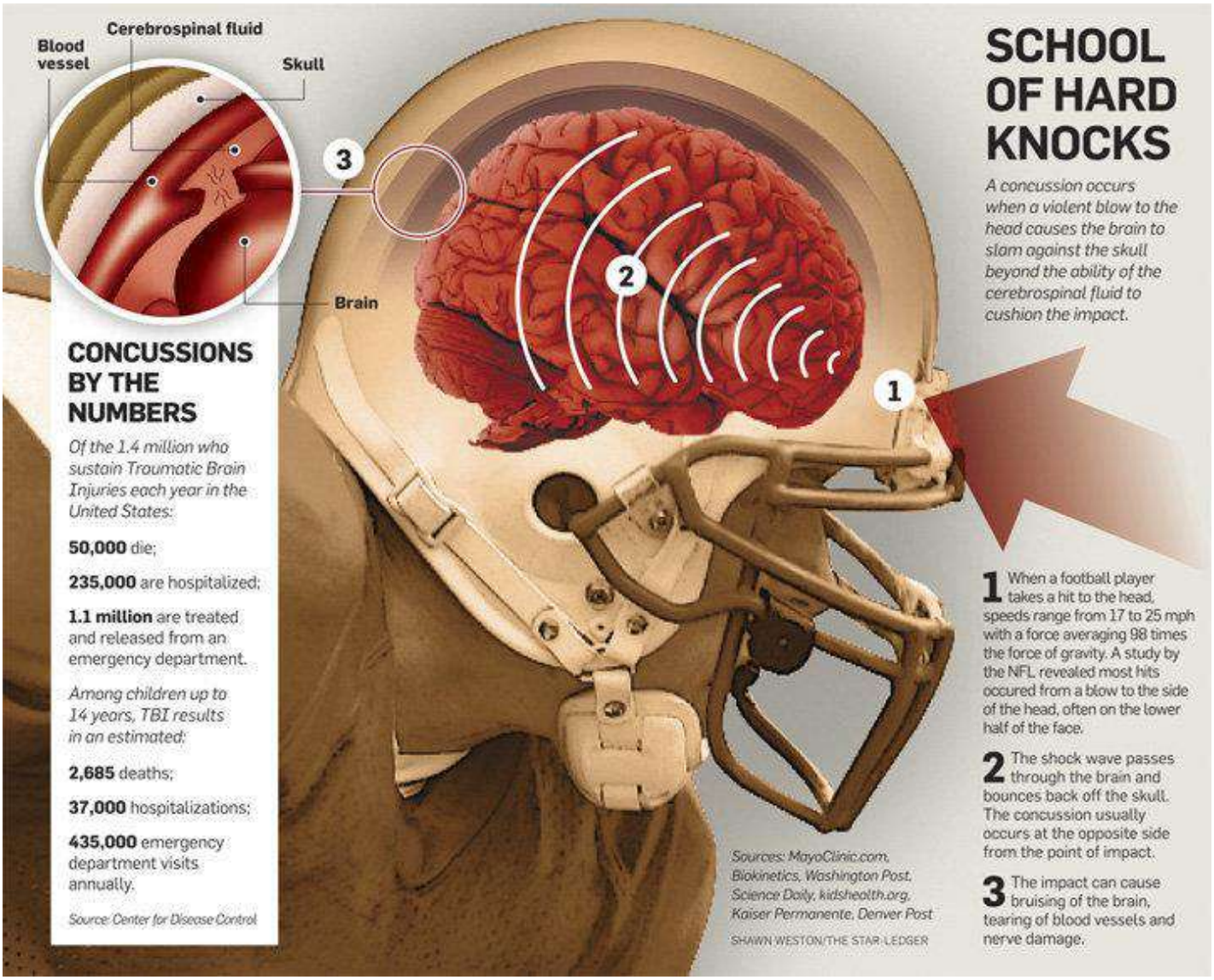
- Review of student notes
- Informal observations of student conversations
- Discussion

Summarizing Strategy:

- Students share their notes with a partner as a final opportunity for clarification as well as reviewing what they learned from the articles. From there students can be chosen to share out what they learned with the class.

Resources:

Appendix 13


Blood vessel
Cerebrospinal fluid
Skull
Brain
3
2
1
SCHOOL OF HARD KNOCKS
A concussion occurs when a violent blow to the head causes the brain to slam against the skull beyond the ability of the cerebrospinal fluid to cushion the impact.
CONCUSSIONS BY THE NUMBERS
Of the 1.4 million who sustain Traumatic Brain Injuries each year in the United States:
50,000 die;
235,000 are hospitalized;
1.1 million are treated and released from an emergency department.
Among children up to 14 years, TBI results in an estimated:
2,685 deaths;
37,000 hospitalizations;
435,000 emergency department visits annually.
Source: Center for Disease Control
1 When a football player takes a hit to the head, speeds range from 17 to 25 mph with a force averaging 98 times the force of gravity. A study by the NFL revealed most hits occured from a blow to the side of the head, often on the lower half of the face.
2 The shock wave passes through the brain and bounces back off the skull. The concussion usually occurs at the opposite side from the point of impact.
3 The impact can cause bruising of the brain, tearing of blood vessels and nerve damage.
Sources: MayoClinic.com, Biokinetics, Washington Post, Science Daily, kidshealth.org, Kaiser Permanente, Denver Post
SHAWN WESTON/THE STAR-LEDGER

Appendix 14

Brain 101: What's A Concussion?

https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be

As you watch the video, fill in the note sheet. You may pause or replay the videos to accurately record your notes.

★ A concussion is a type of _____ _____.

★ All that has to happen to get a concussion is for your _____ to _____ in your head.

★ Getting a concussion doesn't always mean you get _____.

List activities that could cause a concussion:

List some symptoms of a concussion:

What should you do if you think you may have a concussion or hit your head?

RE_____

RE_____

RE_____

School: Lulu Ross Grade: 4th

Lesson 4

Learning Progressions for this Lesson:	**Standards:**
● Identify the events, key ideas/ concepts, steps in informational texts ● Identify words/phrases that signal explanations ● Explain how ideas, events, steps are connected ● Use specific information to explain what and why key events, ideas, procedures, events happened ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text ● Identify the author's key ideas /points ● Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points ● Identify the relevant reasons/ examples/evidence an author gives to support points in a text	**CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-LITERACY.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **CCSS.ELA-LITERACY.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **CCSS.ELA-LITERACY.W.4.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.SL.4.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Students Will Know: ● How to highlight information ● Context clues can help them determine meanings of words ● How to read nonfiction text	**Students Will Be Able To:** ● Identify key information from nonfiction passages ● Take notes on a specific topic ● Paraphrase information from the text ● Answer multiple choice and short answer questions
● **I can explain events, procedures, ideas or concepts in a historical scientific or technical text. I can tell what happened and why it happened using specific information from the text.** ● **I can recall information or gather information from text or digital sources. I can take notes on these sources, sort the evidence into categories and provide a list of sources.** ● **I can combine information from two text on the same topic in order to write or speak knowledgeably about the subject.** ● **I can explain how an author uses reasons and evidence to support point in a text.**	

School: Lulu Ross Grade: 4th

Activating Strategy

***Key vocabulary to preview**:*
Lasting Effect (Tier 2)
Symptoms (Tier 2)
Aspects (Tier 2)

Lesson Instruction

Learning Activity 1-

Materials Needed:

- https://newsela.com/articles/concussions-brain-changes/id/19363/ (Lesson 2, Appendix 10)
- https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be
- https://newsela.com/articles/sports-concussions/id/2187/ (Lesson 2, Appendix 5)
- "School of hard knocks" infographic (Lesson 3, Appendix 13)
- Notes/ graphic organizer (Lesson 2, Appendix 8)
- Vocabulary Graphic Organizer (Lesson 2, Appendix 4)
- SmartBoard/projector
- Computers
- Extended response questions handout (Appendix 15)

Introduction:

- Have students take out their graphic organizers (Lesson 2, Appendix 8) note sheets from the previous days note taking.
- Have students share out one thing they learned from the 4 sources on concussions.
- Share that students will be using all 4 of their sources information to answer questions that will help guide their thinking on their final writing task.
- Students add key vocabulary terms to their vocabulary graphic organizer (Lesson 2, Appendix 4) with a sketch or synonym. These key terms will aid students in understanding the question stems in the activity.

Activity:

- Hand out the 3 question worksheet (Appendix 15) and read the questions with the students to make sure they understand what the questions are asking and that they will be using all of their notes and all 3 resources to help answer the questions.
- Read the first question "It can be said that concussions have lasting effects on athletes' brains. Choose two sources and identify the two sources to support this claim. Use details from the sources to support your answer" and ask the students using all 4 of their sources to find evidence to help answer this question.
- Record all of the students' answers on the board and make sure to remind the students they need to cite which source they found the evidence in.
- After the students give all of their answers, ask the students to then pair share on which two answers would be the best way to support the claim, "It can be said that concussions have lasting effects on athletes' brains. Choose two sources and identify the two sources to support this claim. Use details

from the sources to support your answer".

- After students talk about it and you get their responses ask them why both of the answers support the claim the best.
- After you have decided on which two answers are the best model for the students how to properly write the answer response to the question while citing the sources in the response.
    - Teaching Tip: This would be a good time to share with the students the strategy of RACE (Restate, Answer, Cite, and Explain). This will help them in creating a strong written response.
- Next move on to question number two. "It is important to report signs of a concussion to someone. Use information from **two** sources to explain what symptoms of a concussions are and why it is important to report them." Follow the same procedure for the first question.
- After you record all of their answers have students pick two pieces of evidence that they think best supports this claim and write the written responses on their own. Remind them to cite their sources.
- When students are finished writing, circulate around the room and give them feedback about their responses.
- Pick a few of the students' responses to share with the classroom.
- Have students follow this format when giving feedback on their peers' responses: " 3 Stars and a Wish". Volunteers will give 3 positive feedback responses on their answers and students can give "a wish" which is a recommendation or a way to improve their peer's writing.
- After showing some of student responses give them a few minutes to edit their own questions using some of the suggestions or things that were talked about during the " 3 Stars and a Wish" feedback session.
- Moving onto question 3 students should be prepared to follow the procedures used for the first two questions. Allow students to answer this question independently while circulating the room to give feedback and suggestions.
- After students are finished completing question 3, ask for student volunteers to show their responses on the ELMO. Have students follow the "3 Stars and a Wish" format when giving feedback on their peers' responses.

Closing:

- Have students share something that they learned new or found helpful when responding to short answer questions when citing sources.
- Discuss how citing sources when writing is important to show where your evidence comes from when responding to questions. Look for students to say things like: it helps keep track of the information, it allows you to support your answer more fully etc.

Formative Assessment for LA 1:

- Review of student notes
- Informal observations of students responses
- Discussion

Summarizing Strategy: Students share their responses with a partner as a final opportunity for clarification as well feedback on their written responses. From there students can be chosen to share out what they learned with the class.

Appendix 15

Answer the following question to help guide your writing.

- It can be said that concussions have lasting effects on athletes' brains. Identify two sources to support this claim. Use one detail from each of the sources to support your answer.

- It is important to report signs of a concussion to someone. Use information from **two** sources to explain what symptoms of a concussions are and why it is important to report them.

- Describe the most dangerous aspect of concussions and defend your choice with details from two different sources.

School: Lulu Ross Grade: 4th

Lesson 5

Learning Progressions for this Lesson:	**Standards: CCSS.ELA-LITERACY.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **CCSS.ELA-LITERACY.W.4.2 A-E** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.ELA-LITERACY.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-LITERACY.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably ● Integrate information from graphics/images/ illustrations with words from the text to make meaning ● Organize and group related information together ● Identify & demonstrate an appropriate writing format ● Write a beginning statement that introduces topic and presents information ● Organize sentences into paragraphs ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● Use specific information to explain what and why key events, ideas, procedures, events happened	
Students Will Know: ● How to compose a rough draft ● What information to include in their writing ● How to use the rubric to determine their strengths and weaknesses in their essay	**Students Will Be Able To:** ● Hold a peer conference, discussing the strengths and weaknesses of their writing. ● Complete and submit a final draft of their writing
● I can explain events, procedures, ideas or concepts in a historical scientific or technical text. I can tell what happened and why it happened using specific information from the text. ● I can conduct short research projects to build my knowledge of a topic. ● I can write informative/explanatory texts. This means I can write nonfiction pieces that introduce a topic, use facts and definitions to inform the reader and write a strong conclusion.	
Activating Strategy	
***Key vocabulary to preview**:*	

School: Lulu Ross Grade: 4th

Lesson Instruction

Learning Activity 1-

Materials Needed:

- https://newsela.com/articles/concussions-brain-changes/id/19363/ (Lesson 2, Appendix 11)
- https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be
- https://newsela.com/articles/sports-concussions/id/2187/ (Lesson 2, Appendix 6)
- "School of hard knocks" infographic (Lesson 3, Appendix 13)
- Notes/ graphic organizer (Lesson 2, Appendix 8)
- Colored pencils/crayons
- Writing Prompt (Lesson 2, Appendix 9)

Introduction:

- Have students pull out their notes and vocabulary graphic organizer from the previous lessons.
- Let them know that today we would be looking at all of our notes that we have collected and organizing them to make informative writing piece.
- Share with them the writing prompt (Lesson 2, Appendix 9):
    - Your Assignment:
        - You have been asked to write an informational article about the dangers of concussions that will be included in a kids' health magazine in order to raise awareness about the seriousness of the condition. Your article will be read by a professional editor, parents, and kids.
        - You are assigned to write an informational article about the dangers of concussions. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how concussions happen, the dangers of concussions, and why it is important to report. Be sure to include how to identify a concussion. Make sure to use evidence and cite the sources to support your answer.

- Share with students that before a person can begin to write they must first plan what they will be writing. Let them know that an important step is to first organize the information from the many sources so that the writing piece will make sense.
- Have students pull out their notes and three colors of either a colored pencil or crayon. Model for the students through a think aloud how to organize information. Let them know that one color will represent a subtopic in their writing piece. Just place a colored dot next to each note. Go through your notes and read each of the items they took notes on. Discuss with the class which color they think it would best go with.
- Allow students to do the same with their notes as well. They will organize their notes into three subtopics (dangers of concussions, important to report, what is a concussion and how to they occur).
    - Differentiation Tip: If students struggle with this have them work with a partner to decide on how to sort the information together.
- While students work, walk around and monitor their progress. Formatively assess their ability to organize information. Ask clarifying questions such as: In what way did you choose to organize your information? How are the items related?

Conclusion:

- Bring students back together. Have them meet with a partner and share how they organized their information and how they plan to turn it into several paragraphs. Have students share out as a whole class.

Formative Assessment LA 1:

- Observe and review students as they organize their notes.

Learning Activity 2-

Materials Needed:

- https://newsela.com/articles/concussions-brain-changes/id/19363/ (Lesson 2, Appendix 11)
- https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be
- https://newsela.com/articles/sports-concussions/id/2187/ (Lesson 2, Appendix 6)
- "School of hard knocks" infographic (Lesson 3, Appendix 13)
- Notes/ graphic organizer (Lesson 2, Appendix 8)
- Graphic organizer-plan writing (Appendix 16)
- Delaware Recommended Writing Rubric (Appendix 17)
- Writing Prompt (Lesson 2, Appendix 9)

Introduction:

- Ask students to bring out their notes that they color coordinated yesterday.
- Ask students to share how they organized their information.
  - Teacher Tip: Project their notes on the SmartBoard via ELMO or other projector. This will help struggling students with more guidance on organization.
- Share with students that today they will be taking notes and organizing them into a graphic organizer in order to further plan (Appendix 16). Share the purpose of this activity is to organize notes in a way that will make it easy to transfer into paragraphs.
- Share with them again the prompt that they will be writing to (Lesson 2, Appendix 9).
  - You are assigned to write an informational article about the dangers of concussions. Your essay should be several paragraphs and include information from more than one source. Examine several sources to analyze how concussions happen, the dangers of concussions, and why it is important to report. Be sure to include how to identify a concussion. Make sure to use evidence and cite the sources to support your answer.
- Next, review with students the rubric that will be used to score their final essay and the prompt again (Appendix 17).
- Display the rubric for all students to see or hand out copies for the students to look at.
- Discuss important elements that should be included in their article such as domain specific vocabulary, citation of sources, and organization.
  - Based on this prompt what are some things you think we will need to include in our writing in order to make the score of a three, which is on grade level?
  - What do you think we could do to take our writing to the next level to be above grade level?
  - What are some mistakes we might make that might hurt our score and put you in the reaching or below level?

Activity:

- Display the graphic organizer the students will use to further organize the information (Appendix 16). Model for the students how to take the color coordinated notes from the previous day and put it into

the graphic organizer in an organized way.
    - Teacher think aloud: "I am thinking that it might be important to start with the information about what a concussion is and why they occur. I think this information will be important for readers to know before they can understand the rest of my research. This is purple for me. I am going to fill in my notes that I colored purple into this box. Remember, this is just to organize, information doesn't have to be complete at this time. I will fill in more details when I am writing my piece."
    - Example: Did you know that 50,000 people die a year from traumatic brain injury such as concussions? Concussions can be extremely dangerous for athletes who get them during games.
- After filling in your first box as a model allow students to do the same. Remind them that they don't have to follow the same organizational model as you, as long as it makes sense. Have students begin to organize their notes into the graphic organizer.
    - Differentiation: If students struggle with this have them work with a partner to decide on how to sort the information together.
- When students finish with their first color bring the students back together. Choose volunteers to share out how they are organizing their pieces.
    - Teaching Tip: While students are working go around and observe their work. Ask students with strong organizational choices if they will be willing to share their work. This is an anticipatory strategy for leading discussions that will ensure that students get something out of the share out.
- Allow students to work on their next color, and topic until they have completed the graphic organizer.
- While students work, monitor the progress and complete a formative check for understanding of organizing information. Ask clarifying questions to help guide their understanding and work.
    - What is the goal of your writing piece?
    - How will your strategy for organizing help your readers understand your research?
    - What do you think readers will need to know first, in order to learn something from your piece?
    - Is there any information that is similar, that you could group together to add more detail to your writing?

Conclusion:

- Bring students back together as a class and have them share out what ways they continued to organize their facts. Display the work on the SmartBoard via ELMO if possible for students to see.
- Share with students that an important element to their writing is hooking their readers interest.
- Share that a strong hook will either get readers to read your article or cause them to move past it out of boredom.
- Model for the students how to create a hook and have them create one for their writing now that they know how it will be organized.
    - Example: Did you know that 50,000 people die a year from traumatic brain injuries like concussions? These concussions are caused by everyday sports such as football, soccer, and hockey.
- Have students share out their creations as further models.
    - Teaching Tip: An easy hook for students to grasp is a startling fact. Have students consider

something they learned that they found most shocking. Encourage them to turn this into their hook.

Formative Assessment for LA 2:

- Observe and review students as they organize their notes.

Learning Activity 3-

Materials Needed:

- https://newsela.com/articles/concussions-brain-changes/id/19363/ (Lesson 2, Appendix 11)
- https://www.youtube.com/watch?v=_5hlm3FRFYU&feature=youtu.be
- https://newsela.com/articles/sports-concussions/id/2187/ (Lesson 2, Appendix 6)
- "School of hard knocks" infographic (Lesson 3, Appendix 13)
- Notes/ graphic organizer (Lesson 2, Appendix 8)
- Graphic organizer-plan writing (Appendix 16)
- Lined paper/computer
- Peer editing sheet (Appendix 18)
- Model graphic organizer
- Writing prompt (Lesson 2, Appendix 9)

Introduction:

- Let students know that they will be composing their writing pieces today using their graphic organizers and notes.
- Remind students of the prompt which is as follows (Lesson 2, Appendix 9):
    - Your Assignment:
        - You have been asked to write an informational article about the dangers of concussions that will be included in a kids' health magazine in order to raise awareness about the seriousness of the condition. Your article will be read by a professional editor, parents, and kids.
        - Using multiple sources develop a main idea about concussions and the dangers involved in having one. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your topic that is several paragraphs long. Be sure to paraphrase information from the sources to support your main idea unless you are citing exact words from the source. Be sure to give the source name or number when citing information from a source.
- Remind them that they will be using what they have planned to construct several paragraphs about their topic. Share that each box in their writing can be used to create a new paragraph.
- Share with the students that the graphic organizer is a guide to keep their writing organized but when they begin to write their paragraphs they should add additional ideas and explanations into their writing.

Activity:

- Model for the students how to use the graphic organizer to begin to build paragraphs. Be sure to show students how to add in extra explanations and details to make their paragraphs more detailed.
    - Have you ever heard of a concussion? A concussion is a type of brain injury (source 4). It is a violent blow to the head that causes the brain to hit the skull. A shock wave goes through

the brain a will bounce of the skull (source 3). Sports can cause concussions like soccer, football and many other sports too (source 4).

You need to report a concussion so then you can get help. If you don't report it your parents might not know what's wrong with you (source 4). If you don't tell anyone then you can't go to the doctor and the doctor can't give you a note, so then you might still play sports and injure it more. If you do report it your doctor might possibly be able to do a treatment (source 4).

There are also symptoms of concussions. Some symptoms of concussions are moodiness, nausea, weirdness, angriness, and dizziness (source 4). Those aren't all the things you might discover while having a concussion you might also have headaches, memory problems, and balance problems. Some scientist say that the effects could last forever (source 2). You can later suffer blackouts and seizures (source 1). I hope all of this information was useful and remember always report if you think you have a concussion.

- Point out to students how you included the hook in your writing.
- Display the graphic organizer you modeled with and your own model piece or use the models given in this lesson. Ask students to find similarities and differences between the two. They should mention that you included the information from the graphic organizer but also included additional details.
- Draw attention to the conclusion sentence as well. Share how it should wrap up your ideas by giving an opinion or restating it from the beginning.
- Allow time for students to work on their drafts independently.
- While students work, walk around and monitor their progress, provide feedback while they work to help guide their thinking and their writing.
- After giving students time to work bring them back together and share with them the peer revision paper (Appendix 18). Let students know that as they complete their draft they will be meeting with partners to offer feedback to them in order to improve our writing.
- Handout the peer revision sheet to each student in the class and display your model piece again. Work as a class to complete the peer revision sheet on your model piece.
- First, model how to phrase positive responses. (I.e. I like how the hook asks a question about the main topic.) Have students discuss with a partner one or more positive they each see in the writing piece and write it down on the peer revision sheet. Have students share out a few of their ideas.
- Next model, how to ask questions. Share that it should be if you don't understand something, not to point out faults (Good: What did you mean when you wrote… Bad: Why did you misspell hello?" Also share that students should be specific with their question so that the authors know to what they are referring and where.
- Have students meet with peers to come up with questions about the model piece. Have them record the questions and share out as a group.
- Finally, model how to complete the feedback portion. This is where you make suggestions on what they can do better. Encourage students to focus on big ideas or concepts instead of little details (Good: I think you could use better word choice throughout your piece...Bad: Find a better word for good.)
- Have students meet with peers to come up with feedback about the model piece. Have them record the questions and share out as a group.
- Finally, review the feedback as a group and model how to create a plan to make the model plan

better and record it for students to see.
    - For example, “I will get a thesaurus to try to make my word choice better. Since this part was confusing... so I want to add more details to make sure it is clear to my readers.”
- As students finish their drafts allow for them to pair up and begin the peer editing process. Walk around and listen to conversations. Offer feedback on student feedback and questions to help guide their meetings.
    - What do you mean by…
    - How could we say this in a friendly way..?
    - Overall what do you think this person could do better?

Closing:

- Have students share out their plans for making their writing better. Have them share what they are most proud of their piece as well.

Formative Assessment for LA 3:

- Review of student work
- Peer feedback
- Peer conversations

Summarizing Strategy:

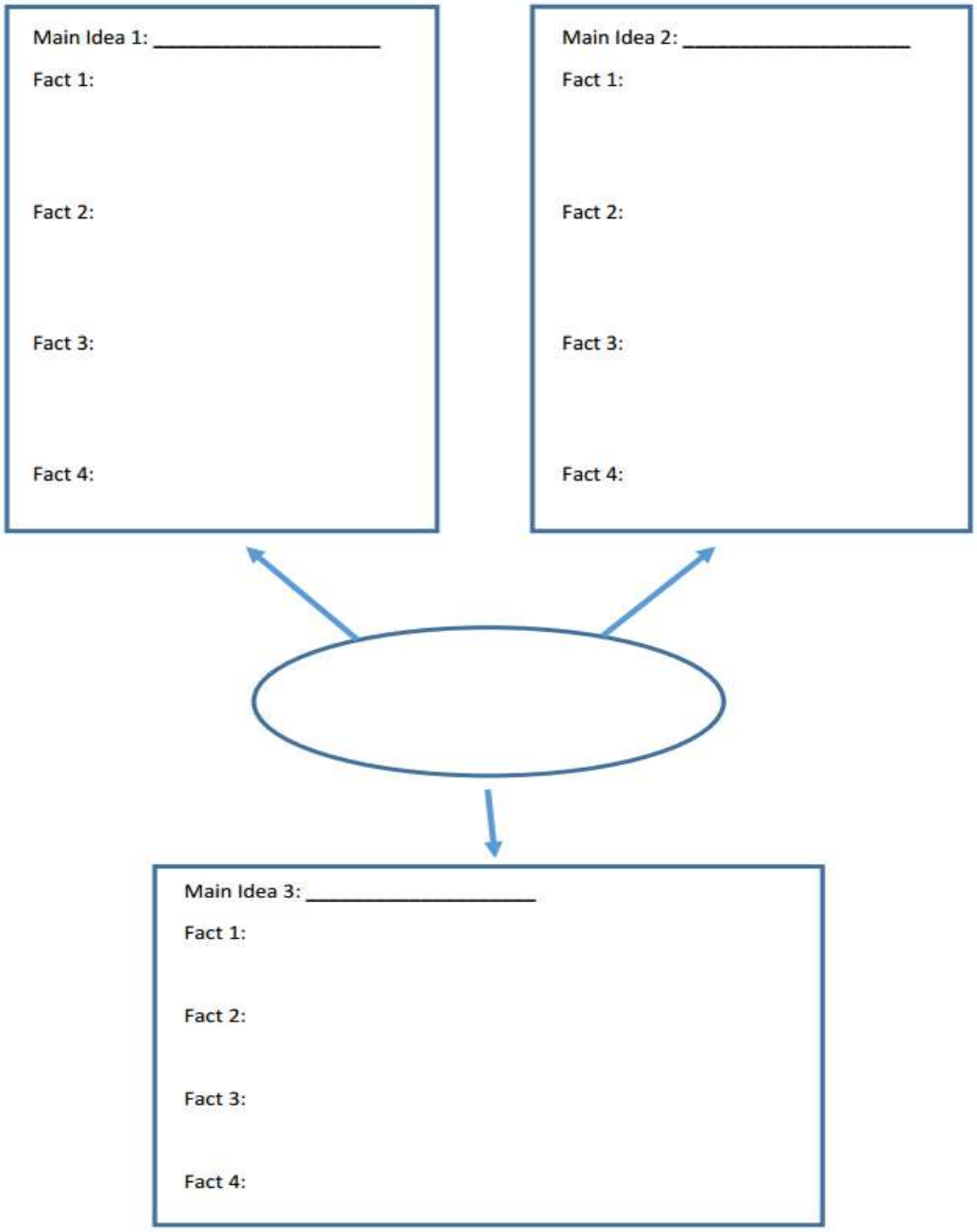
- Have students share one change or organization plan that they want to make each day of the lesson.
- Have students refer back to their anticipation guide and answer the questions using the information they now know from the unit. Discuss as a group what they learned.

Attached Resources:

School: Lulu Ross Grade: 4th

Appendix 16

Informative Writing Organizer



Delaware Department of Education, Reading/Writing Project 201

Lesson plan format adapted from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

School: Lulu Ross Grade: 4th

Appendix 17

Delaware Department of Education

Teaching and Learning Branch

Informative/Explanatory Writing Rubric
Grade 4

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – • introduces the topic clearly providing a general observation and focus (5W2a) • groups related information logically (5W2a) • links ideas within and across categories of information using words, phrases, and clauses (5W2c) • provides a concluding statement or section related to the information or explanation presented (5W2e) • skillfully produces clear and coherent writing appropriate to task, purpose, and audience (5W4)		The writing – • introduces the topic clearly (4W2a) • groups related information together in paragraphs and sections (4W2a) • links ideas within categories of information using words and phrases (4W2c) • provides a concluding statement or section related to the information or explanation presented (4W2e) • produces clear and coherent writing appropriate to task, purpose, and audience (4W4)	The writing – • attempts to introduce the topic clearly • attempts to group related information together in paragraphs and sections • attempts to link ideas within categories of information using words and phrases • attempts to provide a concluding statement or section related to the information or explanation presented • attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing – • makes little or no attempt to introduce the topic clearly • makes little or no attempt to group related information together in paragraphs and sections • makes little or no attempt to link ideas within categories of information using words and phrases • makes little or no attempt to provide a concluding statement or section related to the information or explanation presented • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose and audience	**Organization/ Purpose** 2 × ___ = ___
The writing – • skillfully includes formatting, illustrations, and multimedia when useful to aiding comprehension (5W2a) • skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are related to the topic (5W2b) • uses precise language and domain specific vocabulary to inform about or explain the topic (5W2d) • skillfully uses relevant information from experiences or print and digital sources (5W8) • summarizes or paraphrases information in finished work (5W8) • provides a list of sources, when appropriate (5W8)		The writing – • includes formatting, illustrations, and multimedia when useful to aiding comprehension (4W2a) • develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (4W2b) • uses precise language and domain specific vocabulary to inform or explain about the topic (4W2d) • uses relevant information from experiences or print and digital sources (4W8) • provides a list of sources, when appropriate (4W8)	The writing – • attempts to include formatting, illustrations, and multimedia when useful to aiding comprehension • attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • attempt to use precise language and domain specific vocabulary to inform or explain about the topic • attempts to use relevant information from experiences or print and digital sources • attempts to provide a list of sources, when appropriate	The writing – • makes little or no attempt to include formatting, illustrations, and multimedia when useful to aiding comprehension • makes little or no attempt to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • makes little or no attempt to use precise language and domain specific vocabulary to inform or explain about the topic • makes little or no attempt to use relevant information from experiences or print and digital sources • makes little or no attempt to provide a list of sources, when appropriate	**Evidence/Elaboration** 2 x___=___
The writing – • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L1-2)* • has errors that do not interfere with understanding (5L1-2)*		The writing – • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* • has errors that do not interfere with understanding (4L1-2)*	The writing – • attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – • makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	**Language/Conventions** 1 × ___ = ___

Non-scorable responses: Insufficient information, copied text, in language other than English, off topic, off purpose
*Conventions Chart p. 2

4/20/17 1

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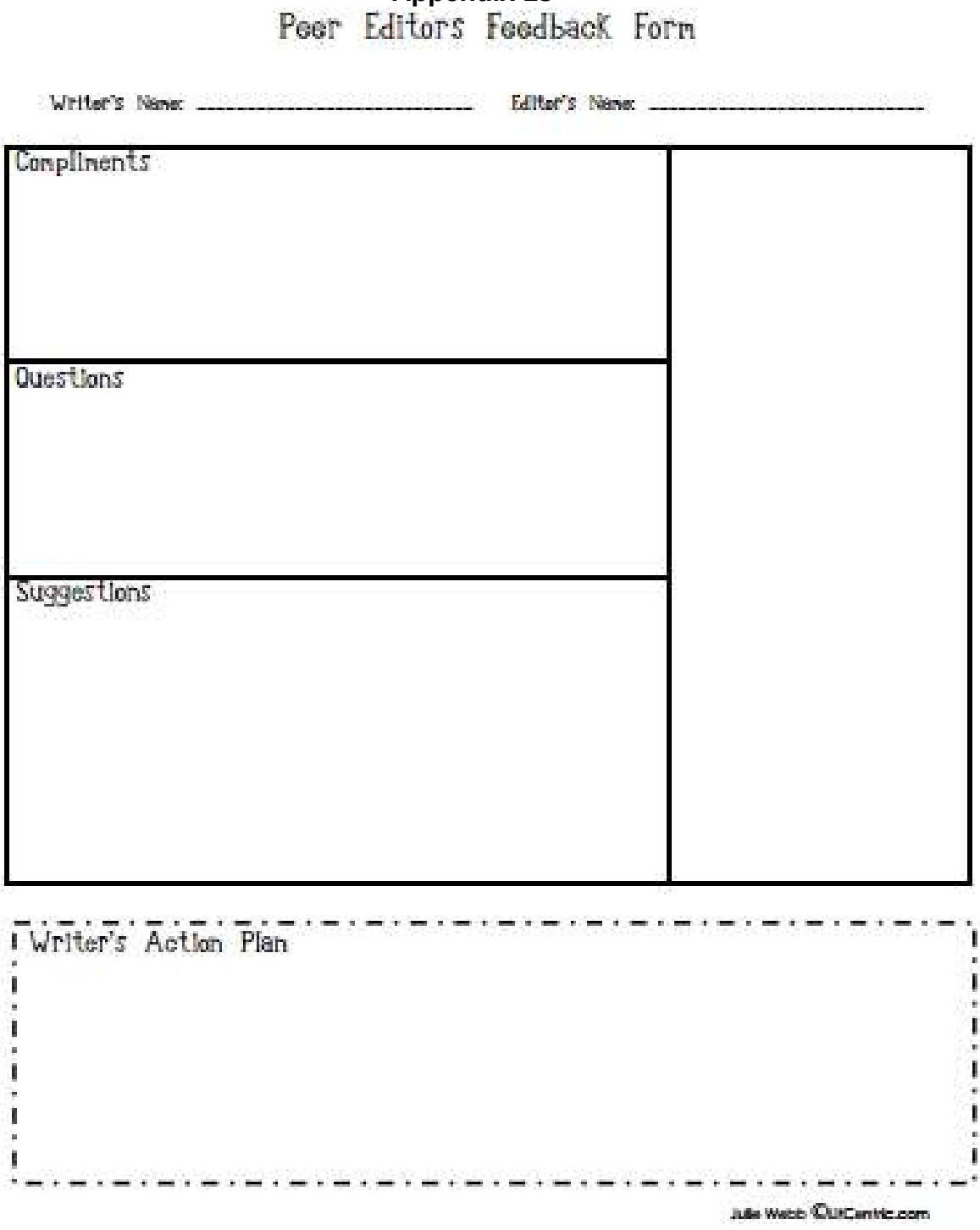
Lesson plan format adapted from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

Appendix 18

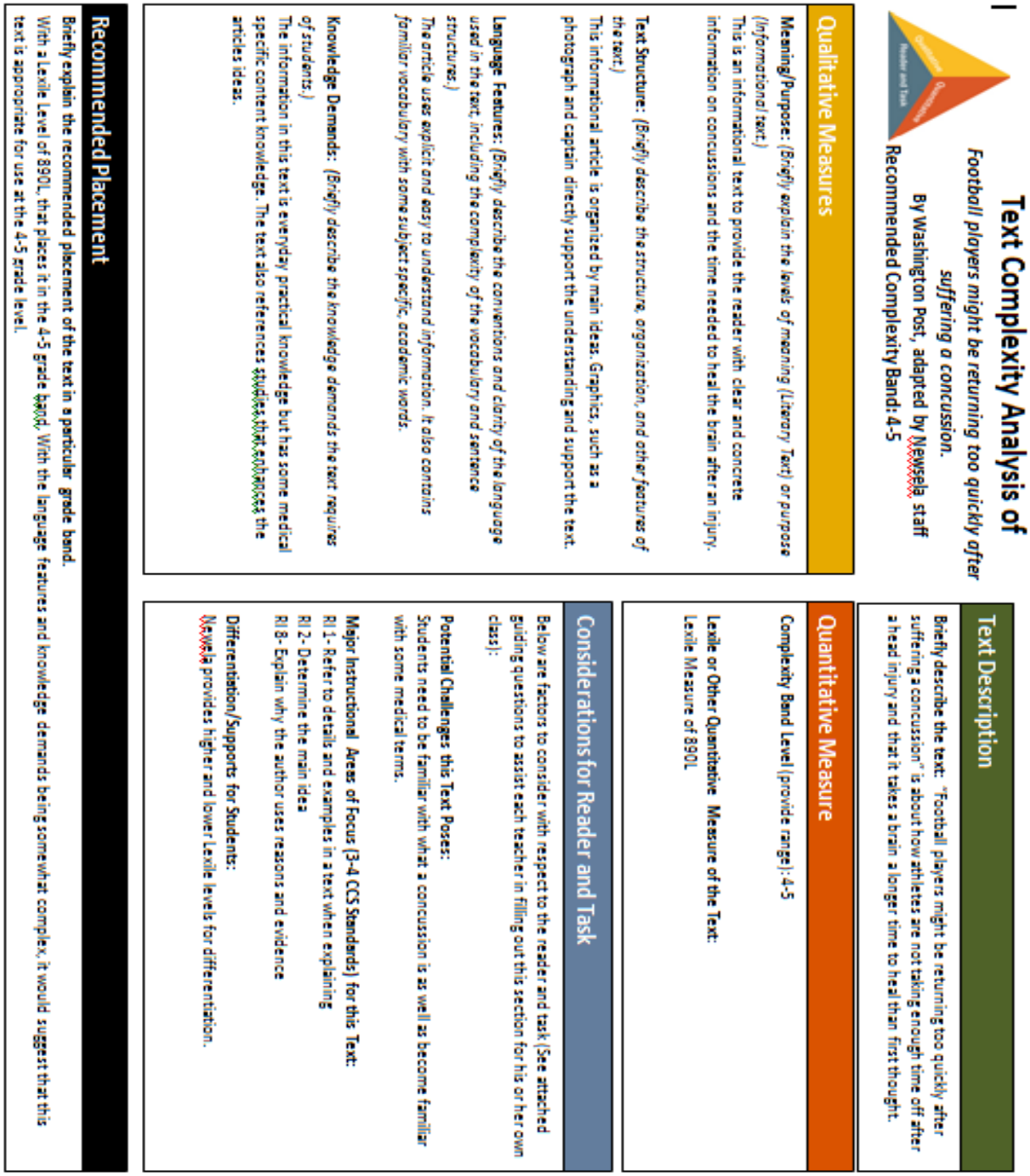


Delaware Department of Education, Reading/Writing Project 201

Lesson plan format adapted from Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

School: Lulu Ross Grade: 4th

Text Complexity Chart 1



Text Complexity Analysis of

Football players might be returning too quickly after suffering a concussion.

By Washington Post, adapted by Newsela staff

Recommended Complexity Band: 4-5

Text Description

Briefly describe the text: "Football players might be returning too quickly after suffering a concussion" is about how athletes are not taking enough time off after a head injury and that it takes a brain a longer time to heal than first thought.

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational Text.)*
This is an informational text to provide the reader with clear and concrete information on concussions and the time needed to heal the brain after an injury.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*
This informational article is organized by main ideas. Graphics, such as a photograph and captain directly support the understanding and support the text.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*
The article uses explicit and easy to understand information. It also contains familiar vocabulary with some subject specific, academic words.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*
The information in this text is everyday practical knowledge but has some medical specific content knowledge. The text also references studies that enhances the articles ideas.

Quantitative Measure

Complexity Band Level (provide range): 4-5

Lexile or Other Quantitative Measure of the Text:
Lexile Measure of 890L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:
Students need to be familiar with what a concussion is as well as become familiar with some medical terms.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
RI 1- Refer to details and examples in a text when explaining
RI 2- Determine the main idea
RI 8- Explain why the author uses reasons and evidence

Differentiation/Supports for Students:
Newsela provides higher and lower Lexile levels for differentiation.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.
With a Lexile Level of 890L, that places it in the 4-5 grade band. With the language features and knowledge demands being somewhat complex, it would suggest that this text is appropriate for use at the 4-5 grade level.

School: Lulu Ross Grade: 4th

Text Complexity Chart 2

Text Complexity Analysis of

Study shows season's small hits to the head can hurt the brain

By Los Angeles Times, adapted by Newsela staff

Recommended Complexity Band: 4-5

Text Description

Briefly describe the text: "Study Shows" is an informational article. It is about how concussions can cause the brain to change which can cause long lasting problems.

Quantitative Measure

Complexity Band Level (provide range): 4-5

Lexile or Other Quantitative Measure of the Text:
Lexile Measure of 820L

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*
This is an informational text to provide the reader with clear and concrete information on how a brain changes from hits to the head and concussions.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*
This informational article is organized by main ideas. Graphics, such as a photograph and captain directly support the understanding and support the text.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*
The article uses explicit and easy to understand information. It also contains familiar vocabulary with some subject specific, academic words.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*
The information in this text is everyday practical knowledge but has some medical specific content knowledge. The text also references studies that enhances the articles ideas.

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:
Students need to be familiar with what a concussion is as well as become familiar with some medical terms.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
RI 1- Refer to details and examples in a text when explaining
RI 2- Determine the main idea
RI 8- Explain why the author uses reasons and evidence

Differentiation/Supports for Students:
Newsela provides higher and lower Lexile levels for differentiation.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.
With a Lexile Level of 820L, that places it in the 4-5 grade band. With the language features and knowledge demands being somewhat complex, it would suggest that this text is appropriate for use at the 4-5 grade level.

School: Lulu Ross Grade: 4th

Student Work Samples for Scoring

Sample 1 Scores: 4, 4, 3 **Above Grade Level (High)**

Concussions

Do you know what a concussion is? Why is it important to report concussions? And what are the dangers of concussions? If you don't know, then I'll tell you. A concussion is a type of brain injury (source 4), that happens when a violent blow to the head causes the brain to hit the skull (source 3). Or when force and gravity hits the brain (source3). What you need to know is when there's a blow to the head you can notice changes, that could be a concussion (source 1).

It's very important to report a concussion because, you can have blackouts and seizures (source 1). You could lose memory and learning abilities (source 1). You can die (source 3), get nausea, confusion, headaches, dizziness, and foggy feelings (Source 4). I'm sure you don't want that to happen, that would be considered a tragedy.

Some dangers of a concussion is that the more gravity and force makes the concussion worse (source 3). So you'd have to be very carefull. You could have blackouts, seizures (source 1), and you could even die (source 3)! I know you don't want that, so you have to be really carefull. A fun fact for you to take with you is that a concussion usually happens on the opposite side from where the blow to the head is(source 3). In conclusion, concussions are very dangerous. But, they're a little less dangerous now that you know more about concussions. So if you ever get a concussion you could feel a little bit safer because you know things about concussions.

Trait	Score	Annotation
Organization/Purpose	**4**	The writing introduces the topic clearly and introduces the main ideas of the writing pieces. *Throughout the article the groups related information together in paragraphs and sections (5W2a) * links ideas within categories of information using words and phrases (5W2c) *provides a strong concluding statement or section related to the information or explanation presented (5W2e) * produces clear and coherent writing appropriate to task, purpose, and audience (5W4)
Evidence/ Elaboration	**4**	§skillfully develops the topic with facts, definitions, details, and other information that is related to the topic (5W2b) § skillfully uses precise language and domain specific vocabulary to inform about a topic (5W2d) (i.e tragedy, gravity, force, concussion, seizures, blackouts, foggy feeling, violent, report etc.) §skillfully uses relevant information from print and digital sources (5W8) (source 1 and 2 print, source 4 digital video). §paraphrases information in finished work (5W8).

Language/Conventions	**3**	§demonstrates a command of grade level appropriate standard English grammar, usage and conventions (appropriate use of commas, capitalization, and punctuation) §errors do not interfere with understanding of the text (i.e misspelling of carefull)

School: Lulu Ross Grade: 4th

Sample 2 Scores: 3, 3, 2 **On Grade Level (Medium)**

A concussion is a blow to the head. A blow to the head is falling and getting hit on the head. Imation that you are walking down the street and out of know were you full and hit your head on the road and inside your head your brain just bounced against your skill. That is called a concussion. Getting a concussion is a bad thing.

In brain test it says that athletes did worst on the brain test after the season. Small hits the brain changes the way the brain works. That means that small hits maybe bumps to the brain changes things in the brain. The brain change cause problems with memory, mood, or ability to learn. Sometime concussions don't heal and sometimes they do.

Players may have headaches from a concussion.The concussion might go away in a week or two. The blow to the head can also change the way the brain works. They also might be dizzy as well. Our brain needs to be protected but they are still strong.

There are a lot of signs that you have a concussion. For example it feels like your brain has a bad wifi connection. Here are all signs that you have a concussion. You feel dizzy, not yourself, affects the memory, headaches, and more. When you have a concussion you need to rest and report the symptoms.

Did you know most hits happen blow the side of the head? Maybe on the lower half of the face too. You can tear you blood vessels when you get a concussion. 50,000 people die a year from concussions. 235,000 are hospitalized. There is bruising of the brain.

Remember all these things. Like the signs so you know if you have a concussion. Make sure that your brain is protected. When you are doing sprots be careful.

Trait	Score	Annotation
Organization/Purpose	3	The writer introduces the topic clearly. (e.g. A concussion is a blow to the head.) Groups related information together in paragraphs and sections. Provides a concluding statement or section related to the information or explanation presented. Produces clear and coherent writing appropriate to task, purpose, and audience. (e.g. Remember all these things. Like the signs so you know if you have a concussion. Make sure that your brain is protected. When you are doing sprots be careful.)
Evidence/ Elaboration	3	The writer attempts to develop the topic with facts and definitions, concrete details or other examples related to the topic. (e.g. 50,000 people die a year from concussions. 235,000 are hospitalized.) The writer attempts to use precise language and domain specific vocabulary to inform or explain about the topic. (e.g. blood vessels, hospitalized)
Language/Conventions	2	The writer attempts to demonstrate a command of grade level appropriate standard English, grammar, usage, and conventions. The response had errors that may interfere with understanding. (e.g. sprots)

School: Lulu Ross Grade: 4th

Sample 3 Scores 2, 2, 2 **Below Grade Level(Low)/Special Education**

Concussion

Do you know what a concussion is ?There can be different type of brain injuries but a concussion can be a really bad one. A concussion is a brian.A violent blow to the head that caves the brain to hit your skull. If the brain looks bad is it not. Some sports can cause concussion like soccer,hockey,football, and others.(source3)

It is important to tell someone because that person who got hit to the head could die from no help.It is important to report because there have been 2685 people who have died from a concussion.If you get hit in the head you should tell someone because you can die if you don't get the help you need. (source3)

You can die if you get hrt to the head but if you rest nothing bad can happen if you get a concussion.the impact is that make the bring move and hits your head and cosess to have a concussion.The shock waves pass by the bring it hits off the skull.(source 2).

So what do you know about concussions?

Trait	Score	Annotation
Organization/Purpose	2	The writer attempts to introduce the topic clearly and introduces the main ideas of the writing piece (4W2a). §groups related information together (4W2a) § attempts to link ideas within categories of information using words and phrases (4W2c) § attempts to provide a concluding statement or section related to the information or explanation presented (4W2e) § attempts to produce clear and coherent writing appropriate to task, purpose, and audience (4W4)
Evidence/ Elaboration	2	§includes appropriate formatting (4W2a) §attempts to develop the topic with facts, definitions, details, and other information that is related to the topic (4W2b) § attempts to use precise language and domain specific vocabulary to inform about a topic (4W2d) (i.e impact, concussion, skull, violent report etc.) §attempts to use relevant information from print and digital sources (4W8) (source 1 and 2 print, source 4 digital video). § attempts to paraphrases information in finished work (4W8).
Language/Conventions	2	§attempts to demonstrates a command of grade level appropriate standard English grammar, usage and conventions (appropriate use of commas, mostly all capitalization, and punctuation) §errors do not interfere with understanding of the text (i.e misspelling of keywords, spacing)

School: Lulu Ross Grade: 4th

Sample 4 Scores: INVALID **Below grade Level/ ELL student (Low)**

CONCUSSION

The brain is move in the head then a concussion occurs when a violent blow to the head causes the brain to slam against the skull.
Beyond the ability of the brains sphall fluid to concussion the impact.(source3).
It s important report if you not report is did because is not toll people is did and can have cerebral damage then you can lose your memory and he is not received your name then we remember your family then we not toll the doctor is did the games for example the fotboll end hoke is not good then we is ran is chock vet odor men or kid's is concussion.(source2).
Then we use the memory because the memory we is chock venth
The other men then veth not toll the people is did.(source3).
he concussion is for the brain then he is ran then we is got one concussion change then we Did then the men we lose the memory then is did.

Invalid

Comment: Some of this work is not student work; it is copied from the text. The rest of the work is not clear enough to understand the author's purpose.