**Grade 4
English Language Arts
Unit 3: Critical Thinking**

Time Frame: Approximately four weeks

Unit Description

Activities in this unit focus on using critical thinking skills to read and respond to literature. Teachers use questioning techniques, graphic organizers, and writing tasks that challenge students to work at the application, analysis, synthesis, and evaluation levels of the cognitive taxonomy.

Student Understandings

This unit asks students to think critically about texts. Students use higher-order thought processes to analyze literature, discuss texts, and create original products.

Guiding Questions

1. Can students make and confirm predictions about what they read?
2. Can students decipher unfamiliar ideas while reading?
3. Can students accurately summarize what they have read?
4. Can students identify the author's viewpoint?
5. Can students use skimming and scanning skills in complex reading selections to locate information and answer questions about the selection?
6. Can students determine a text's organizational pattern and explain its importance to understanding the text?
7. Can students recognize the importance of higher-order thinking and questioning in the reading process? Do they consider and use prior knowledge and life experience as they reflect on what they read?
8. Can students analyze and reflect on what they've read and use evidence from the text to respond in writing?

Unit 3 Grade-Level Expectations (GLEs)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
02.	Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)

GLE #	GLE Text and Benchmarks
03.	Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)
14a.	Demonstrate understanding of information in grade-appropriate texts by sequencing events and steps in a process (ELA-7-E1)
14c.	Demonstrate understanding of information in grade-appropriate texts by using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations (ELA-7-E1)
14d.	Demonstrate understanding of information in grade-appropriate texts by confirming or denying a prediction about information in a text (ELA-7-E1)
14e.	Demonstrate understanding of information in grade-appropriate texts by comparing and contrasting story elements or information within and across texts (ELA-7-E1)
14g.	Demonstrate understanding of information in grade-appropriate texts by making simple inferences (ELA-7-E1)
18.	Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)
19a.	Demonstrate understanding of information in grade-appropriate texts by supporting differences between fact and opinion with information from texts (ELA-7-E4)
19b.	Demonstrate understanding of information in grade-appropriate texts by skimming and scanning texts for various purposes (e.g., locating information, verifying facts) (ELA-7-E4)
19c.	Demonstrate understanding of information in grade-appropriate texts by identifying cause-effect relationships in texts and real-life situations (ELA-7-E4)
19d.	Demonstrate understanding of information in grade-appropriate texts by generating questions to guide examination of topics in texts and real-life situations (ELA-7-E4)
19e.	Demonstrate understanding of information in grade-appropriate texts by explaining connection between information from texts and real-life experiences (ELA-7-E4)
20a.	Write compositions of at least three paragraphs organized with a clearly stated central idea (ELA-2-E1)
20b.	Write compositions of at least three paragraphs organized with a an introduction and conclusion (ELA-2-E1)
20c.	Write compositions of at least three paragraphs organized with a middle developed with supporting details (ELA-2-E1)
20d.	Write compositions of at least three paragraphs organized with a logical, sequential order (ELA-2-E1)
20e.	Write compositions of at least three paragraphs organized with transitional words and phrases that unify points and ideas (ELA-2-E1)
22.	Identify and audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)

GLE #	GLE Text and Benchmarks
23a.	Develop grade-appropriate compositions by identifying and applying the writing processes, including selecting topic and form (ELA-7-E4)
23b.	Develop grade-appropriate compositions by identifying and applying the writing processes, including prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) (ELA-7-E4)
23c.	Develop grade-appropriate compositions by identifying and applying the writing processes, including drafting (ELA-7-E4)
23e.	Develop grade-appropriate compositions by identifying and applying the writing processes, including revising based on feedback and use of various tools (e.g., LEAP 21 Writer's Checklist, rubrics) (ELA-7-E4)
23f.	Develop grade-appropriate compositions by identifying and applying the writing processes, including proofreading/editing (ELA-7-E4)
24.	Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description
26a.	Write for various purposes, including formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure (ELA-2-E6)
26b.	Write for various purposes, including informational reports that include facts and examples and that present important details in a logical order (ELA-2-E6)
30a.	Write using standard English structure and usage, including using active and passive voices of verbs (ELA-3-E3)
31a.	Apply knowledge of parts of speech in writing, including selecting and using common interjections (ELA-3-E4)
31b.	Apply knowledge of parts of speech in writing, including identifying and using transitive and intransitive verbs correctly (ELA-3-E4)
31c.	Apply knowledge of parts of speech in writing, including identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect (ELA-3-E4)
31d.	Apply knowledge of parts of speech in writing, including using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
32.	Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)
34.	Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)
36c.	Deliver presentations that include details, examples, anecdotes, or statistics that explain or clarify information (ELA-4-E4)
36d.	Deliver presentations that include information selected to persuade or influence the audience (ELA-4-E4)
41a.	Locate information using organizational features of a variety of resources, including electronic information such as keyword searches, passwords, and entry menu features (ELA-5-E1)
42.	Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)
43c.	Evaluate the usefulness of information selected from multiple sources, including Internet information (ELA-5-E2)

GLE #	GLE Text and Benchmarks
43d.	Evaluate the usefulness of information selected from multiple sources, including community and government data (ELA-5-E2)
43e.	Evaluate the usefulness of information selected from multiple sources, including interviews (ELA-5-E2)
43g.	Evaluate the usefulness of information selected from multiple sources, including surveys (ELA-5-E2)
44.	Use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3)
45.	Paraphrase or summarize information from a variety of sources (ELA-5-E4)

ELA CCSS	
CCSS #	**Common Core State Standard Text**
Reading Standards for Literature	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards for Informational Text	
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards: Foundational Skills	
RF.4.3a	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4a	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.
RF.4.4c	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Standards	
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS #	Common Core State Standard Text
Writing Standards	
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.
W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.
W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.
W.4.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.
W.4.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in text").
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS #	Common Core State Standard Text
Language Standards	
L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and context*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Speaking and Listening Standards	
SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. 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.
SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Sample Activities

Activities 1-7 are ongoing throughout the curriculum.

Activity 1: Silent Sustained Reading and Guided Reading (Ongoing throughout curriculum) (CCSS: <u>RL.4.10</u>, <u>RI.4.10</u>, <u>RF.4.3a</u>, <u>RF.4.4a</u>, <u>RF.4.4c</u>)

Materials List: a wide variety of trade books, non-fiction, classroom sets, and chapter books at various reading levels, student library books

Reserve a specific amount of time every day for Silent Sustained Reading. This reading time should supplement the standard reading program by encouraging students to read independently. This time also provides an opportunity for students to read according to a variety of student interests and abilities. This daily reading time **should not** take the place of regular guided reading instruction.

Teachers will discuss with students that reading skills are improved and fluency goals best met

when the students choose texts that are not too easy and not too difficult. Usually students can tell immediately if the text is too easy or too difficult. The five-finger rule is helpful in teaching students to check if the reading level is right for them. Have students open to any page in the book and read the page (aloud if possible). Students should put one finger up for every word that cannot be pronounced. If a student puts up five fingers while reading one page, the book is too difficult.

Guided reading instruction should take place daily. Provide instant feedback to students to confirm and self-correct word recognition and understanding of unfamiliar multisyllabic words in context. Have students re-read passages until both recognition and understanding are achieved. Continually probe and question students throughout the process to address new strategies and skills as well as individual deficits, and have students respond to those probes and questions orally and in short written responses while providing teacher scaffolding. Each student should meet in guided reading groups weekly. However, provide struggling students with more time in guided reading intervention groups. A variety of texts should be provided including nonfiction and technical texts.

Activity 2: Vocabulary Activities (Ongoing throughout curriculum) (GLEs: 02, <u>03</u>)

Materials List: 3 x 5 or 5 x 7 index cards, pictures or video clips, index cards, colored pencils/markers/crayons, Vocabulary Self-Awareness Chart BLM, dictionaries, thesauruses, glossaries

Use a variety of vocabulary-building activities throughout the year to help students gain meaning of words from unfamiliar texts through application of context clues and determination of base word meanings. These strategies will be repeated, built upon, and ongoing. Assess student understanding of vocabulary either formally (written tests) or informally (writing stories, poems, or sentences using the vocabulary words, etc.)
Choose from these activities to reinforce weekly vocabulary comprehension. Students may use dictionaries, thesauruses, and/or glossaries to assist with the activities. It is not necessary to use every activity.

<u>Vocabulary Cards Activity</u>

Have students create *vocabulary cards* (<u>view literacy strategy descriptions)</u> related to words in the stories they are reading. Give each student an index card and a word from the story. Have students write the word (or a sentence using the word) on the front and the definition on the back (Have these ready before class to save time). Give each student one vocabulary card. Say, "Stand up, hands up, and pair up." Students will walk around the room and find a partner. Students will hold up their cards, and the partner they are paired with will state the definition. If the partner does not know it, the student may give hints or use the word in a sentence. After two chances the student should show the definition to the partner, who turns to hold up his/her vocabulary card and asks for the definition. When the two students are finished, they trade cards. Then, say," Stand up, hands up, and pair up" again, and have students find a new partner and repeat the process.

Illustrate the Word Activity

Show pictures or video clips that demonstrate the meaning of a word. Give students a list of the vocabulary and instruct them to draw and label a picture illustrating the meaning of the words from the story. This activity is not limited to concrete nouns – for example, a *grim* expression. The labels explain how the word and drawing fit. Drawing skills are not important; stick figures with accurate labels can succinctly express an idea as much as a well-drawn picture. The student should not replace an abstract idea with a concrete example of it. The vocabulary cards above can also be used to illustrate the definition of the words. After learning the word meanings, students can also play a Pictionary or charades style game to practice and reinforce vocabulary meanings.

Vocabulary Self-Awareness Activity

Before reading a story, give students a list of vocabulary words and direct them to complete a *vocabulary self-awareness chart* (view literacy strategy descriptions) to determine their knowledge of the words. Do not give students definitions or examples at this stage. Prompt them to rate their understanding of each word with either a "+" (understand well), a "?" (limited understanding or unsure), or a "—"(don't know) and add definitions and sentences as best they can at this stage. After reading the story and exposing the students to context clues and other information, have them return to the chart to make revisions and add new information to it. The goal is to replace all check marks and minus signs with plus signs. Give the students many opportunities to revisit their vocabulary charts to revise their entries.

Vocabulary Self-Awareness Chart

Word	+	?	--	Definition	Sentence/Example
Author	+			The writer of a book, article, or other text.	Who is the author of that book?
Paraphrase	+			A restatement of a text or passage in another form or other words, often to clarify meaning.	Please paraphrase the article.

2013-2014
Activity 3: Vocabulary Activities (Ongoing throughout curriculum) (CCSS: L.4.4a)

Materials List: 3 x 5 or 5 x 7 index cards, pictures or video clips, index cards, colored pencils/markers/crayons, Vocabulary Self-Awareness Chart BLM

Activity 3 is an extension of Activity 2. In 2013-2014, add the following extensions to address the added transitional material:

Vocabulary Cards Activity

Students create *vocabulary cards* (view literacy strategy descriptions) related to words in the stories they are reading. Demonstrate how to create the vocabulary cards first. The cards should include the word on one side of the card. On the other side, the word should be repeated in the middle. Place the definition on the upper left hand corner, the part of speech on the upper right hand corner, a sentence using the word on the lower left hand corner, and an illustration on the lower right hand corner. For words with multiple meanings, have the students complete the vocabulary card activity on both sides of the card representing one meaning on one side and the other meaning on the other side.

Example of a vocabulary card:

Definition:		Part of Speech:
	VOCABULARY WORD	
Sentence:		Illustration:

Games can be played with these vocabulary cards for reinforcement. For example, say, "Stand up, hands up, and pair up." Students will walk around the room and find a partner. Students will announce their word to a partner who will state the definition. If the partner does not know it, the student may give hints or use the word in a sentence. After two chances, the student should show the definition. Then the partner turns to hold up his/her vocabulary card and asks for the definition. When the two students are finished, they trade cards. After allowing a reasonable amount of time for partners to identify definitions, say, "Stand up, hands up, and pair up" again, and students will find new partners.

A modified version of this activity can be conducted with multiple-meaning words. However, instead of stating one meaning, the students would be expected to give both meanings of the word.

Illustrate the Word Activity

Show pictures or video clips that demonstrate the meaning of a word. Give students a list of the vocabulary they will use to draw and label pictures illustrating the meaning of the words from the story. This activity is not limited to concrete nouns – for example, a **grim** expression. The labels should explain how the word and drawing relate. Drawing skills are not important; stick

figures with accurate labels can succinctly express an idea as much as a well-drawn picture. The student should not replace an abstract idea with a concrete example of it. The vocabulary cards above can also be used to illustrate the definition of the words. Multiple-meaning words can be illustrated multiple times. After learning the word meanings, students can also play a Pictionary or charades-style game to reinforce vocabulary meanings.

Vocabulary Self-Awareness Activity

This will be the same as in Activity 2.

Activity 4: Spelling Activities (Ongoing throughout curriculum) (GLE: 32; CCSS: RF.4.3a)

Materials List: weekly spelling lists that include appropriate grade-level words, 20 Ways to Practice Spelling BLM

Provide students with ample opportunities to practice spellings and basic recognition of grade-appropriate words with common syllabication patterns, phonetic patterns, and roots and affixes. This ongoing study should encourage and develop grade-level phonetic and word decoding skills.

Students can practice spelling patterns in a variety of ways through the use of the 20 Ways to Practice Spelling BLM. Particular activities may be assigned each week, or students may be given the freedom to choose one activity from each level. However, emphasize the importance of choosing activities that require students to practice syllabication, spelling patterns, and phonetic awareness. Allow students to have some freedom to choose activities that are more fun but perhaps require one specific activity that is more skill based each week. At times, it may be necessary to choose the activity from the skill-based or word-meaning sections based on class needs.

When practicing a specific spelling skill, add or manipulate activities to match the content. For example, when studying words with silent letters, have students write the words and circle the letters that are not pronounced.

Activity 5: Daily Language (Ongoing throughout curriculum) (GLEs: 31a, 31b, 31c, 31d)

Materials List: daily sentences that are to be edited, printed copies for each student, transparency copy for use as a class

The Everyday Edits can be used in many ways. Here is *one* possible procedure:

- Copy the daily edit passage onto a transparency. As students return from recess or lunch, hand them a copy of the passage and instruct them to settle into finding the ten errors of capitalization, punctuation, or grammar included in that passage.

- Give students 5 minutes or so to find and mark ten errors in the passage.
- Divide the class into two or more teams. The teams established in this way will be "permanent teams" (for at least a month). Start with one team and ask a student on that team to identify an error in the passage. When a student correctly identifies one of the ten errors in that day's passage, award a point to the team. Then give the other team(s) a chance to identify an error. Go back and forth until all ten errors have been found in that day's passage. (Students might even find additional errors in a daily passage. Also, give credit if a team offers an idea that would improve the passage.)
- Keep score over the course of a month and award a special treat (an ice pop, a homework-free-night coupon, or something else that students will value) to members of the team that has the highest score at the end of the month. The makeup of the teams may be changed for the following month.

Be sure to include sentences that have errors with interjections, transitive and intransitive verbs, irregular verb tenses, and present, past, future, and perfect verb tenses.

Activity 6: Daily Writing Activities (Ongoing throughout curriculum) (GLEs: 22, 23a, 23b, 23c, 24, 26a, 26b, 26c)

Materials List: journal, pencil

Have students keep a daily journal. Writing in the journal can include any or all of the writing processes that are addressed in unit 2 including pre-writing, drafting, revising, editing, and/or publishing. Give students some autonomy with daily journal writing, and allow them to identify their own audience and determine their own tone and mood. This should be more of an exploratory activity rather than a structured, modeled writing lesson. Daily writing activities should cover a broad range of writing styles which include but are not limited to the following list:

Narratives: daily journal prompts, picture prompts (Use pictures to create a story.), word wall or spelling activities, story starters, Round Robin Writing (Students create and add to stories as they are passed around.)

Expository: descriptions, how-to papers

Informational: biographies, autobiographies, brief reports on a topic

Response to Fiction: story summaries, character analyses, story responses
(Respond to reading story or trade book.)

Response to Nonfiction: responses to news articles, current event summaries, summaries of nonfiction texts, responses to non-fiction articles, books, or digital sources

Letters: pen pals (write to another class), business letters, letters to the principal

<u>Express an Opinion:</u> argumentative responses to a topic, letters to the editor

<u>Other:</u> daily news (write about things that happened at school that day), poetry, comic strips (Fill in what the characters are saying.), greeting cards, want ads, advertisements, directions

Websites for writing prompts:http://www.canteach.ca/elementary/prompts.html

2013-2014
Activity 7: Daily Writing Activities (Ongoing throughout curriculum) (CCSS: <u>W.4.10</u>)

Materials List: My Writing Inventory BLM

Activity 7 is an extension of Activity 6. In 2013-2014, add the following extensions to address the added transitional material:

Have students keep track of their writing progress on the My Writing Inventory BLM. Students should include all of their daily writing activities from Activity 6 as well as all of their significant writing assignments derived from the remaining activities. Students should determine whether their writing is a "short time frame piece" or an "extended time frame piece." Facilitate a discussion to determine the difference between these two terms. Students should also identify their purpose for writing on the BLM. Purposes for writing may include, but are not limited to narration, (entertainment), description, information, explanation, persuasion, expressing an opinion, reflection, or analysis. Students should also use the BLM to identify the stages of the writing process that were completed.

Over the course of the year, impress upon students that it is not necessary that each writing piece go through all stages of the writing process. For example, explain to students that reflection may only require drafting. Not every piece of writing is intended for publishing.

Activity 8: Questions in My Mind (GLEs: 5b, 5d, <u>14d</u>, 14g, <u>19d</u>, 19e; CCSS: RL.4.10, <u>RI.4.8</u>, RI.4.10)

Materials List: Student Questioning Strategies for Reading BLM, transparency, fiction and non-fiction text, reading learning logs

Complete this activity twice, once with a fiction text and a second time with a non-fiction text.

In this activity, take turns with the students in leading a dialogue concerning sections of a text. Three techniques are incorporated into this activity: predicting, questioning, and summarizing. Give students a copy of the Student Questioning Strategies for Reading BLM. Use this to introduce the three techniques, and allow students to use this as a basis throughout the activity. Assist students in developing more questions and prompts to be added to the list. Continue with all three techniques in a cyclical way through the text. Model heavily in the beginning, but provide scaffolding so that toward the end of the text students become more independent with the process.

Predicting: Use the *DL-TA (directed learning-thinking activity)* strategy (view literacy strategy descriptions) to elicit good student predictions. *DL-TA* guides students through making, checking, and revising predictions while reading and teaches students to monitor their own progress, thus increasing their attention to detail and overall comprehension.

Begin by introducing the text and discussing the title. Facilitate a discussion in which students acknowledge what they already know about this topic. Direct attention to the title, various subheadings, textual formatting, and other possible text features that can contribute to further understanding.

Model questioning strategies to elicit student predictions. Ask questions such as, "What do you expect the main idea of this text will be?" "From the title, what do you expect the author to discuss in this text?" "Based on the first paragraph, what do you think the focus of this piece will be?" Ask students to explain their reasoning behind their predictions by including clues from the text and prior knowledge. Write predictions on a transparency.

Instruct students to make their own predictions and write them in their reading *learning logs* (view literacy strategy descriptions). A *learning log* is a bound collection of a student's ideas, questions, reactions, reflections, summaries, and responses. This reading *learning log* will be used for recording information during guided and independent reading activities.

After the predictions are made, assign a section of the text to be read silently. Check predictions against the text, with thoughts and opinions being confirmed or modified at the end of the independent reading time. Have students reread their predictions and change them if necessary. New predictions should be written down in the reading *learning logs*. Teacher focus can include, but is not limited to, directing students to do the following:
- hypothesizing what the author will discuss next in the story
- linking new ideas to prior knowledge
- confirming or modifying thoughts and opinions based on additional reading
- monitoring personal understandings

Discuss predictions and findings. Ask students, "What did you expect to learn about before reading?" and "What did you actually learn?"

As students move through the text, they should be encouraged to use *DL-TA* independently by recording and revising their predictions in the reading *learning log*. At the end of each text, facilitate a whole-class student-led discussion about how student predictions changed throughout their reading.

Questioning: Model use of the *QtC* (*questioning the content)* strategy (view literacy strategy descriptions), which helps students set up a framework for the types of questions that they should be asking themselves while reading independently. Model questioning while reading by providing students with types of questions that they are expected to ask about the content source through a think-aloud . Demonstrate for students how the questions can be asked in ways that apply directly to the material being read. Allow the students to participate in answering the

questions, but provide ample coaching and explanation when necessary. *QtC* is an interactive strategy, but the goal is to make the questioning process automatic for students so they can use it on their own. Use these questions to stimulate further discussion. Possible focuses can include, but are not limited to, the following:
- formulating and answering questions that explain events, procedures, ideas, or concepts in the text
- formulating and answering questions that explain how an author uses reasons and evidence to support particular points in a text
- formulating and answering questions which identify the text's main idea and whether or not an adequate amount of details are presented to support the main idea

On a transparency, begin a class list of questions that good readers ask themselves in addition to the questions given on the Student Questioning Strategies for Reading BLM. Some possible questions include the following:
Non-fiction text:
- Is this something I've heard or read about before? What do I know about this topic?
- What are some important ideas, people, places, or events that I've read about in this text? Do I understand them? Can I explain them?
- What main idea is discussed in this text?
- Did the author give me enough details to understand the new ideas, people, places, or events?

Fiction text:
- What do I think will happen next? Why do I think this? Has something similar happened to me before?
- Why did the author include this information? How does this help me understand and enjoy the story?
- Why did the character do this? What does that tell me about the character's personality?
- What are some major conflicts faced in this story? Have I ever been through something similar?
- Is there a theme or lesson here?

After sufficiently modeling thought-provoking questions, have students practice using the same questioning strategies while reading in groups or with partners. Provide additional modeling and clarification as needed during this process. Instruct students to write questions about the text they have developed through *QtC (questioning the content)* in their reading *learning log*. At the conclusion of the text, students can add questions to the class list of questions that good readers ask themselves.

Summarizing: Model how to summarize the story or passage on transparency. For fiction text, guide students to include a brief description of the major characters, the conflict(s) in the story, and the resolution to the conflict.

For non-fiction texts, guide students to identify the main ideas, purpose, and audience of the text. Explain to students that these elements may not be directly stated. Discuss the author's purpose and audience by asking questions such as these:

- Why do you think the author wrote this? What do you think the author wanted you to learn or remember from his or her writing?
- Who do you think the author wanted to read this? Who was he or she hoping would receive this information?

Encourage group members to add to the summary or to review what they have read by writing their own summaries. Summaries should be recorded in the reading *learning log*. Possible teacher focuses may include, but are not limited to, the following:

- organizing the information from the text through the use of outlining or note-taking
- identifying the main idea, information, and purpose of the text

One way to guide students through the summarization process is through *GISTing* (view literacy strategy descriptions). This strategy assists students in selecting an appropriate amount of information to include in a summary instead of choosing too little or too much. *GISTing* requires students to limit the summary of a paragraph to a specific, predetermined number of words so that they think about and include only the most important information.

Establish a predetermined number of words to be used in each paragraph, for example, 15 words. Model *GISTing* with the first paragraph of a non-fiction selection. Mark off 15 spaces on a visual for all students to see. Read the first sentence of the paragraph and use no more than the fifteen words to summarize that sentence. Include only the most important information. It is not necessary to use all 15 spaces if they are not needed. Then, read the second sentence and rewrite the gist statement by combining information from the first and second sentences. Once again, only use the allowed 15 spaces. Continue this process by rewriting the gist statement with each additional sentence in the paragraph. For example, if the paragraph has 5 sentences, then by the completion of the *GISTing* process, there should be 5 gist statements. None of the statements should exceed the 15 spaces, and the last sentence should include the most important information from all 5 sentences.

After modeling *GISTing* with the first paragraph, have students work together in pairs or small groups to *GIST* the second paragraph of the text. Have students share their gists for feedback. After practicing a couple paragraphs in pairs or groups, have students *GIST* independently. Throughout the *GISTing* process, guide students to become more independent, and help them progress to *GISTing* a paragraph without *GISTing* each sentence. One gist sentence per paragraph is adequate as long as only the most important words are being included. After *GISTing* each paragraph of the text, the sentences can be combined to create a paragraph that summarizes the entire passage.

GISTing Example:

Paragraph from non-fiction text:

The monarch is the only butterfly known to make a two-way migration. Every fall, millions of monarchs leave Canada and the northern United States and head south to spend the winter hibernating in Mexico and California. In early spring, the monarchs head north. The females lay their eggs on milkweed plants along the way, and new

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generations of butterflies continue the journey north.

1. <u>Monarch</u> <u>butterflies</u> <u>make</u> <u>two-way</u> <u>migrations</u> _____ _____ _____ _____
_____ _____ _____ _____ _____ _____.

2. <u>Monarchs</u> <u>migrate</u> <u>from</u> <u>Canada</u> <u>and</u> <u>the</u> <u>United</u> <u>States</u> <u>to</u> <u>Mexico</u> <u>and</u> <u>California</u> <u>every</u>
<u>fall</u>.

3. <u>Monarchs</u> <u>migrate</u> <u>annually</u> <u>back</u> <u>and</u> <u>forth</u> <u>between</u> <u>Canada</u> <u>and</u> <u>northern</u> <u>U.S.</u> <u>to</u>
<u>Mexico</u> <u>and</u> <u>California</u>.

4. <u>New</u> <u>generations</u> <u>of</u> <u>monarchs</u> <u>migrate</u> <u>yearly</u> <u>between</u> <u>Canada</u> <u>and</u> <u>northern</u> <u>U.S.</u> <u>to</u>
<u>Mexico</u> <u>and</u> <u>California</u>.

<u>2013-2014</u>
**Activity 9: Questions in My Mind (GLEs: 5b, 5d, <u>14d</u>, 14g, <u>19d</u>, 19e; CCSS: RL.4.10,
RI.4.8, RI.4.10; <u>L.4.4a</u>)**

Materials List: Student Questioning Strategies for Reading BLM, transparency, fiction and non-fiction text, reading learning logs

Activity 9 is an extension of Activity 8. In 2013-2014, add the following extensions to address the added transitional material:

Add a fourth technique in 2013-2014, clarifying.

<u>Clarifying:</u> Encourage students to seek clarification of words, phrases, or concepts that are unclear in their reading passages. Model how to clarify areas of uncertainty, unfamiliar vocabulary, phrases or concepts in a section of text, or links to sections previously read. Demonstrate ways of clarifying the meaning of words or phrases through the use of content clues, known words, references (e.g., dictionaries or glossaries) and discussion. Instruct students to write concepts or words they need to clarify in their reading *learning log* (view literacy strategy descriptions). Show students that clarifying should occur any time during a reading session to maintain their understanding of the text. Teacher focus can include, but is not limited to, the following:
* identifying the meaning of a text
* being alert to unfamiliar vocabulary, phrases, and complicated concepts
* restoring meaning through the use of context clues, known words, references, rereading, and asking for help

Activity 10: Reading More (GLEs: <u>14c</u>, <u>19a</u>, <u>19b</u>, 19e; CCSS: RL.4.10)

Materials List: fictional story, reading learning log

While reading a fictional story, model how to question, read, confirm, skim, scan, and distinguish fact from opinion. These strategies create an opportunity for exploring a topic in greater depth and complexity.

Read aloud a selected work of fiction. Guide a discussion that focuses on the importance of character development in literature. Have students re-read the selection and skim for information about a character's appearance, personality, actions, thoughts, and words. Show students how to set up a *graphic organizer* (view literacy strategy descriptions) that will chart text information that focuses on character development. Encourage students to record the graphic organizer in their reading *learning log*.

A sample graphic organizer could be a 5 column chart such as this:

What does my character look like?	What are some things that my character does?	What are some things that my character says to other people?	What are some of my character's personal thoughts?	What are some personality traits that my character possesses?

Direct students to compare and contrast a character's traits to their own. Have them make another *graphic organizer*, such as a Venn diagram, to assist in this.

Then instruct students to work within their small reading groups to share their Venn diagrams and critique one another's work. Encourage students to exchange ideas, provide feedback to group members, and suggest similarities and differences they may have overlooked. Give students time to make revisions and additions to their notes/organizers if necessary.

Venn Diagram Example:

```
┌─────────────────────┐        ┌─────────────────────┐
│   Character:         │        │       Self          │
└─────────────────────┘        └─────────────────────┘
```
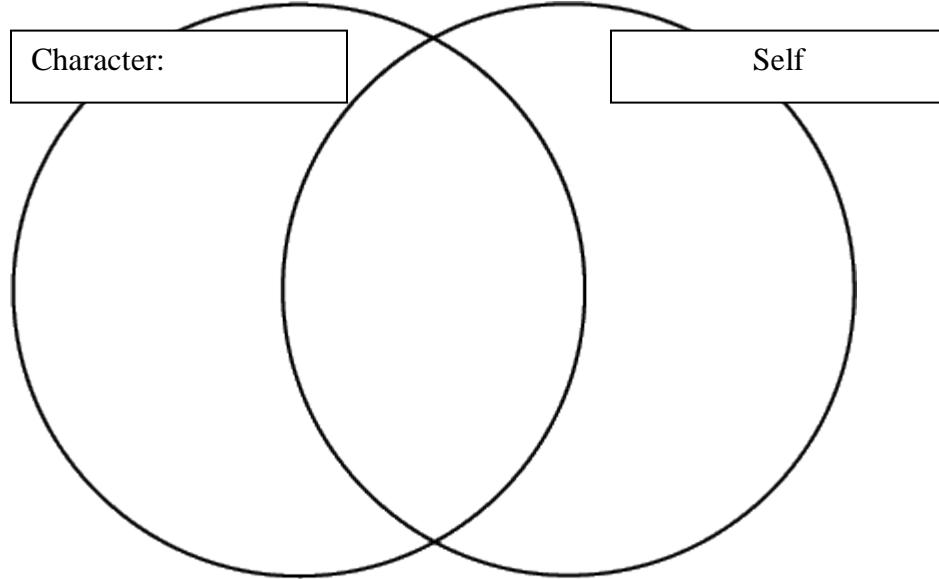
2013-2014
Activity 11: Reading More (GLEs: <u>14c</u>, 19a, 19b, 19e, 20a, 20b, 20c, 20d, 20e; CCSS: RL.4.10, <u>W.4.9a</u>)

Materials List: fictional story, reading learning log, journal

Activity 11 is an extension of Activity 10. In 2013-2014, add the following extensions to address the added transitional material:

After completing Activity 10, add a writing component. Assist students in using the information they have developed to create a one- to two-page dialogue portraying a discussion between a student and a story character, with the student advising the story character on how he/she would handle problems or conflicts in the story. Each student should create his/her own unique dialogue, but it may be necessary to model this process first while accepting student input into a class sample. Require students to include actual events, attitudes, and details from the story in the dialogue. Pre-writing, drafting, revising, editing, and proofreading should be done in the journal. Instruct students to rehearse the dialogue and present it to the class or in reading groups.

Activity 12: Depth of Reading (GLEs: <u>5a</u>, <u>5b</u>, <u>5c</u>, <u>5d</u>, 14a, 14c, 14e, <u>14g</u>, 19b, <u>19c</u>, <u>19d</u>; CCSS: <u>RL.4.10</u>)

Materials List: Higher Order Thinking Skills (HOTS) Questions BLM (provides example question starters for each level of HOTS for the teacher and students to use), reading learning logs

Choose selections from fictional literature for students to analyze in depth. Guide students in learning how to skim and scan a text for an overall sense of organization, sequence, and point of view. Then, have students read the story analytically and design their own *graphic organizers* (view literacy strategy descriptions) to illustrate specific components of the text, including major/minor characters, setting, and plot development (story problem, sequence of events, rising and falling action, climax, solution/conclusion, theme). Remind students about and refer to the Story Map BLMs that were used in Unit 1. Students should construct similar *graphic organizers* while identifying and analyzing elements in the assigned reading passage. Have students keep their graphic organizers in their reading *learning logs* (view literacy strategy descriptions).

Instruct students on the hierarchy of critical-thinking skills and explain how it applies to reading and responding in depth to literature. Use the revised version of Bloom's Taxonomy (see below) or the HOTS Questions BLM to create a matrix upon which objectives, activities, and assessments can be graphed and analyzed for alignment. Because questions from the higher levels of Bloom's Taxonomy encourage critical thinking and evaluation, include questions or prompts that require students to apply, analyze, synthesize, and evaluate what they have learned.

Here are two example questions/prompts using the story "The True Story of the Three Little Pigs."

Example 1: What material did the second little pig use when building his house?

Example 2: Create an advertisement for a new invention that will protect the three little pigs from the big, bad wolf.

The first example simply requires student to recall facts. The second example requires students to synthesize what they have learned from the tale of the three little pigs then think of a new and creative way to thwart the wolf.

Provide students with time to practice writing questions, one from each of the six levels of Bloom's Taxonomy. Encourage students to develop questions that address the following story elements: setting, character traits, conflicts, resolutions, point of view, theme, plot sequence. Also encourage development of questions about cause and effect relationships, comparison and contrast of elements, and making inferences. Write these above-mentioned terms on the board to assist students in developing questions.

<div align="center">

A Taxonomy for Learning, Teaching, and Assessing
(Anderson & Krathwohl, 2001)

</div>

- Cognitive Domains—Remember, Understand, Apply, Analyze, Evaluate, Create

- Types of Knowledge—Factual, Conceptual, Procedural, Metacognitive

Ask students to refer to their graphic organizers, and work in pairs to write three questions at the *Remember* or *Understand* levels and three that require more complex levels of thought. Have them trade questions with another pair of students and work together to respond in writing.

Choose some of the best student questions and pose them to the class. Allow students time to respond in their reading *learning logs.* Lead a follow-up class discussion about critical thinking and reading, and review student responses.

Activity 13: From My Point of View (GLEs: 18, 19c, 41a, 42, 43c, 43d, 43e, 43g, 44, 45; CCSS: <u>RI.4.9</u>, RI.4.10)

Materials List: newspaper articles, magazines, books, Internet access, chart paper, markers, reading learning logs, journals

Direct students to bring in multiple nonfiction texts of interest they find around their homes from various sources including magazines, newspapers, brochures, pamphlets, conducted surveys, interviews, experimental data or results, and Internet articles. It may be necessary to collect samples beforehand in the event students do not bring in the desired text types.

While reading through the texts as a class, reinforce the steps that were introduced and studied in Activities 8 and 9, specifically, predicting, clarifying unfamiliar words, questioning, and summarizing the main idea.

Prompt students to notice differences in the way the texts are set up. Some texts follow a chronological order, some compare and contrast, some state a cause and effect, and others offer a problem and solution. Guide students to make connections about the various texts. Reiterate to students that recounted stories usually follow either a chronological order or use a problem/solution set-up. Sometimes, news reports will show how one major event such as a natural disaster, tragedy, or weather incident has caused various damages in a particular area. This type of story would likely have a cause-effect set-up. Students should keep notes and examples about the various text organizational formats in a simple, student-constructed chart in their reading *learning logs* (<u>view literacy strategy descriptions</u>).

After studying various articles and noticing how the author sets each up, guide students in examining a particular topic about which there are multiple view points. Have students meet in pairs or small groups to research a current topic on the Internet, and read and discuss the topic in small collaborative groups. A possible investigative activity may include the following:

Read current articles concerning the destruction of rainforests. Investigate this problem from the point of view of:
- loggers who make a living cutting wood
- animal rights groups
- environmentalists

Guide each group in creating a large *graphic organizer* (<u>view literacy strategy descriptions</u>) on chart paper. Designate a column for each point of view and accompanying article. Each column should organize the article's main ideas with at least three supporting details, identify the intended audience, and state how the text is organized or set-up. Students should create their charts in their journals first and then work together to choose information to place on the group

chart on chart paper. Allow students to share their findings with the class, and provide time for other groups to add to or change their charts.

Sample Chart:

	Point of View of Loggers Article:	**Point of View of Animal Rights Group** Article:	**Point of View of Environmentalists:** Article:
Main Idea			
Supporting Details	1. 2. 3.	1. 2. 3.	1. 2. 3.
Intended Audience			
Organizational Format			

<u>2013-2014</u>
Activity 14: Points of View (GLEs: 18, 19c, 41a, 42, 43c, 43d, 43e, 43g, 44, 45; CCSS: RI.4.8, RI.4.9, RI.4.10, <u>W.4.2a</u>, <u>W.4.2b</u>, <u>W.4.2d</u>, <u>W.4.2e</u>, W.4.7, <u>W.4.9b</u>, W.4.10, SL.4.1a, SL.4.1c, SL.4.1d</u>)

Materials List: newspaper articles, magazines, books, Internet access, chart paper, markers, reading learning logs, journals

Activity 14 is an extension of Activity 13. In 2013-2014, add the following extensions to address the added transitional material:

Facilitate a student-led discussion that focuses on noting the differences in each article and on how the author uses reasons and evidence to support his or her particular point. Encourage students to spring board their ideas off one another to develop a clearer understanding and a more accurate chart.

Then, add a writing component. Have students work with a partner to compare and contrast two selections, examining the author's purpose to see how it influenced the organization of the text. Then, using the chart as a pre-writing tool, monitor while each student writes an expository paper of three or more paragraphs comparing and contrasting the similarities and differences in the two selections they discussed. Drafting, editing, revising, and proofreading should take place in the journal. Instruct partners to share ideas, work with each other through each step of the writing process, and then discuss their finished products with other members of the class. Monitor and

assist groups at each step. Devise an assessment instrument/rubric for distribution at the beginning of the assignment and for use in assessing the compositions and class discussion.

Prior to giving the assignment, conduct a detailed class discussion about expectations for the completed composition. Some possible expectations are as follows:
- a clear introduction and conclusion as well as clearly separated paragraphs to present similarities and differences
- headings which label their introduction, similarities, differences, and conclusion
- important terminology related to the subject matter integrated into the text (It may be beneficial to brainstorm a class word web of terms related to the chosen topic.)
- details and examples straight from the text to justify explanations

2013-2014
Activity 15: Community of Writers (GLEs: 23e, 23f; CCSS: W.4.6)

Materials: computers with word processing and emailing capabilities

Assist students in sending a published writing via email to their assigned community members from Unit 2 for feedback. This work should be sent when it is at the student's absolute best. The community member could offer praise and suggestions for improvement with organization or elaboration. They can redirect the student if there is something inadequately explained. After collaborating with their community members and making final revisions, have students make corrections and re-publish. This will allow students to understand that the writing process is never finished and that writing can always be improved. Use this activity throughout remaining units of the curriculum to improve student writing.

By including this activity in all remaining units, students should exhibit proficiency with their command of keyboarding skills. By the end of the year, students should be able to type a minimum of one page in a single setting. It may be necessary for some students with limited computer experience to practice keyboarding skills at a center or computer lab station based upon their progress from the previous unit.

Activity 16: SPAWN: (GLEs: 18, 19c, 19d, 22; CCSS: W.4.7)

Materials List: journals, document camera and accompanying projection system

In 2012-2013, this will be the only writing activity. Tailor the prompts so that they allow for more elaboration and detail. However, in 2013-2014, there will be other extensive writing assignments in this unit, and the 2012-2013 prompts should be used as brief journal-writing exercises.

After introducing students to the various organizational formats for writing, use the *SPAWN writing* strategy (view literacy strategy descriptions) for daily writing assignments to be

completed in student journals. These *SPAWN writing* opportunities will stimulate critical thinking and also allow students to practice using various organizational text formats.

Choose a particular topic from a reading the class has studied, and create a writing prompt from the five *SPAWN* categories: Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next.

An example on the subject of energy sources and conservation follows:

Special Powers: You have been given the special power to give every driver in Louisiana a hybrid car. What would be some effects from this special power? (Cause and Effect)
Problem Solving: Gas pumps have been closed for an entire week! What will you do without any gas for your cars, trucks, school buses, delivery trucks, etc.? How will you survive? (Problem-Solution)

Alternative Viewpoints: Imagine that you work for a major oil company. If we begin to use alternative energy sources, there will be less need for the drilling of oil and gas. How would you feel about this? How would this affect you and your family? (Cause and Effect)

What If? What if you did not have electricity? Describe what a typical day would be like from the time you woke in the morning until the time you went to bed at night. (Chronological)

Next: Now that you have studied our earth's trouble with nonrenewable resources, do you feel that you need to change anything that you do in your own home? If so, what will you change? Why will you change it? If not, why wouldn't you change anything? Explain how the way you currently do things in your own home is already helpful to solving our earth's trouble with nonrenewable resources. (Problem-Solution)

Before beginning, discuss with students which text format could best be used to address the question. Remind students to use effective introductory statements, transitions, and concluding statements.

After completing the compositions, share student samples with the class to stimulate discussion and reinforce learning of the various organizational text formats. Samples may be shared orally or via a projection system such as a document camera. Have students identify samples that effectively use the assigned text format and demonstrate correct writing formatting and techniques.

2013-2014
Activity 17: Take a Stance (GLEs: 19e, 26a, 30a, 31c, 31d, 34, 36c, 36d; CCSS: W.4.1a, W.4.1b, W.4.1d, W.4.7, W.4.9a, W.4.10, SL.4.1a, SL.4.1c, SL.4.1d)

Materials List: story or book, journals
An *anticipation guide*(view literacy strategy descriptions) presents statements to students about different ideas or topics that will be studied. It allows students to preview what they will be

studying and access any prior knowledge or ideas that they may have. *Anticipation guides* are especially useful for motivating reluctant and struggling learners as it helps them focus on the content and topics about to be discussed.

In the *anticipation* guide for this activity, direct students to think about themes or issues in a book or story before being exposed to the text. Students should respond to the statements by thinking about what they already know from their own life experiences. To culminate studies and/or discussions on a particular topic or theme, create an *anticipation guide* for a selected work (a sample has been provided below). First have students respond in the "before" column, then direct them to read the book or story assigned to them. After they finish reading, have them revisit their *anticipation guides* and fill in the "after" column.

Miss Rumphius
by Barbara Cooney

Directions**:** Before we read this story, please put a check next to those statements that you believe to be true in the BEFORE column. Compare your beliefs with a partner's beliefs, and discuss your reasons for checking or not checking each statement. After we have read this book, please go back and check those statements you now agree with under the AFTER column. Be prepared to explain your responses.

BEFORE   AFTER

_____   _____   Older people can't do anything to help others because they need help themselves.

_____   _____   The more things you have, the happier you are.

_____   _____   People can make the world more beautiful by doing simple things in nature.

_____   _____   If you have a lot of money, you will be happy.

_____   _____   We can learn many lessons from our elders.

After they complete the *anticipation guide*, have students discuss how their beliefs about the particular issue or topic have changed based on what they have learned from the story. Ask students to write in their journals explanations of how and why their feelings have changed.

Next, using a *graphic organizer* (view literacy strategy descriptions), direct students to organize their ideas into evidence they will use to persuade others to see the issue or topic from their point of view. Then, monitor as students write a multi-paragraph persuasive letter, speech, or editorial that persuades the audience to agree with their view about the issue. Remind students that their compositions are to be developed with relevant details supporting their opinions or positions as well as an effective conclusion. Guide students to make reference to outside reading in justifying

the stance taken. Remind students to apply their knowledge of standard English usage (e.g., verb tenses, active and passive voice, regular and irregular verbs) to develop their compositions. All pre-writing, drafting, revising, editing, and proofreading should take place in student journals. Tell students they will be presenting their work to the entire class.

Provide time for students to rehearse their presentations. After listening to their classmates, facilitate a discussion in which students re-think the issue and clarify their opinions. Give them the opportunity to write a revised statement about their beliefs, reflecting any changes in viewpoints they may have experienced because of the student presentations and class discussion.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Provide students with appropriate *graphic organizers* [(view literacy strategy descriptions)](#) that encourage self-questioning and response during silent reading. These may include the following:
  - ➢ *Anticipation Guides* and Student Questioning Strategies for Reading BLM – Prepare a list of questions for students to consider before reading. Students indicate AGREE/DISAGREE for each question. Post-reading, give students the same questionnaire to see if their responses are different after reading and thinking about the material. Discuss how the reading changed or reinforced their opinions. Also give students a blank sheet on which to record all pre-reading predictions about the text based on what students already have observed regarding the title, format, or illustrations. After reading, have students review their earlier predictions to see which ones were valid.
  - ➢ Conflict/Resolution Charts – Have students create a chart to note examples of tension or conflict as they read stories or articles. After reading, ask students to summarize how these conflicts were resolved (or not resolved).
  - ➢ I Was Thinking Notes – Direct students to write down their thoughts in Reading Response Journals in the following format:

Page No.	I was thinking…	Now I think…

> ➢ KWL – This strategy, developed by Donna Ogle, helps students activate prior knowledge about a topic (pre-reading) and organize their thoughts during reading. They also articulate what they learn as they reflect on their reading and how it relates to background information and real-life experience. Give students charts labeled as follows:

What I Know	What I Want to Know	What I Have Learned

> Direct students to record their thoughts on the chart before, during, and after reading. Follow-up discussions and writing activities encourage higher-order thinking as students process and react to what they read.

- Students will maintain a reading *learning log* ([view literacy strategy descriptions](#)) with a section devoted to new vocabulary encountered during independent reading or class discussions. Periodically check unit vocabulary and word lists with definitions.
- Use rubrics to assess participation, oral presentation, and/or written products. Give students rubrics as they begin each activity so that they can self-monitor their work.

Activity-Specific Assessments

- Activity 8: Have students scan text to search for and record examples of statements of fact and statements of opinion. Lead a follow-up discussion during which students are asked to share examples of each and give reasons justifying their answers.

- Activity 12: Provide students with a chart listing and defining the six hierarchal levels of thinking. Facilitate a class discussion of their responses to the reading (in this lesson and in future activities), and have them determine the level of thinking involved for each response. Instruct students to rank a set of questions according to the complexity of thought required to answer. Coach students on how to improve their reading and writing skills by engaging higher levels of the thinking process through asking and answering more complex questions.

- Activity 13: Use the Sample Collaboration Rubric BLM (Unit 1) to assess cooperative group skills to complete this activity.

- Activity 11, 14, 15, 16, and 17: Provide students with *The LEAP 21 Writer's Checklist* and rubric BLMs (Unit 1) to guide them during the writing process.

- Activity 17: Direct students to design a *Power of Persuasion Scale* to use in judging the effectiveness of each student's final product, which persuades others to identify with a point of view. Have student volunteers read their letters, speeches, or editorials for peer review. Then direct the audiences to explain how they were influenced by the

presentations and what they judged to be the most powerful persuasive words and strategies.

Teacher's Resources:

Possible Fiction Texts:

- Babbitt, Natalie. *Tuck Everlasting*
- Hailey, Martha. *The Secret Garden Retold from the Frances Hodgson Burnett Original*
- Curtis, Christopher Paul. *Bud, Not Buddy*
- Curtis, Christopher Paul. *The Watsons Go to Birmingham*
- Hamilton, Virginia. *M.C. Higgins, the Great*
- Lowry, Lois. *Number the Stars*
- Saint-Exupery, Antoine de. *The Little Prince*
- Spinelli, Jerry. *Maniac Magee*

Sample texts that correlate with 4th Grade Social Studies curriculum:

- Armstrong, Jennifer. *Black-Eyed Susan*
- Carbone, Elisa. *Blood on the River: Jamestown 1607*
- Howard, Ellen. *The Crimson Cap*
- Lawlor, Laurie. *Addie Across the Prairie*
- Speare, Elizabeth George. *The Sign of the Beaver*
- Wilder, Laura Ingalls. *Little House in the Big Woods*

Possible Nonfiction Texts:

- Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet.*
- Buckmaster, Henrietta. *Underground Railroad.*
- Carlisle, Madelyn Wood. *Let's Investigate Marvelously Meaningful Maps.*
- Hakim, Joy. *A History of US.*
- Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms.*
- Montgomery, Sy. *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea.*
- Nelson, Kadir. *We are the Ship: The Story of the Negro League Baseball.*
- Ruurs, Margriet. *My Librarian is a Camel: How Books are Brought to Children Around the World.*
- Simon, Seymour. *Horses.*
- Simon, Seymour. *Volcanoes*

Current grade-appropriate nonfiction articles can also be found at the following website: http://magma.nationalgeographic.com/ngexplorer/