**Fourth Grade**

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| **City/State Focused Standards:**  ***Reading Literature, Grade 4***  **What the Standards Say…** | **In other words…** | **Text-Based Example**  Questions based on *Journey* by Patricia MacLachlan  **paired with**  *My Feelings To You* by K.A. Arruda (poem)  **and**  *Baby* by Patricia MacLachlan) | **How Else Might These Questions Be Worded…** |
| *4.1*  *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* | **Students can pay attention to key details and events in stories as well as their knowledge of the world to make inferences about what texts hint at but do not directly say. They can refer to specific examples and details to explain why they have made a certain inference.**  **Students might…**   * notice and describe details that allow them to envision and experience new things and places. * use knowledge of content to understand key themes and concepts. * recognize that texts will be much more complex and may require readers to have more historical, cultural background knowledge. * refer to metaphors and similes as ways to draw inferences when they are mostly explained within the text. * understand and reference the increasingly complex literary language. * use the increasingly detailed descriptions of setting as integral in interpreting the meanings of the story. * read holding onto literal and figurative levels of the story to truly understand the full text. * use many vocabulary interpreting strategies to access the extremely sophisticated vocabulary. | At one point in the passage, Grandma shows Journey photos.  Why did Grandma likely show the photos to Journey?  Which sentence from the story best helps you learn about why Mama has gone?  Why did the author likely have Grandma show Journey the photos?  Grandma tells Journey that the picture of her was taken in 1930. What information does the author give you, the reader, about that time period?  Which sentence from the story best supports the inference that Grandma was clever for showing Journey the photos?  What message does the text give you in the way it describes the setting at the beginning of this excerpt? | * Which sentence from the story explains how it could be that \_\_\_\_\_\_\_\_\_\_\_\_\_ (inference about a character’s actions)? * Which sentence from the story explains why \_\_\_\_\_\_? * \_\_\_\_\_ (character) gets angry with \_\_\_\_ (other characters) because he thinks they are being…. * Which sentence suggests that \_\_\_\_ (character) feels it is a bad idea to trust the \_\_\_\_ (other characters)? * Read these sentences from the story. Based on these sentences, with which statement would \_\_\_\_ (one of the characters) **most likely** agree? * How does the setting predict the mood? * The character asks this question because\_\_\_\_? * In the myth \_\_\_\_\_\_\_, why does \_\_\_\_\_\_\_ begin to talk to \_\_\_\_\_\_\_\_? * The author included dialogue in the third sentence, fourth paragraph because \_\_\_\_\_\_\_\_\_? * In paragraph one which sentence describes how the character feels in the text? * The author sets the tone in this text when he \_\_\_\_\_\_? * What does the author mean when he says in the sentence “\_\_\_\_\_\_\_\_\_\_\_”? * What details from the setting show that the story probably took place a long time ago? |
| *4.2*  *Determine a theme of a story, drama, or poem from details in the text; summarize the text.* | **Students will pay attention to what characters do and the most important events in the story to think about what messages the author is trying to teach, or themes that might be found in story, play, or poem.**  **Students will also summarize a story, play, or poem by referencing the key elements.**  **Students might…**   * explain the conflict within the text and how it relates to the message or theme. * describe the purpose of the information that the author is offering within the text. * name and explain the theme of the text. * explain the plot as literal step-by-step actions in a story. * consider the “lesson learned” as a way to more deeply understand the theme. * use details that support the identified theme in the text (and explain how they support the theme). * accumulate the details of a text in order to summarize the theme. * find and reference a few lines in a story that exemplify the story’s theme. | Across the story, there are several moments when you learn important details about Mama. Which of the details about Mama seem most important, and why? What do you learn about her from these details?  Which of the details about Mama is most important to the reader’s understanding of her?  What is Journey’s central problem in this scene?  How does the flashback support the central theme of the passage?  How does the use of photographs or pictures represent the theme in the text?  What does the cold soup, “…and I ate soup-now cold- as if Mama hadn’t ever gone,” at the end of the scene represent? | * What is the theme of the passage? * What is a theme/central message of this text? * What are the first six paragraphs/the first three paragraphs mostly about? * The main theme of this text is \_\_\_\_\_\_\_\_\_\_\_\_\_? * Which piece of dialogue supports the story’s main theme/central message? * Which sentence best describes the theme of this poem? * What do these lines show about the speaker? * What is the best summary of this part of the story? * Which sentence summarizes what happens when \_\_\_\_? * Which sentence is the best summary of what the \_\_\_\_\_\_ do at the end of the play? * The main message in this folktale is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| *4.3*  *Describe in depth a character, setting, or event in a story**or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).* | **Students will pay attention to characters’ physical appearances, actions, dialogue, and inner thinking to grow theories about them. Students will also pay close attention to descriptions of when and where events are taking place to better understand the setting of a text.**  **Students might:**   * reference their content knowledge to better understand the complexities of the setting. * recognize when a simile is used to document a character’s feelings. * attend to and reference longer descriptive narratives when explaining theories about a character. * attend to major, minor, and secondary characters, along with their multiple stories. * describe what a character is thinking, saying, or doing. * look at the character’s perspective and the motivations behind these perspective. | Why did the author likely include the flashback at the end of this chapter?  What might have motivated Grandma to reveal the box of photographs to Journey?  How does the setting fit with the mood in this scene?  Based on the text, which two words best describe Journey’s feelings?  How does Mama’s photo help the reader to understand what she wants?  What does it mean when Grandma says, “Your mama always wished to be somewhere else?” | * Which of the following best describes what the reader learns about \_\_\_\_’s character based on her thoughts? * In this scene, what do \_\_\_\_\_’s actions show about her? * Which detail from the passage shows that \_\_\_\_\_\_\_ (character) is \_\_\_\_\_\_\_ (trait)? * What does \_\_\_\_ say that shows he wants to \_\_\_\_\_\_? * Which sentence supports the idea that \_\_\_\_\_ is \_\_\_\_\_? * Which sentence describes the last event in the story? * Which detail best shows that the first part of the story takes place \_\_\_\_\_\_\_ (in a specific setting)? * How does the scene change in paragraph \_\_\_? * What makes you think the character feels \_\_\_\_\_\_\_\_\_? * At the beginning of the story, why does \_\_\_\_\_\_\_\_\_\_ do \_\_\_\_\_\_\_\_? * What is the mood of the story? * How are multiple scenes represented in paragraph five through eight? |
| *4.4*  *Determine the meaning of words and phrases as they are*  *used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).* | **Students will define words in context.**  **Students might…**   * define words that point to character traits, feelings, and moods. * attend to words that show cause and effect. * pay attention to common roots, prefixes and suffixes to help them define unfamiliar terms (perhaps Greek and Latin roots) * consider literal and figurative meanings of words and why the author has used that language. * define words relating to mythology such as *medieval, mortal, supernatural, Herculean*, etc. | What does Grandma mean when she says, *“‘The camera knows?’”*  What does the name Journey mean in relation to this excerpt? | * Read this sentence from the passage “...” Which words tell what “…” means? * How does this metaphor change what you believed about the character? * Why does the author describe \_\_\_\_\_\_\_\_\_\_\_\_ as a “\_\_\_\_\_\_\_”? * What is the meaning of the word “\_\_\_\_” as it is used in line \_\_ of the poem? * The first line above uses the phrase “\_\_\_\_.” What is “\_\_\_\_\_”? * What is the meaning of the word \_\_\_\_\_\_\_ in describing \_\_\_\_\_\_\_\_\_\_? * How does the phrase \_\_\_\_\_\_\_ contribute to the message of this text \_\_\_\_\_\_\_\_\_? * Read these sentences from paragraph 23 of the story. “...” What does the word “resist” (to figure out the contextual meaning, students need to interpret the character’s feelings and the character’s negative response) mean in these lines? |
| *4.5*  *Explain major differences between poems, drama, and*  *prose, and refer to the structural elements of poems (e.g.,*  *verse, rhythm, meter) and drama (e.g., casts of characters,*  *settings, descriptions, dialogue, stage directions) when*  *writing or speaking about a text.* | **Students will understand how stories, plays, and poems are put together and their structural elements.**  **They need to be able to understand the purpose of a stanza and their elements. In addition, they need to know the elements of dramas (stage directions, dialogue, scenes, etc.) and their purposes.**  **Students might…**   * explain that poems look different from stories. Poems might tell stories, but they do not have to. They usually have shorter lines and may have white space. When lines are grouped together, that is called a stanza. Lines and stanzas in poems build on each other. * think about how poems are organized and what the main idea is in each stanza is. * discuss the structure of poems, plays, and stories (They need to have an understanding of what prose is). * look at dialogue that creates a scene, a mood, a tone, a conflict, an alternative perspective. * recognize the features of a drama and the purposes for the narrator, stage director, characters. * question who the players are in a drama and how information is given about the players’ actions and feelings to the audience. | Why might the author have chosen to start and end the scene with description of setting?  The girl in *My Feelings Towards You* shares some of the same emotions as Journey, though she describes them a little differently. What emotions does the narrator in *My Feelings Towards You* seem to feel most strongly, and what causes these feelings?  In one part of the poem, the narrator writes:  *I see other girls,*  *laugh with their moms,*  *I go dizzy with swirls,*  *and crash like a bomb.*  What does ‘going dizzy with swirls’ or ‘crashing like a bomb,’ probably mean in this part of the poem, based on what you know from the rest of the poem? And why does the narrator feel dizzy, and like crashing? | * Which statement describes the rhyme scheme of the stanzas? * The poet uses long verses with a fast rhyme to create a certain feeling. What is the feeling she most likely wants readers to experience? * Which statement supports the idea that the poem uses a particular type of meter to make its rhythm? * What is the main purpose of each stanza in the poem? * How would the information about the setting at the start of the script help people who wanted to put the play on the stage? * Which of the following lines gives stage directions? * Which information is presented to the readers through dialogue? * What is the white space for? * How does the author make the poem with patterns? * How does the poem use white space? * How does the poet use the stanzas in a way to \_\_\_\_\_\_\_\_\_\_? * How does the poet use repetition? * How is the text organized and why did the author organize it this way? * State what the poet tells the readers in the last stanza to make the early stanzas seem even funnier. Explain your answer, referring to both events and elements of the poem. |
| *4.6*  *Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.* | **Students will understand that authors write from different points of view. An author makes a conscious decision about which perspective to write from – the first person, the third person, etc. Students will figure out who is telling the story and from which point of view.**  **Students might…**   * compare and contrast the different points of view taking place within and across two texts. * compare and contrast the people talking and whether the voice you hear is first person or third person or, etc. * compare and contrast the different structures of narration and label these structures. | How do you think Journey feels about Grandma showing him the photos?  How does this conversation make you feel?  From whose perspective is this story mainly shown? | * Is the text in first person or third person? * How does the speaker’s point of view reflect her cultural perspective? * What main reasons does the author give to support the argument that \_\_\_\_\_\_\_? * When does the text change to third person? * What evidence is there that this is the author’s point of view? * The story has a third person point of view. Explain why this is a good choice for the story. How does the author develop the characters of \_\_\_\_ and \_\_\_\_? |
| *4.7.*  *Make connections between the text of a story or drama*  *and a visual or oral presentation of the text, identifying*  *where each version reflects specific descriptions and*  *directions in the text.* | **Students will use illustrations as well as the words to gain understanding. They will make connections throughout the text between written words, visuals, and, possibly, oral presentations of the text. Students will be able to identify where each version (written words, visuals, oral presentation) reflects specific descriptions of setting, character, problems, themes, etc.**  **Students might:**   * discuss the connections between a story and its visual representations, mentioning how one might builds on the other. * explain the structures and features of a text. * describe how the use of visual elements helps to create deeper understanding of the text. | When you look at the cover of *Journey*, the reader might have some ideas about the character, or whether this story will be happy, sad, or exciting. What kind of mood does the cover illustration create? What details support your idea? | * How does the author give the reader information about the setting in the written script of the play? * Look at the photo taken of the play performance and compare it with the written text of this scene. How is the mood set up in similar ways? What are the differences? |
| *4.9*  *Compare and contrast the treatment of similar themes*  *and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.* | **Students will look across stories, myths, and traditional literature from different cultures to compare and contrast similar themes and topics. They will think about how the themes, settings, plots, and patterns are similar and different across texts. Students will look to see how each story highlights its theme through uses of metaphor, descriptive language, repeated objects, symbolism, points of view, character’s perspectives, visuals, craft moves, lessons learned, etc.**  **Students might…**   * describe the theme in a story, referencing the specific places in the text that support that theme. * compare repeated objects between two stories to show how they are used in each story. * identify patterns in a story and discuss how they help to highlight each story’s theme. * describe the point of view of each text and how it influences the theme of the stories. | *Journey* teaches some important lessons. Think about some of the lessons that *Journey* teaches. You probably know other stories that share similar lessons that *Journey* teachers. What other story teaches one of the same lessons as *Journey*, and how do these stories compare?  Journey wrestles with understanding the important roles of people in his life in the text. In *Baby (*also by Patricia MacLachlan) you see that same struggle. What is the same about the way the two main characters feel? What is different? | * Compare what happens when\_\_\_\_\_\_? * Which is a theme expressed by both of the folktales? * Does \_\_\_\_\_\_ have the pattern of a quest? * How does the symbol in \_\_\_\_\_ connect to the theme of the text? * How is the theme represented in both texts even though they represent different cultures? * “\_\_\_\_\_” and “\_\_\_\_” share a topic and a theme. Which best describes the topic and theme that they share? * “\_\_\_\_” and “\_\_\_\_” share a theme and tone. Which best describes the theme and tone that they share? |
| *4.11*  *Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.* | **Students will be able to compare and make connections across texts from a variety of cultures and genres. Students will also be able to compare and make connections from texts to personal events and situations.**  **Students might…**   * describe similarities and differences between cultural customs presented in a variety of texts. * compare and contrast events in texts with the events in his/her life. * compare and contrast situations presented in a text with personal experiences. | What emotions do Journey and the girl in *My Feelings To You* share? How do they express these feelings?  You’ve probably read other stories or poems with characters that remind you of Journey, or the girl in *My Feelings To You*. Choose a text you think compares to one of these – what’s the same or different about it? | * What do both texts tell you about the author/writer/time period? * What about the author’s background helps you understand what she wrote in paragraph \_\_\_\_\_? |

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| **City/State Focused Standards:**  ***Reading Informational Texts, Grade 4***  **What the Standards Say…** | **In other words…** | **Text-Based Example** (Questions based on *If You Lived in Colonial Times* by Ann McGovern andJune Otani **paired with**  *1607-1776-Colonial Period)* | **How Else Might These Questions Be Worded…** |
| *4.1*  *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* | **Students will need to explain what a text says explicitly, but, beyond that, they will need to interpret and infer the main ideas from a text by drawing on key details.**  **Students might…**   * refer to details that explicitly refer to the main idea or topic of a paragraph, multiple paragraphs, or an entire text. * put together/synthesize clues to make inferences about what is important in the text. * listen to the different inflections and tones of a nonfiction text for clues of importance. * use prior knowledge to help them understand what is important in a text. * understand how the features add to or distract from the important ideas presented in the text. * monitor which details are important and which are not. * look at structures within a text, using them to guide understanding of the text. * use details around a word to help understand and decipher the abstract vocabulary that address the linguistically diverse patterns of the time period. * look at text structures and features to determine importance. | What can you infer about people who lived in colonial times?  What is the most likely reason that people who lived in colonial times did not buy their clothing?  After reading this passage, a student made the interpretation that life in the colonial times was full of hard work. Do the details support that inference? | * Which of these facts about \_\_\_\_\_\_\_\_ is included in this passage? * Read this sentence. What would most likely happen if \_\_\_\_\_\_\_\_ (action occurred)? * After reading the passage a student made this inference…. Do the details support that inference? * Which detail from the article best supports the idea that…? * Read this sentence. Based on this sentence, which conclusion can you draw? * Which of the following explains why \_\_\_\_\_\_\_\_ (action would occur)? * Which of these is mostly likely \_\_\_\_\_\_\_\_\_? * Based on the text, which is most likely true about \_\_\_\_\_\_\_\_\_? * What is the main idea of paragraph \_\_\_? * According to paragraph \_\_\_, \_\_\_\_\_ meets the definition of a \_\_\_\_\_ for all of the following reasons except \_\_\_\_\_? * What is the main idea of paragraphs \_\_\_ and \_\_\_ in the passage? * Read this sentence from the passage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Which of the following key details from the passage best supports this idea? |
| *4.2*  *Determine the main idea of a text and explain how it is supported by key details; summarize the text.* | **Students will use different parts of a text to determine a main idea. They will be able to distinguish between key details that support the main idea and distracting details.**  **When summarizing the text students will include the main idea(s) and key details from the passage.**  **Students might…**   * look towards reoccurring details and ideas to make inferences about what is important to help determine main ideas. * refer to details that not only explain the main idea but the author’s purpose for writing the text. * use details, features, and structures to determine the main idea. * summarize the main idea(s) and key details from the text. | What is likely a main reason for why this text was written?  In the text *Colonial Period*, which details would be most important to include in a summary? | * What is the main idea of the entire article? * According to the article \_\_\_\_\_\_\_\_ is true for all of the following reasons except…? * The main idea of section two could be …? * What is the main reason the author feels this is important to know: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * How would you summarize this (paragraph, section, part) of the article? * Which of the following is the best summary of part \_\_\_\_\_\_ of the text? * Which detail is most important to put in a summary of the article? * Which of these details would you not include in a summary of the article? * Which details help support the main idea of the text? * Read this key detail from paragraph \_\_\_\_\_. “…” What idea does it support? * Read this sentence from the article. “…” Which key detail from the article best supports that idea? * Find and describe the main idea of the article. Then find and tell about two key details from the article. Explain how these key details support the main idea. |
| *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.* | **Students will pay close attention to what takes place in their texts. They will also pay close attention to how one event is connected to another in order to understand why things happen. They will look for signal words that show cause-effect connections (ex. *because, therefore, as a result, this led to*). Students will also pay attention to sequence in technical texts, looking for details that describe what to do and why.**  **Students might…**   * refer to details that help them understand why something happened, the cause and the reason for what happened next. * notice and refer to details around the way things happened. * explain using details around the sequence of how things happened (the place, the time period, the situation). * discuss concepts and ideas and where they started and why. * refer to specific information about what happened. * understand the different text structures and the details that they offer. * think about details that hint at why the author wanted you to know the information presented in the text. | According to the author, colonial times began when…?  Colonial times ended because…? | * Which of the following sentences explains why \_\_\_\_\_\_\_? * What happened as a result of \_\_\_\_\_\_\_\_\_\_? * Which sentence best explains what happened in \_\_\_\_\_\_\_ (time period) and why…? * In paragraph \_\_\_\_\_\_\_, which detail tells why \_\_\_\_\_\_\_\_? * Which sentence best explains why \_\_\_\_\_\_\_\_\_? * Which sentence tells what happens when \_\_\_\_\_\_\_ (something does not happen)? * Which sentence from the passage tells why \_\_\_\_\_\_\_\_\_? * How can \_\_\_\_\_\_ be compared to \_\_\_\_\_\_\_? * What is the contrast between \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_? * Which sentence best supports \_\_\_\_\_\_\_\_\_? * What happens right before/right after/ as a consequence of/ as a result of \_\_\_\_\_\_\_\_\_\_? * Furthermore, this happened after \_\_\_\_\_\_? * Which sentence best explains what happened in (year) and why? * Which sentence from the passage tells what happens when (event occurs)? * Explain why \_\_\_\_\_\_\_\_ (following a specific step) will/will not \_\_\_\_\_\_\_\_\_ (cause a specific result). * Why is it important to \_\_\_\_\_\_\_\_ (follow a specific step)? * Identify the text structures of paragraphs \_\_\_\_ and \_\_\_\_? * What can NASA learn from studying people living in Antarctica that would help astronauts? |
| *4.4*  *Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.* | **Students will understand that there are certain words that appear frequently in informational texts (general academic words). They will pay attention to these terms as well as terms related to the specific area of knowledge of the text (the domain-specific terms). Students will use context clues to figure out the meaning of both types of words as they are used in the passages. Students will figure out the meaning of a word by seeing how it used in a sentence or paragraph.**  **Students might:**   * use context clues to determine academic voabulary | What does the word “card” mean as it used in the context of the text? (“*Everyone helped to make clothes. Grandmother’s job was to card the wool*.”)  Based on how it used in the text, a good definition for the word “flax” would be\_\_\_\_? | * What does this phrase mean? * Another word for \_\_\_\_\_\_\_\_\_\_means \_\_\_\_\_\_\_\_\_\_\_. * Read these sentences from the story. The word \_\_\_\_\_\_\_\_\_\_\_\_\_\_in the second sentence most likely means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * What does the word \_\_ mean as used in this passage/article/paragraph \_\_? * What is the meaning of the word “...” as it is used in paragraph 1? * What words from the article can help you figure out the meaning of “\_\_\_.” * How does the phrase \_\_\_\_\_\_\_ allow the reader to understand the historical time period? |
| *4.5*  *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.* | **Students will understand that a structure of a text helps to understand how the writer is connecting events, ideas, and concepts with each other. Students will understand that a text may have an overall structure of one kind and different types of structures within its parts. They will pay attention to signal words to help them to figure out what types of structures are used: cause and effect (*because the…, therefore, so, as a result*), compare and contrast (*both, alike, similar, different, unlike*), chronology (*before, then, during, first, next, after, finally*), problem-solution (*challenge, issue, fixed, resolved*), and so on.**  **Students might…**   * use the different ways information is presented to gain a better understanding of the text. * identify the structure and describe how the information is presented within that structure. * find and point out specific words that help to identify the structure. * identify different text features and understand their purposes. | How has the author organized this text?  What is the main text structure the author has used to organize this text?  “*Colonial times ended when the thirteen English colonies became the United States*.” Which of the following best describes the text structure of this sentence? | * Why does the author start/end the article with a question, quote, etc.? * Explain why the author might have used an \_\_\_\_\_\_\_ to start this informational text. * Which heading in the article would you look under to find out about…? * Paragraph 1 tells about (one topic), paragraph 2 describes (second topic). What else does paragraph 2 do? * Which of the following best describes the main text structure of the entire article? * The cause-effect diagram below lists one cause and one effect described in paragraph \_\_. Complete the diagram by writing one more cause and effect described in paragraph \_\_. * Which of the following best describes the text structure of these sentences? * Which sentence from the passage describes a cause and effect? * Which of the following best describes the text structure used to connect the events told in the first two paragraphs? * What is the overall structure of lines \_\_\_ and \_\_\_? * Why does the author use \_\_\_\_\_ structure in paragraphs \_\_\_ to \_\_\_? * How does the author of the “\_\_\_\_\_” organize her ideas in paragraph \_\_\_? |
| *4.6*  *Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.* | **Students will know the difference between accounts told from those who experienced events firsthand and those who know about events from what others say. They will compare what writers of each type of account pay attention to and the facts each writer chooses to tell. Students will be able to describe each article’s focus, the way information is presented, and the type of information presented.**  **Students might…**   * compare and contrast the information presented in two texts. * compare and contrast the way information is presented in two texts. * compare and contrast the way the author has written about an event or topic. * describe the similarities and difference between foci of two texts. | How would the account likely be different if it were told by one of the children living in colonial times instead of third person? | * Suppose the \_\_\_\_\_ (person involved) wrote about the \_\_\_\_\_ (event). How would his account most likely be different than the account given by the \_\_\_\_\_\_\_ (outside observer)? * In the memoir, where did the author get his facts from? * Which information did \_\_\_\_\_(author 1) give that was not in the article (written by author 2)? * What information is in \_\_\_\_\_’s account, but not in \_\_\_\_\_\_’s? * How are the points of view in the two articles different? * What is the difference in focus between a first hand account and a second hand account? |
| *4.7*  *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.* | **Students will understand they need to use all parts of the text to understand the text more fully. They will study charts, graphs, time lines, and other visual displays and put together the information that these give with what the text says to gain a deeper understanding.**  **Students might…**   * identify features of the text that present additional information. * explain the information presented in portions of the text that were not covered by the passage. * discuss how a diagram adds to the understanding of the text. * look at pictures to further describe details within a text. * look at maps or illustrations to understand and describe why and how something happened. * look at maps or illustrations to understand and describe when and where something happened. | How does the timeline help the reader understand the main purpose of the text?  How does the information given in the map help the reader understand the main idea of the text? | * Why does the author include the text box \_\_\_\_\_\_\_\_\_? * On the diagram find the features labeled \_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_. Look for the differences. * The passage describes \_\_\_\_\_\_\_. How does the diagram help the reader better understand this description? * Which of the \_\_\_\_ (animals listed in the diagram) are most likely to \_\_\_\_\_? * What information do you learn from the graph about (place one) and (place two) that you cannot learn in the passage? * What does the diagram show that helps you understand \_\_\_\_\_\_\_? * How does the text feature the author used contrast with the body of the text? * Which describes the relationship between these two sentences \_\_\_\_\_ and \_\_\_\_\_? |
| *4.8*  *Explain how an author uses reasons and evidence to support particular points in a text.* | **Students will be able to identify author’s points in a text and show how the author makes her claim(s). Students will identify the reasons and the evidence that were provided to support the author’s particular points.**  **Students might…**   * explain the author’s perspective on a topic. * state the reasons that the author has given for a specific point. * state the evidence that the author used to support a specific point. * say why an author has included certain evidence or reasons in a text. | The author thinks that colonial people worked hard. Which sentence has evidence supporting that point?  What is the author’s perspective on why this period of time is important?  Explain how the author lets you know what key details are the most important. | * What is the author’s perspective? * What sentence gives the most specific evidence for the author’s point that \_\_\_\_\_? * The author thinks that (opinion)…. Which sentence has evidence supporting this point? * What reason does the author give to support her point that…? * Read this sentence: “…” How does the author support this point? * The author of … uses the (science experiment) as evidence to support what point? * How does the author of …support the point that \_\_\_\_? |
| *4.9*  *Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.* | **When presenting (written or orally) on a topic students will be able to gather and collect information from at least two texts to help support their ideas and claims.**  **Students might paraphrase or directly quote from the texts they are referencing. They will also cite their sources as they refer to texts.**  **Students might…**   * use sentence prompts to begin referencing outside sources. * locate similar information or ideas from two different sources around the same topic. * reference texts that have differing opinions on a topic. | *If You Lived in Colonial Times* and *1607-1776—Colonial Period* each provide information about what being a child during colonial times was like. Do you think it was fun to be a child in colonial times? Using details from both texts, write an essay in which you discuss whether or not it was fun to be a child in colonial times. | * What is the common message in both of these passages? * The text \_\_\_\_\_ and \_\_\_\_\_\_ share a common theme or idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Explain the similarities in the treatments of this theme? * In these texts the authors experience \_\_\_\_\_ in different ways. Tell what each author expected. Then tell what each author really experienced. How did their expectations and experiences change their opinion of \_\_\_\_\_\_\_. |