



GRADE 4 LITERACY: JOHN MUIR

UNIT OVERVIEW

This task is embedded in a 2-3 week unit that uses the topic of human impact on environment as a means to teach students how to analyze and navigate informational texts. Students will write an essay at the end of the unit demonstrating their mastery of the content and their ability to make inferences within a specific text.

TASK DETAILS

Task Name: John Muir: The Conservationist on the Quarter

Grade: 4

Subject: Literacy

Task Description: Students write an essay using key details from the text to explain why John Muir devoted his life to conservation efforts and describe the effect that his work had on preserving the beauty of nature.

Standards:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.10 By the end of 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.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1 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.

Materials Needed:

"John Muir: The Conservationist on the Quarter" (<http://www.superteacherworksheets.com/reading-comp/5th-muir.pdf>)



TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

PERFORMANCE TASK: JOHN MUIR.....	3
UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES.....	5
RUBRIC.....	7
ANNOTATED STUDENT WORK.....	9
INSTRUCTIONAL SUPPORTS.....	18
UNIT OUTLINE.....	19

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GRADE 4 LITERACY: JOHN MUIR PERFORMANCE TASK

John Muir Task

The prompt below is designed to be used with the text “John Muir: The Conservationist on the Quarter” (<http://www.superteacherworksheets.com/reading-comp/5th-muir.pdf>)

Write an essay using key details from the text to explain why John Muir devoted his life to conservation efforts. Describe the effect that his work had on preserving the beauty of nature. Your essay should follow the conventions of standard English, including capitalization, punctuation and spelling.



GRADE 4 LITERACY: JOHN MUIR
UNIVERSAL DESIGN FOR LEARNING (UDL)
PRINCIPLES

**John Muir – ELA 4th Grade
Common Core Learning Standards/
Universal Design for Learning**

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

REPRESENTATION: *The “what” of learning.* How does the task present information and content in different ways? How do students gather facts and categorize what they see, hear, and read? How are they identifying letters, words, or an author's style?

In this task, teachers can...

- ü **Embed visual, non-linguistic supports for vocabulary clarification** by including samples of California state quarters, and provide print and/or online pictures of President Theodore Roosevelt, John Muir, national forests, and parks.

ACTION/EXPRESSION: *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

In this task, teachers can...

- ü **Provide graphic organizers and templates for data collection and organizing information** that highlight the chain of events that led John Muir to believe that nature should be conserved.

ENGAGEMENT: *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

In this task, teachers can...

- ü **Provide prompts, reminders, guides, rubrics, checklists that focus on elevating the frequency of self-reflection and self-reinforcements** by using print and/or online checklists for organizing and editing the necessary writing tasks for informative/explanatory essays.

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



GRADE 4 LITERACY: JOHN MUIR RUBRIC

Performance Task

Write an essay using key details from the text to explain why John Muir devoted his life to conservation efforts. Describe the effect that his work had on preserving the beauty of nature.

Rubric

Score	Description
4	The student provides a complete and accurate response that meets all of the requirements of the task. The response shows thorough and insightful understanding, includes comprehensive and detailed text-based support, connects ideas and elaborates, is well organized with clear focus, addresses all parts of the prompt, and provides a strong introduction and conclusion.
3	The student provides a thorough and mostly accurate response that meets most of the requirements of the task. The response shows less insight, includes ample and relevant text-based support, connects ideas, is well organized, and addresses most of the prompt.
2	The student provides an adequate and partially accurate response that meets some of the requirements of the task. The response shows a literal understanding of the text, some organization, includes modest text-based support, and addresses part of the prompt.
1	The student provides an incomplete and less-than-accurate response that only superficially touches on the requirements of the task. The response shows little, if any, understanding, lacks focus, and includes little text-based support.
0	The student fails to provide a relevant response to the task.



GRADE 4 LITERACY: JOHN MUIR ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points and suggested next steps for students. The student work shows examples of student understandings and misunderstandings of the task.

Grade 4 Literacy: John Muir
Annotated Student Work

Student A (4 points)

A Tree's Voice

Long ago there was a tree who could not speak...well not actually, it was John Muir who spoke on it's behalf. John Muir was born in Scotland, April 21, 1838. Soon after, his family immigrated to America and bought a farm where John Muir spent many years admiring nature. In the passage: "John Muir: The Conservationist on the Quarter" by Liana Mahoney, we learn that even as a young man John loved nature. John Muir spent most of his life working to protect to conserve nature. His work also helped make changes to how was use our land.

John Musir loved nature. Even as a child he loved to watch nature. One thing that bothered him to the the bottom of his soul was that trees were being cut in order to make farmlands for cattle and sheep to graze. He knew trees were important to forests, and the animals and even people. John Muir wrote essays, newspaper articles, magazine articles, and letters to convince people to protect nature. John Muir dedicated his life to his work.

John Muir's work changed the way we see nature. The first step in John's plan was to convince the president Theador Roosevelt to see what he saw. John took Theador on a 3-day camping trip to show the president the beauty of nature. Afterwards The president set aside 148 million acres of land for nation forests and national parks. Then the U.S. Congress passed a law that no one can build homes or businesses there. So parks like Yosemite and Sequoia and national park must stay unchanged.

John Muir made us understand the beauty of the outside world. Since he saved Yosemite Sequoia, and National Park we can now enjoy the beauty of these parks. John Muir died in California 1914. But even if he died, the presidents' law still lives on so we can see what John Muir loved.

Comment [AL1]: Creative introductory sentence showing connection to Muir's appreciation of the wilderness. First sentence is linked to the title of the essay (W.4.2.a, W.4.2.c)

Comment [AL2]: The student includes information here from prior knowledge that is not included in the text. This information is not required by the task but it appropriately supports the introduction and flow of thoughts (W.4.2.d).

Comment [AL3]: Good inference /elaboration - "...bothered him to the bottom of his soul..." and clear statement of the problem (RI.4.1, RI.4.10; W.4.2.b, W.4.2.d).

Comment [AL4]: Need better transition here (W.4.2.a)

Comment [AL5]: Good conclusion linking John Muir's past actions to their ongoing effects (RI.4.10, W.4.2.c, W.4.2.e).

Grade 4 Literacy: John Muir Annotated Student Work

Student performance on the criteria within the rubric

The score for this essay is 4.

The student shows a good understanding of the text and John Muir's perspective on preserving the environment. This is apparent in the opening sentence, which is linked to the title of the essay. The topic is developed and is supported with facts and details. The essay includes a clear introduction and conclusion and contains accurate factual information from the article. The student connects ideas and elaborates with details from both the text and prior knowledge. Although use of prior knowledge is not required for the task, it is included appropriately and it supports the ideas. The essay shows good organization and development: the student presents the problem in the body of the essay and describes steps that Muir took to address his concerns and accomplish his goals. The conclusion nicely sums up the lasting effects of Muir's efforts.

Suggested next steps/areas of focus for the student

It is clear that the student made an attempt to write good transitions. An area of focus may be to make transitions a little better connected to the information following them so that essay flows more smoothly - e.g., the end of the second paragraph states, " John Muir dedicated his life to his work." The third paragraph begins, "John Muir's work changed the way we see nature. The first step in John's plan was to convince the president Theodor Roosevelt to see what he saw." In this case, the sentence about Muir's "first step" does not follow and a better transition might include something about a plan instead of changing "the way we see nature." A secondary focus can be on spelling and capitalization (e.g., "Afterwards The president...).

Grade 4 Literacy: John Muir
Annotated Student Work

Student B (3 points)

"John Muir"

Can you believe what one man could do? I read the article "John Muir the Conservationist on the Quarter" by Liana Mahoney. In the article I learned about a man named John Muir. John Muir was born on April 21, 1838. He was a man who loved nature the way it was. He walked more than a thousand miles across the country, through fields and woods admiring nature. John Muir devoted his life to conservation and also to preserving of beauty of nature.

John Muir wrote about the problems too. He wrote that people were cutting down the trees for more farmland. He also wrote places he visited describing their beauty. Soon people started to listen. For example Theodore Roosevelt the president of the United States of America, was convinced that was a need to protect our land.

John Muir's hard work paid off. After the visit from the president, President Roosevelt set aside 148 million acres of land for national forest and established five national parks. A law was also passed that says that people cannot build homes or businesses. Thanks to him we can enjoy the parks and all its natural beauty.

John Muir worked long and hard every day to keep things in nature just the way they are. Today people continued his work.

Comment [D1]: Introduction establishes Muir's love of nature but the last sentence of the paragraph should begin a new paragraph with a transition sentence. (W.4.2.a, W.4.2.c)

Comment [D2]: Focus is mostly clear and contains text based support (RI.4.1, W.4.2.b)

Comment [D3]: The conclusion needs more work in summing up the points in the article (W.4.2.e)

Grade 4 Literacy: John Muir Annotated Student Work

Student performance on the criteria within the rubric

This essay scored a 3.

The student shows an adequate but sometimes literal understanding of the text and John Muir's efforts to conserve land. The focus is mostly clear and contains text-based support. The essay contains accurate factual information from the text and supporting details. There are complete sentences and transitions are generally good, but some there is repetition between the 1st and 2nd paragraphs. There are a few spelling and capitalization errors, but nothing that interferes with comprehension.

The student shows some insight into Muir's love of nature and desire to preserve land, but needs to go a little further into cause and effect - why it is important not to cut down trees.

Suggested next steps/areas of focus for the student

To move this student from "3" work to "4" work, she should build beyond the literal, text-based supports towards drawing inferences about Muir's life and work. For example, the teacher could hone in on the quote from Muir about the beauty of nature and how this ties into the first part of the prompt, and his persuading of Roosevelt later in the article. Another inference might be to speculate on what this country might look like without areas of land protected from development.

Grade 4 Literacy: John Muir Annotated Student Work

Student C (2 points)

The Important Conservationist

“John Muir the conservationist on the quarter” by Liana Mahoney was one of the well-known conservationist around the world. He fought to keep nature beautiful and safe. He loved nature and showed it in many ways.

John Muir dedicated his life to conserving nature. One way John Muir conserved is by stoping people from cutting down trees that are needed. One example is how trees are needed for farmland animals to have enough space. Another way John Muir conserved was by protecting our world from getting changed. The last way John Muir conserved was by persuading people to conserve forest by writing letters, newspapers, books, essays, articles and magazines. John Muir’s determination to preserve the beauty of nature changed the way people thought about nature. by preserving John Muir wanted to keep our national parks clean and safe, he also persuded people to conserve nature. Lastly, John Muir affected our world by convincing president Theodore Rosavelt, The congress and the sierra club to mak a law promising to never change and destry natural parks like the yosemetie park and the sequoia park.

As a conservationist John Muir never gave up and fought for our world to stay the same way it was. In honor of him there were many places named after him such as Mountain Muir, and Muir beach. John Muir was an important Man.

Comment [KA1]: Misunderstanding of the text. Using the word “safe” which is not text-based, without elaboration (i.e., “safe from development,”)is confusing and is not a reference to details and examples from the text (RI.4.1, RI.4.10)

Comment [KA2]: Misunderstanding of text— trees were cleared in order to make space for grazing sheep and cattle. (RI.4.10)

Comment [KA3]: Reflects incorrect inference, possibly due to comprehension issues (RI.4.1, RI.4.10)

Comment [KA4]: This sentence is a nice concluding statement related to the information presented (W.4.2.e)

Grade 4 Literacy: John Muir Annotated Student Work

Student performance on the criteria within the rubric

This essay scored a 2.

This essay shows misunderstandings beginning with the introduction ("He fought to keep nature beautiful and safe."—"safe" can be interpreted in numerous ways that is not relevant to the text). While the student clearly expresses the text's main idea ("John Muir dedicated his life to conserving nature"), there is little elaboration, and much of the information provided by the student is not text-based ("One way John Muir conserved is by stoping people from cutting down trees") and/or displays a misunderstanding of the text ("One example is how trees are needed for farmland animals to have enough space"). Similar ideas from the text are presented in a repetitive fashion throughout, displaying an overall lack of clarity and organization ("...Muir conserved was by persuading people to conserve forest by writing letters...articles and magazines." "by preserving John Muir wanted to keep our national parks clean and safe, he also persuaded people to conserve nature."). Poor grammar also causes additional confusion ("Another way John Muir conserved was by protecting our world from getting changed.")

Suggested next steps/areas of focus for the student

An important area of focus would be to assist this student in monitoring for comprehension, to increase her engagement of the text and help avoid any potential misunderstandings. Assisting with these skills would also help to refine focus on relating the main idea to the text's supporting details, and connecting them in a coherent and meaningful way. Student could also use assistance in how to best utilize a graphic organizer to refine key points/supporting details and connect with text, rather than transferring/reiterating their writing from a G.O. directly to their essay. A review of the basic structure of an essay/organization and grammar skills would also be helpful.

Grade 4 Literacy: John Muir
Annotated Student Work

Student D (1 point)

Have you ever picke up a quarter and looked carefully at the back? There's a guy on the back. Do you know what his name is? His name is John Muir. Im going to tell you about him. John Muir loved nature he even loved it as a kid. He likes to explore nature. He was so interested in nature that he even wrote an article. John Muir devoted his life to conservation efforts and the effect that his work had on preserving the beauty of nature. John Muir devoted his life to conservation efforts. Im going to tell you about him first he spent much of life exploring nature. He even persuaded the president and now you know who is John Muir.

Comment [D1]: The first several sentences are engaging and the student's voice comes through. However, there is no clear introduction of a topic (W.4.2.a)

Comment [D2]: Recites the prompt without reference to details and examples from the text; does not develop the topic with facts, examples, etc. (RI.4.1, W.4.2.b)

Comment [D3]: Repetition of previous sentence.

Comment [D4]: This sentence is a good example of a detail that are fleshed out more in the graphic organizer than in the essay.

Grade 4 Literacy: John Muir Annotated Student Work

Student performance on the criteria within the rubric

The score for this essay is a 1.

Essay lacks introduction and conclusion. Student shows little understanding of the text in her writing, although in the pre-writing she displays a somewhat more thorough understanding of how details support an idea (" He aske the presedent to come and sleep under the forest/he cared about it that he persuaded the presedent to come.") The development of ideas is minimal at best, but there is (again) some planning evident in the student's use of a details/elaboration table (see next page). Ideas are disjointed and unorganized; references to the text are random, undeveloped, and/or exhibit a repetition of ideas ("He likes to explore nature." "I'm going to tell you about him first he spent much of life exploring nature.")

Suggested next steps/areas of focus for the student

Most important area of focus would be around developing and following through on her organization strategies, specifically using a graphic organizer and/or pre-writing activities to strengthen organization, planning the response to the prompt and the use of text-based support in writing. Secondary to this would be to review the criteria for the construction of a proper introduction and conclusion and on appropriate use of language in academic writing.



GRADE 4 LITERACY: JOHN MUIR INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

Unit Outline – Grade 4 Literacy

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

Grade 4 Literacy: Human Impact on Environment

UNIT TOPIC AND LENGTH:

- This unit uses the topic of human impact on environment as a means to teach students how to analyze and navigate informational texts. They will write an essay demonstrating their mastery of the content and their ability to make inferences within a specific text. Suggested unit length 2-3 weeks.

COMMON CORE LEARNING STANDARDS:

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.10 By the end of 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.
- W.4.2 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- SL.4.1 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.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- Humans have an impact on the

ESSENTIAL QUESTIONS:

- How can humans keep the earth

Unit Outline – Grade 4 Literacy

<p>environment in which they live.</p> <ul style="list-style-type: none"> ➤ Writers can teach us about the world through informational text. ➤ Readers use strategies to effectively extract information from text 	<p>healthy?</p> <ul style="list-style-type: none"> ➤ How do good writers share meaningful information about the world? ➤ What do good readers do to comprehend informational text?
<p>CONTENT:</p> <p>Informational Text</p> <ul style="list-style-type: none"> ▪ Main Idea ▪ Drawing Conclusions ▪ Relevant Information ▪ Listening comprehension <hr/> <p>Expository / Informational Essay</p> <ul style="list-style-type: none"> ▪ Informational Text Structure ▪ Reading Response ▪ Transition Words ▪ Text Evidence <p>Written conventions of English</p> <ul style="list-style-type: none"> ▪ Complete sentences ▪ subject-verb agreement ▪ punctuation and capitalization ▪ verb tense ▪ personal spelling list <hr/> <p>Human Impact on Environment</p> <ul style="list-style-type: none"> ▪ Role of conservation ▪ Career and jobs in field of conservation; Organizations and government agencies ▪ Effect of individual choices that human beings make on the environment ▪ John Muir and his contributions 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Examine a topic by reading informative / explanatory texts. ➤ Determine main idea of a text. ➤ Draw conclusions from informational text. ➤ Distinguish between relevant and irrelevant information ➤ Listen to and comprehend informational text. <hr/> <ul style="list-style-type: none"> ➤ Write in an informational text structure. ➤ Read and respond to informational texts ➤ Plan and Organize an informational essay, using transition words ➤ Develop the topic with supporting details and evidence ➤ Write to a particular audience. ➤ Provide evidence from texts to support explanations. <hr/> <ul style="list-style-type: none"> ➤ Describe the conservationist’s role in protecting the Earth. ➤ Analyze the impact of organizations and government on environment ➤ Explain how the footprints people leave have an effect on the way we live. ➤ Analyze the impact of John Muir’s legacy on the environment.

Unit Outline – Grade 4 Literacy

KEY TERMS/VOCABULARY:

- Transition, conclusion, convention, relevant, irrelevant, explanatory, conservation, environment, biosphere, preservation, agency, not-for-profit, legacy

ASSESSMENT EVIDENCE AND ACTIVITIES:

FORMATIVE ASSESSMENT:

In order to assess students' ability to use text information and examples, students must complete the following task:

Everyday people leave footprints on earth. Using the texts we have read explain how these footprints can have an effect on the way we live? Use evidence from the unit texts that most strongly support your explanation. Your response should be written for an audience that is familiar with the texts and follows the conventions of standard English, including capitalization, punctuation, and spelling.

Answer the questions below to plan your writing. Your answers will be collected but not graded.

1. What do you have to read and write to complete this task? In other words, what is the task asking you to do?
2. What are the components or parts of the task?
3. What will you do first, second, third, etc.?

After you've written your essay, please answer these questions. These answers will be collected but not graded.

1. What did you do to complete the assessment task? List any steps you took to complete the task.
2. What did you find easy about this task?
3. What did you find difficult about this task?

FINAL PERFORMANCE TASK:

This task assesses students' ability to draw conclusions from informational text. Students must be able to independently navigate complex texts in order to build their understanding of the content and task. They must be able to determine the main idea of a text and distinguish between relevant and irrelevant information in order to draw logical conclusions and convey the ideas clearly in writing. *See the John Muir task for full details.*

EXTENSION ASSESSMENT:

Unit Outline – Grade 4 Literacy

There are concerns about the future of the planet that focus on specific issues and problems such as water scarcity, climate change, global warming, and population growth. In order to address these concerns, people form organizations or work through agencies in their governments to address the problems. In this task learners will be asked to investigate an issue and identify a corresponding group that is attempting to "keep the earth healthy". Students will display their work using a web 2.0 application "Museum Box" to share their findings.

Students in groups of 3 or 4 will create a MUSEUM BOX (using the web 2.0 application in the link). The box will include images, student writing, video clips that:

- 1) analyze the impact of human beings on the environment related to one specific issue (i.e., population growth, water scarcity, greenhouse effect); and,
- 2) describe the mission and work of an organization or agency trying to address the specific issue; and,
- 3) engage effectively in a range of collaborative discussions in groups; focused on both building on others' ideas and expressing their own clearly.

Students can draw from the web sources listed including but not limited to: National Geographic Earthpulse and Facing the Future as resources.

LEARNING PLAN & ACTIVITIES:

Close Reading

- As part of this unit, you may want to choose a text (for example "Rainforests at Risk") to work with instructionally prior to the final task. To help students access complex text, spend time doing a close read of the text selected with the class. While working with the text:
 - Pose questions that point students to key or difficult sections of text and coach students to use text based strategies to deal with complexity (Best done after students have the opportunity to read the text independently)
 - Read difficult portions of the text aloud, as students follow along.
 - Provide multiple opportunities to read the same texts
 - Work with academic vocabulary in the form of both direct instruction and instruction to develop students' ability to determine meaning from the text
 - Guide use of text structure (headings and subheadings, transitions)

Graphic Organizers: What is Conservation?

R-A.N (reading to analyze non fictional text) is an instructional activity for assisting students in developing a framework and actively engaging students in constructing meaning from the text. The basic instructional activity consists of 5 parts.

- First, readers identify **What they think they know** about a topic.
- Second, the readers participate in an activity that provides them with understanding. The teacher reads a selection to students related to the topic of study other than the required

Unit Outline – Grade 4 Literacy

text.

- Next, the students revisit the chart and determine if their idea was **Confirmed** or a **Misconception** based on the new knowledge.
- Then students will complete the part on **New Knowledge** and
- Lastly they will complete the part on **Wonderings**.

BIG FOX- How to Pre-read Non-fiction

Bold- List any words or phrases that are in bold print.

Italics- List any words or phrases that are in italics.

Graphics- Describe any graphics.(photos, drawings, graphs, charts, maps, tables, etc.)

Facts- List at least 5 facts found in the article.

Opinions- List any opinions found in the article.

X marks the spot- or at least the main point. In 2-3 sentences, write the main point of the article. (hint- read the topic sentence of each paragraph.)

Web: Identify the main idea and at least 4 supporting details

T-chart:

Quote	Meaning

Turn, Talk, and Write Discussions: How do we interact with the text and each other in terms of interpreting the text and using knowledge of text structure to find it?

With a partner, complete the following questions after you read:

1. How does this article begin and why do you think that the author chose to begin the article this way?
2. Why is having the illustration of the quarter so important to the meaning of this article?
3. Why do you think John Muir wrote a letter to the president?

Reflection: How is this nonfiction text organized? List features that you noticed (e.g., Headings). What are the features of this article that helped you in understanding the article and answering the questions?

RESOURCES:

Texts Used(fiction, non-fiction, on-line, media, etc...)

Unit Outline – Grade 4 Literacy

- Geisel, Theodor Suess. The Lorax. New York: Random House, 1971.
- “John Muir: The Conservationist on the Quarter” by Liana Mahoney from Super Teacher Worksheets website, copyright© 2005 by Super Teacher Worksheets.
- “Rainforests at Risk” by Vickie An from Time for Kids website.
<http://www.timeforkids.com/TFK/teachers/ns/article/0,27972,2065695,00.html>

Websites and Web-tools used

- Museum Box <http://museumbox.e2bn.org/>
- National Geographic EARTH PULSE <http://www.nationalgeographic.com/earthpulse/>
- Facing the Future <http://www.facingthefuture.org>
- <http://www.epa.gov/kids/>
- <http://www.history.com/topics/earth-day>
- <http://www.myvocabulary.com/>