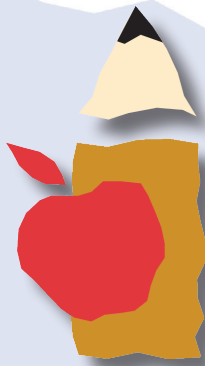


Preview

Grade 4



Expository & Opinion Writing

**Deconstructing Text,
Writing Essays, Reports,
Response to Text**



**Updated and Expanded Edition by Barbara Mariconda
with Cynthia Williamson**

Original work by Barbara Mariconda and Dea Paoletta Auray

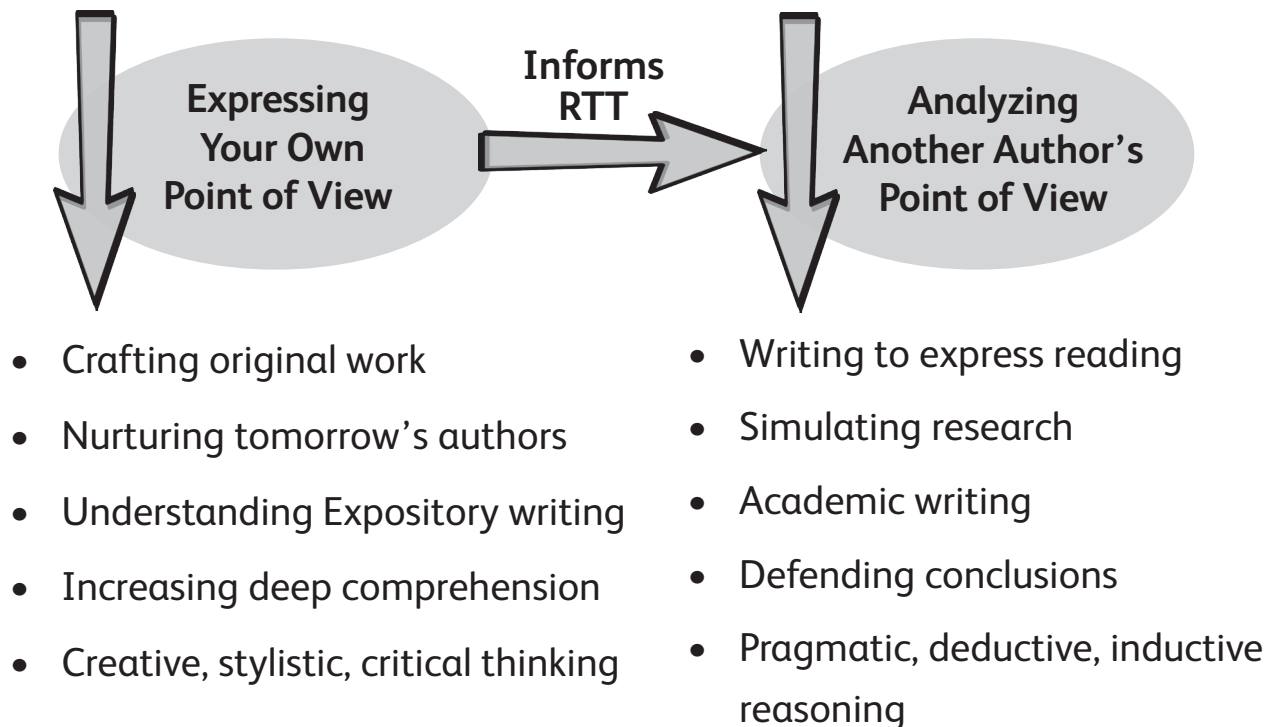
Empowering
Writers



GENERATIVE VS. RESPONSIVE WRITING

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (**generative writing**) or it can be in response to a text or number of texts (**responsive writing**). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or series of questions. They must back their ideas, conclusions, or positions by citing evidence in the text and from their own relevant personal experience. This kind of literary analysis task obviously encourages the kind of logical thinking required in secondary school and beyond. *The challenge is that success in this type of task really is rooted in reading comprehension.* Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. **Also, keep this in mind – while the world of academia and work will always appreciate and require analytical writing in response to text, we will still need the next generation of authors who will generate original writing for others to respond to.** So, don't throw the baby out with the bath water! For these reasons we have included both generative and responsive writing tasks in throughout the book.

GENERATIVE VS. RESPONSIVE WRITING





Grade 4 Year-at-a-Glance

For use when teaching expository/opinion and Response to Text writing across the course of a school year.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
Section 1: Recognizing Genre/Organization	Section 2: Broad Yet Distinct Main Ideas/Reasons	Section 3: Elaboration-Detail Generating Questions	Section 3: Elaboration-Detail Generating Questions	Section 4: Research
<p>Baseline Assessment</p> <ul style="list-style-type: none"> Introduce the Expository & Opinion Pillars, pp. 9-12 Lesson 1: Recognizing Genre, p. 19 Lesson 2: Distinguishing Between Expository and Opinion Writing, p. 22 Lesson 3: Expository and Narrative Book Covers, pp. 28-29 <i>Lesson 4: Strategic Reading - Informed Writing, pp. 35-36</i> <i>Lesson 5: Strategic Reading - Organization and Text Conventions, p. 44</i> Lesson 6: Analyzing and Annotating Expository and Opinion Writing, p. 52 <i>Lesson 7: Comparing and Contrasting in Response to Multiple Texts, p. 76</i> Lesson 8: Finding Irrelevant, Extraneous Details, p. 91 Lesson 9: Expository and Opinion Pieces for Comparison, p. 95 Lesson 10: Cut and Paste Activities, p. 114 <p>Introduce Reference Sheet from Section 6: Clue Words in Writing Tasks, pp. 452-454</p>	<ul style="list-style-type: none"> Lesson 1: Sort and Categorize, p. 136 Lesson 2: Compare These Pieces, p. 139 Lesson 3: Pick, List and Choose, p. 148 <i>Lesson 4: Pick, List, Choose, Ask, Find to Generate Main Ideas/Reasons for Writing About Science or Social Studies, p. 150</i> Lesson 5: Main Ideas/Reasons - Don't Overlap Them!, pp. 157-158 Lesson 6: Main Ideas/Reasons-Broad or Too Narrow?, pp. 161-163 Lesson 7: Recognizing Givens and Variables in Prompts and Assignments, pp. 167-168 <i>Lesson 8: Analyzing Response to Text Prompts and Assignments for Givens and Variables, pp. 170-171</i> Lesson 8: Naming Givens & Variables, p. 174 Lesson 9: Generating Broad Yet Distinct Main Ideas/Reasons, p. 177 Lesson 10: Alternatives to Boring, Redundant Main Idea/Reason Sentences, pp. 181-182 Lesson 11: Revising Boring, Redundant Main Ideas/Reasons, p. 185 Lesson 12: Main Idea/Reason Blurbs into Sentences, p. 188 <i>Lesson 13: Turning Questions into Responses, pp. 193-194</i> Lesson 14: The Missing Main Idea/Reasons – pp. 199-200 Lesson 15: Word Referents, pp. 203-204 <i>Lesson 16: Preparing to Write a Response to Text, p. 209</i> <i>Lesson 17: Preparing to Respond in Writing to Multiple Texts, p. 214</i> 	<ul style="list-style-type: none"> Lesson 1: Just OK or Much Better?, p. 229 Lesson 2: What Does it Look Like? Why is it Important? Grab Bag, p. 231 Lesson 3: Sentence Matching, p. 233 Lesson 4: Writing Sentences Using the Detail Generating Questions, p. 235 Lesson 5: Finding the Overly General Words and Phrases, p. 240 Lesson 6: Break up That Grocery List!, p. 245 Lesson 7: Using Detail Generating Questions, p. 249 Lesson 8: Flip the Sentence Subject, p. 261 <i>Lesson 9: Summarizing in Paragraph Form, p. 267</i> <i>Lesson 10: Reading and Summarizing Texts, p. 269</i> <i>Lesson 11: Comparing and Contrasting in Research Simulation Tasks, p. 281</i> <i>Lesson 12: Paraphrasing, p. 294</i> <i>Lesson 13: Giving the Author Credit, p. 299</i> 	<ul style="list-style-type: none"> Continue: Using the Detail Generating Questions - Model and Guided Practice <i>Continue: Response to Text Lessons</i> <p>Introduce from Section 6: Authentic Writing Tasks</p> <ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens and Variables, p. 455 Lesson 2: 7-Day Process Writing Timeline, p. 466 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to instruct how to put a fully developed piece together.</p> <p>Introduce from Section 6: Steps for Approaching Response to Text Compositions, p. 468</p> <p>Choose an appropriate text or paired texts from your curriculum and write a response.</p>	<p>Mid-year Assessment</p> <ul style="list-style-type: none"> <i>Lesson 1: Reading Strategically and Finding Information Within Text, p. 306</i> Lesson 2: Research! Using Search Engines, p. 309 <i>Lesson 3: Using Images to Add Descriptive Details and Generate Research Questions, p. 311</i> <i>Lesson 4: Researching a Topic of Interest, p. 315</i> <i>Lesson 5: Gleaning Information from Diagrams, Charts, Graphs, and Maps, p. 321</i> <i>Lesson 6: Taking Notes, p. 325</i> <i>Lesson 7: Understanding and Using Notes, p. 329</i> <i>Lesson 8: Restating Information from Research, p. 331</i> Lesson 9: Introducing the Golden Bricks, p. 337 Lesson 10: The Golden Bricks - Powerful Supporting Details, p. 343 Lesson 11: Transitional Words and Phrases, p. 349 Lesson 12: Revise This Paragraph, p. 354 Lesson 13: Writing a Paragraph Using Supporting Details, p. 362 Sub-Genres of Expository Writing, p. 366 Lesson 14: Using Information to Create Well-Developed Paragraphs, p. 370

(continued)

Grade 4 Year-at-a-Glance



MONTH 6 Section 5: Introductions and Conclusions	MONTH 7 <i>Process Writing</i> Section 6: Authentic Writing Tasks	MONTH 8 <i>Review all skills as needed</i>	MONTH 9 <i>Review all skills as needed</i>	MONTH 10 <i>Review all skills as needed</i>
<p>Introductions</p> <ul style="list-style-type: none"> Lesson 1: Leads & Topic Sentences, p. 379 Lesson 2: Writing an Attention Grabbing Lead, p. 385 Lesson 3: Effective Topic Sentences, p. 392 Lesson 4: Writing Topic Sentences, p. 395 Lesson 5: Writing the Introduction Paragraph, p. 398 Lesson 6: <i>Writing in Response to Text: Introduction Paragraph</i>, p. 406 <p>Conclusions</p> <ul style="list-style-type: none"> Lesson 7: Revising Dull Conclusion Paragraphs, p. 411 Lesson 8: Revise This Conclusion Paragraph, p. 415 Lesson 9: Definitive Words and Phrases and Informative Verbs, p. 418 Lesson 10: The Hypothetical Anecdote, p. 423 Lesson 11: Analyzing More Complex Conclusions, p. 426 Lesson 12: Crafting Powerful Conclusion Paragraphs, p. 429 Lesson 13: <i>Writing Response to Text: Conclusion Paragraphs</i>, p. 436 <p>From Section 6: Authentic Writing Tasks</p> <p><i>Steps for Approaching Response to Text Compositions</i>, p. 468</p> <p><i>Choose an appropriate text or paired texts from your curriculum and write a response.</i></p>	<ul style="list-style-type: none"> Lesson 1: Analyzing Prompts for Givens and Variables, p. 455 Lesson 2: 7-Day Process Writing Timeline, p. 466 <p>Process Writing Piece</p> <p>Choose an appropriate expository topic and use the process writing timeline to put a fully developed piece together.</p> <p>Throughout the rest of the year, review all skills and apply to content area themes or units. (Read science or social studies texts and respond using the Response to Text skills learned and/or the expository/opinion skills.)</p> <p>In addition, choose from these appropriate authentic tasks to enhance and inform your instruction.</p> <ul style="list-style-type: none"> Reference Pages: <i>Clue Words in Writing Tasks</i>, pp. 452-454 Reference Pages: <i>Steps for Approaching Response to Text Compositions</i>, p. 468 Lesson 3: <i>Literary Themes – What do they Look Like? Why are they Important?</i>, p. 471 Lesson 4: <i>Read Like a Writer</i>, p. 477 Lesson 5: <i>Identifying Theme</i>, p. 481 Lesson 6: <i>Narrator's Point of View</i>, p. 496 Additional Literary Analysis Task Assignments, p. 512 	<p>Research Project</p> <p><i>Use a science or social studies theme to make an authentic application to the skills learned.</i></p>	<p>End of Year Assessment</p>	



Let's Compare Expository, Opinion, and Response to Text

	EXPOSITORY	OPINION	RESPONSE TO TEXT
Organization	Expository/informative Pillar	Opinion Pillar	Expository/informative Pillar
Purpose	To inform	To state a personal opinion	To demonstrate comprehension
Introduction	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
Body of Piece	Main ideas	Main reasons	Main ideas
Supporting Details	What does it "look" like? Why is that important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments	What does it "look" like? Why is it important? Did you give a specific example? Quotes, statistics, anecdotes, amazing facts, descriptive segments, personal experience	Cite evidence: Quotes, statistics, amazing facts Paraphrase Compare/Contrast information Use evidence from all source material
Conclusion	Creatively restate each idea	Creatively restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions Evaluate how information inspires or challenges



STRATEGIC READING GUIDELINES

1. Circle the **title**. Ask students what the title reveals. (the **topic**) Remind them that the topic tells the reader what the entire piece will be about. **Model** this for students and have them do the same.
2. Number each paragraph for reference purposes.
3. Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
4. Fill in the summarizing framework, based solely on the title and headings.

TOPIC: _____

Main Idea #1: _____

Main Idea #2: _____

Main Idea #3: _____

- Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension.
 - Discuss how a summary such as this might be an excellent way for an author to begin. (*Helps with organization and focus.*)
5. Next, in each paragraph, have students locate all **bold-faced** or **italicized** words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
 6. Point out the **photograph** and its **caption**. Ask students why both are important.



7. Next, on the white board or chart paper, translate the information on the summarizing framework into an extended summary using the following sentence starters:

This expository text provides information about _____.
We'll discover _____, learn about _____,
and become familiar with _____.

Or...

This informative piece discusses _____. The author explores
_____, investigates _____, and
reveals _____.

8. Finally, have students read the text independently. Discuss how examining the following text conventions: title, headings, bold or italicized key words, photographs and captions guide their reading – think about how much they've learned before they've even started reading! Also point out the way that the author organized the information made it more accessible to the reader.

Comparing and Contrasting

In Response to Multiple Texts



Teacher Background: Comparing & Contrasting in Response to Multiple Texts

As students begin to conduct research to inform their expository/informative writing they'll be required to access multiple sources of information in order to glean the facts and information necessary for a thorough response. They must be able to synthesize what they've read, selecting information from each source that is relevant to their assignment. Inherent in this process is the ability to compare and contrast what they've read and to express pertinent similarities and differences coherently in their writing.

This will require students to not only read *each* text strategically to fully understand the content, but to skim and scan *both* texts a second time to filter and identify information appropriate to the specific requirements of their writing task. This process involves sorting and categorizing – the kind of reasoning used in creating Venn diagrams.

Without specific strategies this process can feel *hugely* unmanageable for students. Therefore, the next lessons will break this complex critical thinking process into a number of clear steps that students can follow. This procedure will guide their thinking, providing a reliable roadmap that can be applied to any such research simulation task.



Comparing and Contrasting

In Response to Multiple Texts

LESSON 7

Objective

Students use skimming and scanning skills to highlight key information in two different texts in order to address the specific requirements of a compare and contrast writing assignment. Then they sort this relevant information into a Comparison Grid.

Procedure

1. Engage students in the usual annotation and analysis process for both texts, Siamese Cats and The Sphynx Cat. Use the annotated teacher versions to guide the process.
2. Explain that when authors write they often have to refer to multiple sources to find the information they need to inform their writing. In order to do this it's helpful if authors know, in advance, what specific information they'll need to complete their writing assignment.
3. Project, distribute, and discuss the writing assignment and Discussion Questions, p. 82.

You have read two informative texts about two different cat breeds, the Siamese and the Sphynx. Write an essay comparing these two breeds. Be sure to discuss the appearance and temperament of both breeds, citing examples from the text.

4. Walk them through the Discussion Questions, p. 82. Use the Annotated Teacher Page, p. 81, as a guide.
5. Then distribute copies of the Comparison Grid, p. 85, and project this. Citing information in both texts, assist students in filling in the comparison grid with simple bulleted notes. (See sample, p. 84)
6. Finally, project the Exemplar Text, p. 86, and have individual students match the details in this piece with the evidence in both source texts. If the evidence came from Siamese Cats have them underline it in the Exemplar Response in blue. If it came from The Sphynx Cat underline it in red. In this way students begin to see the clear connection between the source material and the written response to it. Be sure to point out that the author of the Exemplar Response did *not* copy word for word, unless clearly citing the source. Copying without citing the source would be *plagiarizing*. Instead, the author reworded the material and credited back to the author.

BONUS: Have students circle all of the various ways the authors of these pieces refer to the cats described in these texts. (We call this technique the use of “word referents.”) It’s important for students to understand the many ways an author can refer to the same thing, and learning to recognize word referents helps.

LESSON AT A GLANCE:

Whole Class Activity

- Annotate and analyze the two texts
- Project the assignment and discussion questions
- Complete Comparison Grid
- Go thru the Written Response Exemplar



Introduction

THE SPHYNX CAT

1.) The Sphynx is a truly unique breed of feline. These hairless cats are highly prized the world over and are recognized by the International Cat Association and many other cat registries. Its beginnings as a breed, the special care required, and its winning personality make the Sphynx an interesting pet.

2.) Before the late 1960's the Sphynx was not recognized as a breed. But in 1966, in Toronto, Canada, an ordinary black and white cat named Elizabeth gave birth to a very unusual kitten. The kitten was named "Prune." But the name was not the most unusual thing about this kitten! The kitten was born without hair. Every once in while a genetic mutation occurs and among a litter of regular kittens a hairless kitten might be born. Prune's owner decided to try to breed hairless cats by a process called **selective breeding**, matching hairless cats with other hairless cats. The result was a breed originally called **Canadian Hairless Cats**. The name was eventually changed to "Sphynx" in honor of a famous Egyptian Statue of a slim, stately cat looking out over the desert.

3.) These distinctive cats look very different from ordinary cats. Though hairless, they are covered in soft fuzz. Those who run their hand along this sleek feline's back might describe it as feeling like a warm peach, or a suede-covered hot water bottle! They come in all colors, solid and spotted, the color appearing as pigment on the skin itself. Without fur their flesh appears loose and wrinkly. These medium- sized cats are hardy and energetic. Their ears and eyes seem larger than those of a regular cat, but that's because they appear more prominent without all the fur.



Annotated Page

care

4.) Hairless cats do require some special care. Their lack of fur means their skin is exposed and it's important to keep it clean and moisturized. Weekly bathing is recommended, taking special care to rinse well between this cat's many skin folds. Drying the Sphynx thoroughly will prevent these unusual cats from catching a chill. Between baths baby wipes are an effective way to keep this hairless creature clean and fresh. Many Sphynx owners, especially those in cold climates, keep their cats indoors. And, as with all breeds of cats, cleaning their teeth and ears will help prevent infection. A clean, sweet smelling litter box is also a must.

temperament

5.) These unusual hairless cats are extremely social and loveable. Unlike some cats, the Sphynx is extremely affectionate and playful. Their owners report that their hairless pets seem to have a sense of humor and will clown around for attention. This relatively new breed prefers to have company, whether human, feline, or even canine! They love to be held and to cuddle up against their masters in bed at night (possibly, in part, because it keeps them warm). These athletic and energetic cats love toys and games. The Sphynx is sometimes sought as a therapy cat, because of its loving and attentive disposition.

6.) It's easy to understand why this newcomer to the world of cats has attracted the attention of cat lovers and others. The history of the breed and interesting appearance, the care required, and loving temperament make the Sphynx an appealing pet for many.



SIAMESE CATS ^{Topic}

lead fact

introduction

1.) One of the oldest cat breeds in the world, the Siamese cat is a popular pet in the United States today. Let's learn more about the regal history, elegant appearance and unique needs of this charming breed. *topic sentence*

origin

2.) Siamese cats were brought to America from Thailand back when it was called Siam. It is believed that the royal family of Siam kept these exotic felines ^{word referent} as pets and that they were sometimes used to guard ancient temples. The breed arrived in America in 1878 when a Siamese cat was given as a gift to the wife of President Rutherford Hayes, who was a well-known cat lover. Mrs. Hayes said that the "mahogany-colored feline enjoyed making grand entrances" when she was entertaining at the White House. By the early 1900s, Siamese cats were exhibited in American cat shows.

appearance

3.) These beautiful animals are known for their distinctive appearance. They move gracefully with their tails held high as though they know just how lovely they are. The royal cats of Siam have sparkling, bright blue eyes with a slight slant that adds to their exotic appearance. They have short, cream colored fur that darkens to a rich chocolate brown on their ears, face and toes. This elegant breed takes good care of its slim, muscular body so that it needs very little extra grooming. In some Siamese, the bright eyes are closely set and they can appear cross-eyed.

like company

4.) Unlike most cats, a Siamese is not an independent creature. They crave the company of their owners and will meow loudly and persistently to get it. If left alone too often, they are likely to get into mischief. I know of a Siamese who shredded a large quilt with its claws one lonely afternoon. All are capable of such destructive behavior, so be prepared to spend lots of time playing with your pet. Like a dog in a cat body, some even play fetch and most can be trained to walk on a leash.

5.) ⁽²⁾ With their interesting history and ⁽³⁾ undeniable beauty, Siamese cats can be great ⁽⁴⁾ companions to those who understand their unique needs. They are an excellent choice for people who have lots of time to devote to a pet.



DISCUSSION QUESTIONS - SIAMESE & SPHYNX

You have read two informative texts about two different cat breeds, the Siamese and the Sphynx. Write an essay comparing these two breeds. Be sure to discuss the appearance and temperament of both breeds, citing examples from the text.

1. Fill in the summarizing frameworks, below, for each text:

SIAMESE CATS

TOPIC: Siamese Cats

MAIN IDEA #1: history of breed

MAIN IDEA #2: appearance

MAIN IDEA #3: temperament

THE SPHYNX CAT

TOPIC: The Sphynx Cat

MAIN IDEA #1: history of breed

MAIN IDEA #2: appearance

MAIN IDEA #3: temperament

MAIN IDEA #4: special care

2. What do you notice about these summarizing frameworks? The first 3 main ideas in each piece of writing are the same.
3. What are the “givens” in the boxed assignment? Must compare appearance and temperament.
4. Go back to each text. Based on your main idea “blurbs” in the margins, circle the “appearance” paragraphs in yellow, the “temperament” paragraphs in pink.
5. If you were going to expand the text Siamese Cats what is another main idea you might include? Obvious answer would be care, but other answers may vary - ex. cost, health, etc.

BONUS: Go back to each source and circle all of the ways the authors refer to the cats described in these texts. (We call this technique the use of “word referents.”)

CIRCLE: • popular pet • exotic felines • mahogany-colored feline • these beautiful animals • the royal cats of Siam • this elegant breed • these hairless cats • sleek feline • medium-sized cats • hairless creature • unusual cats • hairless pets • this relatively new breed • athletic and energetic cats • newcomer to the world of cats • appealing pet



Comparison Grid

Let's Compare

	SIAMESE	SPHYNX
Appearance	<ul style="list-style-type: none">• graceful• sparkling blue eyes• exotic slant to eyes• short cream colored fur on body• rich chocolate brown fur around ears, face and toes• elegant• slim, muscular body• close set eyes, could appear cross-eyed	<ul style="list-style-type: none">• hairless• covered in soft fuzz• skin comes in all colors, patterns• wrinkly skin• ears, eyes seem large
Temperament	<ul style="list-style-type: none">• not independent• crave company• when alone - mischevious• can engage in destructive behavior• can play fetch like a dog• can be taught to walk on a leash	<ul style="list-style-type: none">• sociable, loveable• affectionate• playful• comical, attention seeking• crave company• athletic, energetic• therapy cat



EXEMPLAR TEXT

Without a doubt, felines known as the Siamese and the Sphynx stand out from ordinary house cats. While both breeds share some characteristics they also differ from one another in a number of ways. Let's explore the similarities and differences in appearance and temperament between these two unique breeds.

Based on the descriptions of appearance in both texts, it would be easy to distinguish between a Siamese and a Sphynx. In Siamese Cats we learn that the Siamese is a graceful, elegant breed with sparkling blue slanted eyes that give the cat an exotic appearance. Sometimes the eyes can be set closely together making the cat appear cross-eyed. The fur on the body of the Siamese is a cream color, with chocolate brown fur around its ears, face, and toes. It has a slim, muscular body. Conversely, the Sphynx is hairless, its body covered in soft "peach fuzz." The author of The Sphynx Cat explains that the skin of the Sphynx is pigmented in a variety of colors and patterns that show through the almost invisible layer of fuzz. Their skin, without the usual covering of fur, can appear wrinkly and loose. For the same reason, the eyes and ears of the Sphynx can seem unusually large.

Despite the differences in appearance these two breeds share a number of temperament traits. Both the Siamese and the Sphynx are highly sociable and affectionate creatures that crave company. The Siamese, however, if deprived of companionship, can get bored and engage in destructive behavior. The author provides an anecdote about one Siamese cat left alone that shredded a large quilt. Another similarity is that these unique breeds are both playful. In fact, the author of Siamese Cats points out that these "dogs in cat's bodies" can be taught to play fetch and to walk on a leash. The Sphynx was described as "comical, playful, and attention seeking." Another distinction is that the Sphynx, because of its loving and attentive disposition, are sometimes used as therapy cats.

Certainly, these unusual breeds, the Siamese with its long history, and the much "younger" Sphynx, offer their owners and cat lovers everywhere much to enjoy, from appearance to temperament.



Turning Questions into Responses

LESSON 13

Objective

Students analyze response to text questions to identify key phrases, and use these phrases to frame their written response in the form of a topic sentence.

Procedure

1. Explain to students that one way to powerfully demonstrate their understanding of a written passage is to write about it. In writing about reading, the author must respond to a question or questions about the text and put forth a clear, focused response. A great way to get started is to locate a key phrase within the question and repeat that key phrase in their written answer.

2. Write or project the following question for the class:

Write a response outlining the ways we can cut down on gas consumption.

3. Read the question aloud and ask students what the question is all about. (ways we can cut down on gas consumption.) Explain that ways we can cut down on gas consumption is the key phrase in the question. This is the phrase they will repeat in their response. MODEL how to begin their response with this key phrase, and underline it.

Ex. *There are many ways we can cut down on gas consumption.*

Another way might be: ***We can cut down on gas consumption in many ways.***

4. Now, write or project this example, and have them respond in similar ways. Chart their effective responses.

Write a response describing why bees are important to people.

Ex. *Bees are important to people because _____.*

There are numerous ways that bees are important to people.

Bees are important to people for many reasons. Etc.

5. Explain that this first sentence in their written response becomes their restatement. The restatement tells the reader what they will learn by reading on. Of course, without reading the source text, it's impossible to craft a full response. Remember, our objective here is simply to reiterate the key phrase as a means of getting started. Also, explain to students that when the prompt reminds them to cite examples or evidence that these specific textual references do not need to be included in the topic sentence, but in the body of the writing that would follow. Direct them to GUIDED PRACTICE, using the examples, p. 193. Then, assign pp. 194-195, for independent APPLICATION, in class or for homework.

TIP: When the word **WHY** appears in the question, the answer (restatement) should include REASONS.

When the word **HOW** appears in the question, the answer (restatement) should include examples or steps.

Ex. *Write about why Daisy wanted to get a pet.*

There were many reasons why Daisy wanted to get a pet.

Write an essay explaining how Guglielmo Marconi invented the radio.

Guglielmo Marconi took many steps in order to invent the radio.

LESSON AT A GLANCE:

Whole Class Activity

- Project a text question.
- Have students identify a key phrase.
- Students will use the phrase to form a restatement.



Student Page

Name: _____

TURNING QUESTIONS/PROMPTS INTO RESPONSES (1)

REMEMBER: When writing a response to text you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *RESTATEMENT*.

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question/prompt, use this key phrase in your **RESTATEMENT**.

1. Write an essay explaining the reasons why dust storms are dangerous.

2. Explain the reasons that caused Greta to run away from home.

3. Based on the text, write about the many hardships and dangers early explorers experienced in their travels.

4. After reading the text, write about why feathers are important to birds.



ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source material.

Ex. In the texts Siamese Cats and The Sphynx Cat, we explore the history of both breeds, learn to recognize the appearance and temperament of each of these unique felines, and discover some of the special care required for the hairless Sphynx.

- **PARAPHRASE**

In your own words, rephrase specific details in the source material in order to support your summary.

Ex. The author explains that sometimes a genetic mutation happens and a hairless kitten can be born to a regular cat.

- **CITE THE SOURCE TEXT**

Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

Ex. In paragraph four the author states: "Unlike most cats, a Siamese is not an independent creature."



Student Page

Name: _____

Summarizing in Paragraph Form

Look at the following summarizing framework for an informative text:

TOPIC: Volcanoes

MAIN IDEA #1: What causes volcanoes

MAIN IDEA #2: Hazards of volcanoes

MAIN IDEA #3: How science can predict eruptions

Now read the way one student expressed this summary in a short paragraph using INFORMATIVE VERBS:

This article provided information about volcanoes. The reader discovers the causes of volcanoes and learns about the hazards that occur when volcanoes erupt. The author also delves into the ways that science can help predict when these fiery eruptions are likely to occur.

Now it's your turn! Read each summarizing framework, below, and on another paper rewrite each as a short paragraph, using informative verbs. Select your informative verbs from the box, bottom of page.

TOPIC: Legos

MAIN IDEA #1: Invention of Legos

MAIN IDEA #2: Legos for learning

MAIN IDEA #3: Legos as art

TOPIC: Bluebirds

MAIN IDEA #1: Appearance

MAIN IDEA #2: Habitat

MAIN IDEA #3: Bluebird houses

TOPIC: Ice Cream

MAIN IDEA #1: Who invented ice cream

MAIN IDEA #2: How ice cream is made today

MAIN IDEA #3: Flavors and toppings

TOPIC: Space Travel

MAIN IDEA #1: History

MAIN IDEA #2: What's happening now

MAIN IDEA #3: What the future holds

- recognize • understand • learn about • discover • uncover • reveal • study
- examine • observe • analyze • investigate • find out • focus on • research
- know • delve • consider • determine • remember • explore
- become familiar with • be on the lookout • become aware of



Name: _____

Paraphrase It!

When writing a response to text or when using researched material in a report or an essay it's important not to take another author's words and use them as your own. That is called **plagiarism**. Instead, you need to refer to the text or source material and then express what you learned in your own words. This is called **paraphrasing**.

Read each sentence below from the text Hula Hoops. On another paper, **paraphrase** each sentence in your own words. Use sentence starters and replace underlined words or phrases with word referents. Then, try "flipping the sentence."

Ex. For thousands of years people of all ages have found ways to play with circles of wood or other materials.

In the article we learn that throughout history children and adults alike have used large rings made of wood and other materials as a fun form of entertainment.

Underline the sentence starter and circle each word referent used for the underlined key words. Notice how the writer "flipped the sentence," below:

Playing with wheel-shaped toys made out of wood and other materials has been a centuries-old form of entertainment and fun for children and adults of all ages, according to this article.

1. The modern plastic hula hoop was fashioned after bamboo hoops that were popular in Australia.
2. In the 1950's the Wham-O company in Los Angeles started a hula hoop fad.
3. Millions of hula hoops were sold after the Wham-O company offered demonstrations in playgrounds and parks across California.



Student Page

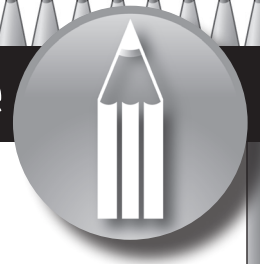
Name: _____

4. Wham-O sponsored national Hula Hoop competitions beginning in 1968.

SENTENCE STARTERS

- The author discusses _____ .
- In the article we learn that _____ .
- The text explains the way _____.
- It was interesting to learn how _____.
- Reading the piece, I discovered that _____.
- The writer outlines _____.
- The reader learns that _____.
- This informative piece examines _____.
- In this article we discover _____.
- According to this article _____.
- Based on this text _____.

BONUS: Select several sentences from a textbook, magazine article, or nonfiction book and paraphrase them using these techniques.



Name: _____

TAKE SOME NOTES!

Read or listen to each information sentence below and take notes. Write just enough to trigger a memory of what you learned so that you can recall it later. Focus on keywords. (Use the **dash** (–) as a quick way to define or explain something. Use a slash (/) as a way to say “and, or”.)

1. Oceanographers also study marine plants.

Notes: _____

2. The formal scientific study of oceans began in 1872 with the Challenger Expedition.

Notes: _____

3. The earth’s oceans are all interconnected with landforms emerging like islands.

Notes: _____

4. Marine biologists study plant and animal life in our oceans.

Notes: _____

5. Modern technology offers today’s oceanographers more opportunities to learn about oceans than in the past.

Notes: _____

6. Some oceanographers use scuba diving equipment and deep sea diving gear to explore the depths.

Notes: _____

7. Others travel in underwater crafts called submersibles.

Notes: _____

8. A famous submersible called “Alvin” was used to locate and explore the Titanic.

Notes: _____



Take Some Notes - Exemplar

TAKE SOME NOTES!

Read or listen to each information sentence below and take notes. Write just enough to trigger a memory of what you learned so that you can recall it later. Focus on keywords. Use the dash (–) as a quick way to define or explain something. Use a slash (/) as a way to say and, or.

1. Oceanographers also study marine plants.

Notes: oceanographers – marine plants

2. The formal scientific study of oceans began in 1872 with the Challenger Expedition.

Notes: began 1872 – Challenger Expedition

3. The earth's oceans are all interconnected with landforms emerging like islands.

Notes: oceans interconnected/landforms emerge

4. Marine biologists study plant and animal life in our oceans.

Notes: marine biologists – ocean plant animal life

5. Modern technology offers today's oceanographers more opportunities to learn about oceans than in the past.

Notes: modern technology – more opportunities

6. Some oceanographers use scuba diving equipment and deep sea diving gear to explore the depths.

Notes: scuba equipment/deep-sea gear

7. Others travel in underwater crafts called submersibles.

Notes: underwater crafts – submersibles

8. A famous submersible called "Alvin" was used to locate and explore the Titanic.

Notes: submersible Alvin – Titanic



HOW TO WRITE AN EFFECTIVE RESPONSE TO TEXT PARAGRAPH

AUTHORS INCLUDE:

- A **BROAD YET DISTINCT MAIN IDEA SENTENCE**
- A number of **PARAPHRASED DETAILS** from the source text that support the main idea
- Direct **QUOTES** or **CITATIONS** from the source text that support the main idea
- **WORD REFERENTS**
- **CITING SENTENCE STARTERS**
- **INFORMATIVE VERBS**
- Powerful **WORD CHOICE**
- **TRANSITIONAL WORDS, PHRASES**

AUTHORS AVOID:

- Copying evidence word for word from the source text (**PLAGIARIZING**)
- The “**Grocery List**”: (Do not list your details in a single sentence. Put each detail in a separate sentence.)
- The “**Broken Record**”: (Do not begin each sentence with the same words.)
- Paraphrasing without a reference to where the information was found in the source text



Steps For Approaching Response to Text Compositions

Teacher Background:

Steps For Approaching Response to Text Compositions

1. Read source texts, **ANALYZE** and **ANNOTATE**.
2. Fill in a **SUMMARIZING FRAMEWORK** for each source text.
3. Analyze the prompt for **GIVENS** and **VARIABLES**. What are the questions being asked?
4. Create a **GRID** to compare both texts.
5. Based on the grid create a new **SUMMARIZING FRAMEWORK** outlining the response to text composition.
6. Write **INTRODUCTION** using main ideas and informative verbs. (literal comprehension)
7. Compose a **BROAD YET DISTINCT MAIN IDEA SENTENCE** for each body paragraph.
8. Support each main idea with **CITED EVIDENCE** from the text. Use word referents and transitional words and phrases.
9. Write a **CONCLUSION** that includes evaluative thinking – how was the reader affected by the texts? What applications can be made to the writer's life?

These steps can be approached in a single sitting as impromptu writing, or can be applied over several days or more, one step at a time. At first, it's wise to guide students through the process in directed fashion, discussing and modeling each step, reminding them that they've practiced all of these skills discretely in the past. Also remember that you don't need to wait until late in the year for students to undertake this, despite the fact that they may not have learned all of the skills yet. Simply hold students accountable for what you've already taught, and **MODEL** what you haven't taught yet, understanding that their attempts to emulate what you've modeled will not be of the same quality as the skills they've practiced over time.



Teacher Background:

Theme in Literature - What's it All About?

The characters, motivation, problems, challenges, and adventures described through story action all generally point to the theme of a narrative piece of writing. *The theme is the abstract idea that drives the action and character development and is usually an ideal held in high esteem by the author.* The main character's interaction with other characters often raises questions about theme. In addition, the setting can influence or forward the theme. An example of this would be a story about a camping trip that will require *perseverance* on the part of the main character. A harsh natural landscape and stormy weather would add to the challenge and serve to show how perseverance is a necessity for survival.

Below you will find a list of common literary themes. As you look through the list, think of stories you've read that seem to embrace each ideal or theme:

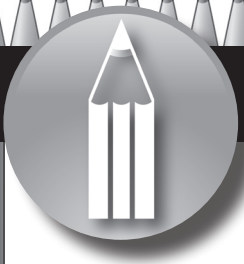
COMMON LITERARY THEMES

- | | | | |
|-------------------------|-------------|-----------------------------|-------------------------|
| •Acceptance | •Courage | •Perseverance | •Cooperation |
| •Compassion | •Honesty | •Kindness | •Loyalty |
| •Responsibility | •Ambition | •Individuality | •Inequality - Justice |
| •Forgiveness | •Hard Work | •Being a Graceful Loser | •Learning from Mistakes |
| •Being True to Yourself | •Friendship | •Appreciating what you have | •Importance of Family |

An easy way to explore the idea of "theme" is through fables. Sometimes fables demonstrate a simple lesson, but often that lesson is rooted in a more abstract theme. Arnold Lobel's Fables are perfect for this purpose.

IMPORTANT TIPS:

In addition, posting a chart of **Common Literary Themes** for student reference is helpful. Have children review these every time they read fiction and discuss what the theme might be. Then, refer to the detail generating questions: **What Does it Look Like?** **Why is that Important?** and apply these to the story theme you've identified. For example, if you think the theme is "loyalty," what does loyalty look like? Why is it important in the story? This helps points to evidence in the text to support what the reader sees as the theme. If evidence cannot be found, you've likely identified the wrong theme.



Student Reference Page

COMMON LITERARY THEMES

- Acceptance
- Courage
- Perseverance
- Cooperation
- Compassion
- Honesty
- Kindness
- Loyalty
- Responsibility
- Ambition
- Appreciating what you have
- Forgiveness
- The Value of Hard Work
- Being a Graceful Loser
- Learning from Mistakes
- Being True to Yourself
- Individuality
- Importance of Family
- Friendship
- Determination
- Inequality – Justice

Can you think of any others?



Framing Questions for Reading & Responding to Literature

- **Who is the main character in the story** (*point of view character/protagonist*)?

This main character is also known as the protagonist or point of view character. The main character is the one conveying the story, the one who is faced with a challenge or presented with an adventure of some kind. The main character may be thrust into a difficult situation against her/his will, or might set out to solve a problem of his/her own free will. In short, the story is all about the main character.

- **Where is the story set?** (*setting*)

The setting is where the story takes place. It is important because the story world affects everyone and everything in it. We see the setting through the five senses of the main point of view character and the way they see it reveals something about their point of view.

- **What is the tone or mood of the story?**

The mood and tone of the story is determined by the main character's attitudes and feelings and is reflected through the description of the setting, word choice, and details.

Ex. Jess scuffed her feet along the floor of the dimly lit hallway and sighed.

What is the mood or tone? (*dark, discouraged*)

Jess danced with her shadow and smiled as she skipped down the hallway of the school.

What is the mood or tone? (*Upbeat, carefree*)

- **What is the main character's problem, challenge, or adventure?**

Most stories involve a problem or challenge faced by the main character. Facing and solving the problem is what reveals character and demonstrates growth. The problem causes the main character to grow, change, and learn something important.

- **What is the main character's motivation?** (*what the character wants*)

Sometimes what the character wants causes a problem, and sometimes a problem causes the main character to want something. It could be that the main character wants a particular outcome and has to struggle and persevere to achieve that.

- **Who or what stands in the way of the main character's motivation?**

It could be a person whose motivation is at odds with the main character's motivation.

Ex. Jill wants to go camping with a friend, but her parents want her to go to her aunt's birthday party. Or, it could be circumstances such as the weather or other event that causes conflict. **Ex. Jill has a camping trip planned but there's a hurricane predicted.**



Teacher Page

- **Where does the author use suspense and/or foreshadowing?**

When the main character is wondering or worrying the reader experiences a sense of tension or suspense. Other times the author only reveals part of what's going on, leaving questions in the reader's mind. Foreshadowing occurs when the author hints at some outcome before it happens.

- **How does the main character feel about the situation?**

There is usually a cause and effect relationship between story events and the main character's feelings and responses. The main character's feelings often change in response to events over the course of the story.

- **How does the main character show his/her feelings?**

Most often the author will show rather than tell how story characters are feeling. **Ex.** Instead of writing: 'Adam was mad' the author might write: **Adam's jaw was clenched and he breathed heavily.**

- **How did the main character grow and change in response to story events?**

The most powerful stories are the ones in which the main character struggles, grows and changes. This is why the main character is sometimes referred to as the "hero" or "heroine" of the story. Consider this character as the story begins, and again at the end. There will likely be a difference.

- **What figurative language did the author use and why?**

Authors use similes and metaphors to make strong impressions about story critical characters, settings, and objects. Why did the author draw this comparison? Readers should pay attention to figurative language as a pointer to whatever is important. **Ex. Lily's face was set like the wall of stone at the edge of the village.** (*simile*) **Lily's face became a wall of stone.** (*metaphor*)

- **What is the theme of the story and how is it demonstrated?**

The main story event, the main character's struggle, and realizations the characters come to point to the story theme. Some common themes are: friendship, courage, acceptance, forgiveness, cooperation, perseverance, loyalty, responsibility, honesty, freedom, kindness, individuality, justice. Have a chart of these abstract nouns (and others) hanging for student reference.

- **What would you do if faced with a similar challenge or adventure?**

In order to empathize and relate to a character's struggles it's important for the reader to consider the times when she/he felt similarly - in this way the reader can better anticipate or predict outcomes and can more readily empathize with the main character.

Identify the Theme



LESSON 5

Objective

Students identify the common theme within a narrative story and a poem and explore the theme in an analytical essay.

Procedure

1. Write the word *theme* on the board. Remind them that a theme, in literature, is an opinion or belief that the writer holds as true and can often be summed up in a single word like love, friendship, or courage. Ask them to think for a moment about some of the things their parents really care about and list them. The list might look something like this:

- Get your homework done.
- Do your best in school.
- Be nice to your siblings.
- Put your toys away.
- Hang up your clothes.
- Have good manners.

Ask them if they see a *theme* or two in these beliefs or values. Some possible themes might be:

- Hard work pays off.
- Responsibility takes practice.
- Kindness is important.
- Work at being polite

Explain that authors and poets will *show* how important their values or beliefs are by exploring the theme through characters (including the narrator of a story), words, and/or images.

2. Distribute the story Summer Choices, pp. 486-488, and the poem Decisions, Decisions, p. 485. Tell them that one text is a poem, the other a story. See if they can identify which is which based solely on the text structure. Discuss what makes a story different than a poem. Before reading the story, post the following guiding questions:
 - What does the title suggest?
 - Put yourself in Gretchen's shoes. Why was the choice she had to make a difficult one?
 - Do you think Gretchen made the right choice? Why or why not?
 - Have you ever been in a situation like Gretchen's, and if so what was it?

Then have the class read the story silently, considering the questions as they read. (If you think the readability will be an issue for your class, project and read it aloud to them.) Then discuss what they think the *theme* might be. (*Making the right decision often involves sacrifice.*)

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Define and discuss *theme*.
- Read a narrative story and a poem, identifying the common theme.
- Using guiding questions, write an analytical essay on the theme.



Identify the Theme

3. Move on to the poem Decisions, Decisions, and chart the following questions:

- What does the title of the poem suggest?
- What does the poet describe in each stanza?
- What helps the poet make difficult decisions?

Again, have the class consider the questions as they read the poem silently. Then read it aloud to them, emphasizing the rhythmic pattern. Discuss what they think the *theme* might be. (*Making the right decision often involves sacrifice.*)

4. Discuss the similarities in theme between the two texts and the structural elements used to communicate that theme in each. These elements include character and plot, action and dialogue, paragraphs, rhyme, rhythm and pattern. Refer to the Annotated Versions, pp. 489-492, to guide your conversation. It can be helpful to provide a GRID, p. 483, on which students can list the evidence they're accumulating to prove their point.

OPTION: This is a challenging, high-level thinking task. It might be helpful to project, annotate and analyze the sample texts, pp. 485-488, with the class to better prepare them for these kinds of assignments prior to asking them to write for this purpose. In this way they can clearly understand the salient features of a strong response. After the analysis and discussion you can choose an alternate narrative selection and thematically related poem and have students analyze and write about them in the same way. Use your professional discretion to decide how to best utilize this material for the unique needs of your class, moving from awareness-building to actual writing when the time is right.

5. Finally, have them write an essay that explains how the theme of the story is communicated through dialogue and description and how the theme is shown in the poem through the examples provided. Discuss a possible summarizing framework.

Ex. Topic: Theme: Making the Right Decision Often Involves Sacrifice

Main Idea #1: Gretchen's sacrifice

Main Idea #2: Sacrifices in the poem

Main Idea #3: Sacrifice in my life

6. Follow the Process Writing Timeline, pp. 466-467. See Sample Essay, pp. 493-494.
7. Distribute the list of sentence starters (Student Reference Sheet, p. 484) to guide children in their critical thinking and to assist them in citing evidence in the texts.

EXTENSION: Have them write a paragraph about a time in their lives when they had to make a sacrifice in order to make the right choice.



SAMPLE RESPONSE:

LITERARY ANALYSIS TASK - POINT OF VIEW AND SETTING

outlines task and sets a purpose

introduction

In the stories Are We Having Fun Yet? and New to 4B both narrators have strong feelings about their situations that are reflected in the way they describe the setting. Both texts illustrate ~~how the narrator's point of view influences the way the setting is described.~~ Let's explore the points of view of both narrators.

informative verbs

describes his situation, feelings

Jeremy, the main character in Are We Having Fun Yet?, had to go to work with his Mom. He was supposed to spend a fun day with his uncle, going to a movie, playing basketball and video games and having pizza. When his uncle couldn't come Jeremy had to go to the museum where his mom works and spend the day there, and he wasn't happy about it. The narrator's feelings are clearly illustrated in paragraph one when he trails after his mother, dragging his feet. His boredom is evidenced when the author describes a man in a painting on display as follows: "he appeared even more bored than Jeremy felt." The dialogue in paragraphs two and three shows us that Jeremy would rather be someplace else: "How long is this going to take?" he asks, realizing he is whining.

evidence from text

description of setting matches mood

Jeremy's view of the museum matched his mood. In paragraph one he describes a "somber space" filled with "portraits in dark hues." It is interesting to note that some of the men in the portraits "glared" and he described others with "heavy-lidded eyes staring over the heads of the crowds." Everything Jeremy noticed reflected his feelings at the time. Jeremy's attitude changed when the museum guard suggested that he visit the Arms and Armor and Egyptian exhibits. We know Jeremy's mood is



Annotated Page

improving when he thought, "It suddenly seemed more mysterious. The kind of place where you might have an adventure."

informative verbs

evidence from text

describes her situation, feelings

Marissa, the narrator in New to 4B, was starting at a new school. Her feelings of fear and sadness are evidenced in the first two paragraphs. In fact, in the very first line of the story her mother says, "It will be fine Marissa, you'll see." In paragraph two Marissa's eyes well with tears that she blinks away, she drags herself out of the car and forced a smile.

description of setting

When Marissa compared her new school to her old we see her feelings reflected clearly. She viewed the new school as cold and forbidding. In paragraph three Marissa described the new school as "huge and sprawling" all "concrete and glass". She uses words like "sharp, cold, strange, modern angles, bare grounds." It's clear that she didn't feel welcome or comfortable there. In contrast, she described her old school this way: "as comfortable as a worn-out pair of favorite sneakers." She also pointed out the shade trees surrounding her former school and the familiar faces inside the cozy old building. Marissa's impression of the new school began to change in paragraph 4 when she met her new teacher, Mrs. Booth, and in paragraphs 5 and 6 when her classmate Virginia said, "Let's try to sit near each other." As Marissa began to feel more at home her view of the new school changed. We discover this when the narrator noted that: "Inside the corridors gleamed. The hallways were drenched in sunlight." At the end, the "brightly colored welcome sign" cheered her up.

conclusion

The reader can conclude that the narrator's point of view, feelings, and attitudes will always be reflected in the way the setting is described and will change as the character grows and changes.



Additional Assignments

Additional Literary Analysis Task Assignments

Below you will find a variety of additional Literary Analysis Tasks. Each requires the student to access at least two sources of information on a given topic. These sources might be magazine or on line articles, videos, or images. Each requires students to take notes from each source and refer to these notes in composing an essay. Some suggested on line sources are provided, but you may choose to substitute other sources of your own including textbooks, nonfiction texts, etc. (Keep in mind that video content can change, so always check these before referring students to them.) You can also easily substitute curriculum related topics for any of the topics suggested.

1. You have read articles and watched videos about two distinct breeds of dogs – the Shih Tzu and the Labrador Retriever. Write an essay comparing these two breeds. Discuss the appearance of each, the history of both breeds, and their temperaments. Be sure to cite evidence from the articles and the videos to support your writing.

Suggested video: https://www.youtube.com/watch?v=IkKif_jIlt8 - Shih tzu video - Best Breed Ever
<https://www.youtube.com/watch?v=6zTOINeXQcc> - Labrador video – Best Breed Ever

2. You have read 2 articles and have seen a video about polar bears. Write an essay that compares each point of view, explain which point of view you agree with, and explain why. Be sure to support your essay with information from all three sources.

Suggested video: <http://kids.nationalgeographic.com/videos/> - polar bear (variety of animals)

3. Imagine your family is planning to take your mom out for Mother's Day. Read and compare two restaurant websites and use these to decide which restaurant you'll go to. Be sure to explain your reasoning and support your point of view with information and examples from both sites as well as personal experience. Consider the menu, prices, and atmosphere.

Suggested sources: Have the students compile a list of their favorite local restaurants and show them how to find their websites and navigate the sites.

4. You have read story Orlando Takes a Ride, pp. 513-515, and watched a video about bike safety. How would the narrator in the story have benefited from watching this video before taking a bike ride? Be sure to refer to both the story and the video in order to support your response.

Suggested video: <http://www.neok12.com/video/Safety/zX480b667253545151544d63.htm> - bike safety

5. Find two nonfiction texts on a topic you've studied in class. Then find an on line article or video on the same topic. Take notes from each source. Then write an informative essay on this topic, citing your sources.

6. Cactus Hotel is a story set in the desert of the American southwest. It is also a story that helps us learn about the desert habitat. The author must have conducted a good deal of research in order to provide accurate details about this setting. Based on information in the story, write an informational essay about the southwestern desert habitat. Conduct research to verify your information and discover any additional information you might need.

Cactus Hotel, Henry Holt & Company - 1991 Brenda Z. Guiberson, Megan Lloyd
ISBN 10: 0805013334 ISBN 13: 9780805013337