Welcome to the New Junior Great Books® Series 3–5!

This sample unit contains:
- Page 2: New Junior Great Books Series 3–5 Benefits
- Page 3: Program Materials Description
- Pages 4–7: New Junior Great Books Series 3–5 Features
- Pages 8–33: Complete Unit, “Crow Call,” from Series 4, Book One
- Pages 34–35: Theme Connections
- Pages 36: Critical Thinking Rubric
- Pages 37–40: Selected pages from Series 4 Reader’s Journal
- Pages 41–47: Alignment to Common Core State Standards

Junior Great Books Series 3–5 Benefits

**Teachers** move from a prescriptive, instructional approach to an inquiry-based, collaborative approach. Series 3–5 makes it easy to:
- Engage all students in higher-level reading, thinking, and discussion
- Differentiate instruction to address students’ needs and learning styles
- Integrate critical thinking and social/emotional learning into their curriculum

**Students** come to see themselves as successful learners and thinkers, as they learn to:
- Read for meaning
- Use reading comprehension strategies
- Go beyond initial responses to deeper thinking
- Support ideas with evidence from the story
- Develop appreciation for rich, rewarding literature

**Students** develop cognitive, social, and emotional intelligence by:
- Thoughtfully considering different points of view
- Listening to others and responding appropriately
- Contributing to a collaborative, respectful classroom environment

Junior Great Books® is a registered trademark and Shared Inquiry™ is a trademark of the Great Books Foundation.

Junior Great Books Series 3–5 Materials

The student books are anthologies of outstanding stories, grouped by theme, that capture students’ imaginations and sustain a thoughtful process of reading, writing, and discussion. Engaging artwork provides visual interest and strengthens students’ understanding of each story. Student-friendly glossaries define challenging story words.

**Student Books**

Professionally recorded audio versions of each story add flexibility to your reading routine and provide support for struggling students.

**Audio CDs**

Teacher’s Editions include:
- A **unit overview** for each story that provides important planning details and a big-picture snapshot of the unit
- A **unit guide** that walks you through each day’s lesson
- **Annotated reading selections** that have notes, icons, and highlights that correspond to activity instructions
- A **Teacher Resources** section for each unit that contains a range of additional support materials

**Reader’s Journals**

Reader’s Journals allow students to record their thinking at each stage of work on a story, reinforcing the reading-writing connection.
Junior Great Books Series 3–5 Features

High-Quality Literature
The Junior Great Books program features outstanding literature by award-winning authors such as Langston Hughes, Lois Lowry, Isaac Bashevis Singer, and Jane Yolen, with illustrations by lauded artists such as Brian Pinkney, Bagram Ibatoulline, and Caldecott winner Brian Floca. Stories are selected for their vivid writing and for their ability to support multiple interpretations and thought-provoking discussions, as well as for their diversity of settings, genres, and writing styles.

In-Depth Reading, Critical Thinking, and Writing Activities
The sequence of Shared Inquiry activities encourages students to develop the habits of effective readers and thinkers: to read closely, to think critically and write thoughtfully about what they have read, and to listen and respond to their classmates.

- Students read along as a story is read aloud, ask questions about the story, and then reread and respond to the story—all fundamental reading comprehension strategies. Then through a Shared Inquiry discussion, students practice the three essential elements of critical thinking:
  - Idea—Students develop and clarify ideas about a story's meaning.
  - Evidence—Students support these ideas with evidence found in the story.
  - Response—Students listen to and consider the ideas of others.

After the discussion, students continue their exploration of the story through written responses, creative responses, related fiction readings, and projects linking the story to other subject areas.

Differentiated Instruction
- Student learning spectrums present the range of student behaviors you might expect to see during core activities.
- Support and challenge options, keyed to the learning spectrums, help you tailor each activity to suit the needs of all students.
- Close-reading options accompanying the second reading activity engage different learning styles.
- Suggestions for working with ESL students and small ability-based groups are also included.

Thematic Organization
Junior Great Books selections are divided into character-education themes that are commonly taught in elementary school and are easy to integrate into the larger curriculum.

Each student book consists of three themes (with three stories per theme). Theme-related activities allow students further practice with inquiry-based learning and allow teachers to introduce vital character-education concepts into the elementary classroom:

- A Theme Introduction in the student book, with a corresponding Reader's Journal page, poses an essential question for students to discuss and revisit as they work through the stories.
- A Theme Connections section in the Teacher’s Edition includes a theme wrap-up activity, a story-to-story connection activity, and at-home thematic activities for students and parents.

Assessment and Reflection
- Student learning objectives and learning spectrums provide a simple framework for ongoing informal assessment.
- A formal assessment suite includes comprehension tests for each story, a critical thinking rubric, activity scoring instructions, and portfolio assessment tools.
- Reflection forms for students and teachers make goal setting simple and benchmarks for improvement more concrete.

Teacher Support
The Teacher Resources section in the Teacher’s Edition contains a range of support materials, including:

- Reading comprehension strategies
- Vocabulary activities
- Discussion troubleshooting, tips, and handouts

In addition, links are provided to online videos showing elementary-grade students engaged in Shared Inquiry activities, along with practical tips from a Great Books instructor.
Research-Based Learning

Great Books programs have been recognized as effective by the U.S. Department of Education, by Learning Forward (formerly the National Staff Development Council), and by other studies of curricula. Independent research has shown that regular, sustained use of Shared Inquiry and Great Books programs improves reading comprehension and critical thinking for students from a wide range of demographic backgrounds and achievement levels. Please contact us for more information on research supporting Shared Inquiry practices.

Professional Learning

The Great Books Foundation offers professional learning courses and webinars, and on-site consultation days and planning sessions to introduce teachers to Shared Inquiry and to provide continuing assistance. Learning Forward has cited the Great Books Foundation’s courses for teachers as effective in improving students’ learning results.

Great Books Foundation professional learning courses give teachers the opportunity to practice using the Shared Inquiry method. Teachers also learn how to prepare a text for inquiry-based learning, how to conduct the classroom activities, and how to manage student responses by asking effective follow-up questions. For more information, click on “Professional Learning” when you visit www.greatbooks.org.

You can find free downloadable materials, videos of real classroom discussions, research studies, and more at www.greatbooks.org.

The Shared Inquiry™ Method of Learning

The Junior Great Books program uses a method of reading and discussion known as Shared Inquiry. This distinctive approach to learning enables teachers, parent volunteers, and other adults who lead Great Books programs to foster a vibrant environment in which children learn critical thinking and close reading skills used regularly and naturally by good readers, thinkers, and learners. Through your own curiosity and attentive questioning, you serve as a partner in inquiry with your students, helping the group work together to discover a story’s meaning. The process reaches its fullest expression in Shared Inquiry discussion, where you and your students think and talk about an interpretative question—a question about the story that has more than one good answer that can be supported with evidence from the story.

Great Books Programs Meet Common Core

Each unit in Junior Great Books presents an engaging sequence of activities that clearly and consistently develops students’ reading comprehension, critical thinking, language, and writing skills. An appendix in each Teacher’s Edition shows how these activities address Common Core State Standards in:

• Reading
• Speaking and Listening
• Writing


Note: Even if your state has not adopted CCSS, Junior Great Books programs align with most state English language arts standards.

New! Downloadable Common Core Correlation Booklets

To make lesson planning easier for you, we’ve carefully matched each Great Books Teacher’s and Leader’s Edition with the Common Core State Standards to show, story by story, every instance in which student activities correspond to specific standards. Every page in the Great Books Teacher’s or Leader’s Edition that corresponds to a core standard is noted.

Order booklets at store.greatbooks.org/ccss.

About the Great Books Foundation

Founded in 1947, the Great Books Foundation is an independent, nonprofit educational organization whose mission is to advance the critical, reflective thinking and social and civic engagement of readers of all ages through Shared Inquiry discussion of works and ideas of enduring value.

In 1962, the Foundation extended its mission to children with the introduction of Junior Great Books. Today, the Foundation offers programs for learners of all ages. Great Books professional learning consultants conduct face-to-face and online courses and provide customized on-site consultations for educators and parents who want to use Shared Inquiry to improve students’ critical thinking, reading comprehension, vocabulary, and writing skills.
UNIT OVERVIEW

Crow Call
Lois Lowry

LENGTH: 11 pages
READ-ALOUD TIME: About 15 minutes
GENRE: Realistic fiction
SETTING: U.S. (rural Pennsylvania)

About the Story
Liz, a young girl, goes on her first hunting trip with her father, who has recently returned from war. During the outing, Liz learns the art of crow calling, while she and her father get to know—and understand—each other.

About the Author
Lois Lowry was born in Honolulu, Hawaii, in 1937. The daughter of an army dentist, she spent her early years in New York, Pennsylvania, and Japan. Her work is often inspired by childhood memories and by the lives of her children. Lowry has earned numerous awards for her writing, including Newbery Medals for Number the Stars and The Giver. Crow Call, Lowry’s first picture book, was published in 2009. Lois Lowry lives and works in Massachusetts.

Author website: www.loislowry.com

SESSION 1 PAGES 65–67
Prereading 5 MINUTES
Students explore a concept relevant to the story they will be reading.

First Reading with Sharing Questions 30–40 MINUTES
Students read along as the story is read aloud and share their questions about it.

SESSION 2 PAGES 68–69
Second Reading 30–40 MINUTES
Students read along as the story is reread, engaging in activities that help them explore the story more deeply.

SESSION 3 PAGES 70–73
Shared Inquiry Discussion 30–40 MINUTES
Students explore the story’s meaning by discussing an interpretive question.

SESSION 4 OPTIONS PAGE 74
Written and Creative Response TIMES VARY
Students write a brief expository essay or a piece of creative writing based on the story, or explore the story through another creative form.

ADDITIONAL SESSIONS
Curriculum Connections TIMES VARY
Students engage in suggested activities that connect “Crow Call” to the rest of your curriculum (p. 75).

Unit Wrap-Up TIMES VARY
Students complete the unit with a theme connection activity (pp. 122–123), multiple-choice test (p. 320), portfolio assessment (p. 347), or reflection on discussion (pp. 350–352).

FLEXIBLE-USE ACTIVITIES
Use these additional resources at your discretion, depending on your classroom schedule and learning goals.

Working with Words
These vocabulary, spelling, and reading with expression activities can be done any time during the unit (p. 64).

Head in the Clouds
This Reader’s Journal activity (p. 14), which asks students to draw or write in response to imaginative prompts about the story, can be done at any time after the first session.

For video clips of fourth-grade students participating in Shared Inquiry activities, go to www.greatbooks.org/thankyou.
Prereading Options

Activity Instructions

1. Choose a prereading option below.
2. Ask follow-up questions to help students further explain their ideas.
3. Stop after about five minutes to conserve class time for reading the story and sharing questions.

Activity Summary

Students explore a concept relevant to the story they will be reading.

Student Learning Objective

To activate and build background knowledge related to a story

Key Shared Inquiry Concept

Thinking about what we already know helps us prepare to read.

Materials

- Student books

Vocabulary in Context

Use these suggested words (or your own words) to work with vocabulary in context. See page 301 of this Teacher’s Edition for vocabulary activity ideas.

Suggested Target Words

- lingered (p. 24)
- imitation (p. 26)
- confide (p. 28)
- resolute (p. 32)
- subsides (p. 32)

Spelling

Use these suggested words (or your own words) for spelling practice.

Inflectional ending -ing, drop final e
- writing (p. 26)
- driving (p. 26)
- hesitating (p. 24)
- memorizing (p. 27)
- smiling (p. 32)

Prefix un-
- unfold (p. 24)
- unknown (p. 27)
- uneasy (p. 27)
- unsurprised (p. 29)
- unchangeable (p. 29)

Reading with Expression

Students look for words, phrases and punctuation that help them read aloud with expression (Teacher’s Edition, p. 23).

Text Preview

Preview the title and story illustrations with students. Then ask:
- What do you know about crows?
- What does the phrase “crow call” make you picture in your head?

Ask students what they think the story will be about, based on the title and illustrations. After reading, you may want to ask students how their inferences matched up (or didn’t match up) with the story.

Opening Question

Ask students to think of a time when someone they were close to was away for a long time and then came back. Then ask: How did you feel when the person came back? What was easy and what was hard about being together again?
First Reading with Sharing Questions (30–40 minutes)

**Activity Instructions**

1. **Prepare** students to ask questions by telling them to listen for anything that is confusing or that they wonder about while you read.
2. **Read** the story aloud. Have students read along in their books and mark a ? anywhere they have a question (on a sticky note or in the text).
3. **Ask** students to share their questions. Record them on chart paper.
4. **Help** students answer any questions that signal a serious comprehension problem. Leave the rest unanswered for now.
5. **Post** the list of questions in the classroom and let students know that they will revisit many of the questions during their work on the story.
6. **Reader’s Journal:** Ask students to record something from the story that they understand better now that they have shared their questions, along with the question someone else asked that most interests them.

**Materials**
- Student books
- Sticky notes
- Chart paper
- Reader’s Journal: Sharing questions page (p. 12)

**Helping Students Ask Questions**

During this discussion, the teacher helps a student formulate a question before recording it.

**TEACHER:** Joseph, did you have a question about the story?
**JOSEPH:** I think Lizzie’s weird.

**TEACHER:** What part of the story makes you think Lizzie is weird?
**JOSEPH:** I don’t know why she’s so worried about going on a trip with her dad.

**TEACHER:** Can you turn that into a question?
**JOSEPH:** Why is she worried about a trip with her dad?

**Overheard in the Classroom**

The teacher asks a follow-up question to help a student clarify his reaction.

**TEACHER:** Joseph, did you have a question about the story?
**JOSEPH:** I think Lizzie’s weird.

**TEACHER:** What part of the story makes you think Lizzie is weird?
**JOSEPH:** I don’t know why she’s so worried about going on a trip with her dad.

**TEACHER:** Can you turn that into a question?
**JOSEPH:** Why is she worried about a trip with her dad?

**Student Learning Spectrum**

Look for students to:

- Have difficulty following or asking questions about the story
- Follow the story and ask a variety of questions, some of them relevant to the story’s meaning
- Follow the story and ask a variety of questions, many of them relevant to the story’s meaning

**DIFFERENTIATED INSTRUCTION**

**SUPPORT** If students are struggling to follow or ask questions about the story, ask what part(s) of the story confused them or what they liked or did not like about the story. Help students shape their reactions into questions if necessary. If students are struggling with comprehension, consider having students listen to the story once more before Session 2.

**CHALLENGE** If students follow the story and readily ask questions, you might:
- Have students mark other reactions to the story, such as ! where they are surprised or smiling/creasing faces where they have positive/negative reactions.
- After students share questions, review the question types on pages 302–303 (pp. 136–137 of the student book). Ask groups or pairs to identify different types of questions on the class list and explain their thinking.
Second Reading (30–40 minutes)

Activity Instructions

1. **Choose** one or more of the Move! Note! Share! activities (see box below) to conduct during the second reading.

2. **Prepare** students to reread with a purpose by telling them that this time they will be doing activities that help them think more deeply about the story.

3. **Read** the story aloud or play the audio CD as students read along. During the reading have students do one of the following:
   - **Note!** Take notes throughout the entire story.
   - **Move! or Share!** Pause at the appropriate passage to engage in the activity. Then ask students the follow-up question corresponding to that activity.

4. **Review** with the class the list of questions you posted from the sharing questions activity. See if any have been answered while rereading and add any new questions.

5. **Reader’s Journal**: Ask students to record something new they learned from rereading as well as a question they would like to talk about more.

6. **Collect** the Reader’s Journals and note which questions students have recorded. This will help you choose a focus question for Shared Inquiry discussion.

Second Reading Activity Options

**MOVE!** Students act out the crows becoming noisier and more active as another student (or teacher) calls them (p. 86).

**NOTE!** Students mark an N where Liz feels nervous and a C where she feels comfortable (see p. 79 for sample student responses).

**SHARE!** Pairs of students share their visualizations of the forest when Liz and her father get out of the car (p. 80).

**FOLLOW-UP QUESTION:** Why does Liz say to her father, “Do you hear them? They think I’m their friend! Maybe their baby, all grown up!”?

**FOLLOW-UP QUESTION:** How does the stillness make Liz feel?

**DIFFERENTIATED INSTRUCTION**

SUPPORT: If students struggle to reread or complete the related activities, you might:
- Pause for comprehension checks as you reread, modeling reading strategies (p. 300).
- Return to a Move! Note! Share! activity and read the corresponding passage aloud. Model the activity, then have students complete it themselves. Ask the follow-up question and give students time to think or write before sharing answers aloud.

CHALLENGE: If students readily reread and participate in the related activities, ask them to consider different answers: For Note!, have students return to a passage they marked and look for evidence that supports the opposite answer. For Move! or Share!, have them generate alternative answers to the follow-up question. Have students share their thinking with a partner, a small group, or the whole class.

Student Learning Spectrum

Look for students to:
- Have difficulty engaging in second reading or related activities
- Misunderstand or have trouble answering second reading questions
- Reread and participate in the related activities
- Offer simple answers to second reading questions
- Reread and participate in the related activities, purposefully pursuing a deeper understanding of the story
- Offer more insightful answers to second reading questions

**DIFFERENTIATED INSTRUCTION**

SUPPORT: If students struggle to reread or complete the related activities, you might:
- Pause for comprehension checks as you reread, modeling reading strategies (p. 300).
- Return to a Move! Note! Share! activity and read the corresponding passage aloud. Model the activity, then have students complete it themselves. Ask the follow-up question and give students time to think or write before sharing answers aloud.

CHALLENGE: If students readily reread and participate in the related activities, ask them to consider different answers: For Note!, have students return to a passage they marked and look for evidence that supports the opposite answer. For Move! or Share!, have them generate alternative answers to the follow-up question. Have students share their thinking with a partner, a small group, or the whole class.

**DIFFERENTIATED INSTRUCTION**

SUPPORT: If students struggle to reread or complete the related activities, you might:
- Pause for comprehension checks as you reread, modeling reading strategies (p. 300).
- Return to a Move! Note! Share! activity and read the corresponding passage aloud. Model the activity, then have students complete it themselves. Ask the follow-up question and give students time to think or write before sharing answers aloud.

CHALLENGE: If students readily reread and participate in the related activities, ask them to consider different answers: For Note!, have students return to a passage they marked and look for evidence that supports the opposite answer. For Move! or Share!, have them generate alternative answers to the follow-up question. Have students share their thinking with a partner, a small group, or the whole class.
Activity Instructions

NOTE: If your class is large, you may wish to divide it for discussion. For instructions on the fishbowl technique, see page 307.

1. **Review** students' Reader's Journal pages and the class question list and compare them to the questions in the box on the facing page.

2. **Choose** the interpretive focus question and cluster questions that best align with your students' areas of interest. Write those questions on your Discussion Planner (reproducible master on p. 310).

3. **Seat** everyone in a circle. If needed, review the dos and don'ts of discussion and the five discussion guidelines on pages 6–9 of the student book.

4. **Reader's Journal:** Post the focus question and have students copy it on the Shared Inquiry discussion page of the Reader's Journal. Give students time to think, look back at the story, and write their answers.

5. **Begin** the discussion by asking students to share their answers to the focus question.

6. **Ask** follow-up questions such as those on the facing page or on your Discussion Planner. Aim for the discussion to last at least 25 minutes.

7. **Reader's Journal:** As the discussion winds down, have students complete the Shared Inquiry discussion page of the Reader's Journal. If time allows, have volunteers share what they wrote.

For more tips on conducting a successful Shared Inquiry discussion, see pages 306–310 of the Teacher Resources section.

**Suggested Focus and Cluster Questions**

Choose one of the options below for your discussion. Start with the **focus question**. Ask the related **cluster questions** when they fit naturally into the conversation—they will help students develop their ideas by looking closely at specific parts of the story. (Page numbers refer to the student book.)

**OPTION 1**

**FOCUS QUESTION**

Why does Liz go crow hunting with her father, even though the word *hunter* makes her uneasy?

**CLUSTER QUESTIONS**

- Why does Liz hope her pigtails will stay hidden, after she is mistaken for a boy at the diner?
- Why does Liz feel “uneasy” about walking in front of her father in the woods? (p. 27)
- After Liz asks her father whether he was scared in the war, why does she confide in him that she is “scared sometimes”? (p. 28)
- Why does Liz enjoy using the crow call so much?

**OPTION 2**

**FOCUS QUESTION**

Why doesn’t Liz’s father shoot any crows?

**CLUSTER QUESTIONS**

- Why does Liz’s father put her in charge of the crow call?
- After Liz confides in her father that she is scared sometimes, why does he ask her, “Are you scared now”? (p. 29)
- As Liz runs among the circling crows, why does her father remain seated and smile?
- Why does Liz feel there is no need to thank her father for not using his gun?

**Activity continues on next page**
**Shared Inquiry Discussion (continued)**

**Exploring Different Answers**

During this discussion, students have been largely agreeing with a single answer to the focus question and the conversation has flagged. To help the class explore other ideas, the teacher actively solicits divergent answers and uses the cluster questions to get at new issues. For more strategies for troubleshooting discussion, see pages 308–309.

**TEACHER:** I’ve been hearing a lot of you say that Liz goes crow hunting because she wants to get to know her dad better. There might be some other answers we haven’t thought of yet. Can anyone think of a different reason Liz goes crow hunting with her father even though the word “hunter” makes her uneasy?

**HANNAH:** I wrote that she wanted to go hunting with her dad.

**TEACHER:** Why do you think Liz wanted to go hunting?

**HANNAH:** Because he’s her dad. She feels like she should do things with him.

**TEACHER:** What part of the story makes you think that, Hannah?

**HANNAH:** The part where they’re in the car.

**TEACHER:** Sonja, can you read that part for us? (Sonja reads.) Hannah, why does that part make you think that Liz goes crow hunting because she feels like she should do things with her dad?

**HANNAH:** She says his name to herself because he seems like a stranger. But he’s still her dad. That’s why she says “Daddy” under her breath.

**TEACHER:** Thank you, Hannah. Can anyone think of a different reason why she might say his name under her breath like that?

**SONJA:** Maybe she’s afraid of him and she only goes hunting because he asked her to.

**TEACHER:** Can you say more about that, Sonja? What do you mean when you say she’s afraid of him?

**SONJA:** She’s shy about talking to him.

**TEACHER:** What Sonja is saying reminds me of another question I want to ask you. Maybe it will help us think of more answers to our focus question. Why does Liz feel “uneasy” about walking in front of her father in the woods?

**TEACHER:** I’ve been hearing a lot of you say that Liz goes crow hunting because she wants to get to know her dad better. There might be some other answers we haven’t thought of yet. Can anyone think of a different reason Liz goes crow hunting with her father even though the word “hunter” makes her uneasy?

**HANNAH:** I wrote that she wanted to go hunting with her dad.

**TEACHER:** Why do you think Liz wanted to go hunting?

**HANNAH:** Because he’s her dad. She feels like she should do things with him.

**TEACHER:** What part of the story makes you think that, Hannah?

**HANNAH:** The part where they’re in the car.

**TEACHER:** Sonja, can you read that part for us? (Sonja reads.) Hannah, why does that part make you think that Liz goes crow hunting because she feels like she should do things with her dad?

**HANNAH:** She says his name to herself because he seems like a stranger. But he’s still her dad. That’s why she says “Daddy” under her breath.

**TEACHER:** Thank you, Hannah. Can anyone think of a different reason why she might say his name under her breath like that?

**SONJA:** Maybe she’s afraid of him and she only goes hunting because he asked her to.

**TEACHER:** Can you say more about that, Sonja? What do you mean when you say she’s afraid of him?

**SONJA:** She’s shy about talking to him.

**TEACHER:** What Sonja is saying reminds me of another question I want to ask you. Maybe it will help us think of more answers to our focus question. Why does Liz feel “uneasy” about walking in front of her father in the woods?

**Student Learning Spectrum**

This student learning spectrum reflects student behavior in three key areas of critical thinking: idea, evidence, and response.

Look for students to:

<table>
<thead>
<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer no answers or repeat others’ answers to the focus question</td>
<td>Have difficulty supporting ideas with evidence from the story</td>
<td>Have difficulty listening to other students’ ideas</td>
</tr>
<tr>
<td>Offer simple answers to the focus question</td>
<td>Refer in general to the story to support ideas</td>
<td>Agree or disagree with other students’ ideas</td>
</tr>
<tr>
<td>Offer developed answers to the focus question</td>
<td>Recall or locate relevant parts of the story to support ideas</td>
<td>Explain agreement or disagreement with other students’ ideas</td>
</tr>
</tbody>
</table>

**Differentiated Instruction**

**SUPPORT** If the class as a whole is struggling, use the student learning spectrum (above) or the student and teacher reflection forms (pp. 350–351) to determine which area of critical thinking students need the most practice with (idea, evidence, or response). Then concentrate your follow-up questions in that area.

If some students are struggling, use the student learning spectrum (above) or the student and teacher reflection forms to determine which area of critical thinking they need to practice. Jot students’ names next to the corresponding follow-up questions on your Discussion Planner (p. 310) as a reminder to ask them those questions during the discussion.

**CHALLENGE** If your students show proficiency in one or more of the key critical thinking areas, try asking some of the advanced questions below to encourage them to:

- **Explain ideas in more detail**
  - Can you explain what you mean by [word or phrase]?
  - How does that idea help answer our focus question?

- **Explain how evidence supports an idea**
  - How does this part of the story support your answer?
  - What does the character do or say in this part of the story to make you think that?

- **Consider other questions**
  - Why do you disagree with Jasmine’s answer?
  - How is your idea different from Salvador’s idea?
Written and Creative Response *(times vary)*

Choose from among the following suggested activities to help students deepen their understanding of the story while honing other language arts skills and concepts.

**Written Response**

**Essay Practice**
Use your students’ questions and areas of interest as topics for essays. Alternatively, try one of the questions below. Students can use the essay organizer in the Reader’s Journal (pp. 16–17) to plan the structure of their essays.

**Interpretive question:** Have students turn their answer to the focus question into an essay, using the completed Shared Inquiry page of the Reader’s Journal as a starting point.

**Evaluative question:** Did Liz’s father make a good decision or a bad decision when he spared the crows?

**Creative Writing**
Have students turn their speculative questions into short stories, using the story organizer in the Reader’s Journal (p. 18) as a starting point. Alternatively, try the activity below.

**Dear Diary**
Ask students: What do you think Liz learned about her father from going crow hunting with him? Have the class brainstorm a list of story events and the things Liz learns about her father during each event. Then have each student choose a few events from the list and write a diary entry as Liz, describing the events in detail and explaining what she learned about her father.

**Crow Call Mementos**
Brainstorm with students what Liz will remember about the day spent with her father, and the kind of objects she might keep to help her remember it (photos, feathers, etc.). Give students small boxes and have each student draw or make 3–5 items to put in a memory box for Liz. Ask students to write a tag for each memento detailing the specific event or feeling it reminds Liz of. Display the boxes and invite volunteers to explain why they chose each item in their boxes.

**Curriculum Connections *(times vary)*

Choose from among the following suggested activities to connect “Crow Call” to the rest of your curriculum.

**Related Projects**
Use students’ background questions as topics for extension projects. Alternatively, try one of the projects below.

**Junior Ornithologists** Help the class use print or online resources to compile a list of birds common to the area. Then have students work in groups to do simple research on a bird from the list, focusing on information such as appearance, call or song, diet, nesting patterns, habitat, and migratory patterns.

**Veterans’ Stories** Have students listen to one or more of the stories recorded by servicemen and servicewomen for the Library of Congress’s Veterans History Project. Go to “Experiencing War” and view all stories by theme. The themes of courage and family may have the strongest connection to this story.

**Related Readings**

On a winter’s night, a father and daughter trek into the woods to see a great horned owl.

A boy and his father become closer during a camping trip in the mountains.

A “dream giver” tries to save a boy from the effects of his past and the nightmares inflicted upon him by fearsome creatures.

**Related Readings Key**

\[S\] Appropriate for struggling readers who need support

\[O\] Appropriate for on-level readers

\[C\] Appropriate for readers who are ready for a challenge or for classroom read-alouds
It’s morning, early, barely light, cold for November. At home, in the bed next to mine, Jessica, my older sister, still sleeps. But my bed is empty.

I sit shyly in the front seat of the car next to the stranger who is my father, my legs pulled up under the too-large wool shirt I am wearing.

I practice his name to myself, whispering it under my breath.

Daddy. Daddy. Saying it feels new. The war has lasted so long. He has been gone so long. Finally I look over at him timidly and speak aloud.

“Daddy,” I say, “I’ve never gone hunting before. What if I don’t know what to do?”

“Well, Liz,” he says, “I’ve been thinking about that, and I’ve decided to put you in charge of the crow call. Have you ever operated a crow call?”

I shake my head. “No.”

Tentatively I call again, more loudly.

---

CROW CALL

Lois Lowry

---

Reading with Expression

Ask students to look at this passage and point out words, phrases, or punctuation that help them figure out how Liz is feeling. Then have a few volunteers read Liz’s dialogue with the pacing, tone, and inflection that they think best expresses her feelings.
"It’s an art,” he says. “No doubt about that. But I’m pretty sure you can handle it. Some people will blow and blow on a crow call and not a single crow will even wake up or bother to listen, much less answer. But I really think you can do it. Of course,” he adds, chuckling, “having that shirt will help.”

My father had bought the shirt for me. In town to buy groceries, he had noticed my hesitating in front of Kronenberg’s window. The plaid hunting shirts had been in the store window for a month—the popular red-and-black and green-and-black ones toward the front, clothing mannequins holding duck decoys; but my shirt, the rainbow plaid, hung separately on a wooden hanger toward the back of the display. I had lingered in front of Kronenberg’s window every chance I had since the hunting shirts had appeared.

My sister had rolled her eyes in disdain. “Daddy,” she pointed out to him as we entered Kronenberg’s, “that’s a man’s shirt.”

The salesman had smiled and said dubiously, “I don’t quite think . . .”

“You know, Lizzie,” my father had said to me as the salesman wrapped the shirt, “buying this shirt is probably a very practical thing to do. You will never ever outgrow this shirt.”

Now, as we go into a diner for breakfast, the shirt unfolds itself downward until the bottom of it reaches my knees; from the bulky thickness of rolled-back cuffs, my hands are exposed. I feel totally surrounded by shirt.

My father orders coffee for himself. The waitress asks, “What about your boy? What does he want?”

My father winks at me, and I hope that my pigtails will stay hidden inside the plaid wool collar. Holding my head very still, I look at the menu. At home my usual breakfast is cereal with honey and milk. My mother keeps honey in a covered silver pitcher. There’s no honey on the diner’s menu.

“What’s your favorite thing to eat in the whole world?” asks my father.

I smile at him.

“Cherry pie,” I admit. If he hadn’t been away for so long, he would have known.

My mother had even put birthday candles on a cherry pie on my last birthday. It was a family joke in a family that hadn’t included Daddy.
My father hands back both menus to the waitress. 
“Three pieces of cherry pie,” he tells her.
“Three?” She looks at him sleepily, not writing the order down. “You mean two?”
“No,” he said, “I mean three. One for me, with black coffee, and two for my hunting companion, with a large glass of milk.”

She shrugs.
We eat quickly, watching the sun rise across the Pennsylvania farmlands. Back in the car, I flip my pigtail out from under my shirt collar and giggle.

“Hey, boy,” my father says to me in an imitation of the groggy waitress’s voice, “you sure you can eat all that cherry pie, boy?”

“Just you watch me, lady,” I answer in a deep voice, pulling my face into stern, serious lines. We laugh again, driving out into the gray-green hills of the early morning.

It’s not far to the place he has chosen, not long until he pulls the car to the side of the empty road and stops.

Grass, frozen after its summer softness, crunches under our feet; the air is sharp and supremely clear, free from the floating pollens of summer, and our words seem etched and breakable on the brittle stillness. I feel the smooth wood of the crow call in my pocket, moving my fingers against it for warmth, memorizing its ridges and shape. I stamp my feet hard against the ground now and then as my father does. I want to scamper ahead of him like a puppy, kicking the dead leaves and reaching the unknown places first, but there is an uneasy feeling along the edge of my back at the thought of walking in front of someone who is a hunter. The word makes me uneasy. Carefully I stay by his side.

It is quieter than summer. There are no animal sounds, no bird-waking noises; even the occasional leaf that falls within our vision does so in silence, spiraling slowly down to blend in with the others.

**imitation**: copying actions or sounds
But most leaves are already gone from the trees; those that remain catch there by accident, waiting for the wind that will free them. Our breath is steam.

"Daddy," I ask shyly, "were you scared in the war?"

He looks ahead, up the hill, and after a moment he says, "Yes. I was scared."

"Of what?"

"Lots of things. Of being alone. Of being hurt. Of hurting someone else."

"Are you still?"

He glances down. "I don't think so. Those kinds of scares go away."

"I'm scared sometimes," I confide.

He nods, unsurprised. "I know," he said. "Are you scared now?"

I start to say no. Then I remember the word that scares me. *Hunter.*

"Mmmmmm?" He is watching the sky, the trees. "I wish the crows didn't eat the crops."

"They don't know any better," he says. "Even people do bad things without meaning to."

"Yes, but . . ." I pause and then say what I’d been thinking. "They might have babies to take care of. Baby crows."

"Not now, Liz, not this time of year," he says. "By now their babies are grown. It’s a strange thing, but by now they don’t even know who their babies are."

He puts his free arm over my shoulders for a moment.

"And their babies grow up and eat the crops, too," I say, and sigh, knowing it to be true and unchangeable.

"It’s too bad," he says. We begin to climb the hill.

"Can you call anything else, Daddy? Or just crows?"

confide: to share something secret or private

"Guess the cows didn't hear it," I tease. "Well, of course, sometimes they choose not to answer. I can do tigers, too. Rrrrrrrrrrrrrrrr."


"You think you're so smart, doing bears. Listen to this. Giraffe call." He stands with his neck stretched out, soundless.

I try not to laugh, wanting to do rabbits next, but I can't keep from it. He looks so funny, with his neck pulled away from his shirt collar and a condescending, poised, giraffe look on his face. I giggle at him and we keep walking to the top of the hill.

From where we stand, we can see almost back to town. We can look down on our car and follow the ribbon of road through the farmlands until it is lost in trees. Dark roofs of houses lay scattered, separated by pastures.

"Okay, Lizzie," says my father, "this is a good place. You can do the crow call now."

I see no crows. For a moment, the fear of disappointing him struggles with my desire to blow into the smooth, polished tip of the crow call. But I see that he's waiting, and I take it from my pocket, hold it against my lips, and blow softly.

The harsh, muted sound of a sleepy crow comes as a surprise to me, and I smile at it, at the delight of having made that sound myself. I do it again, softly.

From a grove of trees on another hill comes an answer from a waking bird. Just one, and then silence.

Tentatively I call again, more loudly. The branches of a nearby tree rustle, and crows answer, fluttering and calling crossly. They fly briefly into the air and then settle on a branch—three of them.
"Look, Daddy," I whisper. "Do you see them? They think I'm a crow!"

He nods, watching them.

I move away from him and stand on a rock at the top of the hill and blow loudly several times. Crows rise from all the trees. They scream with harsh voices and I respond, blowing again and again as they fly from the hillside in circles, dipping and soaring, landing speculatively, lurching from the limbs in afterthought and then settling again with resolute and disgruntled shrieks.

"Listen, Daddy! Do you hear them? They think I'm their friend! Maybe their baby, all grown up!"

I run about the top of the hill and then down, through the frozen grass, blowing the crow call over and over. The crows call back at me, and from all the trees they rise, from all the hills. They circle and circle, and the morning is filled with the patterns of calling crows as I look back, still running. I can see my father sitting on a rock, and I can see he is smiling.

My crow calling comes in shorter and shorter spurts as I become breathless; finally I stop and stand laughing at the foot of the hill, and the noise from the crows subsides as they circle and settle back in the trees. They are waiting for me.

My father comes down the hill to meet me coming up. He carries his gun carefully; and though I am grateful to him for not using it, I feel that there is no need to say thank you—Daddy knows this already. The crows will always be there and they will always eat the crops; and some other morning, on some other hill, a hunter, maybe not my daddy, will take aim.

I blow the crow call once more, to say good morning and goodbye and everything that goes in between. Then I put it into the pocket of my shirt and reach over, out of my enormous cuff, and take my father's hand.
Students explore the theme of trust across stories they have read and in real-world situations.

### ACTIVITY SUMMARY

- Students synthesize ideas from a variety of sources to extend understanding of a concept.

### KEY SHARED INQUIRY CONCEPT

- Making connections between the story, the world, and ourselves deepens our understanding of all three.

### THEME CONNECTIONS

- **CCSS RL 4.4, 4.6**
- **CCSS SL 4.1–4.2, 4.4–4.6**
- **CCSS W 4.4, 4.6–4.10**

### THEME CONNECTIONS

- **THEME CONNECTIONS**

### At-Home Theme Connections

These activities can be completed at home with a parent’s or guardian’s help.

#### A Promise Contract

1. **Tell** students that they will be creating promise contracts to carry out at home. Have students brainstorm some “I promise . . .” statements, encouraging them to come up with promises they can reasonably keep for a set amount of time. (Example: “For the month of May, I promise to clean my room without being asked.”)

2. **Have** students choose their promises and then design promise contracts, including a deadline by which the promise must be fulfilled and signature lines for themselves and their parent(s) or guardian(s). You may wish to show students examples of contracts or certificates for inspiration.

3. **Send** the contracts home and remind students to bring them back to class once they have made good on their promises.

4. **Follow up** by asking students to discuss what they learned about trust as a result of creating and fulfilling the contracts, and how the experience affected the trust in their households.

#### Borrow and Return

1. **Ask** each student to bring in a personal item (something that is important to them but not too valuable or breakable). Explain that they will be loaning their items to one another for a few days. It is up to the borrower to behave in a trustworthy manner and keep the items safe from harm.

2. **Pair** students together (or have them choose their own pairs) and have them explain to one another why the items are important. Then have students promise to their partners that they will take good care of the items, explaining how they will do so.

3. **Follow up** once the items are returned to their owners by asking pairs to talk about how they felt about lending and borrowing the items, and to explain what the experience helped them learn about trust.

### Theme Wrap-Up: Trust Walks

(25–35 minutes)

1. **Review** with the class the responses to the theme question: *How do you earn someone’s trust?* Solicit new responses that students have generated as a result of completing all three stories.

2. **Tell** students that they will be doing a simple trust activity with a partner, and that they should keep the theme question in mind as they do it.

3. **Pair** students up and have one partner in each pair put on a blindfold. Ask the non-blindfolded partner to guide the blindfolded one slowly and safely through a designated path in the classroom. How partners communicate in order to walk the path safely and successfully is up to them. If you wish, introduce simple obstacles such as chairs or desks.

4. **Ask** partners to switch roles so that everyone gets a chance to lead and be led.

5. **Follow up** by asking partners to share their experiences, explaining whether or not they trusted their partner when they were being led, and describing what they did to establish trust when they were asked to lead.

### Story-to-Story Connection

(30–40 minutes)

1. **Post** the titles of stories your students have read in the Trust theme, along with the names of the characters from each story.

2. **Brainstorm** with students some traits that a trustworthy person might have. Then have them offer examples of story characters that have these traits, finding evidence to support their answers. (For example: If students identify “honesty” as a trait, someone might say that Roger, from “Thank You M’am,” is honest because he does not steal Mrs. Jones’s purse when he gets a second chance to do so.)

3. **Divide** students into small groups and have them turn to page 27 of the Reader’s Journal. Tell groups that they will be creating the “perfect trustworthy person” made up of the traits that each character possesses.

4. **Ask** students to decide on four traits a trustworthy person should have and decide which characters embody those traits. (If they struggle to find a character who has a certain trait, they can pick a new trait.) Have them write the traits, character names, and supporting evidence in the Reader’s Journal. Have groups present and explain their choices to the class.
Critical Thinking Rubric

The critical thinking rubric, which expands on the student learning spectrum for Shared Inquiry discussion, details the critical thinking skills developed through the use of Junior Great Books Series 4. The rubric shows three major critical thinking areas—idea, evidence, and response—at four performance levels.

**PERFORMANCE LEVEL**

<table>
<thead>
<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
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<tbody>
<tr>
<td>OFFERS A WELL DEVELOPED ANSWER TO THE FOCUS QUESTION</td>
<td>EXPLAINS HOW EVIDENCE SUPPORTS IDEAS</td>
<td>CONSIDERS OTHER STUDENTS’ IDEAS WHEN DEVELOPING OWN ANSWER</td>
</tr>
<tr>
<td>- Makes inferences about motives and causes</td>
<td>- Habitually looks back at whole story for evidence</td>
<td>- Understands that classmates’ ideas are valuable</td>
</tr>
<tr>
<td>- To clarify, specifies meaning of words or phrases</td>
<td>- Explains how specific words or phrases support an idea</td>
<td>- Responds directly to other students without prompting</td>
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<tr>
<td>- Explores implications of an idea</td>
<td>- Sees when evidence works against own idea</td>
<td>- Agrees or disagrees with specific parts of other students’ ideas</td>
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<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
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<tbody>
<tr>
<td>OFFERS A DETAILED ANSWER TO THE FOCUS QUESTION</td>
<td>LOCATES EVIDENCE FROM THE STORY TO SUPPORT IDEAS</td>
<td>EXPLAINS AGREEMENT OR DISAGREEMENT WITH OTHER STUDENTS’ IDEAS</td>
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<tr>
<td>- Thinks carefully before answering</td>
<td>- Often looks back at the story without prompting</td>
<td>- Acknowledges differing ideas</td>
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<tr>
<td>- To clarify, tells more about answer</td>
<td>- Recalls or locates relevant parts of the story</td>
<td>- Builds on or offers counterarguments to other students’ ideas</td>
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<tbody>
<tr>
<td>OFFERS A SIMPLE ANSWER TO THE FOCUS QUESTION</td>
<td>REFERS TO THE STORY IN GENERAL TO SUPPORT IDEAS</td>
<td>AGREES OR DISAGREES SIMPLY WITH OTHER STUDENTS’ IDEAS</td>
</tr>
<tr>
<td>- Does not elaborate on answer, or offers a snap judgment</td>
<td>- Looks back at the story when asked to do so</td>
<td>- Allows classmates to speak</td>
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<tr>
<td>- To clarify, repeats or paraphrases answer</td>
<td>- Recalls major story facts</td>
<td>- Reacts to other students’ ideas but does not give reasons for reactions</td>
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<th>IDEA</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>STRUGGLES TO ANSWER THE FOCUS QUESTION</td>
<td>HAS DIFFICULTY SUPPORTING ANSWER WITH EVIDENCE FROM THE STORY</td>
<td>HAS DIFFICULTY LISTENING TO OTHER STUDENTS’ IDEAS</td>
</tr>
<tr>
<td>- Does not answer when called on</td>
<td>- Talks about things other than the story</td>
<td>- Ignores or interrupts other students</td>
</tr>
<tr>
<td>- Repeats other students’ answers</td>
<td>- Struggles to recall key story facts</td>
<td>- Struggles to understand that classmates have differing ideas</td>
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CCSS **RL** 4.1–4.3, 4.6, 4.7, 4.9
CCSS **W** 4.1–4.5, 4.9, 4.10

The Sharing Questions and Second Reading activities from the Reader’s Journal

**ASSESSMENT: CRITICAL THINKING RUBRIC**

Write about a part of the story that you understand better after the sharing questions activity.

Write the question someone else asked that interests you the most.

Write something new you learned from reading or from doing an activity during the second reading.

Write a question you’d like to talk about more. It can be a question you thought of already or a new question. You can write more than one question if you wish.
Choose one of the topics in the clouds and write or draw a picture about it.

**Head in the Clouds**

- A picture of a crow taking care of its babies
- What Kronenberg’s window display looks like
- A time you were afraid of something new
- The character in the story you would choose to be, and why

**Shared Inquiry Discussion**

The focus question: __________________________

Your answer before discussion: __________________________

A piece of evidence from the story that supports your answer: __________________________

Your answer after discussion (explain how you changed or added to your original answer): __________________________
The Story and Essay Organizers from the Reader's Journal

**NOTES**
- **BEGINNING:** Where and when does this story happen? Who are the characters?
- **MIDDLE:** What problems or important events happen?
- **END:** Are the problems solved? What happens to the characters?

**Your question:**

Write a question you had about the story that still hasn't been answered. Use this page to take notes for a short story that answers your question.

**Writing Your Evidence:**

Your evidence can be a quote from the story or a summary of what happens in your own words.

**Essay Organizer**

Write your answer to the assigned essay question, and write three pieces of evidence from the story that support your answer.

**Your answer to the assigned essay question:**

Your evidence can be a quote from the story or a summary of what happens in your own words.

**Evidence #:**

How this evidence supports your answer:

**Explain how this piece of evidence supports your answer to the essay question:**

**Beginning to Common Core State Standards**

Junior Great Books activities develop students' reading, critical thinking, writing, and listening and speaking skills. This appendix details the alignment of Junior Great Books Series 4 activities with the Common Core State Standards. The complete Common Core State Standards can be found at www.corestandards.org.

**Prereading**

**Reading Standards for Literature**

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Speaking and Listening Standards**

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.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**First Reading with Sharing Questions**

**Reading Standards for Literature**

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

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heraclean).

**Reading Standards: Foundational Skills**

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
ALIGNMENT TO COMMON CORE STATE STANDARDS

Speaking and Listening Standards

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Shared Inquiry Discussion

Reading Standards for Literature

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

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Reading Standards: Foundational Skills

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Second Reading

Reading Standards for Literature

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

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Reading Standards: Foundational Skills

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
**Written Response**

**Reading Standards for Literature**

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

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Writing Standards**

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to tasks, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards**

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Curriculum Connections and Theme Connections

Reading Standards for Literature

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

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Writing Standards

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reader’s Journal

Reading Standards for Literature

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

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions.)

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Writing Standards

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W.4.3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

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.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.