

Shifting to the **Common Core**

Grades 4–5 English/Language Arts

Augustyn King Erickson Sebranek





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Steven J. Augustyn Robert King Chris Erickson Janae Sebranek

Thoughtful Learning

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Shifting to the Common Core

Course Objectives

This material helps students learn to sort, judge, and create information, developing the depth of knowledge that the Common Core State Standards require in all subjects.

In *Shifting to the Common Core*, students will . . .

- use close-reading strategies to capture the meaning of complex texts;
- quickly outline complex texts, summarizing main points;
- cite textual evidence in a variety of forms;
- use STRAP questions to fully understand writing prompts;
- critique logical arguments within texts;
- weigh the effectiveness of support;
- judge the use of literary devices;
- judge arguments and sources of information;
- construct logical arguments, drawing evidence from texts;
- use information from multiple sources to build meaning;
- create effective informational and persuasive writing; and
- write effective responses to on-demand prompts.

By developing these deeper-thinking skills, students improve their comprehension across the curriculum, raise their grades, and increase their success on Common Core assessments.

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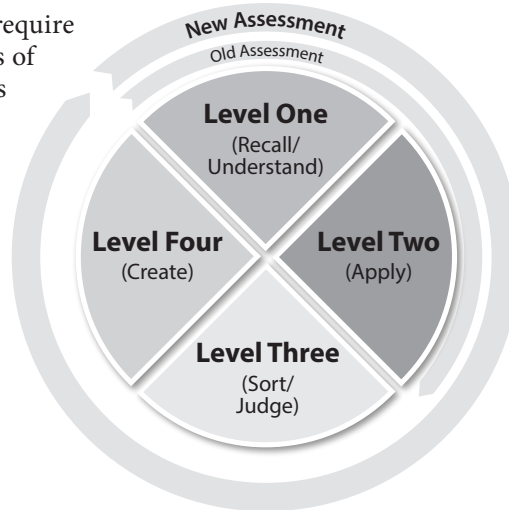
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Dear Educator:

You and your students are navigating a time of great change, brought about by the Common Core State Standards and the assessments that measure them. This book will help you and your students succeed.

The Common Core State Standards require students to demonstrate deeper levels of thinking, and as a result, assessments are shifting. Previous high-stakes assessments tested what students could recall, understand, and apply—the first levels of thinking on the chart to the right. The new assessments measure those levels but go much deeper. To succeed on the new assessments, students must demonstrate the ability to carefully sort through information, judge its value, and create effective responses.



This book teaches your students these three important skills:

1. Sorting out what they read, see, and hear
2. Judging information and testing it for reliability
3. Creating arguments by drawing evidence from texts and using it in new forms

In this way, *Shifting to the Common Core* goes far beyond other courses. Instead of just practicing sample test questions, students learn the specific strategies and skills they need to think more deeply. *Shifting to the Common Core* helps students succeed in school, score higher on Common Core assessments, and go farther in college and career.

Thank you for helping your students think more deeply, and thank you for using *Shifting to the Common Core*.

Sincerely,

Chris Erickson
Author

**Common Core
English/Language
Arts College and
Career Readiness
Anchor Standards**

R.1, R.2, R.3, R.5, R.10,
W.7, W.8, W.9

R.1, R.2, R.5, R.7, R.8,
R.10, W.7, W.8, W.9,
SL.2

R.1, R.2, R.5, R.6, R.8,
R.10, W.1, W.2, W.7,
W.8, W.9

R.1, R.2, R.3, R.5, R.6,
R.10, W.1, W.2, W.4,
W.5, W.6, W.7, W.8,
W.9, SL.2

R.4, R.5, R.10, L.4, L.5,
L.6

R.1, R.2, R.5, R.6, R.7,
R.8, R.9, R.10, W.1, W.2,
W.8, W.9, SL.2, SL.3

Sampler

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Understanding the CCSS and the New Assessments

This page answers frequently asked questions about the Common Core State Standards (CCSS) and the new assessments created to test compliance with these standards.

What are the CCSS?

The Common Core State Standards (CCSS) are a set of standards for English/language arts and math that have been adopted by most states. In addition to focusing on knowledge content, these standards also emphasize skills required for college and career readiness: critical thinking, innovation, communication, problem solving, and using information and technology.

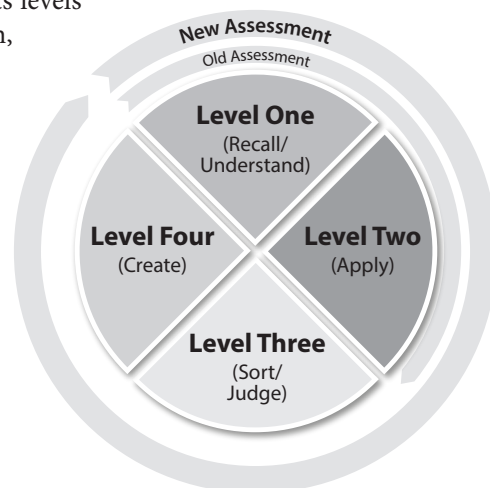


What are PARCC and Smarter Balanced?

Two organizations have received federal “Race to the Top” grants to develop assessments that measure the full range of skills required by the Common Core State Standards. One organization is called PARCC, which stands for the Partnership for Assessing Readiness for College and Careers. The other organization is called the Smarter Balanced Assessment Consortium. The tests developed by these organizations use a combination of traditional testing methods, innovative technology, and written responses to measure students’ abilities.

How do these tests differ from previous high-stakes tests?

The new assessments go beyond previous tests to assess greater depths of knowledge. Previous assessments tested depth of knowledge at levels 1 and 2: recalling information and applying it in straightforward ways. The new assessments test these levels as well as levels 3 and 4: sorting through information, judging its value, and creating something new with it. These assessments use innovative testing strategies, new technology, and human scoring to test these deeper levels of thinking.



30 Minutes to Success

In this book, you'll find spreads organized with instructional material on the left and activities on the right. Follow this simple plan to fit these modules into your lesson schedule:

- 10 minutes for presenting the instruction on the left
- 10 minutes for students to complete the activity on the right
- 10 more minutes for class discussion afterward

Instruction (10 minutes)

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**CCSS ELA/Literacy
CCSS Standards**
R.1, R.2, R.5, R.8, R.10,
W.1, W.8, W.9, W.10

**Speaking and
Listening**
You can identify a main point in a speech or video by listening closely to the beginning. If a main point isn't stated outright, use a formula like the one below to discover the main idea.

Finding Controlling Sentences
Nonfiction texts tell about real people, places, things, and events. In nonfiction writing, controlling sentences sum up the main points.

How can I recognize controlling sentences?
Watch for the following types of controlling sentences while you read:

- A **focus statement** gives the main point for an article. It usually appears near the beginning. In the example to the right, the focus statement is underlined.
- A **topic sentence** gives the main point for a paragraph. It often appears at the beginning of the paragraph. Sometimes it is implied (not stated outright).

What if there is no controlling sentence?
If an article or paragraph does not include a controlling sentence, you can write one of your own. For example, the following paragraph does not contain a topic sentence.

First, a large, flat disk of ice forms in the middle of a river. It happens to be sitting on top of a slowly spinning column of water—what scientists call a "rotational shear." The water causes the ice to turn slowly, bumping against other ice around it. The friction grinds the disk down until it is a nearly perfect circle. Then the disk rotates slowly in its ice socket. After the disk forms, observers have a hard time believing it is natural, but it is.

To write a topic sentence, ask (and answer) the following questions:

What is the topic?	What is said about it?	What controlling sentence can I write?
spinning ice circles	+ how they form naturally	= Spinning ice circles form naturally in a series of steps.

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Activity 2: Reading Science Articles

1. Use **SQ3R** to closely read the article that follows. Write down your observations.
2. Write the focus statement from the first paragraph and topic sentences from the second and third.
3. The fourth paragraph lacks a topic sentence. Write one of your own.

Supervolcano!
by Terri Hoffman

Everyone is familiar with regular volcanoes. They are cone-shaped mountains with smoke—and sometimes lava—coming out the top. So, what is a supervolcano? Are they volcanoes with capes? No. Supervolcanoes are super because they are so much bigger.

Yellowstone's Supervolcano
If you've ever been to Yellowstone National Park, you've stood inside a supervolcano! That's why Yellowstone has so many geysers and hot springs. The Yellowstone Caldera, or the crater where the lava erupts, is 34 miles by 45 miles wide. It could hold the city of Chicago six times over. Geologists say that Yellowstone last erupted 640,000 years ago. They also say that it could erupt again at any time. Still, the chances of an eruption during any given year are low: 1 in 720,000.

When They Blow
Scientists recently discovered that supervolcanoes can erupt without a trigger. Other volcanoes often erupt because of an earthquake, but supervolcanoes can erupt just because they have enough magma to do so. Computer models show that the magma would rise like an inflated ball in water and burst through the surface. A series of separate eruptions, each the size of a typical volcano, could join together until the whole caldera erupts.

Twenty Supervolcanoes
Just as the United States has Yellowstone, Indonesia has Lake Toba, New Zealand has Lake Taupo, and Italy has the Phlegrean Fields. Sixteen others exist elsewhere. Each can erupt over a thousand cubic kilometers of material. One theory holds that Lake Toba's last eruption 74,000 years ago wiped out 60 percent of the human population.

We can be glad that the chances of another eruption soon are so small. So, if you travel to Yellowstone, enjoy the geysers and the thrill of standing inside a supervolcano!

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Discussion (10 minutes)

Where will I find answers?

An answer key appears after the lessons. You'll also find model student responses to prompts and rubrics for scoring student writing.

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Answer Key

Activity 1: Reading Nonfiction

1. **Survey** (Sample answer) The title asks, "What Child Are You?" and the first three headings list three types. The fourth heading starts with "I," and the last heading says to celebrate differences. The picture shows a girl and her brother, and the caption talks about both order and personality.

2. **Question** (Sample answer) Clara Dunning wrote this piece. It is about how your birth order affects your personality. It is presented to show one reason why siblings can be so different from one another.

3. **Read, Reread, and Review** (Sample answer) I'm most surprised by how well the different personalities match me and my brother and sister. I should check with my friends to see if the article worked for them, too.

Activity 2: Reading Science Articles

1. **SQ3R** (Sample answer) The title reveals that the article is about supervolcanoes. The other headings reveal that Yellowstone is a supervolcano and that there are 20 throughout the world. The photo shows a hot pool that is part of the Yellowstone supervolcano. I wonder how supervolcanoes are different from regular ones.

2. **Focus statement from paragraph 1** Supervolcanoes are super because they are so much bigger.
Topic sentence from paragraph 2 If you've ever been to Yellowstone National Park, you've stood inside a supervolcano!
Topic sentence from paragraph 3 Scientists recently discovered that supervolcanoes can erupt without a trigger.

3. **Make-up topic sentence for paragraph 4** (Sample answer) Scientists have identified 20 supervolcanoes around the world.

Activity 3: Reading Historical Fiction

1. **Possible main point** (Sample answer) Francis Scott Key thought he had failed, but by writing poetically, he discovered he had succeeded.

2. **Possible facts** (Sample answer) "The young lawyer had been sent to negotiate an exchange of prisoners. Instead, he himself had become a prisoner. The British had had him and the others have too much. They had to stay around the HMS *Minden* until Baltimore fell." "Francis had ten other such letters from British prisoners, seeking an exchange of American prisoners." "It was battered and torn, with a hole through its center, but still it flew the star-spangled banner. Baltimore had not fallen! The British attack had failed."

Possible descriptions (Sample answer) "Rain poured down on Francis Scott Key. His coat was soaked. It hung heavily on his shoulders." "Francis reached into his coat pocket and pulled out a bundle of letters." "The rain was streaking the black ink down the pages. But then the rain slowed and stopped. Overhead, the storm clouds parted. The first light of morning poured down across the deck and the sea beyond."

Possible quotation (Sample answer) The letter and poem are quotations.

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Activity 4: Reading Poetry

1. **Possible theme** (Sample answer) If you hold on through the darkness, hope will come again.

2. **Possible support** (Sample answer) "And the rockets' red glare, the bombs bursting in air, Gave proof through the night that our flag was still there." "Now it catches the gleam of the morning's first beam, In full glory reflected now shines in the stream."

3. **Response to writing prompt** (Sample answer)

What So Proudly We Hailed

In "The Defence of Fort Mifflin," Francis Scott Key talks about the British attack on Baltimore. He is stuck on a British ship during the attack. He watches throughout the night to see if the American flag still waves over Fort Mifflin. Key uses the "star-spangled banner" to represent our country.

In the first part of the poem, the flag is under attack. When the sun sets the night before "or the twilight" last glimmering, the flag is waving. Then, all through the night, the flag is lit up by "The rockets' red glare, the bombs bursting in air." These lines show that the United States is in danger.

For a little bit, we don't know if the flag survives. Key asks, "O say does that star-spangled banner yet wave? O'er the land of the free and the home of the brave!" In the next part, he asks, "What is that which the breeze, o'er the towering steep? As it fitfully blows, half conceals, half discloses?" He answers his question by saying, "Now it catches the gleam of the morning's first beam. In full glory reflected now shines in the stream." / 'Tis the star-spangled banner." These lines show that the United States has survived the attack. Overall, the flag represents the courage, bravery, and determination of those protecting the United States and the country as a whole.

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Instructor's Note

The instructional strategies introduced on the left-hand pages in this book can be applied to any materials within your specific content area. If you wish, you can demonstrate these strategies using readings and examples from your own classroom in conjunction with, or as an alternative to, the examples provided in this book.

Sorting, Judging, and Creating

To comply with the Common Core and succeed on the new assessments, students need to develop three deep-thinking skills.

What thinking skills should my students learn?

Your students need to learn strategies for sorting, judging, and creating:



1. **Sorting** involves closely considering information, breaking it into its parts, exploring how each part works, and discovering how the parts connect to form a whole. This book teaches specific strategies for sorting out text, vocabulary, and writing prompts.



2. **Judging** involves deciding the value or worth of information, determining if it is true, desirable, logical, meaningful, and reliable. This book teaches specific strategies for judging writing, arguments, and counterarguments.



3. **Creating** involves connecting information in new ways, building arguments, and coming up with solutions to problems. This book teaches specific strategies for creating narratives, descriptions, explanations, and arguments.



“Learn as
much by
writing as
by reading.”
—Lord Acton

Shifting to the Common Core: English/Language Arts 4–5

The Common Core State Standards emphasize deeper-thinking skills: sorting out information, judging its worth, and creating new information by using evidence from multiple sources. This material helps elementary students develop these deeper-thinking skills.

Lesson Preview

- **CCSS ELA Anchor Standards**
- **Sorting Out Texts**
- **Finding Controlling Sentences**
- **Finding Supporting Details**
- **Sorting Out Themes**
- **Sorting Out Vocabulary**
- **Judging Opinions**
- **Judging Sources**
- **Recognizing Fuzzy Thinking**
- **Judging Persuasive Media**
- **Judging Writing**
- **Working with Writing Prompts**
- **Creating Essay Responses**
- **Creating On-Demand Essays**
- **Using Evidence from Many Sources**
- **Writing Persuasive Essays**

Common Core State Anchor Standards for Reading

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Anchor Standards for Writing

Text Types and Purposes

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCSS.ELA-Literacy.CCRA.W.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 tasks, purposes, and audiences.

Common Core State Anchor Standards for Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Anchor Standards for Language

Conventions of Standard English

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Assessment of Common Core English/Language Arts

On the Common Core assessments, students will need to complete the following tasks:

- 1. Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- 2. Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- 3. Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- 4. Research/Inquiry:** Students can engage in research and inquiry to investigate topics, to analyze, integrate, and present information.

This assessment measures student progress on the Common Core State Anchor Standards for reading, writing, speaking and listening, and language.

**CCSS.ELA-Literacy
CCRA Standards**

R.1, R.2, R.3, R.5, R.10,
W.7, W.8, W.9

Sorting Out Texts

To succeed in all classes, you need to be able to read closely and pay attention to details.

How can I read closely?

To read closely, use **SQ3R**—**S**urvey, **Q**uestion, **R**ead, **R**ecite, and **R**evue:

How Smart Is Rover?

by Don Davis

Different dogs have different levels of intelligence. That's because some dogs were bred to work alongside humans to do challenging tasks. These dogs learn quickly, understand commands, and anticipate what their owners are thinking. According to Stanley Coren, author of *The Intelligence of Dogs*, the following breeds appear at the top of the intelligence list:

1. Border Collie
2. Poodle
3. German Shepherd
4. Golden Retriever
5. Doberman Pinscher

And these breeds appear at the bottom:

106. Borzoi
107. Chow Chow
108. Bull Dog
109. Basenji
110. Afghan Hound

If your dog isn't one of the top dogs, don't despair. Sometimes the smartest dogs are hard to live with. They learn very quickly, even things their masters don't want them to know.

For example, Coren tells the story of Prince, a border collie who loved to romp outside. Whenever anyone headed for the door, Prince always dashed to escape. One time, the screen door slammed shut in front of him, but Prince smashed right through. From then on, he knew that anytime he wanted out, all he had to do was smash through the screen door. He soon learned to smash through the screens in windows, too. Prince's owners quickly came to wish their dog wasn't quite so bright!



1. **Survey** the text. Look at titles, headings, paragraphs, pictures, captions, and other features.
2. **Question** the text. Ask who wrote it, what it is about, why you are reading it, and who was supposed to read it.
3. **Read** once all the way through. Write down main points and details.
4. **Recite** the main points and details.
5. **Review** the text. Make sure that the main points and details you noted are accurate.

Activity 1: Reading Nonfiction

1. **Survey:** Write comments about the title, headings, and photo.
2. **Question:** Who wrote this article? What is it about? Why is it presented?
3. **Read, Recite, and Review:** Reflect on how your first ideas were confirmed or changed.

What Child Are You?

by Clara Denning

Are you the oldest child? Middle? Youngest? Are you an only child? Psychologists say that your place in the family probably has strongly shaped the person you are.



Birth order might affect your personality as much as gender does.

1. High Achieving and People Pleasing

Often, firstborn children work hard to be the best. They want to please their parents, so they act responsibly and reliably. They tend to be very grown up. The reason for these traits is that the firstborn child got all the attention of new parents. Mom watched every development closely. These high achievers often take jobs that require leadership skills.

2. Peace Making and Negotiating

Middle children usually try to keep the peace in the home. They have learned to work around the firstborn and any other children. They negotiate and harmonize. These qualities come from being squeezed in the middle. Often middle children take their social abilities and do great things. Abraham Lincoln, John F. Kennedy, and Bill Gates were middle children.

3. Fun Loving and Friendly

Youngest children tend to be charming, likeable, and social. They love to joke and entertain. By the time the youngest is born, parents are more relaxed and less likely to micro-manage. Because of that, youngest children learn to be self-reliant, creative, and easygoing. They often become entertainers, comedians, and writers.

1-3. High Achieving and Fun Loving

Only children are both firstborn and youngest. As a result, they often combine traits of children born in these two positions.

Celebrating Differences

As much as parents try, they cannot raise each child exactly the same way. The presence of other children changes the situation. Instead of trying to make everyone the same, parents and children should celebrate each person's differences. Everyone has a place in the family.

CCSS.ELA-Literacy CCRA Standards

R.1, R.2, R.5, R.7, R.8,
R.10, W.7, W.8, W.9,
SL.2

Speaking and Listening

You can identify a main point in a speech or video by listening closely to the beginning. If a main point isn't stated outright, use a formula like the one below to discover the main idea.

Finding Controlling Sentences

Nonfiction texts tell about real people, places, things, and events. In nonfiction writing, controlling sentences sum up the main points.

How can I recognize controlling sentences?

Watch for the following types of controlling sentences while you read:

- A **focus statement** gives the main point for an article. It usually appears near the beginning. In the example to the right, the focus statement is underlined.
- A **topic sentence** gives the main point for a paragraph. It often appears at the beginning of the paragraph. Sometimes it is implied (not stated outright).

Spinning Ice Circles

Recently, a UFO was observed in the Sheyenne River in North Dakota. It was not an unidentified flying object, but an unidentified floating object. A wide disk of ice turned slowly within a larger circle. What could have caused such a strange object? Scientists say that spinning ice circles may be rare, but their causes are completely natural.

What if there is no controlling sentence?

If an article or paragraph does not include a controlling sentence, you can write one of your own. For example, the following paragraph does not contain a topic sentence.

First, a large, flat disk of ice forms in the middle of a river. It happens to be sitting on top of a slowly spinning column of water—what scientists call a “rotational shear.” The water causes the ice to turn slowly, bumping against other ice around it. The friction grinds the disk down until it is a nearly perfect circle. Then the disk rotates slowly in its ice socket. After the disk forms, observers have a hard time believing it is natural, but it is.

To write a topic sentence, ask (and answer) the following questions:

What is the topic?

spinning ice circles

+

What is said about it?

how they form naturally

=

What controlling sentence can I write?

Spinning ice circles form naturally in a series of steps.

Activity 2: Reading Science Articles

1. Use **SQ3R** to closely read the article that follows. Write down your observations.
2. Write the focus statement from the first paragraph and topic sentences from the second and third.
3. The fourth paragraph lacks a topic sentence. Write one of your own.

Supervolcano!

by Terri Hoffman

Everyone is familiar with regular volcanoes. They are cone-shaped mountains with smoke—and sometimes lava—coming out the top. So, what is a supervolcano? Are they volcanoes with capes? No. Supervolcanoes are super because they are so much bigger.

Yellowstone's Supervolcano

If you've ever been to Yellowstone National Park, you've stood inside a supervolcano! That's why Yellowstone has so many geysers and hot springs.

The Yellowstone Caldera, or the crater where the lava erupts, is 34 miles by 45 miles wide. It could hold the city of Chicago six times over. Geologists say that Yellowstone last erupted 640,000 years ago. They also say that it could erupt again at any time. Still, the chances of an eruption during any given year are low: 1 in 720,000.



This is just one of many hot pools inside the Yellowstone Caldera.

When They Blow

Scientists recently discovered that supervolcanoes can erupt without a trigger. Other volcanoes often erupt because of an earthquake, but supervolcanoes can erupt just because they have enough magma to do so. Computer models show that the magma would rise like an inflated ball in water and burst through the surface. A series of separate eruptions, each the size of a typical volcano, could join together until the whole caldera erupts.

Twenty Supervolcanoes

Just as the United States has Yellowstone, Indonesia has Lake Toba, New Zealand has Lake Taupo, and Italy has the Phlegraean Fields. Sixteen others exist elsewhere. Each can erupt over a thousand cubic kilometers of material. One theory holds that Lake Toba's last eruption 74,000 years ago wiped out 60 percent of the human population.

We can be glad that the chances of another eruption soon are so small. So, if you travel to Yellowstone, enjoy the geysers and the thrill of standing inside a supervolcano!

Shifting to the Common Core

Course Objectives

These materials help students gain the skills they need to comply with the Common Core and to succeed on its assessments. Students will learn to analyze the information they receive, evaluate it, and synthesize responses that demonstrate deep levels of knowledge.

In *Shifting to the Common Core: English/Language Arts*, students will . . .

- Use close-reading strategies to capture the meaning of complex texts.
- Quickly outline complex texts, summarizing main points.
- Cite textual evidence in a variety of forms.
- Use STRAP analysis to fully understand writing prompts in the assessment.
- Evaluate and critique logical arguments within texts.
- Weigh the effectiveness of support.
- Evaluate the use of literary devices.
- Construct logical arguments, drawing evidence from texts.
- Synthesize information from multiple sources to build meaning.
- Write effective responses to on-demand prompts.

In *Shifting to the Common Core: Mathematics*, students will . . .

- Understand the mathematical problem-solving process.
- Use known/unknown analysis to understand mathematical prompts in the assessment.
- Identify constants and variables in each situation.
- Analyze formulas to determine which apply.
- Recognize patterns and reasoning in mathematical expressions.
- Use mathematical modeling to predict calculated values.
- Evaluate and critique mathematical reasoning.
- Argue for specific problem-solving approaches.
- Create new mathematical expressions in order to solve problems.
- Model using mathematics.