

Fourth Grade Mentor Texts 2014-2015

Module	Title Author Genre	Ideas
		Connections to other texts & modules, Standards to consider
		Links to CCSS lessons online
		<i>Reading/Social Studies/Science</i>
		<i>Writing</i>
Module 1	Albert Napoli, Donna Jo Fiction	<p>How does a writer develop a character throughout the course of a story? How does a writer use word choice and details to help the reader picture a story?</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> - RL.3: Character Development—Introvert that becomes less introverted. Find evidence of character change (thoughts, words, actions) from beginning, middle, and end of book. - RL.3: Setting—Use mentor text to demonstrate exemplary setting descriptions. -W.2: Informative/Explanatory—Explain how a character changes throughout a story in paragraph form. Use evidence from text to support details in paragraph from beginning, middle, and end. -W.3: Narrative—Create your own short story narrative that demonstrates a character change throughout the course of the story. -W.3: Word Choice—Use mentor text to demonstrate exemplary word choice. <p>Connections: Connect to “Tomas and the Library Lady” for another example of character development. Connect to “Planting Trees of Kenya” for a Setting Development example. Connect to “Moonshot: The Flight of Apollo 11” for another word choice example. GLAD – Reader’s & Writer’s unit (GLAD Storage J Drive)</p>
	Lonely Book, The Bernheimer, Kate Fiction	<p>Why do we choose or love certain types of books? What draws us to certain books?</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> -RL.2: Theme—Don’t judge a book by its cover. You might choose this book to introduce the concept of a “Just Right/Good” Fit book. -W.2: Informative/Explanatory—Explain why you love a certain book. Use evidence from the text to support details. -W.3: Narrative—Write a story answering this prompt: What if your book could talk? What would it say about its life, story, etc. <p>Connections: GLAD – Reader’s & Writer’s unit (GLAD Storage J Drive)</p>

	<p>Moonshot: The Flight of Apollo 11 Floc, Brian Nonfiction</p>	<p>How does a writer use word choice and details to help the reader picture a story? How does a reader's background knowledge/schema affect their understanding of the text?</p> <p>Ideas for Using this Text & Standards: -RI.5: Non-Fiction Text Features—There are some non-fiction text features on the inside cover of the book. Not a strong focus for this book. -W.3: Word Choice—Use mentor text to demonstrate exemplary word choice. Focus on repetitive words/phrases, onomatopoeia, and descriptive word choice.</p> <p>Connections: Connect to “Albert” for another word choice example. Could use with “If You Decide to Go to the Moon” for comparison.</p>
	<p>Planting the Trees of Kenya: The Story of Wangari Maathai Nivola, Claire Nonfiction</p>	<p>How has Kenya changed over time? How does one person affect major change in the world?</p> <p>Ideas for Using this Text & Standards: -RL.2: Theme—When we see that we are part of the problem, we can become part of the solution. -RL.3: Setting Change—The setting changes for main character—as a child, back from college, and after her efforts to revitalize. Find evidence of setting change from beginning, middle, and end of book and why. -W.2: Informative/Explanatory—Prompt: Reflect on a time where you have impacted a person or place positively or negatively. -Similar Texts: “Wangari’s Trees of Peace” and “Mama Miti”</p> <p>Connections: Connect to 4th Science PS 16: People affect ecosystems both positively and negatively.</p>
	<p>Tomas and the Library Lady Mora, Pat Fiction</p>	<p>What are your reading goals? How do readers make pictures in their head as they read? Who can you share your reading and writing with?</p> <p>Ideas for Using this Text & Standards: - RL.3: Character Development—Tomas’ interest in books changes throughout story—bored to highly engaged. Find evidence of character change (thoughts, words, actions) from beginning, middle, and end of book. Note: It has use of Spanish words and phrases throughout the book.</p> <p>Connections: Connect to “Albert” for another character development example.</p>

	Whiff of Pine, Hint of Skunk: A Forest of Poems Ruddell, Deborah Poetry	-What is the poem explaining? Ideas for Using this Text & Standards: -RL.2: Theme— What is the poem telling us? -RL.5 – Discuss the structure of poetry. Stanzas, alliteration, visualization, etc. -RL.4 – Identify and define unknown/challenging words Connections: Use with “I’m In Charge of Celebrations”
	Amelia Writes Again Moss, Marissa Fiction	-Introduce Journaling & a way to use Writer’s Notebook -Introduce illustrations to recreate a memory -Students can connect to Amelia’s experiences, successes, frustrations, and feelings. Ideas for Using this Text & Standards: 4.W.8 – Brainstorm personal topics to write or journal about. Include small illustrations is desired. Connections: Use with parts of “A Writer’s Notebook” GLAD – Reader’s & Writer’s unit (GLAD Storage J Drive)
	Desert Scrapbook, A Wright-Frierson, Virginia Fiction	-This book uses different forms of writing (narrative, sketch pad, pictures/captions, illustrations, real-life examples, feelings). -Note Taking & Details: Writer’s use what they see and hear in their surroundings to make and collect sketches and notes as ideas for their writing. Ideas for Using this Text & Standards: -Non-Fiction Text Features -W.2 or W.3- Use students’ sensory information to write about their surroundings. You could have students go outside and complete this activity in their Journal. Connections: 4 th Science PS 14: ecosystems include living and non living things. Science/GLAD – Oceanography or Freshwater Ecosystem unit (GLAD Storage J Drive)
	I’m in Charge of Celebrations Baylor, Byrd Fiction	-Could use for writer’s notebook brainstorming of celebrations. Ideas for Using this Text & Standards: -RL.1 Use text evidence to describe what is happening in each celebration -Poetry: -RL.2: Theme— What is the poem telling us? -RL.5 – Discuss the structure of poetry. Stanzas, alliteration, visualization, etc. -RL.4 – Identify and define unknown/challenging words W.2 or W.3 Write a poem/short story showing something you enjoy/celebrate Connections: “Use with Whiff of Pine, Hint of Skunk”

	Saturdays and Teacakes Laminack, Lester L. Fiction	This book is a retelling of the author's memory of growing up. Great example of an author's craft with word choice. Ideas for Using this Text & Standards: 4.W.5 after writing a narrative of their lives, student can practice revising and changing their work to be more interesting with their words and descriptions.
	Writer's Notebook, A	-Ideas for writer's notebooks -Could use as read aloud for sections and/or teacher reference on Writer's notebooks. -Gives examples of the components of Writer's notebooks Connections: Use with "Amelia Writes Again" GLAD – Reader's & Writer's unit (GLAD Storage J Drive)
Module 2:	Adventures of Spider, The: West African Folktales Arkhurst, Joyce Cooper Fiction	Ideas for Using this Text & Standards: -Theme/Summarize RL.2 -Themes in traditional literature RL.9 In these stories there is something for us to learn. What is the theme or central message of each story. Connections: Pair with Heron and Gull and Cheese for Dinner close reading passage
	Gods and Goddesses of Olympus, The Aliko Fiction	Ideas for Using this Text & Standards: -Themes in traditional literature RL.9 Explore the ideas of opposition of good and evil after reading through the beginning of this story. W.3 Students can write a narrative describing themselves with strong adjective and describe parts of their life in sequence.
	Jalapeno Bagels Wing, Natasha Fiction	Ideas for Using this Text & Standards: -Summarizing and determine the theme 4.RL.2 How can foods from different cultures be mixed? How does food represent who you are or your culture? -Narrator and Point of View 4.RL.6 Who is telling the story and how do you know? -W.3, W.4 Students can write about what they would bring to an international day represent their family or culture.
	King Midas and the Golden Touch Craft, Charlotte Fiction	Ideas for Using this Text & Standards: -Theme/Summarize RL.2 -Themes in traditional literature RL.9 Explore the theme of the story. How and why did Midas change from the beginning and end of the story? -W.1 Write about whether it is better to have riches of family and why.
	Korean Cinderella, The Climo, Shirley Fiction	Ideas for Using this Text & Standards: -Theme RL.2, Myths RL.9 What is the central theme of the Cinderella stories. Compare the same themes throughout other Cinderella stories. Connections: Pair with The Rough Face Girls mentor text

	Rough Face Girl, The Martin, Rafe Fiction	Ideas for Using this Text & Standards: -Theme RL.2, Myths RL.9 What is the central theme of the Cinderella stories. Compare the same themes throughout other Cinderella stories. Connections: Pair with The Korean Cinderella mentor text
Cynthia Rylant Author Study: Where do writers get their ideas? People, places, passions in her life *There are many websites with her biography, lesson ideas, etc. Just google her ☺		
	Angel for Solomon Singer, An Rylant, Cynthia Fiction	How does the writer use a variety of narrative techniques to develop her story and her characters? Ideas for Using this Text & Standards: --W.3: Narrative Techniques: -Flashback technique in narrative text. -Leads are important because they draw readers into the text. -Writers close their stories in different ways to achieve effects. --L.1: Grammar: proper nouns --L.2: Conventions--parentheses, punctuation (commas, exclamation point) --L.5: Similes/Metaphors Connections: Connect to “Appalachia” and “The Relatives Came” to compare endings with purpose. Connect to “Best Wishes” and “Shells” & “Spaghetti” from Every Living Thing to compare the leads to the stories.
	Appalachia Rylant, Cynthia Fiction	Where do writers get their inspiration for stories, characters, settings, etc.? How does a writer use word choice and details to help the reader picture a story? Ideas for Using this Text & Standards: -W.3: Narrative Inspiration: Cynthia Rylant is a careful observer of the world around her and it provides her ideas for writing. -W.3: Word Choice--Descriptive details/examples of objects, actions, places. Repeated lines/refrain. -W.4: Organization--Topic with elaboration by paragraph -L.5: Similes Connections: Connect this to “Meet the Author: Best Wishes” by Cynthia Rylant. Point out how the author observes her environment to inspire her writing. Connect to “An Angel for Solomen Singer” and “The Relatives Came” to compare endings with purpose.

	Boris Rylant, Cynthia Poetry	<p>How does the writer use concrete words and personification to convey the experiences of animals and non living things?</p> <p>Ideas for Using this Text & Standards: -RL.: Theme--Chapter 1 & 2--Animals changing people's lives. -RL.5: Poetry Structure--When used with "Scarecrow" students can contrast the structural differences between prose and poetry on a similar topic. -L.5: Figurative Language--Personification.</p> <p>Connections: Connect personification to "Scarecrow" by Cynthia Rylant. The theme of the short story "Spaghetti" can be connected to Chapter 1 and 2 of "Boris" by Cynthia Rylant.</p>
	Every Living Thing Rylant, Cynthia Fiction	<p>What evidence do writers leave to readers about the theme of their stories? How does the writer use a variety of narrative techniques to develop her story and her characters?</p> <p>Ideas for Using this Text & Standards: Every Living Thing is a collection of short stories with the same/similar underlying theme. -RL.2: Theme/Summary: This book consists of twelve short stories, each one depicting a moment when a person's life has changed, each one involving an interchange between an animal and a human being.</p> <p>Short story specific ideas: -"A Bad Road for Cats" W.3: Revision Lesson-Dialogue -"Shells" W.3: Narrative Lesson-> Plot Structure W.3: Narrative Technique: Show. Don't Tell what your character is feeling. W.3: Narrative Technique: Leads are important because they draw the readers into the text. -"Papa's Parrot" RL.3: Literary Elements: Conflict Inference -"A Bad Road for Cats" RL.3: Literary Elements: Character Development -"Spaghetti" RL.2: Theme: Animals changing people's lives W.3: Narrative Technique: Leads are important because they draw the readers into the text.</p> <p>Connections: The theme of the short story "Spaghetti" can be connected to Chapter 1 and 2 of "Boris" by Cynthia Rylant. Connect to "Best Wishes" and "An Angel for Solomon Singer" to compare the leads to the stories.</p>

	<p>Long Night Moon Rylant, Cynthia Fiction</p>	<p>How does the writer structure her writing in a unique way? How does a writer use word choice and details to help the reader picture a story?</p> <p>Ideas for Using this Text & Standards: -W.3: Narrative Structure--Circle Plot--This is a K-2 lesson that can be adapted easily to 3-5. http://www.readwritethink.org/classroom-resources/lesson-plans/completing-circle-craft-circular-827.html?tab=4#tabs -W.3: Word Choice—Use mentor text to demonstrate exemplary word choice. Focus on sensory details, such as sound, sight, and touch, to make us feel like we are right there in the countryside at night. She also uses detailed descriptions to tell us about her experiences in the country at night.</p> <p>Connections: -Compare and Contrast same topic to “Night in the Country” by Cynthia Rylant. How did the author write about the same topic (country at night) in similar and different ways? -Connect to “The Relatives Came” by Cynthia Rylant. Both books use a natural cycle to create a circular plot.</p>
	<p>Meet the Author: Best Wishes Rylant, Cynthia Nonfiction</p>	<p>Use this book to introduce the author study. What is the author’s motivation and purpose for writing? How did the author develop habits of mind to help her begin writing? Where do writers get their inspiration for stories, characters, settings, etc.?</p> <p>Ideas for Using this Text & Standards: -W.3: Narrative Inspiration--Cynthia Rylant is an author who reflects on her past to get ideas for writing. Students can reflect on their own lives to recall significant moments or events to list as ideas for writing topics. “During writing time today, think deeply like Cynthia about your past to get ideas for new stories. As we read more of her writing, we will add to this list and create personal narratives from it.” Students will relax their minds to freewrite topics. Cynthia Rylant is also a careful observer of the world around her.</p> <p>Connections: Connect this to “Appalachia: The Voices of Sleeping Birds by Cynthia Rylant. Point out how the author observes her environment to inspire her writing.</p>
	<p>Missing May Rylant, Cynthia Fiction</p>	<p>Use as read aloud.</p> <p>Ideas for Using this Text & Standards: -RL.2: Theme--A theme in the novel is the surreal nature of the afterlife. Another theme is family relationships. -RL.2/W.3: Symbolism--Cynthia Rylant uses symbols in her life as inspiration for her writing. Students can brainstorm symbols that are important to them to get ideas for their writing. -RL.3: Literary Elements--character, setting, and plot analysis possible.</p>

	<p>Night in the Country Rylant, Cynthia Fiction</p>	<p>How does a writer use word choice and details to help the reader picture a story? How do writers write about the places they love?</p> <p>Ideas for Using this Text & Standards: -W.3: Narrative Topic--Favorite Place--Special places hold special memories. During writing time, think about the setting of a special place in your life. Creative, detailed descriptions like Cynthia's will help create a picture in your readers' minds of this special place that you love. -W.3: Word Choice—Use mentor text to demonstrate exemplary word choice. Focus on sensory details, such as sound, sight, and touch, to make us feel like we are right there in the countryside at night. She also uses detailed descriptions to tell us about her experiences in the country at night.</p> <p>Connections: Compare and Contrast same topic to “Long Night Moon” by Cynthia Rylant. How did the author write about the same topic (country at night) in similar and different ways</p>
	<p>Relatives Came, The Rylant, Cynthia Fiction</p>	<p>How does the writer use a variety of narrative techniques to develop her story and her characters?</p> <p>Ideas for Using this Text & Standards: -RL.6: 3rd Person Narration for Compare and Contrast -W.3: Narrative Techniques--Examples: -Usage of Nature's Cycle-ripening of grapes-to show time passing and an event sequence that unfolds naturally. -Start with orienting reading in the setting. -Use of sensory details and descriptions. -Use of transition words and phrases to show sequence of events. -Characterization--Kindness -Thoughts from Narrator -Show, don't tell strategy for writing. -W.3: Narrative Topic--My Family--Write about an event or memory with your family using some of Cynthia's narrative techniques.</p> <p>Connections: Connect to “Long Night Moon” by Cynthia Rylant. Both books use a natural cycle to create a circular plot. Connect to “Appalachia” and “The Relatives Came” to compare endings with purpose.</p>
	<p>Scarecrow Rylant, Cynthia Fiction</p>	<p>How does the writer use concrete words and personification to convey the experiences of animals and non living things?</p> <p>Ideas for Using this Text & Standards: -RL.5: Prose Structure--When used with “Boris” students can contrast the structural differences between prose and poetry on a similar topic. -W.3: Narrative Technique: Repetition -L.1: Verb choice -L.2: Ellipses (to slow time) -L.5: Figurative Language: Simile -L.5: Figurative Language--Personification. Connections: Connect to “Boris” by Cynthia Rylant.</p>

Module 3:	Can You Fly High, Wright Brothers? Berger, Melvin Nonfiction	<p>Lots of information about the Wright Brothers. Has simple experiments throughout the book. Each heading is a question then text follows to answer that question.</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> -4.RI.1: Refer to text when answering heading questions. -4.RI.2: Main idea for different sections. -4.RI.3: Students can explain different events/history of Wright Brothers and refer to text details. -4.RI.5: Text features: TONS! Includes timeline of Wright Brothers. -4.RI.7-Visual representation: great pictures and captions. Interesting facts. -4.L.4-Lots of Tier 3 vocab words. Can discuss strategies to determine meaning.
	Drop Around the World, A Mckinney, Barbara Nonfiction	<p>This book takes a look at how water drops change around the world. Great illustrations. There are symbols throughout the text and at the back of the book it explains states of the water cycle for the different symbols.</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> -4.RI.7-Could use for research -4.L.5-Presented as a narrative with poetry features- rhyme, word choice, stanzas, etc -4.RI.6-Written as a secondary source <p>Connections: Use with "A Drop of Water." Can use with Water Unit Science PS 4.16, 4.11(no longer standards – should move to 5th grade)</p>
	Just a Second Jenkins, Steve Nonfiction	<p>This is an interesting book. It uses units of time from standard (second, hour, week, etc) and non-standard (very quick, very long). Includes an introduction (purpose and to gain readers' interest).</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> -4.RI.5: Text features (Timelines) -4.RI.5- Organized and structured in a different way: starts with smaller unit of time with examples and goes to larger units of time (One year). Examples are grouped to allow for easy comparison. -4.RI.7-Visual representation: great pictures and captions. Interesting facts. -This book compares how long do plants and animals live. <p>Connections: Can use with research unit.</p>
	Oceanography: The Study of Oceans Heinrichs Gray, Susan Nonfiction	<p>This is a great nonfiction read. Good for a research unit and to discuss nonfiction text features. Very interesting and great details.</p> <p>Ideas for Using this Text & Standards:</p> <ul style="list-style-type: none"> -4.RI.3: Students can explain different events/history of oceanography (Ch. 2) and refer to text details. -4.RI.5: Text features: TONS! -4.RI.7-Visual representation: great pictures and captions. Interesting facts. -4.L.4-Lots of Tier 3 vocab words. Can discuss strategies to determine meaning. <p>Connections: Science/GLAD Freshwater Ecosystems or Oceanography unit (GLAD Storage J Drive) Science PS 4.13. Human Impact Science PS 4.16.</p>

	You Wouldn't Want to Work on the Hoover Dam! Graham, Ian Nonfiction	Ideas for Using this Text & Standards: -4.RI.3: Students can explain different events/history of building the Hoover Dam and refer to text details. -4.RI.5: Text features -4.RI.7-Visual representation: great pictures and captions. Interesting facts. -4.L.4-Lots of Tier 3 vocab words. Can discuss strategies to determine meaning.
	Young Pele: Soccer's First Star Cline-Ransome, Lesa Nonfiction	Picture book biography about a poor boy who becomes an amazing soccer player. Theme: Perseverance.
	Ape Jenkins, Martin Nonfiction	This book was inspired by Jenkins personal experience with apes. Written in a chapter-like structure with poetic text. Discusses five different types of apes. Ideas for Using this Text & Standards: -4.W.2: Structure and Craft: great introduction page and two different types of font. Organized logically. -4.W.2: Word choice: vivid verbs and sensory details are used to re-create moments in an ape's life.
	Drop of Water, A Wick, Walter Nonfiction	This book explores a single concept (a drop of water) across different settings. Author explains the differences between evaporation and condensation and how light bends in water. There are some experiments in the back. Amazing photographs! Ideas for Using this Text & Standards: -4.L.6: Discuss/write properties of water using domain words -4.RI.6: written as a primary source -4.RI.7-Information presented visually -4.W.2- author uses linking words and phrases to aid in comprehension and transition smoothly from one idea to another. -4.W.2-Use of voice that connects to their audience and purpose. Read pp. 7-9 and any other pages of interest. Ask, "Would you say this author is more formal or more playful? Why?" Compare with "If You Decide to Go to the Moon." -Examines how a small, focused subject, can turn into a substantial non-fiction piece. Can relate to writing small moment stories/seed stories. Connections: Use with "A Drop Around the World."

	<p>Everglades George, Jean Craighead Nonfiction</p>	<p>Book begins as prose narrative then nonfiction exploration of the Everglades. Book becomes interactive as the children in the canoe begin to ask questions that readers might likely be thinking as well.</p> <p>Ideas for Using this Text & Standards: 4.RI.1: Referring to the text to provide details/examples. 4.W.2: Consider purpose and audience when writing. Audience: Read first page. Ask: Who do you think the audience is for this book, and why? How might the first page have been written differently if the audience members were grown-ups? Purpose: The author is trying to persuade us to take care of the environment. 4.L.5: Imagery used as an important elementary of nonfiction. Read pages of the book. Stop and discuss when you come across text that helps to create an image in their mind. Have students reread their draft writing and find a place to revise to add imagery- 4.W.5</p> <p>Connections: Human Impact Science PS 4.16 - Science/GLAD Freshwater Ecosystems or Oceanography unit (GLAD Storage J Drive)</p>
	<p>Exploding Ants: Amazing Facts About How Animals Adapt Settel, Joanne Nonfiction</p>	<p>How do certain animal adaptations help them survive?</p> <p>Ideas for Using this Text & Standards: 4.RI.5-Exploring different types of text features -Tie to a NF features anchor chart -Text structure: no capitalization for headings or table of contents-interesting!</p> <p>Connections: Discuss the various ways that animals use certain adaptations. Science/GLAD Freshwater Ecosystems or Oceanography unit (GLAD Storage J Drive)</p>
	<p>Great Fire, The Murphy, Jim Nonfiction</p>	<p>This is a non-fiction/informational book, but told in a story about the Great Fire of 1871 in Chicago.. Lots of good information.</p> <p>Ideas for Using this Text & Standards: -4.RI.3 Could close read sections of the book and ask text dependent questions. -4.RI.5 and 4.RI.7: Explore different types of text features: table of contents, introduction, chapters, pictures, captions, map, diagram, index, bibliography, etc -Pair with a NF features anchor chart -Author gives his own opinions as he tries to separate the myth and reality of what happened.</p> <p>Connections: If you find another article of the Great Fire of 1871, you could compare/contrast first/secondhand accounts of the Fire- 4.RI.6.</p>

	<p>How to Talk to Your Dog George, Jean Craighead Nonfiction</p>	<p>This book blends illustrated dogs with real photographs of the author. The book informs readers about dog behavior and ways to “talk” to your dog- in both verbal and nonverbal ways.</p> <p>Ideas for Using this Text & Standards: -4.W.2- Authors’ Connection: How/Why do authors choose their nonfiction topics? (Based on interest, passion, and/or curiosity). Point out the Dedication page. What do you think that tells her readers about her relationship with her dog? -Written as a Primary source -4.W.2- Concluding statement or section. Read concluding section on p. 26. Author appeals to readers’ love of dogs in both introduction and concluding section (circular structure). Students can think of possible concluding statements or sections related to the information they have read/written. -4.W.7- Questions lead to good research. Students will consider what they know and questions they have about their topics to determine the research they will need to conduct. Read aloud some of the headings and connect them to the research that author must have done to write this book.</p> <p>Connections: Use with research.</p>
	<p>If You Decide to go to the Moon McNulty, Faith Fiction</p>	<p>This book starts out with the statement: “If you decide to go to the moon or in your own rocketship...” then proceeds as if it is a guide or a how-to-text. Natural differences between the Earth and moon are discussed. Great foldout that clearly illustrates the difference. Playful way to present nonfiction material about the moon and space travel.</p> <p>Ideas for Using this Text & Standards: -4.W.2-Use of voice that connects to their audience and purpose. Read first few pages. Ask, “Would you say this author is more serious or more playful? Why?” Compare with “A Drop of Water.” -4.W.2- Concluding statement or section. Read last page, “<i>As you bend down to kiss...</i>” Author decided to end with a powerful statement. Students can think of possible concluding statements related to the information they have read/written. Compare with “How to Talk to your Dog” -4.L.6- Great descriptive word choice throughout the book.</p> <p>Connections: Could use with “Moonshot” for comparison. Compare with “A Drop of Water” for voice. Compare with “How to Talk to your Dog” for concluding section.</p>
	<p>Into The Sea Guiberson, Brenda Z. Nonfiction</p>	<p>This book is about the life of a turtle and other animals in the ocean. Great illustrations. Touches on the lifecycle of turtles.</p> <p>Ideas for Using this Text & Standards: -4.W.2: Organizing information logically. Part of drafting and how to organize one’s ideas by grouping related information into paragraphs and sections. -4.W.2: Could do an informative writing piece with students about human impact on sea turtles. -4.W.2: Word Choice—Use mentor text to demonstrate exemplary word choice. Focus on onomatopoeia and descriptive word choice. -Sci PS 4.16 Human Impact: Last page discusses the demise of sea turtles and what is being done to protect them.</p> <p>Connections: Science/GLAD Fresh Ecosystems or Oceanography unit (GLAD Storage J Drive) Science PS 4.14. Human Impact Science PS 4.16.</p>

	Top of the World, The: Climbing Mount Everest Jenkins, Steve Fiction	<p>Really cool book! This book is written as a narrative. Use of paper collage for illustration is cool! Narrative begins with a description of Everest and the history behind the climbers. Then the narrative begins to address readers as if they were going on the climb and informs readers about things to do and things to avoid. Structure is a good for easy study as a mentor text.</p> <p>Ideas for Using this Text & Standards: -4.RI.5 and 4.RI.7: Explore different types of text features: headings, charts, pullouts, and sidebars, etc. -Pair with a NF features anchor chart -4.W.2: Exploring passions and fascinations about what to write about. Students can explore passions as possible topics for nonfiction writing. -4.W.2: Concrete details. Use authentic or concrete details to inform and engage audience.</p> <p>Connections: Use with “How to Talk to your Dog” for exploring passions/fascinations.</p>
	Walk in the Rainforest, A Joy, Kristin Joy Nonfiction	<p>This book was written from the vantage point of the ant, XYZ, who walks through the rainforest and learns about plants, animals, and natives as he works through the alphabet. Book is not structured around common nonfiction features, but around the alphabet. Note: When Pratt was 15 years old she did the illustrations for the book from a research project The book sold 130,000 copies when published!</p> <p>Ideas for Using this Text & Standards: -4.RI.5 and 4.RI.7: Explore different types of text features: Map, bolded words, sequenced through alphabet, etc. -Pair with a NF features anchor chart -4.W.2: Visuals in nonfiction texts-providing concrete details and examples.</p> <p>Connections: GLAD Freshwater Ecosystems or Oceanography unit (GLAD Storage J Drive) 4.PS14</p>
Module 4:	Life in a Longhouse Village Kalman, Bobbie Nonfiction	<p>Great book for non fiction text features</p> <p>Connections: Pair with If You Lived Here: Houses of the World mentor text</p>

	<p>Man Who Made Parks: The Story of Parkbuilder Frederick Law Wishinsky, Frieda Nonfiction</p>	<p>Ideas for Using this Text & Standards: W.1 Response to questions about their opinion</p> <ul style="list-style-type: none"> • Why are parks important? • If you could design a park, what would you include? Why? • Is it important to protect park space? <p>RI.9 Watch videos and integrate knowledge about Olmsted</p> <p>Connections: Pair with Bringing Back the Wolves (about Yellowstone). Olmsted Videos: http://www.pbs.org/nationalparks/history/ep1/2/ (2:19) Watch PBS video “Frederick Law Olmstead and the Future of Yosemite” about Olmstead trying to protect Yosemite, located on right sidebar.</p> <p>http://video.pbs.org/video/1887541606/ (57:12) Olmsted and Americas Urban Parks looks at the creation of Americas first great city parks in the late 19th century through the eyes of Frederick Law Olmsted 1822 1903 visionary urban planner and landscape architect</p> <p>http://video.pbs.org/video/2365197253/ (55:28) To Olmsted, a park was both a work of art and a necessity for urban life. Olmsted’s efforts to preserve nature created an “environmental ethic” decades before the environmental movement became a force in American politics. With gorgeous cinematography, and compelling commentary this film presents the biography of a man whose parks and preservation are an essential part of American life.</p>
	<p>Ten Mile Day: And the Building of the Transcontinental Railroad Fraser, Mary Ann Nonfiction</p>	<p>Ideas for Using this Text & Standards: RI.9 Integrate information from two similar text. Students can discuss the changes brought by the railroad across the country. Take the viewpoint of native people vs. railroad industry.</p> <p>W.1 Write an opinion about the railroad integrating a piece of information from each text.</p> <p>Connections: Pair with Death of the Iron Horse mentor text, To Build a Railroad by Ed Combs close reading passage</p>
	<p>Extreme Lunch!: Life and Death in the Food Chain Piper, Ross Nonfiction</p>	<p>Great example of non fiction text features. Discussion on food webs and food chains.</p> <p>Connections: Science/GLAD Freshwater Ecosystems or Oceanography unit (GLAD Storage J Drive) 4.PS15 Pair with Bringing Back the Wolves and Nathan’s Pet Snails close reading passage</p>

	If You Lived Here: Houses of the World Laroche, Giles Nonfiction	Ideas for Using this Text & Standards: RI. 9 Compare how people live in different parts of the world. W.1 Opinion writing about which place you would prefer to live in. Provide text based examples. SL.4 Students share out in a project/presentation form about their writing Connections: Pair with Life in a Longhouse Village mentor text.
	Death of the Iron Horse Goble, Paul Fiction	Ideas for Using this Text & Standards: RI.9 Integrate information from two similar text. Students can discuss the changes brought by the railroad across the country. Take the viewpoint of native people vs. railroad industry. RI. 6 Read the author's note the page before the story starts. Discuss the different accounts presented about tribes attacking trains. W.1 Write an opinion about the railroad integrating a piece of information from each text. Connections: Pair with Ten Mile Day and the Building of the Transcontinental Railroad Mentor Text, To Build a Railroad by Ed Combs close reading passage
	Most Beautiful roof in the World Lasky, Kathryn Nonfiction	Ideas for Using this Text & Standards: This book is harder than fourth grade but students can study how Meg Lowman does her research. Students could do more research about rainforest ecology or Meg Lowman. Could build to a presentation or report SL.4
	Here Comes the Garbage Barge Winter, Jonah Nonfiction	Ideas for Using this Text & Standards: RI.9 integrate info and form an opinion about what we can do to improve our environment or water. Connections: Pair with Water Pollution mentor text. Close reading passages: Going Green in School by Carol Lattimore, E-Trash What Happens to Our Old Electronics? by Rachel H. and Recycling by Linda Haynie. Science/GLAD Fresh Ecosystems or Oceanography unit (GLAD Storage J Drive) Science PS 4.14. Human Impact Science PS 4.16.
	Ryan and Jimmy: And the Well in Africa That Brought Them Shoveller, Herb Nonfiction	Connections: Pg 16 - 19 talk about the water quality and need for clean water in Jimmy's village. Can make connections to Water Pollution mentor text.
	Water Pollution Ostopowich, Melanie Nonfiction	Ideas for Using this Text & Standards: RI.9 integrate info and form an opinion about what we can do to improve our environment or water. Connections: Pair with Here Comes the Garbage Barge mentor text, Close reading passages: Going Green in School by Carol Lattimore, E-Trash What Happens to Our Old Electronics? by Rachel H. and Recycling by Linda Haynie. GLA Science/GLAD Fresh Ecosystems or Oceanography unit (GLAD Storage J Drive) Science PS 4.14. Human Impact Science PS 4.16