



Comprehensive Curriculum

Revised 2008

Grade 4 English Language Arts



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

All Units, LEAP 21 Writing Rubrics

For the *Composing* dimension and for the *Style/Audience Awareness* dimension, the following descriptors apply to the score points:

Score Level	Description of Score Level
4	The writer demonstrates consistent , though not necessarily perfect, control of almost all of the dimension's features.
3	The writer demonstrates reasonable , but not consistent, control of most of the dimension's features, indicating some weakness in the dimension.
2	The writer demonstrates enough inconsistent control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates little or no control of most of the dimension's features.

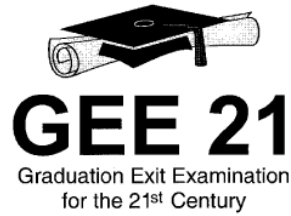
This chart shows the specific elements considered when scoring the Composing dimension:

Score Point	Central Idea	Elaboration	Organization/Unity
4 Consistent Control	<ul style="list-style-type: none"> sharp focus clarity of purpose strategy (preplanning and foreshadowing) 	<ul style="list-style-type: none"> selected information thorough elaboration ideas are developed (examples) necessary information specific details 	<ul style="list-style-type: none"> wholeness throughout ideas related to central idea beginning, middle, end logical order transitions sense of completion
3 Reasonable Control	<ul style="list-style-type: none"> clear central idea clear focus 	<ul style="list-style-type: none"> ideas are developed necessary information relevant may have uneven development 	<ul style="list-style-type: none"> beginning, middle, end logical order simple transitions wholeness (may have a weak ending)
2 Inconsistent Control	<ul style="list-style-type: none"> vague central idea shifts in focus digressions 	<ul style="list-style-type: none"> listing information may be superficial, incomplete, and/or irrelevant idea clusters little or uneven development 	<ul style="list-style-type: none"> weak beginning, middle, end retreats and/or repetitions gaps random order no ending
	<ul style="list-style-type: none"> unclear central idea confusion 	<ul style="list-style-type: none"> automatic writing without selection relevant information missed little or no development minimal information 	<ul style="list-style-type: none"> no beginning or end severe gaps random order too little to demonstrate

All Units, LEAP 21 Writing Rubrics

This chart shows the specific elements considered when scoring the Style/Audience Awareness dimension.

Score Point	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
4 Consistent Control	<ul style="list-style-type: none"> word choice is appropriate, relevant vivid power verbs stylistic techniques (imagery, similes) 	<ul style="list-style-type: none"> selected for relevance and/or impact vivid examples or anecdotes appropriate to audience manipulates audience (humor) 	<ul style="list-style-type: none"> some variety in structure (beginnings, endings), complexity, length 	<ul style="list-style-type: none"> consistent, clear, vibrant tone and voice individual personality engages and/or manipulates audience
3 Reasonable Control	<ul style="list-style-type: none"> clear appropriate relevant some variety 	<ul style="list-style-type: none"> some selected information some examples appropriate to audience 	<ul style="list-style-type: none"> some variety in structure and/or complexity and/or length\ And, But beginnings 	<ul style="list-style-type: none"> consistent tone aware of audience clear voice
2 Inconsistent Control	<ul style="list-style-type: none"> generic overused some may be inappropriate wrong word 	<ul style="list-style-type: none"> contradictions bare bones lists information irrelevant superficial 	<ul style="list-style-type: none"> sentence patterns simple sentences overextended sentences And, But beginnings 	<ul style="list-style-type: none"> vague weak awareness of audience inappropriate monotonous inconsistent tone
1 Little or no Control	<ul style="list-style-type: none"> functional inappropriate wrong word omission errors 	<ul style="list-style-type: none"> automatic writing too little information inappropriate abrupt change from central idea 	<ul style="list-style-type: none"> simple patterns on and on 	<ul style="list-style-type: none"> confusing absent no awareness of audience unengaged



ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Composing:

- Write on the assigned topic.
- Present a clear main idea.
- Give enough details to support and elaborate your main idea.
- Present your ideas in a logical order.

Style/Audience Awareness:

- Write with your audience (the person or group identified by the topic) in mind.
- Use vocabulary (words) that expresses your meaning well.
- Use sentences that make your main idea interesting to your audience.

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.







Remember to print or write neatly.

Turn this card over for directions for writing your composition.






DIRECTIONS FOR WRITING

This is a test of writing ability. Therefore, you should follow the steps below to help you write a successful composition.




Step 1: Planning and Drafting

-  Read the writing topic in your test booklet carefully.
-  Think about what you will write before you begin.
-  Use the space provided in your test booklet for planning your composition and writing your rough draft.
-  Remember that your planning notes and rough draft will not be scored.

Step 2: Revising



-  Review the Writer's Checklist to make sure you have covered all the points.
-  Reread what you have written for your rough draft.
-  Rearrange ideas or change words to make your meaning clear and improve your paper.
-  Rewrite your composition neatly on the correct page(s) in your answer document.
-  Write your final paper in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

-  Review the points on the Writer's Checklist after you have finished writing your final draft.
-  Make any needed corrections.
-  Erase or strike through words if necessary.



Points to Remember:

-  Only the writing on the **Final Draft** pages in your answer document will be scored.
-  Your paper will be scored on (1) development and support of ideas, (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

ED9909WCL

Genre Characteristics

NON-FICTION	
All of the information in a non-fiction book is based on the known true facts.	
Biography	A biography is the story of a real person's life, written or told by another person.
Auto-Biography	An autobiography is the story of a real person's life, written or told by that person.
FICTION	
Fictional stories all contain elements that are made-up or created by the author.	
Realistic Fiction	Made-up stories that take place in modern time. The characters are involved in events that could really happen.
Mystery	These stories are about mysterious events which are not explained or a crime that is not solved until the end of the story to keep the reader in suspense.
Fantasy	Fiction that contains elements that are NOT realistic, such as talking animals, magical powers, etc.
Science Fiction	Stories which include futuristic technology; a blend of scientific fact and fictional elements.
Historical Fiction	Stories which take place in a particular time period in the past. Often the basic setting is real, but the characters are fictional.
Folk Tales	Folk tales are stories with no known creator. They were originally passed down from one generation to another by word of mouth
Tall Tales	Tall tales are generally folk tales in which the main character is bigger than life in some way.
Fairy Tales	Fairy tales were often created to teach children behavior in an entertaining way.
Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning

Unit 1, Activity 5, My Reading Inventory

Name: _____

MY READING INVENTORY

Title	Author	Date Completed	Genre

Unit 1, Activity 6, Sample Rubric for Student Self-Assessment

Sample Rubric for Student Self-Assessment

Reading Task	Yes	No
I make predictions before reading a story or book.		
I use prior knowledge and my own experience as I think about what I read.		
I use details from the text to support my ideas.		
I explain my own thinking clearly.		
I use imagery to remember the main events in the story.		
I make inferences based on information gathered in the story.		

Unit 1, Activity 9, Chapter Matrix Poster

Chapter Matrix Poster

CH.	Characters	Problems/Conflicts	Events	Themes, Solutions, Observations	New Words
1					
2					
3					
4					
5					
6					
7					

Unit 1, Activity 10, Sample Collaboration Rubric

Sample Collaboration Rubric

Date: _____

Names of group members _____

	4	3	2	1
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills were exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were uninterested or distracted
Roles within the Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles, but roles were not consistently adhered to	No effort made to assign roles to group members

Unit 2, Activity 11, RAFT

RAFT: Role, Audience, Format, Topic

Name:

Content Area:

Text:

Role	
Audience	
Format	
Topic	
The Writing Task:	

Unit 3, Activity 5, Student Prompts for Reciprocal Teaching

Student Prompts for Reciprocal Teaching

Questioning

- *One question I had about what I read was....
- *What were you thinking about as you were reading?
- *What question(s) can you ask about what you read?
- *I'm curious about...

Clarifying

- *One of the words I wasn't sure about was...
- *What other words do we know that we can use in place of...?
- *What words or ideas need clarifying for you?
- *This is confusing to me. I need to _____ (strategy) to try to figure out this word.

Predicting

- *I can look at the title and all the visual clues on the page. What do I think we will be reading about?
- *Thinking about what I have read and discussed, what do I think might happen next?
 - I wonder...
 - I predict...

Summarizing

- *What does the author want me to remember or learn from this passage?
 - *What is the most important information in this passage?
- *What kind of "teacher" question can I ask about the main idea?
 - *In my own words, this is about...
- *The main point was...

Unit 3, Activity 7, Higher Order Thinking Skills (HOTS) Questions

Skills HOTS

RECALL	
<p>Note: Any question becomes a recall question if the answer has already been explicitly provided to the student in class or in the text.</p> <p>When did _____ take place? List the _____.</p>	<p>Define the term _____.</p> <p>What is a _____?</p> <p>Who did _____?</p> <p>Name _____.</p>
ANALYSIS	
<p>How does _____ work? Sort these _____. Use the table to determine _____. Use the graph to determine _____. Graph _____. What caused _____? What is another possible cause of _____? Outline the _____. Based on the written description, draw a diagram. Draw your own map of _____ without tracing or copying. Use the map to determine _____. In what sequence did _____ happen? Break _____ down into its component parts. Give an example of _____. What literary form is being used? What technique is being used? What information is needed? Is the information relevant? Into what groups can you organize these? Draw a picture that illustrates what's described in the story _____.</p>	<p>What does _____ symbolize? Find examples of [a literary device] in your readings. Analyze the _____ in _____. Classify these _____ according to _____. Separate the _____ from the _____. Translate _____. Analyze how _____. Explain how _____ works. What was the author's point of view? How did the author convey _____? What words does the author use to paint an image of _____ in your mind? How were _____ used to _____? What kind of a _____ is this? Which one doesn't belong in this group? What is the function of _____? What is the purpose of _____? What is the relationship between _____ and _____? What is the pattern? Use manipulatives to illustrate a concept. Build a model of _____. Measure _____.</p>
COMPARISON	
<p>How is _____ like _____? How are _____ and _____ different? Compare the _____ before and after _____. Compare the character _____ at the beginning of the story and at the end.</p>	<p>Distinguish between _____ and _____. Compare _____ with _____. On what dimensions might you compare _____ and _____? Which one is the biggest/oldest/tallest?</p>
INFERENCE	
<p>Hypothesize what will happen if _____. Predict what will happen if _____. Apply the rule to _____. Solve the problem _____. Predict how the story _____ will end. What is the main idea of the story _____? What is the overall theme of _____? What is the moral of the story? Develop of plan to _____. Propose and describe an invention that fills some need. Write a research paper on _____.</p>	<p>Based on your readings, what can you conclude about _____? What was the author's point of view? Solve a logic puzzle. What if _____? What rule applies here? What generalization can you make from this information? Create a _____. Design a _____. Propose a solution to the problem of _____.</p>

Unit 3, Activity 9, Sample Opinnionare

Miss Rumphius
by Barbara Cooney

Directions: Before we read this story, please put a check next to those statements that you agree with in the **BEFORE** column. Compare your opinions with a partner’s opinions and discuss your reasons for checking or not checking each statement. After we have read this book, please go back and check those statements you now agree with under the **AFTER** column.

BEFORE	AFTER	
_____	_____	Older people can’t do anything to help others because they need help themselves.
_____	_____	The more things you have the happier you are.
_____	_____	People can make the world more beautiful by doing simple things in nature.
_____	_____	If you have a lot of money, you will be happy.
_____	_____	We can learn many lessons from our elders.

Unit 4, Activity 5 and 10, Sample Research Report Rubric

Sample Research Rubric

CATEGORY	4	3	2	1
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, and mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Unit 4, Activity 6, KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic:		
What I Know	What I Want to Know	What I Learned

Unit 4, Activity 7, ISP Chart - Graphic Organizer

Name _____

ISP Chart

Information	Source	Page

Unit 4, Activity 10, Information for Bibliography

Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Follow punctuation of the examples exactly.
3. If you cannot find some information, such as author or place of publication, just leave it out.
4. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

Book with one author:

1. Author, last name first.
2. Title of book. (underlined)
3. City of publication:
4. Publisher, date of publication.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article." (in quotation marks)
3. Title of book. (underlined)
4. Date of edition. (volume and page number not necessary if articles are arranged alphabetically).

Article in a periodical (magazines, newspapers)

1. Author (if available).
2. "Title of article." (in quotation marks)
3. Periodical title (underlined) date: page.

Online Encyclopedia:

1. Author, if shown
2. "Title of the article."
3. Name of encyclopedia (underlined).
4. Date of your visit (day, month, year)
5. <first part of http address> (enclosed in angle brackets).

World Wide Web:

1. Author, if known
2. "Title of the article."
3. Title of complete work (underlined).
4. Date of your visit (day, month, year)

Cinquain Poem

One word- What you are talking about (noun)

Two words-Describing it (adjectives)

Three words-Describing it (adjectives)

Four words-Describing it (adjectives)

One word-What you are talking about (noun)

Unit 5, Activity 12, Types of Formula Poems

Limericks consist of five lines.

Lines 1, 2, and 5 of Limericks have seven to ten syllables and rhyme with one another.

Lines 3 and 4 of Limericks have five to seven syllables and also rhyme with each other.

Limerick Poem

Line 1 _____

Line 2 _____

Line 3 _____

Line 4 _____

Line 5 _____

Unit 5, Activity 12, Types of Formula Poems

Haiku Poem

First line – 5 syllables	
Second line – 7 syllables	
Third line – 5 syllables	

DIAMANTE POEM

1. Noun (beginning topic)
2. Adjective, Adjective (about beginning topic)
3. Gerund, Gerund, Gerund (–ing words about beginning topic)
4. Four nouns -OR- a short phrase (about both beginning and ending topics)
5. Gerund, Gerund, Gerund (–ing words about ending topic)
6. Adjective, Adjective (about ending topic)
7. Noun (ending topic)

Unit 5, Activity 12, Sample Poetry Rubric

Poetry	1 point	2 points	3 points	4 points	Score
Ability to captivate the reader	Unfocused; author seems unsure of direction	Some focus, but lacks continuity	Well focused and interests reader throughout	Captivates and involves reader deeply	
Sensory Images	Difficult to visualize image or emotion	Some use of image, idea, or emotion	Clear use of sensory images to portray ideas or emotions	Vivid, detailed images and intensely felt emotion	
Use of Language	Imprecise or inappropriate choice of words	Expresses thoughts marginally	Appropriate choice of language	Uses rich and imaginative language	
Punctuation	Arbitrary punctuation	Some meaningful punctuation	Punctuation meaningful throughout	Punctuation enhances conveyance of thoughts and images	

Characteristics of Nonfiction Text in Split-Page Note Format

How does nonfiction text look different from fiction?	<ul style="list-style-type: none">• Chapter titles and section headers preview information.• Each page has words in a variety of fonts and type sizes.• Bold or <i>italic</i> fonts may be used to signal important words or phrases.• Diacritical marks may be used to guide pronunciation.
How are graphic aids used?	<ul style="list-style-type: none">• Maps, charts, diagrams, photographs are usually included to illustrate or summarize information.• Captions or labels must be examined carefully for relevant information.
How is the vocabulary different?	<ul style="list-style-type: none">• There may be more words that are unfamiliar. Look for multi-syllabic words like "photosynthesis" that may be difficult to pronounce.
What do we know about nonfiction?	<ul style="list-style-type: none">• A great deal of information is to be understood and remembered.

Unit 6, Activity 11, Presentation Rubric

Presentation Rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems well prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Visuals	Student uses visuals (could include <i>PowerPoint</i> ®, poster, etc.) that show considerable work/creativity and which make the presentation better.	Student uses visuals that show some creativity and which make the presentation better.	Student uses visual that makes the presentation better.	The student uses no visuals OR the visuals chosen detract from the presentation.
Listens to Other Presentations	Listens intently; does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

GISTing

GISTing for : _____

Paragraph 1

Paragraph 1 & 2

Paragraph 1, 2, & 3

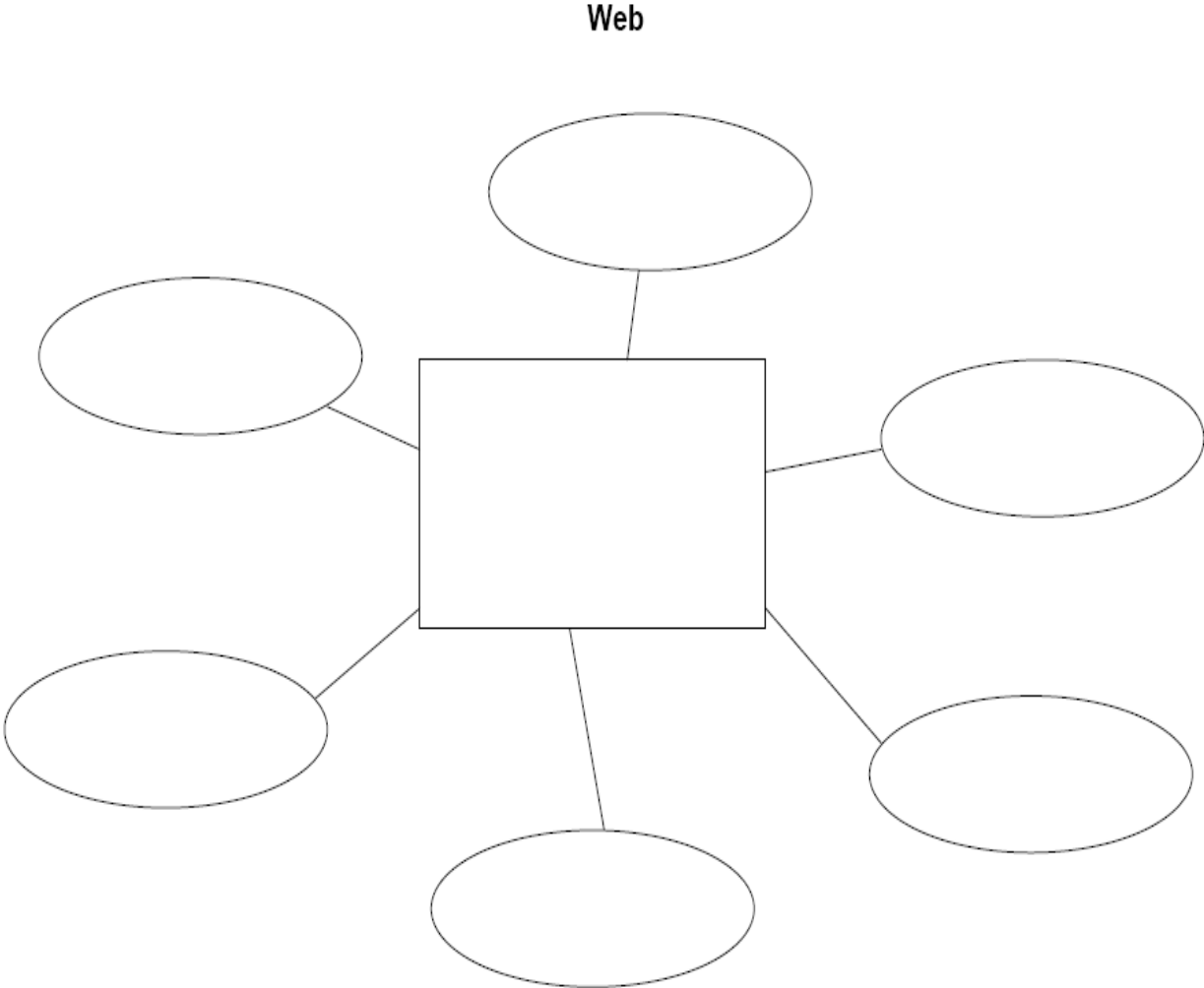
Biography Research Checklist

You are using online biographies and books to research an author or illustrator you have chosen.

The following list will help guide your writing activity. Your biography should contain information covering at least six of the following topics:

- _____ 1. Author's/illustrator's name (required)
- _____ 2. Author's/illustrator's birthplace or childhood home
- _____ 3. The name of at least one book by the author/illustrator
- _____ 4. Current home of the author/illustrator
- _____ 5. Fact about how author/illustrator gets ideas for books
- _____ 6. A detail from the author's/illustrator's childhood
- _____ 7. At least three details about the author's/illustrator's life now (for example, pets, hobbies, or family members)
- _____ 8. Information about any awards or honors received by the author/illustrator

Unit 7, Activity 8, Graphic Organizer



Unit 7, Activity 9, Bibliography

Bibliography

1. For each source listed, begin first line at margin and indent each line that follows.
2. Follow punctuation of the examples exactly.
3. If you cannot find some information, such as author or place of publication, just leave it out.
4. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

Book with one author:

5. Author, last name first.
6. Title of book. (underlined)
7. City of publication:
8. Publisher, date of publication.

Encyclopedia and other familiar reference books:

1. Author of article (if available).
2. "Title of article." (in quotation marks)
3. Title of book. (underlined)
4. Date of edition. (volume and page number not necessary if articles are arranged alphabetically).

Article in a periodical (magazines, newspapers)

1. Author (if available).
2. "Title of article." (in quotation marks)
3. Periodical title (underlined) date: page.

Online Encyclopedia:

1. Author, if shown
2. "Title of the article."
3. Name of encyclopedia (underlined).
4. Date of your visit (day, month, year)
5. <first part of http address> (enclosed in angle brackets).

World Wide Web:

1. Author, if known
2. "Title of the article."
3. Title of complete work (underlined).
4. Date of your visit (day, month, year)

Presentation Rubric

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems well prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Visuals	Student uses visuals (could include <i>Power Point</i> ®, poster, etc.) that show considerable work/creativity and which make the presentation better.	Student uses visuals that show some creativity and which make the presentation better.	Student uses visual which makes the presentation better.	The student uses no visuals OR the visuals chosen detract from the presentation.
Listens to Other Presentations	Listens intently; does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Unit 8, Activity 5, Bibliography Format

Bibliography

5. For each source listed, begin first line at margin and indent each line that follows.
6. Follow punctuation of the examples exactly.
7. If you cannot find some information, such as author or place of publication, just leave it out.
8. Arrange all sources in one list, alphabetically by first word, which will generally be either the author's last name or the first important word of the title.

Book with one author:

9. Author, last name first.
10. Title of book. (underlined)
11. City of publication:
12. Publisher, date of publication.

Encyclopedia and other familiar reference books:

5. Author of article (if available).
6. "Title of article." (in quotation marks)
7. Title of book. (underlined)
8. Date of edition. (volume and page number not necessary if articles are arranged alphabetically).

Article in a periodical (magazines, newspapers)

4. Author (if available).
5. "Title of article." (in quotation marks)
6. Periodical title (underlined) date: page.

Online Encyclopedia:

6. Author, if shown
7. "Title of the article."
8. Name of encyclopedia (underlined).
9. Date of your visit (day, month, year)
10. <first part of http address> (enclosed in angle brackets).

World Wide Web:

5. Author, if known
6. "Title of the article."
7. Title of complete work (underlined).
8. Date of your visit (day, month, year)

Literature Circle Planner

A literature circle is a group of students who are reading the same book. When they meet, they discuss the parts of the book they have read and plan for the next session. Often, Literature Circles are enhanced with extra “assignments” – making time lines to help understand the book better, or writing a chapter from a different character’s point of view, or researching a historical element of the text, illustrating a scene*... or whatever the students feel would increase their appreciation of the book. They may choose to do these assignments individually, in pairs, or as a whole group. Use this form to help you plan your Literature Circle.

Literature Circle for the book

_____ by _____

Names of Literature Circle students:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

What are some assignments that will help you understand and appreciate what you read?

- _____
- _____
- _____
- _____
- _____

Literature Circle Task List

Assign tasks to each student for the next meeting.

Name of Student	Task

Literature Circle Notes

Literature Circle Group _____

Date _____

As you read sections of this book, write down any vocabulary words you would like to understand better. Also, be sure to make notes about questions you would like to ask the group, and important points that you've noticed that you'd like to share with the group. Write the page number or key words to help you remember what inspired your thought.

Today's section: _____

Vocabulary words:

_____	_____
_____	_____
_____	_____

Questions:

Notes:
