

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 4th Grade
Week of: April 23rd – 27th 2018
Genre: *Literature Story*

***Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #4. The genres for 4th Grade Quarter #4 include: *Linked Passage Set: Literature Story and Informational – Historical.* ***

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Title: _____

Author: _____

Graphic Organizer: After reading the attached passage, complete the graphic organizer below. Use evidence and specific details from the text to support your work.

Story Map

Characters:

Setting:

Where:

When:

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Solution:



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Tuesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Constructed Response			
Directions: Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (<i>RI.2.6 / RL.2.6</i>).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

Wednesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Clarification			
Directions: Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
If you can't say a word:		If you don't know what a word means:	
<ul style="list-style-type: none"> • Blend it • Chunk it • Look for a base word • Reread it 		<ul style="list-style-type: none"> • Use context clues • Reread or Read on • Use your background knowledge • Make a mind movie 	
1. Word:			
2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
3. Strategy I used to clarify:			
4. What does the word mean? (In your own words):			
5. Meaningful Sentence:			

Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
College Bound Questions			
Directions: At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. What happens after Risha finds the wood in the garage?			
<ul style="list-style-type: none"> (A) She discovers that a sheet of crumpled paper looks like a snowball. (B) She asks to do a different assignment. (C) She creates a complete winter scene. (D) She writes "terrified" and "scared" on her paper. 			
2. Part A: How does Risha start to solve her problem?			
<ul style="list-style-type: none"> (A) She remembers her teacher's words. (B) She realizes that art can be fun. (C) She writes a list of her ideas. (D) She looks at other students' artwork. 			
Part B: How do you know? Use evidence from the text to support and explain why the answer you chose is correct.			

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3. What are the key understandings of this poem? How do you know? (Hint: think about the central theme AND what evidence from the passage supports this theme.)

An Artist at Heart

1. Risha loved school. However, there was one class Risha dreaded more than any other—art. This was the one class that made Risha miserable. She just wasn't any good at drawing, painting, or cutting.
2. Ms. Clay, the art teacher, stood at the front of the room. "Class, next Friday the entire school is going to participate in an art contest," she announced. Ms. Clay was a great teacher, and Risha liked her a lot. But this announcement made Risha nervous. "Everyone in the school will create an original piece of artwork to display in the library. You can use the different styles of artwork we have been studying over the past several weeks." Ms. Clay beamed with excitement when she spoke of the contest, while Risha found herself sinking lower in her chair.
3. "What am I going to create for the art contest?" Risha thought.
4. Risha had the whole weekend to work on her project, but she could not think of anything to do. On Monday, Risha felt terrified, so she decided to talk to Ms. Clay after school. She explained to her teacher that there was no way she could complete this project. She pleaded to Ms. Clay to excuse her from the contest. Risha told Ms. Clay that she would be willing to write an art paper instead of doing an art project. She would do anything if she didn't have to create any art.
5. "I understand this project scares you, Risha," Ms. Clay said. "Just remember, you can create any kind of art you want." Ms. Clay patted Risha on the shoulder. "Art is a person's way of expressing his or her feelings—it isn't always painting, drawing, or sketching. I know you will think of something very creative, and I can't wait to see it."
6. When Risha arrived home, she went straight up to her room to brainstorm ideas for her project. Risha realized that she would have to put her fears aside and create a piece of art for the contest. She took out a piece of drawing paper and a pencil. She remembered Ms. Clay's words. "Art is a person's way of expressing his or her feelings." Risha wrote the words "terrified" and "scared" on her paper. She crumpled the paper and tossed it to the side of her desk. Her head dropped into her hands, and she let out a sigh.
7. Then Risha stared at the crumpled ball. The paper reminded her of a snowball. Suddenly a smile crept across Risha's face. The snowball sparked an idea to create a winter wonderland out of crumpled paper. Risha didn't have to draw or paint or even cut.
8. Risha wadded each sheet in a whole stack of paper, glued them all together, and placed them on a big piece of wood she found in her garage. The crumpled papers formed a snowman with snow-covered mountains in the background. The snowman wore a hat made of torn black strips of construction paper and a scarf made of red pieces of paper. Risha took some pieces of brown and green paper and crumpled them to create a forest. Her finished project was a true masterpiece.
9. Risha arrived at school on Friday and carefully balanced her project between her arms as she carried it into the library. She noticed smiles and nods from teachers and other students as she placed her work on a table. Her unique artwork sat next to paintings, drawings, and sketches. No other piece of art looked anything like Risha's.
10. Ms. Clay walked over to Risha. "You have created an original and amazing piece of artwork. I am so proud of you!" Ms. Clay said.

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11. Risha was proud of herself too. She was pleased with her final project. Risha's pride grew when Ms. Clay placed a first-place ribbon on her art. "Maybe I am a good artist after all," Risha thought