

# *“More Is Less ... Or Is It?” and the Common Core Standards for Reading: Literature*

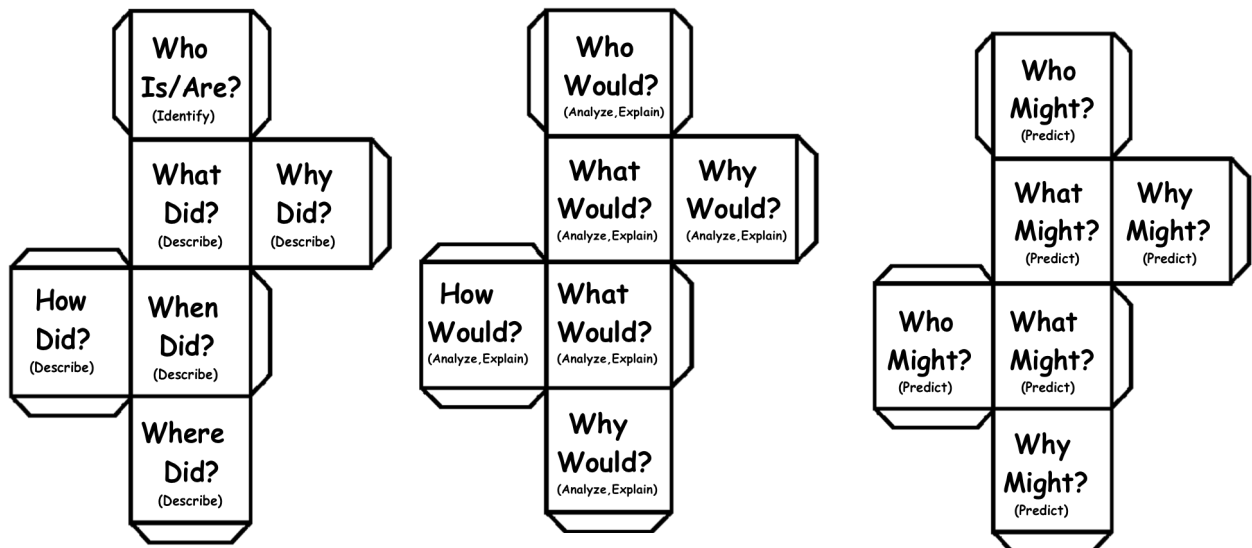
## **Fourth Grade**

### **Key Ideas and Details:**

#### CCSS.ELA-LITERACY.RL.4.1

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


(Create Question Cubes for student groups or pairs---Moving towards Higher Level Thinking)




## CCSS.ELA-LITERACY.RL.4.2

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

Common Themes in Books	
You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.	
<b>Acceptance</b>	These books have characters who respect & accept others' differences and beliefs.
<b>Courage</b>	These books have brave characters who have the strength to overcome a fear or accept a risk.
<b>Perseverance</b>	These books have characters who never give up even when facing difficult times.
<b>Cooperation</b>	These books have characters who work together to solve a problem or achieve a goal.
<b>Compassion</b>	These books have characters who want to make those who are suffering feel better.
<b>Honesty</b>	These books have characters who find that it is best to always tell the truth.
<b>Kindness</b>	These books have friendly characters who are generous and considerate of others.
<b>Loyalty</b>	These books have characters who trust each other and never turn their backs on their friends.

Discovering the **THEME** of... 



1. List the **CHARACTERS**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Describe the **SETTING**  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the main character's **PROBLEM**?  
\_\_\_\_\_  
\_\_\_\_\_
4. **SUMMARY** (You can use... somebody-wanted-but-so-then...)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. **LESSON** learned by the main character (review characters, problem and summary)  
\_\_\_\_\_  
\_\_\_\_\_
6. **THE MESSAGE** you can take from the story  
\_\_\_\_\_  
\_\_\_\_\_

## CCSS.ELA-LITERACY.RL.4.3

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

# Craft and Structure:

## CCSS.ELA-LITERACY.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

(Compare the structure of the original text to the text in script form using the chart below.)

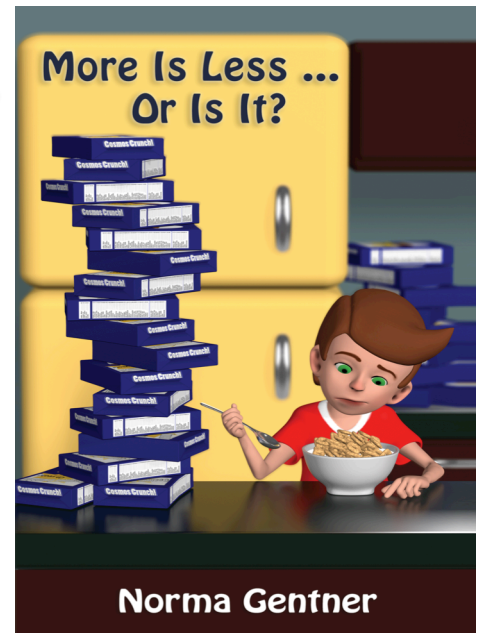
Words from the Book	Script for a Play (Based on the Book)
<p>1</p> <p>The Bus Ride</p> <p>The bus ride home was a real <i>day-mare</i>. The poking, the pushing, the shouting, and the shoving started the moment the driver opened the doors. The kids' bodies seemed to defy gravity, hovering above their seats on the ride home each day. This bus had a bunch of fifth graders who were always getting into trouble. They were known as <i>those kids</i>, and were led by a bully named Bradley Bratstone.</p> <p>With his group busy knocking each other around, Brad caught sight of his next victim.</p> <p>Tommy, a <i>shorter-than-most</i> freckle-faced boy in the fifth row, hoped he wouldn't be noticed this time, and crouched lower in his seat. His eyes were glued to the screen of the handheld video game in his lap. Tommy was totally unaware of the menacing eyes of a <i>larger-than-most</i> boy kneeling on the seat in front of him.</p> <p>Suddenly a muscled arm shot forward, grabbing the Blaster 4000 game out of Tommy's hands.</p> <p>"Give that back!" Tommy shouted, reaching his arms up. He froze before making contact, taking note of who the thief actually was. He hopelessly fell back down into his seat, knowing he didn't have a chance. Tommy was a mere third grader, and Brad was ... <i>big</i> ... and Brad was ... <i>bad</i>.</p> <p>"Hey, guys. Guys! Look at Kid Cosmos. I think he's about to have lift-off," shouted Brad, holding the video game out of reach.</p> <p> </p>	<p>Chapter 1</p> <p>The Bus Ride</p> <p>Narrator Tommy Brad Joey Sam Bus Driver</p> <p>NARRATOR: The bus ride home was a real <i>day-mare</i>. The poking, the pushing, the shouting, and the shoving started the moment the driver opened the doors. This bus had a bunch of fifth graders who were always getting into trouble. They were known as <i>those kids</i>, and were led by a bully named Bradley Bratstone. With his group busy knocking each other around, Brad caught sight of his next victim.</p> <p>TOMMY: (<i>crouching low in his seat, eyes glued to the screen of his video game</i>)</p> <p>BRAD: (<i>sneaks into the seat in front of Tommy, looking down menacingly, and grabs Tommy's game</i>)</p> <p>TOMMY: Give that back! (<i>reaching his arms up, freezing before making contact, taking note of who the thief actually was</i>)</p> <p>NARRATOR: Tommy was a mere third grader, and Brad was ... <i>big</i> ... and Brad was ... <i>bad</i>.</p> <p>BRAD: Hey, guys. Guys! Look at Kid Cosmos. I think he's about to have lift-off (<i>holding the video game out of reach</i>).</p>

# Integration of Knowledge and Ideas:

## CCSS.ELA-LITERACY.RL.4.7

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

# Discovering the **THEME** of...



## 1. List the **CHARACTERS**

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## 2. Describe the **SETTING**

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## 3. What is the main character's **PROBLEM**?

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## 4. **SUMMARY** (You can use... somebody-wanted-but-so-then...)

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## 5. **LESSON** learned by the main character (review characters, problem and summary)

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## 6. **THE MESSAGE** you can take from the story

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## The Bus Ride

The bus ride home was a real *day-mare*. The poking, the pushing, the shouting, and the shoving started the moment the driver opened the doors. The kids' bodies seemed to defy gravity, hovering above their seats on the ride home each day. This bus had a bunch of fifth graders who were always getting into trouble. They were known as *those kids*, and were led by a bully named Bradley Bratstone.

With his group busy knocking each other around, Brad caught sight of his next victim.

Tommy, a *shorter-than-most* freckle-faced boy in the fifth row, hoped he wouldn't be noticed this time, and crouched lower in his seat. His eyes were glued to the screen of the handheld video game in his lap. Tommy was totally unaware of the menacing eyes of a *larger-than-most* boy kneeling on the seat in front of him.

Suddenly a muscled arm shot forward, grabbing the Blaster 4000 game out of Tommy's hands.

"Give that back!" Tommy shouted, reaching his arms up. He froze before making contact, taking note of who the thief actually was. He hopelessly fell back down into his seat, knowing he didn't have a chance. Tommy was a mere third grader, and Brad was ... *big* ... and Brad was ... *bad*.

"Hey, guys. Guys! Look at Kid Cosmos. I think he's about to have lift-off," shouted Brad, holding the video game out of reach.

## Chapter 1

### The Bus Ride

Narrator  
Tommy  
Brad  
Joey  
Sam  
Bus Driver

NARRATOR: The bus ride home was a real day-mare. The poking, the pushing, the shouting, and the shoving started the moment the driver opened the doors. This bus had a bunch of fifth graders who were always getting into trouble. They were known as those kids, and were led by a bully named Bradley Bratstone. With his group busy knocking each other around, Brad caught sight of his next victim.

TOMMY: (*crouching low in his seat, eyes glued to the screen of his video game*)

BRAD: (*sneaks into the seat in front of Tommy, looking down menacingly, and grabs Tommy's game*)

TOMMY: Give that back! (*reaching his arms up, freezing before making contact, taking note of who the thief actually was*)

NARRATOR: Tommy was a mere third grader, and Brad was ... big ... and Brad was ... bad.

BRAD: Hey, guys. Guys! Look at Kid Cosmos. I think he's about to have lift-off (*holding the video game out of reach*).

## Chapter 1

### The Bus Ride

Narrator

Tommy

Brad

Joey

Sam

Bus Driver

NARRATOR: The bus ride home was a real day-mare. The poking, the pushing, the shouting, and the shoving started the moment the driver opened the doors. This bus had a bunch of fifth graders who were always getting into trouble. They were known as those kids, and were led by a bully named Bradley Bratstone. With his group busy knocking each other around, Brad caught sight of his next victim.

TOMMY: *(crouching low in his seat, eyes glued to the screen of his video game)*

BRAD: *(sneaks into the seat in front of Tommy, looking down menacingly, and grabs Tommy's game)*

TOMMY: Give that back! *(reaching his arms up, freezing before making contact, taking note of who the thief actually was)*

NARRATOR: Tommy was a mere third grader, and Brad was ... big ... and Brad was ... bad.

BRAD: Hey, guys. Guys! Look at Kid Cosmos. I think he's about to have lift-off *(holding the video game out of reach)*.

JOEY: Aww ... I think he's gonna cry. The baby's gonna cry.

SAM: Yeah. You took the baby's toy.

BRAD: *(turns for approval from his friends, but his body moves in the opposite direction)*

NARRATOR: The Blaster 4000 is rocketed forward and crashes into the windshield of the bus, breaking into a thousand pieces.

TOMMY: My Blaster 4000! It's ruined!

BUS DRIVER: Hey! What's going on back there? I thought I told you kids, no throwing things on the bus.

TOMMY: *(grabs his backpack, lunch box, and pieces of his game as he's exiting bus)*

BRAD: *(puts foot out in aisle)* Have a nice trip, Spaceman! *(in a mocking voice)*

TOMMY: *(stumbles forward into bus driver)* Umm ... sorry. I didn't mean to bump into you. I must have tripped over something in the aisle.

BUS DRIVER: OK, Bratstone, that's it. I've had enough of your antics. You're off the bus for ..."

TOMMY: *(turns and exits the bus)*

**Who**  
**Is/Are?**  
(Identify)

**What**  
**Did?**  
(Describe)

**Why**  
**Did?**  
(Describe)

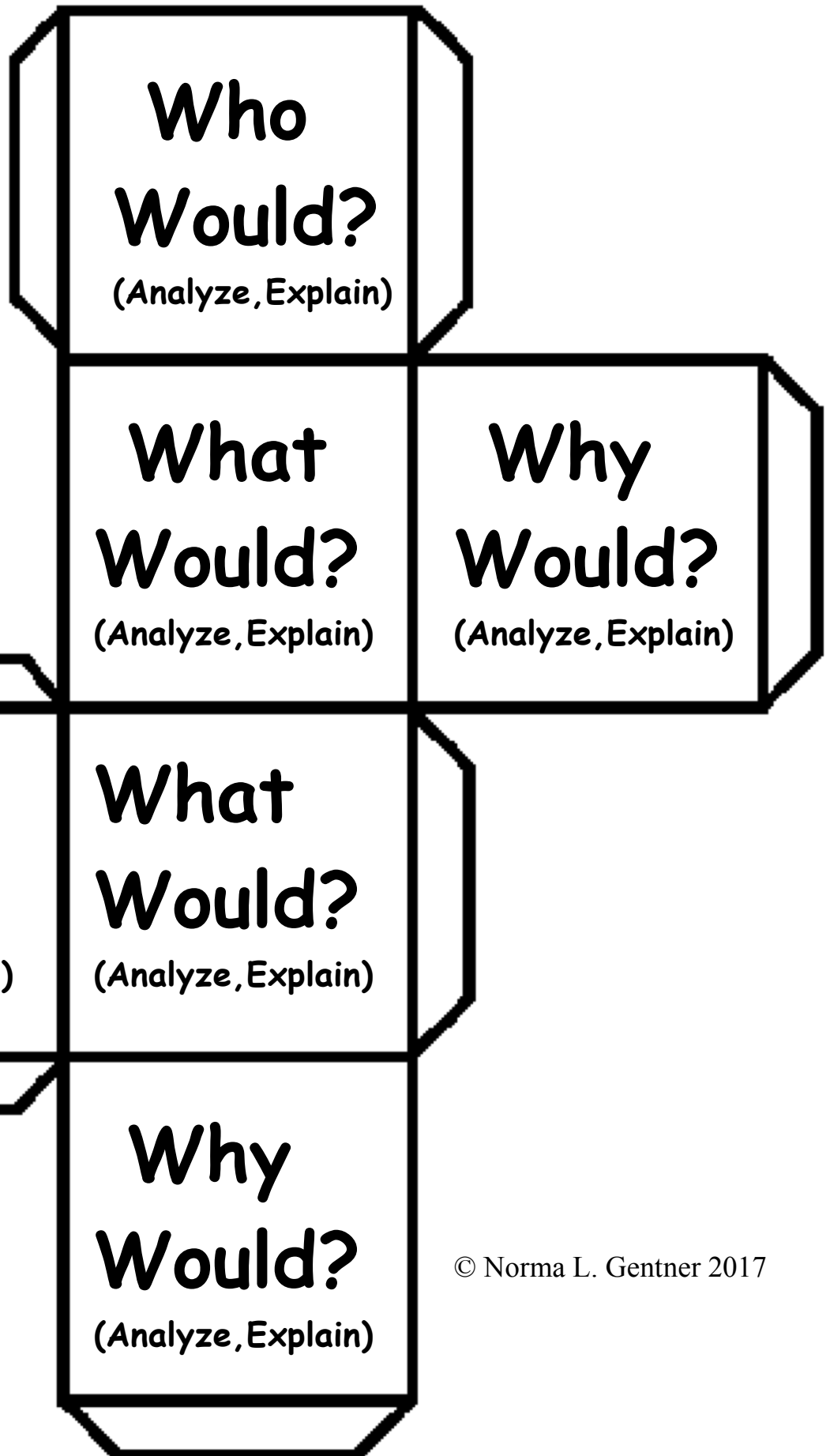
**How**  
**Did?**  
(Describe)

**When**  
**Did?**  
(Describe)

**Where**  
**Did?**  
(Describe)

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**Who  
Might?**  
(Predict)

**What  
Might?**  
(Predict)

**Why  
Might?**  
(Predict)

**Who  
Might?**  
(Predict)

**What  
Might?**  
(Predict)

**Why  
Might?**  
(Predict)