



**Literacy Design
Collaborative**

4B. Florida Citizens Working Together

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or

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feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students explore how Florida citizens worked together to solve community and state problems.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **9hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading literary and informational texts on civic engagement in Florida, write an essay in which you explain how Florida citizens described in the texts worked together to solve community or state problems. What conclusions can you draw about the importance of collaboration in public service?. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.4.C.2.1

Focus

Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.2

Focus

Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.3

Focus

Explain the importance of public service, voting, and volunteerism.

Language Arts Florida Standards (LAFS)

LAFS.4.RI.3.9

Focus

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.1.1

Focus

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

LAFS.K12.W.1.2

Focus

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.2.4

Focus

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Texts

 [Floridians Work Together to Solve Problems.docx](#)

 [South Florida beekeepers stress importance of bees in food chain.docx](#)

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 [SeaTurtlePatrol.pdf](#)

 [Feeding_South_Florida.docx](#)

 [The Buzz About Colony Collapse Disorder.docx](#)

 [Making a Difference Video on Saving Sea Turtles](#)

 [Excerpt from novel Hoot](#)

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

To solve community and state problems takes communication and cooperation among citizens. In this module, we will be exploring how anyone can be an amazing citizen in his or her community! We will also discuss how citizens work together to solve solve community and state problems and draw conclusions about the importance of collaboration in public service.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task and rubric.

ESSENTIAL VOCABULARY: Ability to identify and learn words essential to understanding the module's content

Reading Process

NOTING COMMON ELEMENTS IN READINGS: Ability to determine major points and note common elements.

Transition to Writing

SEMINAR: Ability to discuss concepts as preparation for writing

Writing Process

OUTLINING THE WRITING: Ability to organize ideas in preparation for writing

INTRODUCTORY PARAGRAPH: Ability to write an engaging introduction that has a clear focus and provides an overview of what will follow in the essay

BODY PARAGRAPHS: Ability to develop a focus or thesis with supportive detail and clear references to the texts read

CONCLUDING PARAGRAPH: Ability to draw the ideas of the essay to a thoughtful ending

PEER EDITING: Ability to revise an essay using feedback from peers

REVISION AND FINAL DRAFT: Ability to incorporate needed revisions and prepare for publication

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. CHART: FLORIDIANS WORKING TOGETHER TO SOLVE PROBLEMS Read about three people who took action and motivated others to join them.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> participate in the discussion about heros/heroines read about Floridians working together to solve problems fill out the chart on each hero/heroine listing the problem, what he or she did to solve the problem, and what the results were of his or her action participate in the discussion about how leaders work with others to solve problems 	<ol style="list-style-type: none"> Write the words "hero" and "heroine" on the board and discuss what they mean. Have students brainstorm heros/heroines they know and state why they would consider them heroic. Pass out <i>Floridians Working to Solve Problems</i> to the class. Read about Zoe, Paloma, and Joshua. Talk about why some people call them a hero/heroine. What did he or she do that was special? Have students work in groups, pairs, or individually to state the problem, what this person did to solve the problem, and the results of the action taken. You may wish to jigsaw the activity with each group taking one person and then sharing the information with two others to complete the chart. Heros/heroines rarely work alone. They are usually leaders who can get other people involved with their civic action to solve a problem. Talk about and then take notes at the bottom of the page on how each of these heros/heroines worked with others to solve a community problem. Stress the word "collaborate" since that will be an essential vocabulary word. Take special note of Paloma because she influenced government by lobbying the Florida legislature and the Governor to provide special services for blind children. Talk about the word "lobby" as an act of persuasion trying to influence someone in an official capacity to do something, pass (or not pass) a piece of legislation, or allocate money for a cause. <p>Connection to Task: This engagement activity will eventually lead to talking about groups of people and how they work together to solve problems.</p>
<p>Standards:</p> <p>LAFS.4.SL.1.2 : Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.4.RI.3.9 : Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.</p>				
<p>Additional Attachments:</p> <p> Floridians Working to Solve Problems Chart.docx</p> <p> Floridians Work Together to Solve Problems.docx</p>				
30 mins	<p>TASK ANALYSIS: Ability to understand and explain the task and rubric.</p>	<p>2. TREE MAP OF CIVIC ENGAGEMENT Complete a tree map and worksheet</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> understand and fill out the tree map of civic 	<ol style="list-style-type: none"> Display the task prominently in the room. Underline or highlight the words "civic engagement." Pass out the <i>Mapping Civic Engagement</i> handout and the <i>Definitions and Examples of Civic Engagement</i>. Go through the definitions and examples of civic engagement and assist students in filling out their tree maps.

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	analyzing the task.	<ul style="list-style-type: none"> engagement are able to complete the worksheet on the task analysis re-write the task in their own words 	<ol style="list-style-type: none"> Have students complete the handout, <i>Making Sense of the Task</i>." Break students into small groups to discuss their responses. Ask students to rewrite the task in their own words. Have students examine the module rubric and ask for clarification of anything they do not understand
Standards:			
<p>LAFS.4.RI.2.4 : Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>LAFS.4.RI.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
Additional Attachments:			
<p> Making_Sense_of_the_Task.docx</p> <p> Definitions.Examples.of_Civic_Engagement.docx</p> <p> Vocab_Map.Civic_Engagement.docx</p>			
20 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and learn words essential to understanding the module's content</p>	<p>3. PARAGRAPH INTEGRATING THE ESSENTIAL VOCABULARY FOR THIS MODULE Use definitions and discuss the essential vocabulary in this module.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> discuss the essential vocabulary contribute to the completion of the paragraph
			<p>The civics benchmarks contain several concepts that students may not be familiar with. For example, the following words come from the civic standards addressed in this module:</p> <ul style="list-style-type: none"> influence government voting lobby public issues collaborate civic engagement public service volunteer <ol style="list-style-type: none"> Pass out the handout <i>Essential Vocabulary for Civic Engagement</i>. Talk about each definition. Read the paragraph that uses the first four words in the list above to give them context. Have students use the last three words in a paragraph that explains why civic engagement, public service, and volunteers are important to our communities and our state. Refer back to this Essential Vocabulary as the module continues.
Standards:			
<p>LAFS.4.L.3.6 : Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>			
Additional Attachments:			
<p> Essential_Vocabulary.docx</p>			
Reading Process			
40 mins	NOTING	4. NOTES ON	<p>Students meet</p> <ol style="list-style-type: none"> Have students take out their <i>Civic Engagement Notes Organizer</i> and

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<p>COMMON ELEMENTS IN READINGS: Ability to determine major points and note common elements.</p>	<p>HOW VOLUNTEERS SAVE THE SEA TURTLES Read articles, discuss why is it important for citizens to volunteer, and make notes on organizer.</p>	<p>expectations if they</p> <ul style="list-style-type: none"> view the Making a Difference video read the Sea Patrol story and informational text complete the appropriate sections on their Civic Engagement Notes Organizer actively participate in classroom discussions 	<p>review the LDC task at the top.</p> <ol style="list-style-type: none"> Set the purpose for the lesson: Although we all have rights as a citizen, we also have responsibilities. In this lesson you will learn about more about civic engagement, people getting involved, to help solve a local problem. Show the NBC Making a Difference video (2 min, 18 sec) at http://www.nbcnews.com/video/nightly-news/38437936#38437936 that describes how Florida Wildlife officials, volunteers, and FedEx came together to save endangered sea turtles. <ul style="list-style-type: none"> Review the questions on the graphic organizer so that students are prepared to focus their viewing to capture notes that will help them respond to the task. Have students share their notes with a partner and jot down any questions they have or note any information they missed. Play the video a second time to allow students to correct or complete their notes. As a class, discuss why NBC thought it was important to highlight these people and what they did. Pass out the story, "On Sea Turtle Patrol," and explain to students that they will be reading a story that has some similarities to the video. Again, they are to use their organizer to capture key details as they read. <ul style="list-style-type: none"> Have students discuss their notes with a partner and find the evidence in the text to resolve any differences. As a class, discuss why the volunteer work that Callie and her grandmother do is important to the state of Florida. Have students turn to a partner and discuss the following questions: <ul style="list-style-type: none"> Where have you seen volunteers in your community? Why is it important for citizens to volunteer?
<p>Standards:</p> <p>LAFS.4.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LAFS.4.W.3.8. : Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>LAFS.4.RI.3.7 : Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SS.4.C.2.3. : Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.2.2. : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1. : Discuss public issues in Florida that impact the daily lives of its citizens.</p> <p>LAFS.4.RI.1.3. : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>			
<p>Additional Attachments:</p> <ul style="list-style-type: none">  SeaTurtlePatrol.pdf  Saving Gulf Sea Turtles  Civic_Engagement_Notes_Organizer1.docx 			
<p>45 mins</p>	<p>NOTING COMMON ELEMENTS IN</p>	<p>5. NOTES AND POSTER: FEEDING</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> use <i>Annotating</i> <ol style="list-style-type: none"> Discuss the challenges of ensuring that everyone has enough food to eat. Ask students to share examples of times that they have donated food to help others (possibly a school or church food drive).

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	<p>READINGS: Ability to determine major points and note common elements.</p>	<p>SOUTH FLORIDA POSTER Create a poster that illustrates the work of volunteers.</p>	<p>the Text to read the article on the Miami Dolphins</p> <ul style="list-style-type: none"> ● complete a poster that illustrates key details from the article ● complete the appropriate section of the <i>Civics Engagement Notes Organizer</i> with appropriate information 	<p>2. Review the task (posted in room or at the top of their <i>Civics Engagement Notes Organizer</i>). Provide students with the handouts, <i>Annotating the Text</i> and "Miami Dolphins and UnitedHealthcare Sack Hunger in South Florida."</p> <ul style="list-style-type: none"> ● Review the instructions for annotating the article. Model use of this strategy with the first two paragraphs. Tell students they do not need to use every single annotation. They should choose ones that help them find the key points in the article. For example, <ul style="list-style-type: none"> ○ underline the identified volunteers as a key detail, ○ put a question mark and ask what a sort room is, and ○ circle the word sack and define it in the margin. ● As students read silently, ask them to annotate the rest of the text using the handout as a guide. After completing the article, have them revisit to answer questions they noted. (Partners can help with any unanswered questions. ● In small groups, have students create a poster that illustrates the important information they identified from the article. <ul style="list-style-type: none"> ○ Display posters and have one volunteer from each group explain how their poster captures the information from the article. ● Finally have students work independently or in a small group to complete this section of their <i>Civics Engagement Notes Organizer</i>. <ul style="list-style-type: none"> ○ Ask individual students to explain how the evidence they selected will help them respond to the task.
<p>Standards:</p> <p>LAFS.4.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LAFS.4.RI.1.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>LAFS.4.RI.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SS.4.C.2.3 : Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Civic_Engagement_Notes_Organizer1.docx 📄 Feeding_South_Florida.docx 📄 Annotating the Text.docx 				
<p>50 mins</p>	<p>NOTING COMMON ELEMENTS IN READINGS: Ability to determine major points and note common elements.</p>	<p>6. DISCUSSION AND NOTE-TAKING: NO BEES, NO FOOD Identify the most important part of the article and be prepared to explain your reason to your group.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● identify an important part of the text and can explain its significance to classmates ● record evidence from the text that will support his or her response to the task 	<ol style="list-style-type: none"> 1. Have students read <i>South Florida Beekeepers Stress Importance of Bees in Food Chain</i> article from the <i>Miami Herald</i>. <ul style="list-style-type: none"> ○ Ask students to note what Rolf Nettesheim is trying to do to save bees and use honey in his cooking. 2. Show students the short video (2:10 minutes) on pollination so they understand how important bees are in making food. See the information in Teacher Resources 3. Pass out <i>The Buzz about Colony Collapse Disorder</i> and follow the sequence for Save the Last Word for me outlined below. Instructions on how to use this strategy is also included in the Teacher Resources. 4. Save the Last Word for Me is designed to build on each other's thinking. Participants may decide to have an open dialogue about the text at the end of the 30 minutes.

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				<ul style="list-style-type: none"> o Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch. o Each participant silently identifies what s/he considers to be (for him or her) the most significant idea addressed in the article, and highlights that passage. Remind students that they will be filling out the Civic Engagement Notes Organizer after the reading. o When the group is ready, a volunteer member identifies the part of the article that s/he found to be most significant and reads it out loud to the group. This person (the presenter) says nothing about why s/he chose that particular passage. o The group should pause for a moment to consider the passage before moving to the next step. o The other 3 participants each have 1 minute to respond to the passage — saying what it makes them think about, what questions it raises for them, etc. o The first participant then has 3 minutes to state why s/he chose that part of the article and to respond to — or build on — what s/he heard from his/her group members. o The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.” <p>5. Have students take out their <i>Civic Engagement Notes Organizer</i> and complete the section for this article</p> <p>from National School Reform Faculty, Patricia Averette http://www.nsrffharmony.org/system/files/protocols/save_last_word_0.pdf</p>
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Standards:

- LAFS.4.RI.3.9** : Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.4.RI.1.1** : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.4.SL.1.1** : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- LAFS.4.RI.1.2** : Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- SS.4.C.2.3** : Explain the importance of public service, voting, and volunteerism.

Additional Attachments:

-  [Civic_Engagement_Notes_Organizer1.docx](#)
-  [Pollination uTube information.docx](#)
-  [The Buzz About Colony Collapse Disorder.docx](#)
-  [South Florida beekeepers stress importance of bees in food chain.docx](#)
-  [Save the Last Word for Me](#)

40 mins	<p>NOTING COMMON ELEMENTS IN READINGS: Ability to determine major points and note common elements.</p>	<p>7. QUESTIONS ON THE NOVEL HOOT Read an excerpt from the novel <i>Hoot</i> and discuss what happens in the book.</p>	<p>Student meets expectation if they</p> <ul style="list-style-type: none"> • complete the <i>Civics Engagement Notes Organizer</i> <p>Other expectations may vary depending on what activities teachers choose from the story.</p>	<p><u>Note to the Teacher:</u> <i>Hoot</i> is an engaging book about three young people who take a stand to help the natural habitat or endangered owls. You may wish to begin reading this book before you begin the module. You may choose to use it as a Read Aloud or have students read it individually or in small groups. The book is just short of 300 pages so it may be a little long for an independent read for some fourth grade students.</p> <p>The attached <i>Educator's Guide</i> has lots of activities for during and after reading the book. For example, you may wish to have students picture or draw what they are reading about in the book. The film adaptation of the book may be available.</p> <p>1. Give students a copy of the excerpt from the novel <i>Hoot</i> which was</p>
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				<p>printed in the Washington Post in 2004. Have students read the excerpt individually, with a partner or group, or read it to them. Ask students these questions:</p> <ul style="list-style-type: none"> o What is going on in the story so far? o What happened at the Mother Paula's All American Pancake House site? o Why do you think the stakes were pulled up and moved? o Who do you think moved the stakes? o What will happen to the burrowing owls if they build the Pancake House? o What do you think will happen next in the story? <p>2. Pages 10 and 11 of the attached Educator's Guide gives background information on the burrowing owls and what motivated Carl Hiaasen to write the novel. You may wish to run off a these two pages and ask students to write a reaction to the excerpt and background information on the owls.</p> <p>3. You may wish to show students the movie <i>Hoot</i> so they know what happens in the book.</p> <p>4. If you read the book or watch the movie, have students fill out the column in the Civic Engagement Organizer.</p> <p>Other books your students might enjoy by Carl Hiaasen are <i>Chomp</i> (funny story of a journalist that gets lost in the Everglades) and <i>Flush</i> (attempts to stop illegal dumping into the waters of the Florida Keys).</p>
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Standards:

RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

Additional Attachments:

 [Civic_Engagement_Notes_Organizer1.docx](#)

 [Link to excerpt from Hoot](#)

 [Amazon link to novel Hoot](#)

 [Hoot.EducatorsGuide.pdf](#)

Transition to Writing

1 hr	<p>SEMINAR: Ability to discuss concepts as preparation for writing</p>	<p>8. CONVER-STATIONS: PROVIDING EVIDENCE FOR YOUR ESSAY Use your notes as you rotate through our "Conver-Stations" to discuss the evidence you gathered to support your essay.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● participate in the Conver-Stations ● finalize their <i>Civic Engagement Notes Organizer</i> 	<p>1. Place students in groups of four with their completed <i>Civic Engagement Notes Organizer</i>.</p> <ul style="list-style-type: none"> ● Have each group review the task and discuss how the evidence they have collected in their notes can be used to respond to the task. ● Have each member share an example of evidence and explain why he or she feels it represents a good strategy for solving civic issues. While students are sharing, others add to their notes on their organizers. <ul style="list-style-type: none"> o Allow about 10 minutes for everyone to share. o Using a clockwise rotation, select two students from each group to go to the next group to repeat the process. o Using a counterclockwise rotation, move the two students who remained to the next group to repeat the process. o Using a clockwise rotation again, have the two students who moved originally go to the next group to repeat the process one last time. ● Allow 10-15 minutes for students to review their notes and highlight
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			information they plan to use to respond to the prompt. For information regarding Conver-Stations view the video the attached link in Teacher Resources.
Standards:			
<p>LAFS.4.SL.1.1.B. : Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>LAFS.4.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SS.4.C.2.2 : Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.1 : Discuss public issues in Florida that impact the daily lives of its citizens.</p>			
Additional Attachments:			
 Conver-stations			

Writing Process

50 mins	<p>OUTLINING THE WRITING: Ability to organize ideas in preparation for writing</p>	<p>9. OUTLINE FOR AN INFORMATIVE ESSAY Use your <i>Civics Engagement Notes Organizer</i> to create an outline.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> complete an outline that shows the organization for their essay 	<ol style="list-style-type: none"> Have students take out their completed <i>Civics Engagement Notes Organizers</i> and review the task and the handout they completed when they analyzed the task at the beginning of the module. Remind students that they do not have to write about all of the people we read about. They should choose 2 or 3 to highlight. Provide and model one or more examples of outlines or organizers. Pass out an outline handout. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Students complete outline handout using brief notes rather than complete sentences. Mini-conference with students while they work. Approve completed outlines. <p>Note Although a sample outline is provided as a resource, any classroom essay organizer can be used with this task. If you choose to use the sample outline, please note that students should make brief notes at this point and not try to write in complete sentences.</p>
Standards:				
<p>LAFS.4.W.3.9. : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				
Additional Attachments:				
 Outline for Writing an Essay				
20 mins	<p>INTRODUCTORY PARAGRAPH: Ability to write an engaging introduction that has a clear focus and provides an overview of what will follow in the essay</p>	<p>10. INTRODUCTION Develop an introductory paragraph for your essay.</p>	<p>Students meet expectations if their introduction</p> <ul style="list-style-type: none"> provides the reader with an overview of the essay addresses the task contains the controlling idea captures the reader's interest 	<ol style="list-style-type: none"> Using a couple of the texts students have read for the module, examine introductory paragraphs with students. Remind them that the purpose of an introduction is to create bridge to carry the reader into their the world of civic engagement, to help the reader engage with and care about the topic. Discuss how the writers did this in the examples you share. Have students draft an introductory paragraph that includes a well developed controlling idea and clearly addresses the task. Have students work with a partner for peer feedback using the Peer Feedback Form on Introductions attached in Student Handouts. Have students revise their introductions based on the peer feedback.

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	<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p></p>			
1 hr	<p>BODY PARAGRAPHS: Ability to develop a focus or thesis with supportive detail and clear references to the texts read</p>	<p>11. BODY PARAGRAPHS Develop the controlling idea by referring to the prompt, using appropriate detail, citing evidence from the texts, and analyzing the evidence.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • write at least three quality body paragraphs that develop the controlling idea • include evidence from the texts • include an analysis of the evidence 	<ol style="list-style-type: none"> 1. Write one body paragraph with the class to model how it is done, or analyze a body paragraph in one of the module texts. 2. Using their notes and text, students will write their body paragraphs, citing evidence from the text to support the key details. 3. Students should include the following in their body paragraphs: <ul style="list-style-type: none"> • Transitional words or phrases • A reference to the prompt • Key detail • Evidence from the text to support the detail • Analysis of the evidence 4. Have students share their work, either class wide or with partners.
	<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.1.2.D. : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.4.W.1.2.C. : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LAFS.4.W.1.2.B. : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.4.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
15 mins	<p>CONCLUDING PARAGRAPH: Ability to draw the ideas of the essay to a thoughtful ending</p>	<p>12. CONCLUSION Write a conclusion to wrap up your essay.</p>	<p>Students meet expectations if they include</p> <ul style="list-style-type: none"> • transitions • a restatement of their controlling idea • something for their reader to think about 	<ol style="list-style-type: none"> 1. Remind students that an effective conclusion allows the writer to have the final say on the issues, to synthesize their thoughts, to demonstrate the importance of their ideas, and to give the reader to a new view of the subject. It should show the reader how the examples and evidence fit together. 2. Write a concluding paragraph with the class to model what a conclusion should look like, or analyze a concluding paragraph from one of the module texts. 3. Have students write their conclusion.
	<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.1.2.E. : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.4.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			

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45 mins	<p>PEER EDITING: Ability to revise an essay using feedback from peers</p>	<p>13. SMALL PEER GROUP WORKSHOP Help edit other students' essays.</p>	<p>Students meets expectations if they</p> <ul style="list-style-type: none"> include at least three comments per page include questions to prompt the writer to provide more details and to get the author to reflect on his/her own writing. make comments that provide useful and constructive feedback for the writer explain positive comments avoid broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good" give feedback targets aspects of the essay like organization, textual support, content, and focus, rather than editing for typos, misspellings, and grammatical errors. 	<p>Instructions for Students</p> <p>Step One:</p> <ol style="list-style-type: none"> 1. Read your group member's essay and add comments, suggestions, and questions in the margins. 2. Try to add <i>at least three comments</i> per page. 3. Use What? When? Why? Where? Who? or How? questions when you want the essay's writer to provide more details. 4. Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft. <p>Step Two:</p> <ol style="list-style-type: none"> 1. Once you have read the entire essay and noted suggestions on post-its, provide oral feedback to the essay's writer; your goal should be to provide the writer with specific possibilities for revision. 2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you're addressing. 3. In your feedback, deal with areas such as <i>purpose, clarity, content, textual support, organization, and how well the essay addresses the task's prompt.</i> <p><i>Instructions for Teachers</i></p> <ol style="list-style-type: none"> 1. Discuss the Peer Group Workshop Handout with students. 2. Arrange students into groups of three. 3. Have them comment on paper for about 10 minutes, then pass the paper to the next group member for further commentary. 4. When all of the members of the group have read an essay, have them discuss their feedback. 5. The author will take notes silently on the discussion. 6. Then, when the discussion is over, the author asks clarifying questions and questions about any other aspect of the writing that did not come up in discussion.
<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> Peer Group Workshop - Student Handout</p>				
30 mins	<p>REVISION AND FINAL DRAFT: Ability to incorporate</p>	<p>14. FINAL ESSAY Examine your introduction,</p>	<p>Students will produce a revised draft for publication that meets</p>	<p>1. Remind students that revising is the process of making sure that the essay says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones.</p>

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needed revisions and prepare for publication	body paragraphs, and conclusion, and revise your work.	expectations of the LDC rubric for grades 4-5.	<ul style="list-style-type: none">• For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage.• Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases. <ol style="list-style-type: none">2. Have students put their essay together and then quietly read their work aloud. They should circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. They can also edit their writing by circling words and phrases that they wish to improve or that have been overused.3. Have students revise their work for publication.
<p>Standards:</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.4.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			

Instructional Resources

Student Handout

- 📄 [Floridians Work Together to Solve Problems.docx](#)
- 📄 [Definitions.Examples.of_Civic_Engagement.docx](#)
- 📄 [Making_Sense_of_the_Task.docx](#)
- 📄 [Vocab_Map.Civic_Engagement.docx](#)
- 📄 [Civic_Engagement_Notes_Organizer1.docx](#)
- 📄 [Annotating_the_Text20161029-3-1625ytx.docx](#)
- 📄 [Essential_Vocabulary.docx](#)
- 📄 [Peer Feedback on Introductions.docx](#)

Teacher Resource

- 📄 [Pollination uTube information.docx](#)
- 📄 [Save.the.last.word.for.me.pdf](#)
- 📄 [Hoot.EducatorsGuide.pdf](#)
- 🔗 [Conver-Stations Video](#)
- 📄 [Descriptive Matrix of All Modules.pdf](#)
- 📄 [Standards Matrix for All Modules.pdf](#)

Section 4: What Results?

Student Work Samples

Advanced

-  [About the Writing Samples.docx](#)
-  [4B.WritingSample.1High.part1 .pdf](#)
-  [4B.WritingSample.1high.part2.pdf](#)
-  [4B.WritingSample.2High.part1.jpg](#)
-  [4B.WritingSample.2High.pg2.jpg](#)

Meets Expectations

-  [4B.WritingSample.3Medium.part 1.pdf](#)
-  [4B.WritingSample.3medium.part 2.pdf](#)
-  [4B.Outline.4medium.part1.pdf](#)
-  [4B.Outline.4medium.part2.pdf](#)

Emerging

-  [4B.WritingSample.5Low.pdf](#)
-  [4B.Outline.6Low.pdf](#)

Teacher Reflection

Not provided

All Attachments

- 📄 **Floridians Work Together to Solve Problems.docx** : <https://s.ldc.org/u/72ifhisqp930eu4oerl1h5c6i>
- 📄 **South Florida beekeepers stress importance of bees in food chain.docx** : <https://s.ldc.org/u/e34ryso9ksuspz80heuvrjtu8>
- 📄 **SeaTurtlePatrol.pdf** : <https://s.ldc.org/u/1ujhzo66ydw0rmawmtb15s1ba>
- 📄 **Feeding_South_Florida.docx** : <https://s.ldc.org/u/9gb4n8rxc6lezu7rcj6xdl7c0>
- 📄 **The Buzz About Colony Collapse Disorder.docx** : <https://s.ldc.org/u/ejv1t0wdsbap3a1009qernx3f>
- 🔗 **Making a Difference Video on Saving Sea Turtles** : <https://s.ldc.org/u/etbbkuwohtfgmc8wwkmz7olr>
- 🔗 **Excerpt from novel Hoot** : <https://s.ldc.org/u/bk45qpu0mp0vuu0mj191xbzy3>
- 📄 **About the Writing Samples.docx** : <https://s.ldc.org/u/3fi3x0h0kvncowsgmonl4t3bz>
- 📄 **4B.WritingSample.1High.part1 .pdf** : <https://s.ldc.org/u/f155de7evchhmzggl49k8qtjj>
- 📄 **4B.WritingSample.1high.part2.pdf** : <https://s.ldc.org/u/bv82p4qeanzmq5i83ajchotzn>
- 📄 **4B.WritingSample.2High.part1.jpg** : <https://s.ldc.org/u/2aj1locatm39seb56kyijfpqc>
- 📄 **4B.WritingSample.2High.pg2.jpg** : <https://s.ldc.org/u/8t357sxsp8h1229w64fq69b5>
- 📄 **4B.WritingSample.3Medium.part 1.pdf** : <https://s.ldc.org/u/57p5xihyqqc8li9uixw16whz4>
- 📄 **4B.WritingSample.3medium.part 2.pdf** : <https://s.ldc.org/u/be7or8cdc2s1ziicfk7mv5kfg>
- 📄 **4B.Outline.4medium.part1.pdf** : <https://s.ldc.org/u/6pfzro26gan8y28dbct3g2wj9>
- 📄 **4B.Outline.4medium.part2.pdf** : <https://s.ldc.org/u/e7rbju0pmnjzkzfk6j9605b9w>
- 📄 **4B.WritingSample.5Low.pdf** : <https://s.ldc.org/u/bilqudlvzsg9wsw1z0ampr4jl>
- 📄 **4B.Outline.6Low.pdf** : <https://s.ldc.org/u/9ygxguibashn8jbstipkzrvev>
- 📄 **Floridians Work Together to Solve Problems.docx** : <https://s.ldc.org/u/4b0mfox4lygcl44riqq3g13qo>
- 📄 **Definitions.Examples.of_Civic_Engagement.docx** : <https://s.ldc.org/u/r3mpwje7u8fivqeftqvn2nf3>
- 📄 **Making_Sense_of_the_Task.docx** : <https://s.ldc.org/u/2mvxqy4z5h3lmme24w9j89odq>
- 📄 **Vocab_Map.Civic Engagement.docx** : <https://s.ldc.org/u/4719luqm46wu5t1guei535s8z>
- 📄 **Civic_Engagement_Notes_Organizer1.docx** : <https://s.ldc.org/u/9gj6v9ny2t03tahphzwnngymw3>
- 📄 **Annotating_the_Text20161029-3-1625ytx.docx** : <https://s.ldc.org/u/as6q9xppkrawb1ide579wms50>
- 📄 **Essential_Vocabulary.docx** : <https://s.ldc.org/u/aa6rf79vffh9wah3i9kxtet0u>
- 📄 **Pollination uTube information.docx** : <https://s.ldc.org/u/bjcier4g0yejwu92w429zekvr>
- 📄 **Save.the.last.word.for.me.pdf** : <https://s.ldc.org/u/s2hn2ib6h39acg2j7o492sx3>
- 📄 **Hoot.EducatorsGuide.pdf** : <https://s.ldc.org/u/3fmgcholxq0u5cwm5zaf1v12q>
- 🔗 **Conver-Stations Video** : <https://s.ldc.org/u/ccv5hjd2cgtf3w14fiqwk9f0>
- 📄 **Peer Feedback on Introductions.docx** : <https://s.ldc.org/u/b7zdyosg19s5gdjcor04jrjfd>
- 📄 **Descriptive Matrix of All Modules.pdf** : <https://s.ldc.org/u/6k6a7jjl21j39cgutz0vw7m>
- 📄 **Standards Matrix for All Modules.pdf** : <https://s.ldc.org/u/9e6mfx8pnjlbm3rec4gi6xjvb>