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SHELL
EDUCATION

Leveled Texts

For Fourth Grade



Table of Contents

Introduction

What Is Differentiation?	4
How to Differentiate Using This Product	5
General Information About Student Populations.	6
How to Use This Product	8

Language Arts Texts

Excerpt from <i>Anne of Green Gables</i>	11–16
Excerpt from <i>The Story of Dr. Dolittle</i>	17–22
History’s Mysteries	23–28
Go-Kart Racing	29–34
Food Groups	35–40

Mathematics Texts

Eco-Predictions	41–46
Journeys: Land, Air, Sea	47–52
Patterns Around Us	53–58
All About Sharks	59–64
The Bread Book.	65–70

Science Texts

Producers and Consumers	71–76
The Nutrient Cycle	77–82
Circuits.	83–88
Sound Waves and Communication	89–94
The Story of Fossil Fuels.	95–100

Social Studies Texts

Pocahontas	101–106
Life in the Colonies	107–112
Marie Antoinette	113–118
Lewis and Clark.	119–124
Dr. Martin Luther King Jr.	125–130

Appendices

Appendix A: References Cited	131
Appendix B: Strategies for Using Leveled Texts	132
Below-Grade-Level Students	132
On-Grade-Level Students	137
Above-Grade-Level Students	139
English Language Learners	141
Appendix C: Resources	144

What Is Differentiation?

Over the past few years, classrooms have evolved into diverse pools of learners. Gifted students, English language learners, special-needs students, high achievers, underachievers, and average students all come together to learn from one teacher. The teacher is expected to meet their diverse needs in one classroom. It brings back memories of the one-room schoolhouse during early American history. Not too long ago, lessons were designed to be one size fits all. It was thought that students in the same grade learned in similar ways. Today, teachers know that viewpoint to be faulty. Students have different learning styles, come from different cultures, experience a variety of emotions, and have varied interests. For each subject, they also differ in academic readiness. At times, the challenges teachers face can be overwhelming, as they struggle to figure out how to create learning environments that address the differences they find in their students.

What is differentiation? Carol Ann Tomlinson (2014, 1) describes the challenge of differentiation as reaching out to “students who span the spectrum of learning readiness, personal interests, and culturally shaped ways of seeing and speaking about and experiencing the world.” Differentiation can be carried out by any teacher who keeps the learners at the forefront of his or her instruction. The effective teacher asks, “What am I going to do to shape instruction to meet the needs of all my learners?” One method or methodology will not reach all students.

Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. When differentiating curriculum, teachers become the organizers of learning opportunities within the classroom environment. These categories are often referred to as content, process, and product.

- **Content:** Differentiating the content means to put more depth into the curriculum through organizing the curriculum concepts and structure of knowledge.
- **Process:** Differentiating the process requires the use of varied instructional techniques and materials to enhance the learning of students.
- **Product:** When products are differentiated, cognitive development and the students’ abilities to express themselves improve.

Teachers should differentiate content, process, and products according to students’ characteristics. These characteristics include students’ readiness, learning styles, and interests.

- **Readiness:** If a learning experience aligns closely with students’ previous skills and understanding of a topic, they will learn better.
- **Learning styles:** Teachers should create assignments that allow students to complete work according to their personal preferences and styles.
- **Interests:** If a topic sparks excitement in the learners, then students will become involved in learning and better remember what is taught.

How to Use This Product

Readability Chart



Title of the Text	Circle	Square	Triangle
Excerpt from <i>Anne of Green Gables</i>	2.9	4.5	6.2
Excerpt from <i>The Story of Dr. Dolittle</i>	2.7	4.3	6.0
History's Mysteries	2.9	4.7	6.3
Go-Kart Racing	2.9	4.5	6.5
Food Groups	2.9	4.5	6.4
Eco-Predictions	2.7	4.7	6.4
Journeys: Land, Air, Sea	2.7	4.3	6.0
Patterns Around Us	2.9	4.8	6.3
All About Sharks	2.9	4.8	6.5
The Bread Book	2.7	4.3	6.2
Producers and Consumers	2.9	4.7	6.3
The Nutrient Cycle	2.9	4.6	6.2
Circuits	2.8	4.5	6.1
Sound Waves and Communication	2.9	4.6	6.1
The Story of Fossil Fuels	2.8	4.7	6.4
Pocahontas	2.8	4.5	6.5
Life in the Colonies	2.9	4.5	6.2
Marie Antoinette	2.9	4.7	6.0
Lewis and Clark	2.9	4.8	6.6
Dr. Martin Luther King Jr.	2.9	4.7	6.5

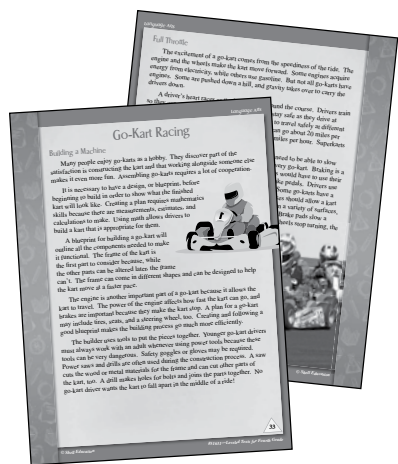
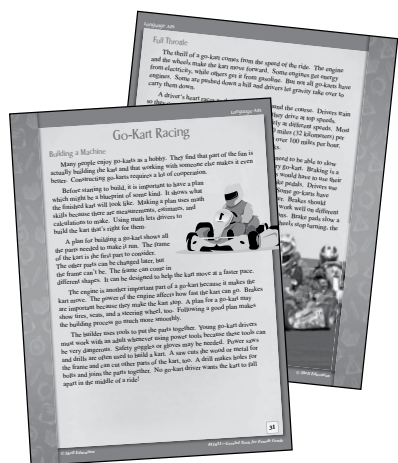
Correlation to Standards

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Shell Education is committed to producing educational materials that are research and standards based. In this effort, all products are correlated to the academic standards of the 50 states, the District of Columbia, and the Department of Defense Dependent Schools. Shell Education uses the Mid-continent Research for Education and Learning (McREL) Compendium to create standards correlations. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, they are able to produce a general compilation of national standards. A correlation report customized for your state can be printed directly from the following website: www.tcmlpub.com/administrators/correlations/.

How to Use This Product *(cont.)*

Components of the Product



The Leveled Texts

- There are 20 topics in this book. Each topic is leveled to three different reading levels. The images and fonts used for each level within a topic are the same.
- Behind each page number, you'll see a shape. These shapes indicate the reading levels of each piece so that you can make sure students are working with the correct texts. The reading levels fall into the ranges indicated below. See the chart on page 8 for the specific level of each text.



Levels
2.7-2.9



Levels
4.3-4.8



Levels
6.0-6.6

Comprehension Questions

- Each level of the texts includes a comprehension question. Like the texts, the comprehension questions were leveled by an expert. They are written to allow all students to be successful within a whole-class discussion. The questions are closely linked so that teachers can ask multiple questions on the topics and all students will be able to participate in the conversations about the texts. The below-grade-level students might focus on the facts, while the above-grade-level students can delve deeper into the meanings of the texts.

Excerpt from *Anne of Green Gables*

By Lucy Maud Montgomery

It was dark when supper was ready. Still there was no sign of Anne. Marilla washed and put away the dishes grimly. She wanted a candle to light her way down to the cellar. So she went up to the east gable for the one that usually stood on Anne's table. Lighting it, she turned around to see Anne herself lying on the bed. She was facedown among the pillows.

"Mercy on us," said the astonished Marilla. "Have you been asleep, Anne?"

"No," was the muffled reply.

"Are you sick then?" demanded Marilla anxiously. She went over to the bed.

Anne sank deeper into her pillows. It was as if she were trying to hide herself from view.

"No, but please, Marilla, go away. Don't look at me. I'm in the depths of despair. I don't care who gets ahead in class or writes the best essay. Or even who sings in the Sunday school choir. Little things like that are of no importance now. I don't suppose I'll ever be able to go anywhere again. My career is done. Please, Marilla, go away and don't look at me."

"Did anyone ever hear the like?" the puzzled Marilla wanted to know. "Anne Shirley, whatever is the matter with you? What have you done? Get up and tell me. There now, what is it?"

Anne had slid to the floor in weary obedience. "Look at my hair, Marilla," she whispered.

Accordingly, Marilla lifted her candle and looked suspiciously at Anne's hair. It was flowing in heavy masses down her back. It certainly had a very strange appearance.

"Anne Shirley, what have you done to your hair? Why, it's GREEN!"



Green it might be called—a strange, dull, bronzy green. It still had streaks here and there of the original red to heighten the ghastly effect. Never in all her life had Marilla seen anything so grotesque as Anne’s hair at that moment.

“Yes, it’s green,” moaned Anne. “I thought nothing could be as bad as red hair. But now I know it’s ten times worse to have green hair. Oh, Marilla, you little know how utterly wretched I am.”

“I little know how you got into this fix. But I mean to find out,” said Marilla. “I’ve been expecting something for some time. You haven’t got into any scrape for over two months. I was sure another one was due. Now, then, what did you do to your hair?”

“I dyed it.”

“Dyed it! Dyed your hair! Anne Shirley, didn’t you know it was a wicked thing to do?”

“Yes, I knew it was a little wicked,” admitted Anne. “But I thought it was worthwhile. Just a little wicked to get rid of red hair. Besides, I meant to be extra good in other ways. That would make up for it.”

Think About It!
Why was Anne hiding in her room?



Excerpt from *Anne of Green Gables*

By Lucy Maud Montgomery

It was dark when supper was ready, and still there was no sign of Anne. Marilla washed and put away the dishes grimly. Then, wanting a candle to light her way down to the cellar, she went up to the east gable for the one that usually stood on Anne's table. Lighting it, she turned around to see Anne herself lying on the bed, face downward among the pillows.

"Mercy on us," said the astonished Marilla, "have you been asleep, Anne?"

"No," was the muffled reply.

"Are you sick then?" demanded Marilla anxiously, going over to the bed.

Anne sank deeper into her pillows as if trying to hide herself forever from mortal eyes.

"No, but please, Marilla, go away and don't look at me. I'm in the depths of despair, and I don't care who gets ahead in class or writes the best composition or sings in the Sunday school choir anymore.

Little things like that are of no importance now because I don't suppose I'll ever be able to go anywhere again. My career is done. Please, Marilla, go away and don't look at me."

"Did anyone ever hear the like?" the mystified Marilla wanted to know. "Anne Shirley, whatever is the matter with you? What have you done? Get right up this minute and tell me. This minute, I say. There now, what is it?"

Anne had slid to the floor in despairing obedience. "Look at my hair, Marilla," she whispered.

Accordingly, Marilla lifted her candle and looked suspiciously at Anne's hair, flowing in heavy masses down her back. It certainly had a very strange appearance.

"Anne Shirley, what have you done to your hair? Why, it's GREEN!"



Green it might be called—a strange, dull, bronzy green, with streaks here and there of the original red to heighten the ghastly effect. Never in all her life had Marilla seen anything so grotesque as Anne’s hair at that moment.

“Yes, it’s green,” moaned Anne. “I thought nothing could be as bad as red hair. But now I know it’s ten times worse to have green hair. Oh, Marilla, you little know how utterly wretched I am.”

“I little know how you got into this fix, but I mean to find out,” said Marilla. “I’ve been expecting something for some time. You haven’t got into any scrape for over two months, and I was sure another one was due. Now, then, what did you do to your hair?”

“I dyed it.”

“Dyed it! Dyed your hair! Anne Shirley, didn’t you know it was a wicked thing to do?”

“Yes, I knew it was a little wicked,” admitted Anne. “But I thought it was worthwhile to be a little wicked to get rid of red hair. Besides, I meant to be extra good in other ways to make up for it.”

Think About It!
Why did Anne dye her hair?



Excerpt from *Anne of Green Gables*

By Lucy Maud Montgomery

It was dark when supper was ready, and still there was no sign of Anne. Marilla washed and put away the dishes grimly. Then, desiring a candle to light her way down to the cellar, she went up to the east gable for the one that was generally located on Anne's table. Lighting it, she turned around to notice Anne herself lying on the bed, face downward among the pillows.

"Mercy on us," said the astonished Marilla, "have you been asleep, Anne?"

"No," was the muffled reaction.

"Are you sick then?" demanded Marilla anxiously, going over to the bed.

Anne descended deeper into her pillows as if trying to hide herself for eternity from mortal eyes.

"No, but please, Marilla, depart from here and don't look at me. I'm in the depths of despair, and I don't care who gets ahead in lessons or transcribes the finest composition or harmonizes in the Sunday school choir any more. Minuscule things like that are of no significance now because I don't suppose I'll ever be able to go anywhere again. My career is over, so please, Marilla, go away and don't gaze upon me."

"Did anyone ever hear the like?" the mystified Marilla wanted to know. "Anne Shirley, whatever is the matter with you? What have you done? Get right up this minute; there now, what is it?"

Anne had slithered to the floor in despairing obedience and whispered, "Look at my hair, Marilla."

Accordingly, Marilla lifted her candle and looked suspiciously at Anne's hair, flowing in heavy masses down her back. It certainly had a very peculiar appearance.

"Anne Shirley, what have you done to your hair . . . why, it's GREEN!"



Green it might be called—a strange, dull, bronzy green, with splashes here and there of the original red to heighten the ghastly effect. Never in all her life had Marilla seen anything so grotesque as Anne’s hair at that moment.

“Yes, it’s green,” lamented Anne. “I thought nothing could be as terrible as being redheaded. But now I know green hair is ten times worse. Marilla, you little know how utterly wretched I am.”

“I little know how you got into this catastrophe, but I mean to find out,” said Marilla. “I’ve been expecting something for some time. You haven’t got into any predicament for over two months, and I was certain another one was due. Now, then, what did you do to your hair?”

“I dyed it.”

“Dyed it! Anne Shirley, didn’t you know it was a wicked thing to do?”

“Yes, I knew it was a little wicked,” admitted Anne, “but I thought it was worthwhile to be a little wicked to be liberated of red hair. I meant to be especially good in other ways to make up for it.”

Think About It!
Describe Anne’s personality.



Strategies for Using the Leveled Texts *(cont.)*

Below-Grade-Level Students *(cont.)*

Frontloading Vocabulary and Content

As an alternative to the Vocabulary Scavenger Hunt, teachers can frontload, or pre-teach, vocabulary or content in a text prior to reading. This can be a useful tool for all students, especially below-grade-level students, who struggle with on-demand reading and comprehension tasks. Activate students' prior knowledge by asking:

- What do you know about the word/topic . . .
- All these words are about the text you are going to read. Based on these words, what do you think the text will be about?

The words below can be used during frontloading discussions before reading a text. (Note: Some words are not found in all levels but can be used to focus students' attention toward the theme and main idea of text they will read.)

Text	Words, Themes, and Content
Excerpt from <i>Anne of Green Gables</i>	grimly, despairing, obedience, suspiciously, ghastly, utterly, wretched, ashamed, astonished, grotesque, significance
Excerpt from <i>The Story of Dr. Dolittle</i>	mantel, presently, spectacles, two pence, measles, blustery, epidemic, genuine
History's Mysteries	vanished, magnetic field, historian, detective
Go-Kart Racing	blueprint, calculations, pressure, friction, estimates, gravity
Food Groups	glucose, proteins, carbohydrates, amino acids, vegetarians, vitamins, minerals, calcium
Eco-Predictions	predictions, ecosystem, pollution, data, diagram, record
Journeys: Land, Air, Sea	transportation, satellites, landmarks, drawn to scale
Patterns Around Us	geometric, tessellations, polygons
All About Sharks	predators, meters, kilograms, prey
The Bread Book	distribution, grams, kernels, dozen, mill
Producers and Consumers	producer, consumer, fuel, nutrients, herbivores, carnivores, omnivores
The Nutrient Cycle	nutrient, cycle, nitrogen, ammonia, nitrates, chlorophyll, decomposers, fungi, bacteria, oxygen, glucose, carbon, photosynthesis
Circuits	circuit, series, parallel, physics, complex circuits, resistor
Sound Waves and Communication	sound waves, pressure, vibrations, molecules, frequency, Doppler effect
The Story of Fossil Fuels	fossil fuels, coal, petroleum, sediment
Pocahontas	settlers, captive, conflict
Life in the Colonies	colonies, Pilgrims, plantations, crops
Marie Antoinette	throne, luxury, French court, subjects
Lewis and Clark	continent, Louisiana Purchase, pirogues, expedition
Dr. Martin Luther King Jr.	segregation, confrontation, middle-class, ministers, civil rights

Strategies for Using the Leveled Texts *(cont.)*

On-Grade-Level Students

Student-Directed Learning

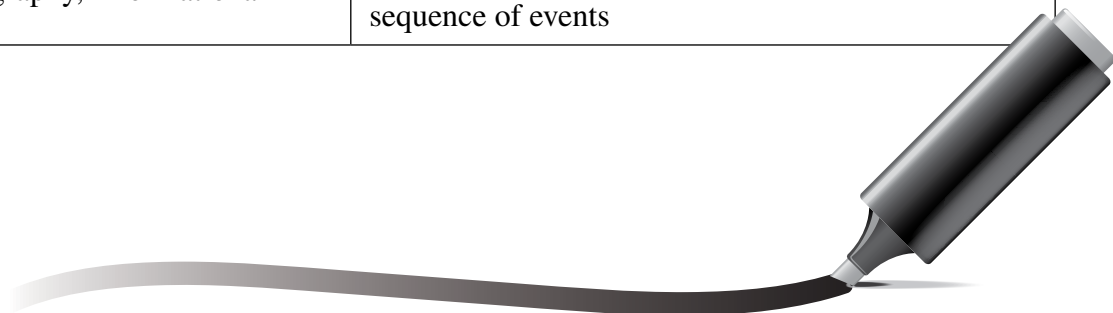
Because they are academically on grade level, student-directed learning activities can serve as a way to build independence and challenge this population of students toward further success. Remember to use the texts in this book as jump starts so that students will be interested in finding out more about the topics. On-grade-level students may enjoy any of the following activities:

- Write your own questions, exchange them with others, and grade each other's responses.
- Review the text and teach the topic to another group of students.
- Read other texts about the topic to further expand your knowledge.
- Create an illustrated timeline or presentation on the topic to present to the class.
- Create your own story similar to the plot in the passage read.
- Lead a discussion group around the leveled question that accompanies the text.
- Research topics from the text in depth and write a new text based on the information.
- Extend the plot of the story or write a new ending to the text.

Highlight It!

Teach students to parse out information based on the genre while they are reading. Use the chart below and a highlighter to focus students on genre-specific text features.

Genre	What do I highlight?
fiction—historical fiction, realistic fiction, literature	characters setting theme/moral problem solution
nonfiction—biography, autobiography, informational	leading/main idea sentence important information sequence of events



Strategies for Using the Leveled Texts *(cont.)*

On-Grade-Level Students *(cont.)*

Detective Work

Teach students to be analytical, like detectives. Direct students' attention to text features such as titles, illustrations, and subheadings by asking students to cover the text and only look at the text features. They can use the chart below to organize analytical thinking about text features prior to reading the text.

Name of Text:		
Text Feature	Why do you think this feature was included?	What can this feature tell you about what the text might be about?
title, subtitle, and headings		
pictures, images, and captions		
diagrams and maps		



Strategies for Using the Leveled Texts *(cont.)*

Above-Grade-Level Students *(cont.)*

Tiered Assignments

Teachers can differentiate lessons by using tiered assignments or extension activities. These assignments are designed to have varied levels of depth, complexity, and abstractness. All students work toward one concept or outcome, but the lesson is tiered to allow for different levels of readiness and performance levels. As students work, they build on and extend their prior knowledge and understanding. Guidelines for writing tiered lessons include the following:

1. Pick the skill, concept, or generalization that needs to be learned.
2. Assess the students using classroom discussions, quizzes, tests, or journal entries.
3. Think of an on-grade level activity that teaches this skill, concept, or generalization.
4. Take another look at the activity from Step 3. Modify this activity to meet the needs of the below-grade-level and above-grade-level learners. Add complexity and depth for the above-grade-level learners. Add vocabulary support and concrete examples for the below-grade-level students.

Extension Activities Ideas

Extension activities can be used to extend the reading beyond the passages in this book. These suggested activities will help get you started. (Note: All the passages do not have extension activities.)

1. Research a mystery in history. Write a paragraph about the event and share it with a friend.
2. Construct your own go-kart. First make a blueprint and list the materials you need. Then, construct your go-kart and present it to your class.
3. Pretend you own a restaurant. What items might you include on your menu to ensure your patrons are eating healthy? Create the menu and list the ingredients in each dish.
4. Make a map of your neighborhood on a coordinate grid. Plot and label all the major landmarks that you and your family visit.
5. Research a sea animal. Create a poster with important facts about the animal you chose. Make sure to include its life cycle, predators, and prey.
6. Many cultures prepare and eat special breads. Research 3–4 different cultures and create a bread recipe book. Include the ingredients and steps to make each bread.
7. Imagine you lived during colonial times. Create a journal detailing your daily life for a week. What might you eat? How will you entertain yourself? Get creative and describe your surroundings!
8. What historical figure are you interested in learning more about? Write 10 research questions that you could ask this person. Research to find your answers!
9. Dr. Martin Luther King Jr. was an activist who fought for civil rights. Research another activist. Write a biography of his or her life including key information.

Strategies for Using the Leveled Texts *(cont.)*

English Language Learners *(cont.)*

4. Practice Concepts and Language Objectives *(cont.)*

Have a short debate—Make a controversial statement such as, “Segregation is fair.” After reading a text in this book, have students think about the question and take positions based on their points of view. As students present their ideas, you or a student can act as the moderator.

Interview—Students may interview a member of their family or a neighbor to obtain information regarding a topic from the texts in this book. For example: How is your life similar to the lives of colonists in the 1600s and 1700s?

5. Evaluation and Alternative Assessments—Evaluation should be used to inform instruction. Students must have opportunities to show their understandings of concepts in different ways and not only through standard assessments. Use both formative and summative assessments to ensure that you are effectively meeting your content and language objectives. Formative assessment is used to plan effective lessons for particular groups of students. Summative assessment is used to find out how much the students have learned. Other authentic assessments that show day-to-day progress are: text retelling, teacher rating scales, student self-evaluations, cloze statements, holistic scoring of writing samples, performance assessments, and portfolios. Periodically assessing student learning will help you ensure that students continue to receive the correct levels of texts.

6. Home/School Connection—The home/school connection is an important component in the learning process for English language learners. Parents are the first teachers, and they establish expectations for their children. These expectations help shape the behavior of their children. By asking parents to be active participants in the education of their children, students get double doses of support and encouragement. As a result, families become partners in the education of their children, and chances for success in your classroom increase.

You can send home copies of the texts in this series for parents to read with their children. You can even send multiple levels to meet the needs of your second-language parents as well as your students. In this way, you are sharing what you are covering in the classroom with your whole second language community.