

# BCSCR

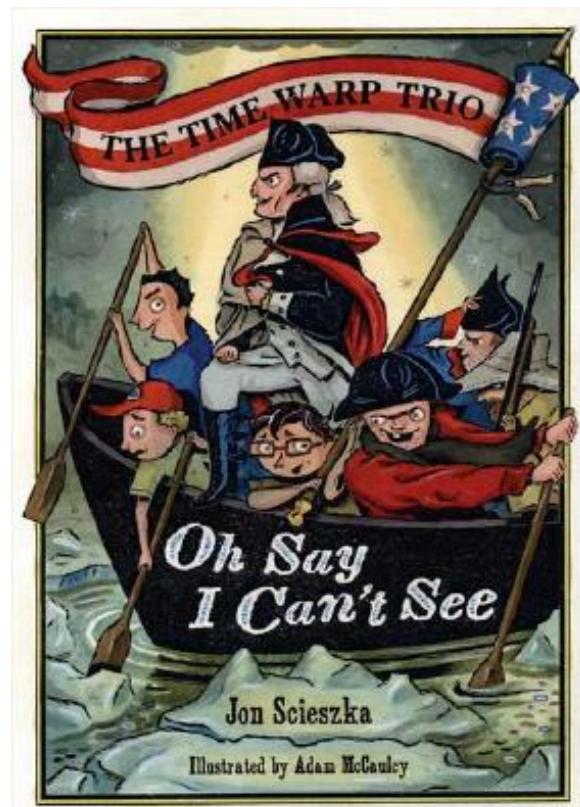


Building Communities that  
Support Children's Reading

## New Mexico- Colorado Oh Say, I Can't See

By Jon Scieszka

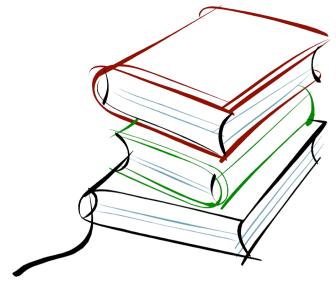
RL 3.2



4<sup>th</sup> Grade- L

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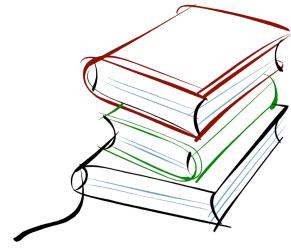


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# Synopsis

## Oh Say, I Can't See



Fred and Joe were having a snowball fight when suddenly a green mist sent the two boys swirling back into 1776 when George Washington was about to cross the Delaware River. But how? Samantha, Sam's great-great granddaughter, needed to learn about George Washington for her school report. She used *The Book* Sam got from his magician uncle to travel back in time. Will Samantha, Fred and Joe be able to make it back to the "future" Brooklyn in time for Christmas, or will history be changed forever? Read *Oh Say, I Can't See* by Jon Scieszka to find out more!

## Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RL4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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.

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.

WS 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS 4.2 - Write informative/explanatory texts to examine a topic and convey ideas

and information clearly.

WS 4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

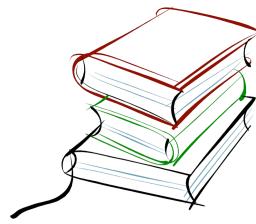
WS 4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WS 4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

WS 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Vocabulary

## Oh Say, I Can't See



**Hessians** - a mercenary used by England during the American Revolution. A hireling or ruffian.

**Desperate** - having an urgent need

**Gadgets** - a small, useful device

**Hogwash** - foolish or meaningless talk

**Commotion** - noisy excitement and confusion

**Enlistment** - the period of time for which one is committed to military service.

**Beam** - a long and heavy piece of wood or metal that is used as a support in a building or ship

**Tofu** - a soft, white food made from soybeans and often used in vegetarian cooking instead of meat

**Watchword** - a word or phrase that expresses a rule that a particular person or group follows, SLOGAN

**Artillery** - large guns that are used to shoot over a great distance

**Sitting duck** - a person or thing that is easy to hit, attack, trick

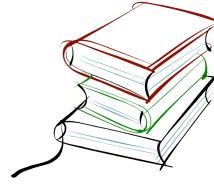
**Ferry** - to carry or move (someone or something) on a vehicle (such as a boat or a car) usually for a short distance between two places

**Ammunition** - the objects (such as bullets and shells) that are shot from weapons

**Regiment** - a military unit that is usually made of several large groups of soldiers (called battalions)

**Muskets** - a type of long gun that was used by soldiers before the invention of the rifle

**Surrender** - to agree to stop fighting, hiding, resisting, etc., because you know that you will not win or succeed

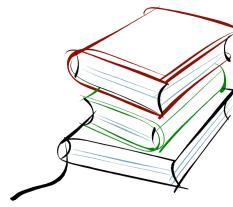


# High Level Questions

## Oh Say, I Can't See

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Discuss “the homework ate the cat.” What is the author talking about?
2. What did the soldiers think about Fred, Joe, and Samantha?
3. How would history be different if they did not carry out the attack in Chapter 7?
4. Tell me about the men crossing the Delaware. Describe the setting. Tell details about what you visualized.
5. What questions would you ask George Washington?
6. What choices does General Washington face in the story?
7. What are the technology components that show you this is time travel?
8. Can you defend Samantha’s decision to help George Washington?
9. What do you imagine would have been the outcome if they had not crossed the Delaware?
10. What time in history would you like to visit and why?

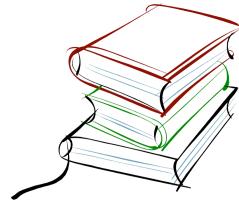


# Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

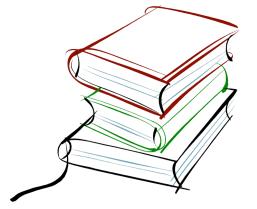
In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.



# Choice Board

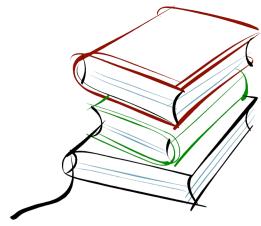
## Oh Say, I Can't See

Create 4 questions using Who, What, Why, How. Then answer the questions using explicit details from the story.  RL 4.1	Turn the marching scene into a play that will be performed for your class.  RL 4.5	Create a one-minute television ad to encourage other students to read this novel.  RL 4.7
Create a diorama of crossing the Delaware.  RL 4.1	Write 5 rhyming couplets to retell parts of the story.  RL 4.5	Use watercolors to paint your favorite scene from the novel.  RL 4.7
Fill out the attached table describing challenges the kids face in the story.  RL 4.1	Create a bulleted list of details that show this book is historical fiction.  RL 4.5	Draw the futuristic elements described in the story.  RL 4.7



# Choice Board

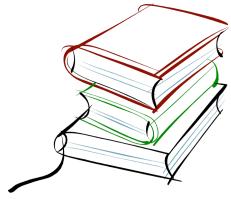
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# Challenge Table

## Oh Say, I Can't See

Character	Challenge Faced	Details from the text

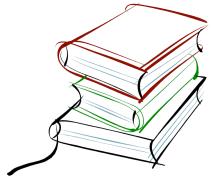


# Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.



# RAFT Matrix Rubric

STUDENT NAME: \_\_\_\_\_ NOVEL: \_\_\_\_\_

**Accuracy**

5      4      3      2      1

Information is accurate and supported with specific details from the novel.

Comments:**Role**

5      4      3      2      1

The writing is credible in the role assigned.

Comments:**Format**

5      4      3      2      1

The proper format was used.

Comments:**Conventions**

5      4      3      2      1

The writing had no errors in grammar, punctuation, capitalization, or spelling.

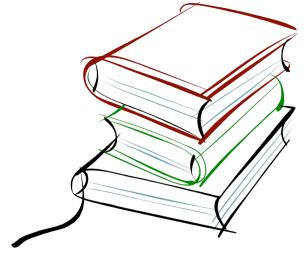
Comments:**Creativity**

5      4      3      2      1

Writing shows imagination and originality.

Comments:**Assessment Guide**

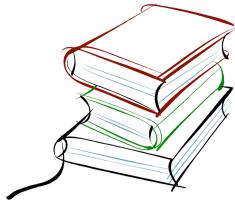
- 5 = Above and Beyond
- 4 = Meeting Standard
- 3 = Working to Standard
- 2 = Developing
- 1 = Incomplete



# RAFT Matrix

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Role	Audience	Format	Topic



# Extended Resources

## Oh Say, I Can't See

**Kid friendly writing rubrics and checklists address all 10 common core standards  
Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

### Background on George Washington

<http://mrnussbaum.com/presidents/georgewashington/> <http://www.alaskakids.org/>

[http://www.libertyskids.com/arch\\_who\\_gwashingon.html](http://www.libertyskids.com/arch_who_gwashingon.html)

<http://www.enchantedlearning.com/history/us/pres/washington/>

### Background on Revolutionary War

[http://www.ducksters.com/history/crossing\\_the\\_delaware.php](http://www.ducksters.com/history/crossing_the_delaware.php)

<http://kids.britannica.com/comptons/art-165155/The-painting-Washington-Crossing-the-Delaware-by-Emanuel-Leutze-depicts>

### Video

<http://www.youtube.com/watch?v=2K6bdYVvAe0> <http://animals.nationalgeographic.com/animals/mammals/wolf/>

## Biography

### President George Washington



George Washington was the **First President** of the United States.

**Served as President:** 1789-1797

**Vice President:** John Adams

**Party:** Federalist

**Age at inauguration:** 57

**Born:** February 22, 1732 in Westmoreland County, Virginia

**Died:** December 14, 1799 in Mount Vernon, Virginia

**Married:** Martha Dandridge Washington

**Children:** none (2 stepchildren)

**Nickname:** Father of His Country



## **Biography:**

### **What is George Washington most known for?**

One of the most popular Presidents of the United States, George Washington is known for leading the Continental Army in victory over the British in the [American Revolution](#). He also was the first President of the United States and helped to define what the role of the president would be going forward.

### **Growing Up**

George grew up in Colonial Virginia. His father, a landowner and planter, died when George was just 11 years old. Fortunately, George had an older brother named Lawrence who took good care of him. Lawrence helped to raise George and taught him how to be a gentleman. Lawrence made sure that he was educated in the basic subjects like reading and math.

When George turned 16 he went to work as a surveyor, where he took measurements of new lands, mapping them out in detail. A few years later George became a leader with the Virginia militia and became involved in the start of the French and Indian War. At one point during the war, he narrowly escaped death when his horse was shot out from under him.

### **Before the Revolution**

After the French and Indian War George settled down and married the widow Martha Dandridge Custis. He took over the estate of Mount Vernon after his brother Lawrence died and raised Martha's two children from her former marriage. George and Martha never had kids of their own. George became a large landowner and was elected to the Virginian legislature.

Soon George and his fellow landowners became upset with unfair treatment by their British rulers. They began to argue and fight for their rights. When the British refused they decided to go to war.

### **The American Revolution and Leading the Army**

George was one of Virginia's delegates at the [First and Second Continental Congress](#). This was a group of representatives from each colony who decided to fight the British together. In May of 1775 they appointed Washington as general of the

Continental Army.

General Washington did not have an easy task. He had a ragtag army of colonial farmers to fight trained British soldiers. However, he managed to hold the army together even during tough times and losing battles. Over the course of six years George led the army to victory over the British. His victories include the famous [crossing of the Delaware River](#) on Christmas and the final victory at Yorktown, Virginia. The [British Army surrendered in Yorktown](#) on October 17, 1781.

## **Washington's Presidency**

The two terms that Washington served as president were peaceful times. During this time, George established many roles and traditions of the President of the United States that still stand today. He helped build and guide the formation of the actual US Government from the words of the Constitution. He formed the first presidential cabinet which included his friends [Thomas Jefferson](#) (Secretary of State) and Alexander Hamilton (Secretary of the Treasury).

George stepped down from the presidency after 8 years, or two terms. He felt it was important that the president not become powerful or rule too long, like a king. Since then only one president, Franklin D. Roosevelt, has served more than two terms.

## **How did he die?**

Just a few years after leaving the office of president, Washington caught a bad cold. He was soon very sick with a throat infection and died on December 14, 1799.

## **Fun Facts about George Washington**

- He was the only president unanimously elected. Meaning all of the state representatives voted for him.
- He never served as president in Washington D.C., the capital that was named for him. In his first year the capital was in New York City, then moved to Philadelphia, Pennsylvania.
- He was six feet tall, which was very tall for the 1700s.
- The story of George Washington chopping down his father's cherry tree is considered fiction and likely never happened.
- George Washington did not have wooden teeth, but did wear dentures made from ivory.
- Washington gave freedom to his slaves in his will.





**GRADES 4 AND 5**  
**CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**  
**(Revised July 29, 2014)\***

**Research Simulation Task (RST) and Literary Analysis Task (LAT)**

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no analysis</b> and <b>little to no textual evidence</b> .
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear reasoning and relevant, text-based</b> evidence;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited reasoning and text-based</b> evidence; or</li> <li>• is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• lacks coherence, clarity, and cohesion;</li> <li>• uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

## Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is effectively developed with narrative elements and is consistently appropriate to the task;</li> <li>• demonstrates effective coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with some narrative elements and is generally appropriate to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is minimally developed with few narrative elements and is limited in its appropriateness to the task;</li> <li>• demonstrates limited coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates limited awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is undeveloped and/or inappropriate to the task;</li> <li>• lacks coherence, clarity, and cohesion;</li> <li>• use of language demonstrates no clear awareness of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

**NOTE:**

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

**A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.**

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in

English D=Off-topic

E=Refusal to respond

F=Don't understand/know

**\* This rubric is subject to further refinement based on research and study.**