

4th-Grade Teacher Key
Literary Reading Passage: Screen Jean

Accompanies *Nutrition Pathfinders* Nutrition Program

Common Core: RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Title of Passage: Screen Jean	Lexile Level: 500L* (see note)	Grade: 4	
Text Type: Literary (Narrative Poem)		Topics/Messages: importance of exercise; responsibility for one’s own health; problems with a sedentary lifestyle; influence of friends	
Questions		Skills	Common Core State Standards – Grade 4
1. Identify a theme for the poem. Possible themes: Sitting all day is not good for the body; being active is important for a healthy body; health problems are caused by a sedentary lifestyle.		theme	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
2. Tell the meaning of this phrase in verse 3: “legs turn to rubber” Legs have no strength to stand. Legs bend easily.		figurative language	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. In which verses did you learn how Jean’s body responds to little physical exercise. Explain what you learned in each verse. Verse 3: muscles are weak, strength is gone, legs turn to rubber, arms lack brawn Verse 4: exhausted and tired Verse 5:, she can’t do much; her health isn’t good		structural elements in a poem	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.
4. Who convinced Jean to make a change? No one was mentioned. Jean likely made her own decision without the help of her friends. The text says, “Jean decides one day to make a change.” She made this decision after noticing that “Her muscles are weak and her strength is gone. Her legs turn to rubber and her arms lack brawn.”		inference	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.
5. Verse 8 is the concluding verse. What can be learned about Jean from verse 8?		relationships of meaning	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<p style="color: red;">She cares about her friends; she learns from her experiences; she figures out the cause of her problem.</p> <p>Jean is speaking to her friends in verse 8. What does she want her friends to know? Explain what Jean is telling her friends sentence by sentence.</p> <p style="padding-left: 40px;">“Use it or lose it!” Jean proclaims to her friends.</p> <p style="color: red;">If they don’t use their muscles, they will lose strength. If their bodies don’t get exercise they will get weak.</p> <p style="padding-left: 40px;">“Our bodies need exercise, so we should not pretend That a sedentary lifestyle poses no threats.</p> <p style="color: red;">They shouldn’t act like sitting all day doesn’t affect their bodies. It does. Bodies need exercise, and sitting isn’t exercise.</p> <p style="padding-left: 40px;">Get up and get moving so you have no regrets.”</p> <p style="color: red;">They should start exercising now so they don’t wish they had later on when they have a problem.</p>				

*Leveling Note: Quantitative leveling is not appropriate for this rhyme. Qualitative measures were used for leveling.

“Certain measures are less valid or inappropriate for certain kinds of texts. Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry’s difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations.” (Appendix A, Common Core ELA/Literacy, pg. 8)