DECEMBER/JANUARY 2008/09 **Due by Wednesday, January 28, 2009**

Let's R.A.P. Coupon
(Let's Read As Partners)

Student's Name: _____ Literary form: **Non-Fiction**

Book Title: _____ Author: _____

Grade: **4** Room No.: _____ Teacher: _____

Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.

Parent's/Partner's Signature: _____

ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.

Let's Read as Partners

Non Fiction

Hawaii Content and Performance Standards (HCPS II)

General Learner Outcomes (Encompassing goals for all grade levels and content areas)

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

Language Arts Standards for Reading and Literature Grades K-12

Standard 1 – Conventions and skills – Use knowledge of the conventions of language to construct meaning for a range of literary and informational texts for a variety of purposes.

Standard 2 – Reading comprehension – Using reading strategies to construct meaning from a variety of texts

Nonfiction

Evaluating information books

1. All facts should be accurate
   - Written by qualified author(s)
   - Distinguishes fact from theory
   - Includes significant facts
   - Presents differing views on controversies
   - Present information without anthropomorphism (animals and objects acting like human beings)
2. Stereotypes, racism and sexism are not evident
3. Illustrations, diagrams, photos clarify the text
4. Analytical thinking is encouraged
   - Information may relate local problem solving and decision making
   - Using information, readers are encouraged to draw conclusions, and make generalizations
5. Organization should aid understanding
   - Use of subtitles, bold print, italics, and relevant captions support the text
   - References are included
6. Styles stimulates reader interest
   - Lively, not too difficult
   - Age-appropriate language is used
   - Uses examples in relation to reader's own daily lives
   - Encourages ideas for future decision making

Dewey Decimal Classification System

000 - 199	Encyclopedias, books about libraries
300 - 399	Government, community workers, holidays
400 - 499	Languages, dictionaries, grammar
500 - 599	Science, math, astronomy, chemistry, weather, dinosaurs, plants and animals
600 - 699	The human body, cars, planes, space ships, computers
900 - 999	Countries of the world, history

List of optional activities for all grades:

1. **Write three or more sentences to describe new information you learned from this book.**
2. **Draw a picture and label it with important items you learned about from this book.**
3. **Draw and write about a problem you became aware of by reading this book. Explain how this problem could be solved or a way you think it could be solved.**
4. **Explain how the information from this book changed or deepened your understanding of the subject.**
5. **Describe the inferences and conclusions you made while reading this book.**