Alder, D. (2003). *Heroes of the Revolution.* New York City, NY: Holiday House.

Interest Level: K-3 Readability Level: 4.4 Lexile Measure: 890

This book is a great informational text about all of the heroes that emerged during the American Revolution. The book focuses on familiar heroes and those heroes that students may not be so familiar with, as it recounts who they were and what they did for their country. I would use this book with 4th graders to teach about the various heroes that emerged during the American Revolution and why they are considered heroes. (GPS Standard SS4H4d: Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.) I would use this book, in a small group, to teach students about organization during writing. I would model writing organization by writing down all of my ideas and thoughts and organizing them into main idea and supporting details. I would then give students a topic and have them organize their thoughts by main idea and supporting details.

Burgan, M. (2007). *Benedict Arnold: An American hero and traitor.* Mankato, MN: Capstone Press.

Interest Level: 5-8 Readability Level: 3.2 Lexile Measure: 540

This book is a great informational text that tells about the life of Benedict Arnold in comic book form. I would use this book with 4th graders to teach about the important role that Benedict Arnold played during the American Revolution. (GPS Standard SS4H4d: Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.) I would use this book in Writing Workshop as a mentor text to teach students how to use dialog in their writing to convey information. I would model using dialog by writing a short, informational paragraph about comics using only dialog as I was thinking aloud. Then I would have students practice using dialog by writing a short paragraph about themselves using only dialog.

Landau, E. (2008). *The Declaration of Independence.* Danbury, CT: Children’s Press.

Interest Level: 3-6 Readability Level: 5.6 Lexile Measure: 780

The book is a wonderful informational text that explains the events that led to the writing of the Declaration of Independence and its importance. I would use this book with 4th graders to teach about the importance of the Declaration of Independence and why it was written. (GPS Standard SS4H4b: Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.) I would use this book in Writing Workshop as a mentor text to teach students how to revise and edit their writing. I model revising and editing by revising and editing a paragraph I had written on the board as I thought aloud. I would then have students revise and edit their peers and their own writing.

Schanzer, R. (2004). *George vs. George: The American Revolution as seen from both sides.* Washington, D.C.: National Geographic.

Interest Level: 3-5 Lexile Measure: 1120

This book is a great informational text that addresses the American Revolution from the point of view of King George III and George Washington. The book does an excellent job in addressing the opinions of both the British and the colonist. I would use this book to teach 4th graders about the American Revolution and why each side acted as they did during the war and their reasoning behind their actions. (GPS Standard SS4H4c: Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.) I would use this book in a whole group lesson to teach students about considering and writing from different points-of-view. I would model writing or addressing different points-of-view in my writing by writing, as I thought aloud, a short paragraph about my feelings on homework. As I wrote, I would address a student’s point-of-view on homework as well. I would then have students write a on a given topic from both points of view.

Smith, L. (2006). *John, Paul, George, and Ben.* New York City, NY: Hyperion Books for Children.

Interest Level: K-3 Readability Level: 3.5 Lexile Measure: AD 660

This book is a fabulous fiction book that expands of the importance of John Hancock, Paul Revere, George Washington, and Benjamin Franklin in the American Revolution. The book recounts each individual as a child with an annoying character trait which later becomes their history-making character trait during the American Revolution. While this is a picture book geared towards younger grades, I would use this book to teach 4th graders about the why these character traits exhibited by these men helped them to become important figures of the American Revolution. (GPS Standard SS4H4d: Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.) I would use this book during Writing Workshop as a mentor text to teach student about conventions. I would model using correct conventions by writing my own short paragraph as I focused on the punctuation, commas, and parts of speech. I would then have students write their own stories using correct punctuation marks, commas, and different parts of speech.