The Private Eye® Project

Looking / Thinking by Analogy

Grade 4

The Private Eye® aligned with Common Core State Standards

for English Language Arts

& Literacy in History/Social Studies, Science, and Technical Subjects

The Private Eye® and the Common Core — Correlations for Grade 4

Correlations Key
Center column: Correlations to *The Private Eye* process and program explained.
Right column: Lesson examples from ***The Private Eye — (5X) Looking / Thinking by Analogy: A Guide to Developing the Interdisciplinary Mind***;
Kerry Ruef (The Private Eye Project, 1992. 1998, 2003).

NOTE: In these pages, "TPE core process and lessons" is shorthand for the following sections in *The Private Eye* guide: *Part II: Process and Tools, (*especially pp. 16-17, 22-30); *Part III: The Interdisciplinary Mind Close-up*, (especially pp. 38-52, 51-59); and *Part V: Curriculum Tour*, (especially pp. 84-91).

Introduction

● *The Private Eye* is an acclaimed, hands-on process and program that builds attention to detail and analogical thought. It accelerates creativity, critical thinking, and literacy across subjects. It also accelerates scientific literacy. "Thinking by analogy" — or metaphoric thinking — is considered by neuroscientists to be the core of cognition. It's the engine that, revved up, accelerates and refines learning. With The Private Eye approach, you efficiently rev up this engine and watch students excel.

● You begin with simple questions, everyday objects, and a jeweler's loupe (also called an eye loupe—a magnification tool) to meet individual and anchor standards as you develop the habits of mind and skills of writer and reader. In the process, with no extra effort, you'll concurrently develop the habits of mind of artist, scientist, mathematician and social scientist. Students journey into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing. They observe, investigate, write, read, speak, listen, draw, theorize and conduct research projects. *The Private Eye* inquiry process almost instantly levels the playing field. With simple tools, so called "regular" students think, act, write, and interpret as "gifted" kids. The process leads into extended lessons, skill instruction, and project-based learning. Students discover that learning is thrilling, that their minds are powerful and easily tapped, and that school is a place where creative and scholarly work are one.

● In Language Arts, a 5X jeweler's loupe is a porthole of wonder — to stimulate close observation and metaphoric thought. Everyday objects become stunning new worlds. In tandem with The Private Eye Questions, the loupe smashes cliché thinking and sets the questions orbiting in the mind long after the loupe is put away.

● The Private Eye boosts students in: language and vocabulary acquisition; generating opinions supported with evidence; creating and interpreting figurative language; reading and analyzing text; writing across content areas (e.g., students create detailed informational pieces, and narratives that are highly descriptive); and more. Students make connections and inferences with ease.

A Final Note: The Private Eye is a powerful tool for developing figurative language. But "figurative language" is not *just* "figurative language" — to be saved for a few standards. Metaphors and similes are the "heavy lifters" of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener's imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison. Given that metaphors and similes are compressed analogies, and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

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Reading Standards for Literature, Grade 4 — a selection —	The Private Eye — (5X) Looking / Thinking by Analogy
	A Guide to Developing the Interdisciplinary Mind

Reading & Literature

Reading and writing weave together in TPE lessons. Students read their own writing and the writing of their peers — then link to literature and texts. After loupe-studying an object, students are motivated to *read* to learn more. Teachers also link the loupe-writing process to themes in their curriculum, e.g., "a forest" (using pinecones, branches, lichens, moss or other objects typically found in a forest to loupe-analogy study and loupe-draw). Or: begin with reading a text or literature, then use TPE to investigate a linked object of study. In all this, students practice reading and making meaning. With repetition, students transfer the attention to detail, sensitivity to language, and inference-making process developed during TPE writing and discussion into an understanding of literature and non-fiction texts.

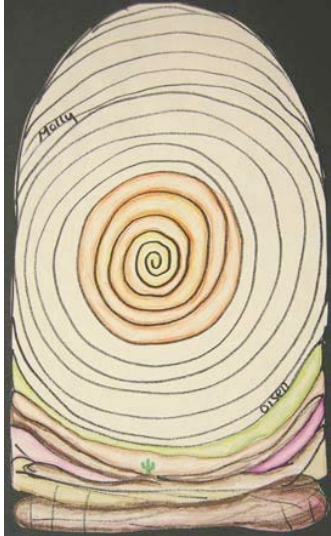| (RL) Key Ideas and Details	The Private Eye Correlation	Lesson Examples
RL.4.1 Refer **to details and examples in a text when explaining** what the text says explicitly and **when drawing inferences** from the text. **RL.4.2 Determine a theme** of a story**,** drama, or poem from **details in the text**; summarize the text.	**RL. 4.1 and RL.4.2 "Details and examples in text"** include both figurative and literal language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes to **provide rich detail, explain individual points,** serve as analogous examples, and also to **reveal and reinforce the author's theme.** With TPE sequence of questions and loupe-work, students become **detail-conscious,** at ease with both literal *and* figurative language, and learn a simple strategy for **making inferences** and "theories" that works as well for reading text as for "reading" objects. As students become comfortable with TPE process, they *transfer* the critical thinking strategy to text, with guidance and modeling from adults. "What else a text reminds them of" helps students **propose candidates for the main idea of a text.** TPE Questions help students find the best choice for <u>why a writer has written a given piece</u>. Teachers model choosing segments of text and leading students through TPE Questions for making an inference. Students practice finding the **evidence for their inferences.**	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* Part V. Writing and Language Arts Tour: pp 110- 121 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Spider Lore", pp. 116-117 "Poetry's Hardware", p. 110 (Use Langston's Hughes poem, "Mother to Son" discuss theme based on details in text.) "The Great Analogy Hunt", p. 111 "Your Hand" pp. 84-91 "Sandwich Poem" p. 105

(RL) Key Ideas and Details (con't)	The Private Eye Correlation	Lesson Examples

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on **specific details in the text** (e.g., a character's thoughts, words, or actions).	**"Specific details in text"** include both figurative and literal language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes to **reveal character, describe a landscape, create a setting or scene,** foreshadow and compress plot, and reveal and reinforce the **theme or thesis**.
	
	To help students **describe in-depth what they've read in a text** (professional text vs. their own writing), tell them to "use your mind as a loupe" — to go REALLY close-up to the characters, setting, and events of a story. Teach them to use The Private Eye Questions, which evoke *thinking by analogy*, to make sense of a story or drama, and to better help them **describe a character, setting, or event.** Students ask themselves the 1ST TPE Question, tailored for critiquing: "Who else does this character remind me of? — in this book? in other books? in my life? in my school?" This helps students create essential personal bridges to understand the "who and what" they're reading about — and provides language with which to capture that understanding.
	
	In discussions, teachers now ask students the next Private Eye Question: "Why did it remind you of ___?" Show me where in the text you started thinking that. **(Evidence!)** Students **thus cite details in the text** supporting their descriptions and analysis.
		TPE core process (Part II, III, V) *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour*
		
		Part V. Writing and Language Arts Tour: pp. 110- 121
		
		"Analogy Acrobats", pp. 118-119
		          —To Set a Scene
		          —To Present Characters
		          —To Conceive Plot
		
		"The Intelligent Private Eye: Why did it remind me of *that*?"
		                              pp. 38-39
		
		"The Big Analogy Book", p. 118
		
		"Writers and readers: two sides of the same coin" p. 118
		
		"Mythology: Mythologies express in analogy, in metaphor, what people universally need and want… " p. 109

(RL) Craft and Structure	The Private Eye Correlation	Lesson Examples
4.RL.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).**	As students use TPE process, they express ideas, thoughts and feelings in figurative language such as metaphors and similes (compressed analogies). They expand these with non-figurative language. They explore how one word or phrase is like another, so that word derivation discussions arise. As students create loupe-analogy lists and expand them, they discover double-meanings and word play, which helps students "get" such meanings when they read professional writing. As students generate individual Private Eye writings and read classmates' writings (text), they gain fluency in **understanding the meaning of words and phrases and the relationships between phrasings.** E.g., "like fur" can also be stated as the adjective "furry" — having the characteristics (the look and feel and function) of fur. Likewise, in **mythology**, **"Herculean"** is an adjective that means "like Hercules" — i.e., having the characteristics of Hercules. Students who use TPE easily learn to compress the characteristics of an object — or of a character or hero — into phrasing variations that move from "like _____" to the adjectival metaphor/descriptor, e.g., "Protean." **TPE serves as a precursor to and companion to the reading of mythology**. It makes understanding myths easier — since mythology is essentially metaphor / analogy / allegory. So it boosts comprehension. Students also use TPE to invent their own mythological characters based on loupe-studied objects: feathers, insects, ice, for example.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Analogy Anatomy", p. 42 (gives a quick look at why metaphors and similes are actually compressed analogies.) "Preview the Private Eye Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Your Hand" pp. 84-91 "Analogy Options" p. 111 "The Great Analogy Hunt" p. 111 "Structural Experiment and Structural Analysis" p. 110 "Mythology: Mythologies express in analogy, in metaphor, what people universally need and want… " p. 109 "The Duties of a Superhero" p. 109 "Superheroes: Male or Female?", p. 109

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples

4.RL.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.	Use students' own Private Eye poems, stories, memoirs, and nature writings as a basis for teaching — and having students reflect upon **— the differences between poems, drama and prose and to reflect upon the elements of craft and structure**.
	
	Student **understanding of craft and structure** speeds up when linked to writing that means a great deal to them as does their TPE writing.
	
	E.g., Structure: A student has written a poem of 10 lines. Ask: "What if you put an empty space between every two or three lines in your poem, creating groups or sets of lines — which are called '**stanzas**'? How does this affect the way you read and interpret the poem? Does the empty space signal to 'pause a bit' longer between the end of one set of lines and the reading of the next set? How might this affect the feeling or meaning of the poem?" " Experiment with creating various line breaks and spacing that might make your poem more interesting."
	
	E.g., Rhythm: "Are there any phrases that repeat? ("like a_____ , like a _____") Do too many repeat? Does the rhythm become monotonous? Should we keep some of the repetition but vary it by removing some of the 'like a" phrasing?' (i.e., changing some of the similes to metaphors).
	
	To gain sensitivity to the role of landscape and setting in a story or drama or poem, for example, students loupe-study objects and generate their usual loupe-analogy lists. They then use characteristics of object (e.g., a strawberry) to generate a landscape / setting for a story, and the characters for a story.
	
	TPE writing and reflections on craft and structure oscillate with analysis of craft and structure in poems, drama, and prose by professionals.
		TPE core process (Part II, III, V) *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour*
		
		"Preview the Private Eye Process" pp. 16-17
		
		"Your Hand" pp. 84-91
		
		"Analogy Options" p. 111
		
		"Analogy Power", p. 110
		
		"Mythology and Superheroes, Part 3", p.109
		
		"Structural Experiment and Structural Analysis" p. 110
		
		"Poetry's Hardware", p. 110
		
		"Planet Urchin", p. 107
		
		"Spider Lore", p. 117
		
		"Analogy Acrobats — Literature, Journalism, Communications", pp.118-119
		       — To Set a Scene
		       — To Present Characters
		       — To Conceive a Plot

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
4.RL.6 Compare and contrast the point of view from which different stories are narrated**, including the difference between **first- and third-person** narrations**.	Point of View (POV) in CCSS includes two meanings: a) **narration**: 1st, 2nd, or 3rd person; b) **perspective:** beliefs, values, experiences that shape how one views the world. **POV Narration**: When students **compare and contrast the narrator's point of view** in different stories (or narrative poems), they need to consider how and why authors choose to use 1st person POV instead of 3rd. Is a 1st person story more intimate, more up-close and personal? Does a story in 3rd person feel like it has more authority? Etc. **POV Perspective**: Students can compare and contrast the POV **(life experiences, values, beliefs)** that various characters represent: ant vs. elephant; rich vs. poor; country vs. city; son vs. father; and so on. TPE builds **comparing and contrasting** (thinking by analogy) as a habit of mind**:** "Does the POV in this story remind you of the POV in other stories?" How is it similar? Different? The second TPE Question helps deepen students' awareness of perspectives involved**.** **POV Experiments:** Students expand a loupe-analogy list to create a story: from the POV of various objects (e.gs., snail, leaf, flower, sidewalk). E.g., the snail: "I glide at night among the leaves, munching for joy." vs. the leaf: "I was a big green flag yesterday but now I'm a flag full of holes." Or imagine a snail describing his day at a tiny animals schools vs. a cricket. The snail hates to be rushed. The cricket is always fidgeting and singing. etc.. Consider reading aloud some of *A Joyful Noise* (each insect "talks" about a typical day from its own POV). You might have half the class write from the 1st person point of view, half from the 3rd person view, using the same object. If you write from the POV of the leaf you'll create a whole different piece than writing about the leaf as an outside observer. This first-hand experience and discussion of the effect of each point of view **improves student ability to compare and contrast** the role and impact of point of view in professional writing.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Private Eye Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "The 36 Week Plan — Point of View", p. 102 "Memoirs / Autobiography Snapshots", p. 114 **"**Memoirs of a Grasshopper: Point of View" p. 107 **"**Spider Lore", p. 117 **"**Planet Urchin", p. 107 "Slugs, Snails, and Puppy Dog's Tails", pp. 157-159 (easy to adapt for 4th grade!) —Compare and Contrast Helix (snail) / Us —Compare and Contrast Helix (snail) / Slug —Writing from Helix's Perspective "The Incredible Shrinking You", p. 182 "The Fingerprint and Oral Histories", p. 198 "What Am I?" (write a What Am I?" Poem p. 24 from 1st person and 3rd)

(RL) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
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.	In TPE, students connect loupe-analogy writing about an object with a loupe-drawing of that object. For example: a fingerprint. They can also **loupe-draw objects** referred to in the text of a story or drama they are reading — then explain the connection. How, why and where does the drawing of your object link to the story? What new insights into the story have you gained by doing your close-up drawing? The TPE analogy-making groundwork helps students understand that illustrations and **visuals can have either literal or analogical/metaphoric connections** — sometimes both — and this gives students a method for **identifying and discussing connections** between the text and visuals in books, films, articles. Private Eye loupe-drawing encourages students to slow down, look carefully and think about specific visual details which they can then use in their writing. Students experience how their own detailed illustrations raise curiosity about what they are drawing. and complement new factual knowledge they have acquired.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Private Eye Process" pp. 16-17 "Drawing as Close Observation" pp. 26-27 "Units Spinning off 'Your Hand'" p.91 "Art across-the-Curriculum" pp. 123-138 "Critique … As a final step in the loupe-draw-analogy process…" p. 135 "Your Hand" pp. 84-91 "The Simple Touch" (fingerprints) pp. 136-137 "Sandwich Poem" p. 105 "Children's Book", p. 135 "Design from Nature" p 134 Various Multicultural Projects. pp. 202-204 "The Fingerprint and Oral Histories", p. 198 "Huxwhukw Mask", p. 203 "Maki-e", p. 202 "Totems and Talismans", p. 203

(RL) Integration of Knowledge & Ideas (con't.)	The Private Eye Correlation	Lesson Examples
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature different cultures.	**To "think by analogy" is to compare and contrast** one thing or event with another, i.e., to look for similarities and dissimilarities between things, events, people, stories, behaviors, topics, etc. This is the thinking TPE develops. With practice at the simplest TPE level, students begin naturally to generalize the process. The teacher guides them into **comparing and contrasting themes and topics** in literature across cultures, using the basic TPE Questions, starting with: **"What else does this theme or topic remind me of in literature I know?** In mythology? In stories from other cultures?" And so on.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Private Eye Process" pp. 16-17 "Mythology and Superheroes, Part 2", p. 109 "Mythology: Mythologies express in analogy, in metaphor, what people universally need and want…" p. 109 "The Duties of a Superhero", p. 109 "Superheroes: Male or Female", p. 109 "Superheroes of Real Life", p. 109 "Multicultural Superheroes", p. 200 "Huxwhukw Mask", p. 203 "Maki-e", p. 202 "Totems and Talismans", p. 203 "Tyi Wara – Using Symbols, Analogies …", p. 204
(RL) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
RL.4.10 By the end of the year, **read and comprehend literature, including stories, dramas, and poetry,** in the 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TPE teaches students how to use their personal experience to **comprehend stories, drama and poetry** written by professionals or peers. It evokes and trains students in core analytical / analogical thinking and provides scaffolding for critiquing professional works. With teacher guidance, students link their own literary efforts to professional examples of literature — or use professional examples to inspire their Private Eye creations.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Your Hand" pp. 84-91 "The 36 Week Plan" / "Literature and Journalism" p.102 "Structural Experiment and Structural Analysis" p. 110 "Analogy Power" p. 111 "The Great Analogy Hunt", p. 111 "Spider Lore" pp. 116-117 "Analogy Acrobats — Literature, Journalism, Communications", pp.118-119 "Superheroes, Mythology, Real Life" p. 108

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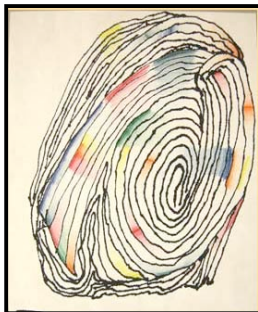| Reading Standards for Informational Text Grade 4 — a selection —	The Private Eye — (5X) Looking / Thinking by Analogy A Guide to Developing the Interdisciplinary Mind

Reading for Informational Text

With TPE, students become detail-conscious, at ease with both literal *and* figurative language, and learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects. As students engage in loupe-exploring an object in detail for writing and drawing, they develop an itchy curiosity to learn more — to read *information* connected to their object. Private Eye lessons address multiple reading goals — integrated with writing and critical thinking skills.

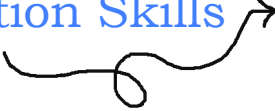| (RI) Key Ideas and Details	The Private Eye Connection	Lesson Examples
RI.4.1 Refer to **details and examples** in a text when explaining what the text says explicitly and when **drawing inferences from the text.**	With TPE questions and loupe-work, students become **detail-conscious and learn a simple strategy for making inferences** and "theories" that works as well for reading texts as for "reading" objects. In addition to the usual Who? What? Where? approach, students **ask TPE Questions** focused for reading to help them grasp the central message (s) of a text. "What else does this [text] remind me of — in my life? my school? my family? my neighborhood? in the news? in history? And "Why?" Use all four TPE Questions. **"Details and examples in text"** include both literal language and figurative language. The figurative language — the metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes alongside literal language to provide rich **detail**, explain individual **points**, serve as analogous **examples**, and are also used to **reveal and reinforce the author's main idea.** Students using TPE process become comfortable with these layered functions of language. As students become comfortable with TPE process, they *transfer* the critical thinking strategy they first practice on objects to text, with guidance and modeling from adults.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Private Eye Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 Part V. Writing and Language Arts Tour, pp. 100-121 "Analogy Acrobats — Literature, Journalism, Communications", pp.118-119 (Given that "writers and readers are two sides of the same coin", use the lessons and notes here applied to readings. Ask students: In this text, which metaphors and similes, and which overall comparisons, give clues to the main idea or thesis of the piece?) "The Great Analogy Hunt", p. 111 "The Great Analogy Hunt continues", p. 121 "Multicultural Superheroes" p. 200 (including "A dragon by inference, by analogy") "Thinking by Analogy: Titles / Headlines", p. 120 (Did the title give a clue to the author's theme or main idea in the piece?)

(RI) Key Ideas and Details (con't.)	The Private Eye Connection	Lesson Examples
RI.4.2 Determine the main idea of a text and explain how it **is supported by key details**; summarize the text.	In informational text, authors use literal alongside figurative language — including metaphors and similes — to **express and support main ideas.** The **main idea** of a piece is not simply the topic **—** e.g., "Cabbage". The main idea is what an author (professional or student) *thinks* about a topic or wants to convey about a topic. A main idea often arises out of a novel comparison and/or is supported by comparisons. E.g., "Cabbage is a superhero among vegetables". The author then explains why the cost, nutrients, and preparation make this vegetable superior. This passage from *National Geographic Kids* (online) supports the article's **main idea**: Bottlenose Dolphin Communication is fascinating. Notice how **key details** (facts) about dolphin sounds are expressed in figurative language / comparisons: "**Bottlenose Dolphins:** Their moans, groans, squeaks, whistles, and grunts can sound as if they're a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower." As students use The Private Eye, they **generate their own ideas and supporting details for creating informational texts.** Comparisons *are* ideas. They may also be descriptive details that support a main idea. When students explain why one thing reminds them another, they are adding more key details to support the main idea. E.g., "Ants are like little dinosaurs. They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass." Students can read their own and each other's TPE writings and determine the main idea. This becomes a bridge to finding and expressing the main idea and key details in texts by professionals. With practice, students *transfer* TPE critical thinking, **idea-making** strategy to **comprehending and analyzing text**, with guidance and modeling from adults.	**TPE core process (Part II, III, V)** "Preview the Private Eye Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Sandwich Poem" p. 105 To help students recognize **main ideas and key details** when reading… students can write a longer "Sandwich Poem" or sandwich prose about a loupe-studied topic. Students can read each other's TPE writings to help determine the main idea. Sometimes the main idea is simply: "What else _____ reminds me of." Or, from the list of comparisons, a student might choose **one idea**, e.g., "Ants are like little dinosaurs", to be the main idea of a text that she elaborates on, adding **key details** to explain or support her main comparison: "They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass." Sometimes the main idea is simply: "My daisy has an intricate design." Or: "Traveling on Planet Hand is an adventure." "Memoirs / Autobiography Snapshots" pp. 114-115 Students can read each other's TPE writings to help determine the **main ideas and key details**. When students write a short "Memoir" stimulated by a loupe-studied object, they naturally generate ideas/ comparisons/ connections around which to build text. "What else does this object remind me of in my past? In my life? In my family? E.g., The topic is not, in this case, the object prompting memories, but what the object reminds the student of: "Me" or "My Life" or "My Autobiography" or "My Past" or "My Summer Camping Trip" or "My Grandfather". The **main idea of each paragraph will shift with the focus:** A piece on a grandfather might have paragraphs that focus on aspects or characteristics of the grandfather: his looks; his bravery in war; fun trip with grandpa. "Thinking by Analogy: Titles / Headlines", p. 120 (The title can give a clue to the main idea of a text.)

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(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
RI.4.4. Determine the meaning of **general academic and domain-specific words and phrases** in a text relevant to a grade 4 topic or subject area.	Conversations about text and ideas — and the words and phrases used, including academic and domain-specific words and phrases — are typically animated because students find the overall TPE process so engaging. **Clarifying the meanings of words and their usage** is both challenging and enjoyable. Link science and social studies readings to TPE objects to explore. This close-up, first hand encounter really revs up **"absorption" of academic and domain-specific words and phrases.**	**TPE core process (Part II, III, V)** "Preview the Process", pp.16-17 "Animal Coverings: The Fabulous Body Suit", pp. 160-161 — Connect this 4th grade unit to science or other informational text reading. Link also to "Your Hand" pp.84-91 "Barnacles (and Other Strong Attachments)", pp. 152-154 Use as a model for how to link TPE to academic and domain-specific words in text.
RI.4.5. Describe the **overall structure** (e.g., chronology, **comparison**, cause/effect, **problem/solution**) of events, ideas, concepts, or information in a text or part of a text.	In professional writing, one typical **overall structure** involves a **comparison** around which a piece is built; the body of the piece is spent explaining that comparison. E.g., "Derek Walcott's poetry has more in common with Shakespeare and Milton than most other modern poets." Or: "Alfred Wegener looked at the shapes of continents on a map and they reminded him of jigsaw puzzle pieces — a comparison resulting in the modern theory of plate tectonics." **Another structure involves a list of comparisons** to explain or support a main idea. A **problem /solution** also frequently arises from a fresh comparison. Since interesting comparisons typically arise from metaphors or similes, or fully expanded analogies, students must understand what a comparison is and various forms comparisons take. Using TPE, students **practice making their own detailed comparisons** about objects. They use their comparisons in structural, conceptual descriptive, and explanatory ways — **then transfer this** *insider* **experience** to **understanding** and **analyzing the structural roles comparisons can** take in professional text. E.g., From a loupe-analogy list students choose one comparison expressing an idea and write a piece exploring that concept/connection. E.g., **"Sandwich Poem"** and Comparisons: Students who write a "sandwich poem" or "sandwich prose" (p. 105, TPE book) will more easily spot such "framing" or circular **structures** that begin and end in the same place, **filled with comparisons** as in a "sandwich". E.g., A **"Close, Closer, Closest"** writing offers yet another **structure** easy to spot (p. 104, TPE book).	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* (Students typically answer the first TPE Question by naturally forming metaphors and similes—which are **comparisons**. Metaphors and similes are compressed analogies, parables and allegories are exteded analogies. See pp. 16, 25, 42, TPE book.) "Preview the Private Eye Process" pp. 16 -17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Structural Experiment and Structural Analysis: poems across ages and stages — from student to professional, from poet to speaker / leader", p. 110 "Analogy Power", p. 110 **"Sandwich Poem"** / sandwich prose), p. 105 "Close, Closer, Closest", p. 104 "Analogy Anatomy", p. 42 "Analogy Options", p. 111 "The Great Analogy Hunt", p. 110 "Analogy Acrobats", pp. 118-119

(RI) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
RI.4.9. Integrate information from two texts on the same topic in order to **write or speak** about the subject knowledgeably.	Using TPE process, students begin by writing a loupe-analogy list about an object of interest — which is the subject of their inquiry. Next, students do research reading from **two texts** about their object. Finally, students **integrate 1-2+ facts or information from the 2 texts with 3+ analogies** from their loupe-list to **write an original, lively and knowlegeable piece** about their object / subject **—** or deliver an oral presentation.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* **"Your Hand"** pp. 84-91 "Expand the Bones", p.104 "Totems and Talismans" p. 203 "The Nature Essay", p. 108 (+ weave in facts from 1-2 sources) "Adopt a Seed" or "Adopt a Tree", 144 (+ weave in facts from 1-2 sources) "Barnacles and Other Strong Attachments" pp. 152-154 "Dusty Miller and Cousins" p. 147 (NOTE: For member of PSU Course: This standard is met in the lessons: "Pizza Pizzazz" and "3+3+3 Lively Portrait".)

(RI) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
RL.4.10 By the end of the year, **read and comprehend informational texts, including history/social studies, science, and technical texts**, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	The investigation of objects up close and personal with TPE process drives student interest in **reading texts about that object to learn more — including history/social studies, science, and technical texts.** Students move fluidly into research reading, weaving this research into class discussions and into essay writing that includes descriptions, comparisons and inferences drawn from their initial analogy lists. TPE evokes and trains students in core analytical / analogical thinking to improve comprehension and provide scaffolding for critiquing professional works.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up;* *Part V: Curriculum Tour* — Introduction, pp. 79-99; "Writing and Language Arts Tour", pp. 100-121; Art Tour, pp.122-138; Science Tour, pp. 139-171; Social Sciences and Multicultural Tour, pp.195-207

Reading Standards: Foundation Skills / Grade 4 — a selection —	*The Private Eye — (5X) Looking / Thinking by Analogy* *A Guide to Developing the Interdisciplinary Mind*

Foundation Skills →

Helping students gather, elicit and discuss ideas is central to The Private Eye (TPE) process. Students record their ideas, reflections, observations, and inferences in their "bones-for-poems, stories, essays, memoirs" — then expand them into full pieces. The process enables teachers to naturally incorporate specific goals **in phonics, grammar, and reading aloud**.

Phonics and Word Recognition	The Private Eye Correlation	Lesson Examples
RF.4.3. Know and **apply grade-level phonics and word analysis skills** in decoding words. **RF.4.3.a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) **to read accurately unfamiliar multisyllabic words** in context and out of context.	RF.4.3. (4.3.a) Students **apply grade-level phonics and word analysis skills** to read poetry and prose they've written with The Private Eye process. They **read their work aloud** to the class. They also **read aloud or silently a classmate's work** during sharing and peer editing. And they read Private Eye student work posted in the classroom. Short or long, these student-created texts are authentic texts that students write and read (encode and decode). This gives students a critically important bridge to identifying with authors and to reading texts in books, magazines, etc.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Process: Loupe-Look with Questions and Write" pp.16-17 "Your Hand" pp. 84-91 "Sandwich Poem" p. 105
Fluency	**The Private Eye Correlation**	**Lesson Examples**
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. **RF.4.4.a**. Read on-level text **with purpose and understanding**. **RF.4.4.b**. **Read on-level prose and poetry orally** with accuracy, appropriate rate, and expression on successive readings. **RF.4.4.c** **Use context** to confirm or self-correct **word recognition and understanding**, rereading as necessary.	RF.4.4 (4.4 a,b,c) Students enjoy **reading aloud their Private Eye writings with accuracy and expression.** They become familiar with the vocabulary of their own and their classmates' writings. Sharing and discussions help students **learn new vocabulary words and their meanings.** Different ways of using the same words stimulate lively conversations about text and reinforce students' understanding of the printed words and their usage in **a variety of contexts.**	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Process: Loupe-Look with Questions and Write" pp.16-17 "Your Hand" pp. 84-91 "Sandwich Poem" p. 105

Writing Standards Grade 4 — a selection —	The Private Eye — (5X) Looking / Thinking by Analogy *A Guide to Developing the Interdisciplinary Mind*

Writing

Writing of all types — opinion, informative/explanatory, and narrative (even poetry) — blooms with The Private Eye. Using TPE process, students generate detailed observations, comparative thinking, inferences and insights, in naturally structured sequences. They record their observations, ideas, opinions, knowledge, inferences — in both written work and drawings (non-linguistic representation). In a Private Eye exploration, everyday objects become topics for research, the basis for presenting an informed opinion, or inspiration for characters in a narrative. The Private Eye Questions and loupe process naturally lead students toward goals of the CCSS: to "…learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events".*

*from the CCSS p.18 College and Career Readiness anchor standards

Text Types and Purposes	The Private Eye Correlation	Lesson Examples
W.4.1. Write opinion pieces on topics or texts, **supporting a point of view with reasons and information**. **W.4.1.a**. Introduce **a topic** or text clearly, **state an opinion,** and **create an organizational structure** in which related ideas are grouped to support the writer's purpose. **W.4.1.b.** Provide **reasons** that are **supported by facts and details**. **W.4.1.c. Link opinion and reasons** using words, phrases, and clauses (*e.g., for instance, in order to, in addition*). **W.4.1.d.** Provide a **concluding statement or section** related to the opinion presented.	Merriam Webster Dictionary defines an opinion as: *a belief, judgment, or way of thinking about something: what someone thinks about a particular thing.* Using TPE, students easily **write an opinion piece**. An everyday object (e.g., a walnut, leaf, broccoli) becomes **the topic.** E.gs.: "A leaf, up close, is another world." "You think broccoli is boring, but it isn't!" Indeed, louping an object with the 1st TPE Question **generates an opinion**! Students expand their loupe-analogy lists to **introduce and profile the topic, and provide support for the opinion**. The metaphors and similes on their lists typically capture characteristics; they convey **literal, factual information**, **evidence**. But whimsy may also support an opinion. When a student chooses 3-5 observations /comparisons from a list to expand into sentences, these form one or more paragraphs — giving the writing a natural and **logical organizational structure**. With the 2nd TPE Question, students add **reasons for individual comparisons** using **linking words**: "It reminds me of that *because* … " All this supports the topic. An **overall judgment** about the object shines through, but can also be explicitly stated as a **conclusion**. During theorizing (e.g., in the "Dusty Miller" model), students make inferences and support them with detailed evidence drawn from testing. Reports from such theorizing are **longer opinion pieces**. Finally, a **topic for an opinion** piece is often generated from one comparison on an initial loupe-analogy list — and expanded.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Your Hand" pp. 84-91 "Critique Analogies", p. 50 "The Nature Essay" p.108 "Assignment Analogy Hunt" p.120" "A Lesson in Theorizing — Today's Puzzler: Dusty Miller" pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence). "Change Angle of View" p.105 "Close, Closer, Closest" p.105 "Another version" p.105 "Expand "The Bones" p.105 "The Fingerprint and the Group" p. 196 "Hands: Career Counseling" p.197

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Text Types and Purposes (con't)	The Private Eye Correlation	Lesson Examples
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2a. Introduce a topic clearly** and group related information in paragraphs and sections; include formatting (e.g., headings), **illustrations, and multimedia when useful to aiding comprehension.** **W.4.2.b. Develop the topic with facts, definitions, concrete details,** quotations, or other information and examples related to the topic. **W.4.2.c Link ideas within categories of information** using words and phrases (e.g., *another*, *for example*, *also*, **because**). **W.4.2.d. Use precise language** and domain-specific vocabulary to inform about or explain the topic. **W.4.2.e.** Provide a **concluding statement.**	An everyday object (e.g., leaf, flower, rock, bug, strawberry) + the 5X loupe + the four TPE Questions provide **a built-in structure for writing an informative / explanatory piece.** It takes students over the hump of staring at a blank sheet, wondering where to start. The efficiency of the loupe-analogy list: It provides the topic with **concrete descriptive details instantly.** Most of the metaphors and similes listed will capture characteristics of the object, thus conveying **literal, factual information**. E.g., A crane fly, as delicate as a Chinese vase… A loupe-analogy list also typically generates one or more **fresh ideas** (tucked into comparisons / analogies / metaphors / similes) **around which to focus a piece.** One of the beauties of TPE is that with it, students naturally **link ideas within and across categories** and express themselves in **precise language.** Using the 2nd TPE Question, students give **reasons** for individual comparisons ("This reminds me of _____ **because**…..") which **links ideas and supports the overall topic.** Finally, students craft a **concluding statement —** with pizzazz! Whatever form the students' writing might take, TPE lessons motivate students to explore word meaning, conduct research and think critically. It propels them into **research reading to find facts to weave into their piece**. **Illustrations:** Private Eye **drawings** encourage students to slow down, look carefully. The detail acquisition in their drawings reinforces **using specific details** in their writing. Written work is informative and comprehensive because these writers are able to cite their own detailed illustrations as well as the factual knowledge they have acquired. For many **reluctant writers** TPE **drawing** is the perfect invitation to jump into writing. The confidence students feel after creating careful and detailed drawings generates pride and enthusiasm for writing. The "no wrong answers" climate and the focus on concrete objects makes it possible for all students to take chances and to participate fully in writing, sharing and revision.	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* "Preview the Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "The Nature Essay" p. 109 "Travel Writing (Diary of a Place)" p.109 **"**Change Angle of View" p. 104 "Close, Closer, Closest" p. 104 "Another version" p. 104 "Expand "the bones" p. 104 "Memoirs / Autobiography Snapshots" p. 114 "Animal Coverings: The Fabulous Body Suit" pp. 160-161 "Analogy Acrobats — In Journalism", p. 119 "Titles / Headlines" p. 120 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller" pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence). "Drawing, Illustrating, Art using TPE" pp. 17, 26 *Part V: Art Tour* pp. 122-138

Text Types and Purposes (con't.)	The Private Eye Correlation	Lesson Examples
W.4.3. Write narratives to develop **real or imagined** experiences or events using effective technique, **descriptive details, and clear event sequences**. **W.4.3.a.** Orient the reader by **establishing a situation** and introducing a narrator and/or **characters**; organize an **event sequence that unfolds naturally**. **W.4.3.b.** Use dialogue and **description** to develop experiences and events or **show the responses of characters** to situations. **W.4.3.d.** Use **concrete words and phrases and sensory details** to convey experiences and events **precisely**. **W.4.3.e.** Provide a **concluding statement** or section related to the information or explanation presented.	Using TPE, students create flexible material **for writing narratives, real or imagined.** An everyday object (e.g., a fingerprint, a leaf, an apple cut to reveal the center caves and seeds) serves as springboard for a **true story (**e.g., memoir), inspires creation and development of **fictional characters and plot,** or a becomes a whole planet on which a sci fi adventure unfolds ("Planet Urchin", p. 106-107, TPE book). An everyday object + the 5X loupe + the four TPE Questions take students over the hump of staring at a blank sheet, wondering where to start. The loupe smashes clichés about an object and reveals a surprising, hidden world. TPE Questions insure plenty of ideas for what to write about, **uncover authentic feelings and thoughts**, and provide rich, **descriptive details**, original **action** and **plot sequences**, intriguing **landscapes,** and freshly imagined **characters** — whether the narrator is crafting an imagined or real story. Students draw on connections they have made in their original loupe-analogy list to develop their narratives. They use events from real life — or from experience tweaked into fiction. One of the beauties of The Private Eye is that with it, students naturally link ideas within and across categories. In even "ordinary" students, TPE process rouses **precise language: concrete words and phrases** (including **images** in the form of metaphors and similes) and **sensory details that make their stories come alive.** **Concluding Statement:** When students write a **"Sandwich poem" or "Sandwich prose" — they learn one technique for closure.** Because the entire process is stimulating and integrated with the writer's feelings, philosophies, and experience, students typically craft a conclusion that flows naturally from their narrated experiences or events. But a word of advice is still helpful: Create for a conclusion with zing!	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* "Sandwich Poem" p. 105 "Planet Urchin" pp. 106-107 "Change of Scale Stories" p. 107 "Superheroes, Mythology, Real Life" p. 108 "Mythology and Superheroes, Part 2 and Part 3" p. 109 "Memoirs / Autobiography Snapshots" p. 114 "The Family Memoir" p. 102 "Analogy Acrobats" pp. 118-119 — To Set a Scene — To Present Characters — To Conceive Plot "Spider Lore", pp. 116-117 "The Night Circus", p. 112 "A Wrinkle in Time", p. 112 "The Big Analogy Book", p. 118

Production and Distribution of Writing	The Private Eye Correlation	Lesson Examples
W.4.4. Produce **clear and coherent writing** in which **the development and organization are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.)	As students continue to use TPE process to generate many kinds of writing, their confidence rises, their time on task grows, their concentration and focus deepen. They produce **clear and coherent writing** as they become more fluent in drawing on connections they have made to **develop essays, letters, and narratives** that offer **original ideas, imaginative characters, thoughtfully organized plots, and rich details** that make their writing come alive.	**TPE core process (Part II, III, V)** "Sandwich Poem" p. 105 "Memoir / Autobiography Snapshots" p. 114 "Travel Writing (Diary of a Place) " p. 108 "Descriptive Writing: The Beach" p. 108 "World's Greatest Letters" (or emails!), p. 121 "The Fingerprint & Oral Histories" p. 198
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**. (**Editing for conventions** should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	After students generate their loupe-lists, they enter the **planning stage**: What kind of writing piece to create? Which of the "bones" (for poems, stories, essays) to use? How to order events or details? Where to expand an explanation? Once they've created a working draft, students enter **the revising and editing stage**: they can exchange work in peer editing session — or hand in work for editing and writing support from the teacher. The editor's job is to suggest ways to meet language and grammar conventions but also possible revisions that might strengthen the writing. Students then proceed to **revise or rewrite** another draft.	**TPE core process (Part II, III, V)** "Another version" p. 104 "Expand "the bones" p. 104 "2nd drafts" p. 104 "Notes on Revisions: On a 2nd/3rd Draft" p. 114
W.4.6. With some guidance and support from adults, **use technology, including the Internet, to produce and publish writing** as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	The jeweler's loupe (a magnifier) is considered **"technology"**. The work students generate with The Private Eye is deeply linked to their own personal experience. It means so much to them that even shy students find themselves willing to **type their final drafts and share or publish them and their artwork** on web sites or in class-published "books" or school-wide displays.	**TPE core process (Part II, III, V)** "Publish it!" p.121 "Exhibit it!" p. 121 "The 36 Week Plan — A Gift", p. 102 "The 36 Week Plan — A Greeting Card Factory" , p. 102 "The 36 Week Plan — A Handmade Book" , p. 102

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Research to Build and Present Knowledge	The Private Eye Correlation	Lesson Examples
W.4.7. Conduct short research projects that build knowledge through **investigation of different aspects** of a topic.	Research and evidence-based thinking is built into TPE process. Students tap into innate curiosity as they loupe-explore an object of choice — or one the teacher provides that relates to a course of study. An everyday object + loupe + The Private Eye's four questions lead directly into **conducting research projects that build knowledge about an object / topic.** With the first question of TPE process, students consider many **different aspects** of the object/topic**.** Using all four TPE Questions, **they conduct an investigation** into which clues (from their loupe-lists) shed insight, develop **a thesis or hypothesis** about some feature of their object, **conduct original research, then read** for more information and insight. (The Dusty Miller Lesson in Theorizing, pp. 54-55, TPE book, is a model of a short research project — but one that can grow into extended research depending on time and student involvement.)	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Pick a Pocket Museum" pp. 76-77 "Preview the Process" pp. 16-17 "Scientific Literacy", p.51 "The Research Habit", p. 52 "The Loupe + Analogy Bridge to theorizing: the central role of imagery in the arts and sciences", p. 53 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller" pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence). "The Development of a Theory" (from simile and metaphor to theory) p. 56 "Meet the Muse" p. 101 "Geology — Crystals, Minerals, Rocks" p. 162 "Sand" p. 162
W.4.8. Recall relevant information from experiences or **gather relevant information** from print and digital sources; **take notes and categorize** information, and provide a list of sources.	The first Private Eye question stimulates a student to **recall relevant information from experience** when considering any topic. "It reminds me of…" The next three TPE questions boost a student into explaining more about her thinking and lead into theorizing and **research — to gather relevant information on the topic.** Creating personal analogies makes a subject more memorable — easier to recall; students readily extend their analogy lists into longer writing and research. Students "bond" with their object/subject of study. With a burst of motivation, students care to read for more information, are willing to take notes, and find it easier to recall information for use in any kind of writing project. Team or solo Theorizing involves note taking, summarizing, and categorizing information as clues are considered and tested. Whether working solo or on a team, students also summarize results of an inquiry, and list research sources.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Your Hand**"** pp. 84-91 "Sandwich Poem" p. 105 "Preview the Process" pp. 16-17 "Pick a Pocket Museum" pp. 76-77 "The Secret of an Analogy", p. 44 "Power Analogies", p. 45 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller", pp. 54-55 (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).

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Research to Build and Present Knowledge (con't)	The Private Eye Correlation	Lesson Examples

W.4.9. Draw **evidence from literary or informational texts to support analysis, reflection, and research**.
 	
W.4.9a. Apply *grade 4 Reading standards* to literature (e.g., "**Describe in depth a character, setting, or event** in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 	
W.4.9b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
	Students transfer The Private Eye's comparative thinking method to analyzing literary or informational texts.
	
	4.9a. In order to **describe characters, settings, events in depth, a student must understand them** *in depth*. TPE questioning strategy makes this easier. For example, The 1st TPE Question (tweaked for literature) helps a student begin to understand **a character's conflicts, feelings, situation, place in life, or relationships** compared to the student's life experience: "Who else does <u>this</u> character remind me of?" ("in my own life? in my family? school? neighborhood? in other books, films, in the news?) Who else? Who else? Who else?" Out of that pool of associations and with the help of the next TPE Questions, a student begins examine his connections more closely and test his insights **by citing text in the story or drama as evidence**. TPE Questions, tweaked for literature, apply fluidly to **setting and events**.
	
	4.9b. Students can work solo or with partners to investigate, analyze, reflect upon, discuss and record how an author uses **reasons and evidence to support particular points in a text.** In informational text, authors use both non-figurative and figurative language — including metaphors and similes — as evidence to support particular points. E.g., An author might say the winter weather was harsh by adding, as evidence, information embedded in figurative language: "The snow driven sideways burned her face." "Her toes felt like they'd disappeared; she could no longer feel them."
		TPE core process (Part II, III, V) *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour*
		
		"Preview the Process" pp. 16-17
		
		"The Intelligent Private Eye: Why did it remind me of *that*?"
		                    pp. 38-39
		
		"Pick a Pocket Museum" pp. 76-77
		
		"Analogy Acrobats" pp. 118-119
		
		"The Research Habit", p. 52
		
		 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller",
		     pp. 54-55
		    (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).

Range of Writing	The Private Eye Correlation	Lesson Examples
W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TPE process is perfect for **short bursts or for extended writing pieces in any genre**. And of course, the secret of success is in repetition. Whatever you repeat, you get better at and, with time, you build into a habit. Psychologists say it takes 21 days to build a habit, and habits need to be reinforced. By repeating TPE process with writing, students not only enjoy writing, they improve writing skills remarkably.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "A Better Brain?", p. 59 "Preview the Process" pp. 16-17 "Your Hand" pp. 84-91 "Meet the Muse" p. 101 "The 36 Week Plan" p. 102 "Sandwich Poem" p. 105 "The Private Eye Portfolio / Journal / Diary / or Box" p. 103 "A Journal of 72 Objects", p. 107 "A Diary in Objects", p. 107 "The Nature Essay" p. 108

Speaking and Listening Standards
Grade 4
— a selection —

The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind

Speaking & Listening

The Private Eye process creates a culture of safety and respect that makes teaching speaking and listening skills a joy. Because there's "no wrong answer" and because each student is "a magnifier" for the rest – students quickly lose fear and share discoveries, observations and inferences. Students readily share their work and are highly motivated to enter into collaborative discussions — all the while building critical thinking skills.

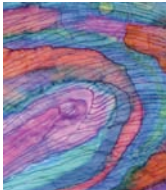| Comprehension & Collaboration	The Private Eye Correlation	Lesson Examples
SL.4.1 Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **SL.4.1.a. Come to discussions prepared,** having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.4.1.c. Pose and respond to specific questions** to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **SL.4.1.d** Review the key ideas expressed and **explain their own ideas and understanding** in light of the discussion.	TPE four questions + loupe + objects provide ready-made, year-round topics for **collaborative discussion,** a sequence of **questions students respond to and pose**, and a highly motivating structure for observing and expressing ideas clearly. E.g., students identify reasons and evidence for particular points ("Why did it remind me of ___?" "It reminds me of ____ because**….**" See TPE book pp. 38-39). In discussions, formal or informal, students work with partners, in **small groups, or in larger groups**. Discussions can be spontaneous—about an unexpected object of inquiry—or planned. They can focus on objects everyone in a group has access to. They can focus on TPE projects students have previously prepared (writings, artwork, research, etc.). They can involve only one stage of TPE or go all the way to the **discussions and analysis** of theorizing The nature of TPE Questions prompts students to **build and elaborate on one another's observations, comparisons**, **inferences** and **conclusions**. ——————— TPE overlaps tightly with CCSS: "… *ample opportunities [for students] to take part in a variety of rich, structured conversations…[to] contribute accurate, relevant information; respond to and develop what others have said;* ***make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.***" Common Core College and Career Anchor Standards for Speaking and Listening, p.22	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* "Preview the Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Your Hand" pp. 84-91 "What Am I?" p. 24 "Sandwich Poem" p. 105 "Memoir / Autobiography Snapshots" p. 114 "Travel Writing (Diary of a Place) " p. 108 "The Fingerprint & Oral Histories" p. 198 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller", pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).

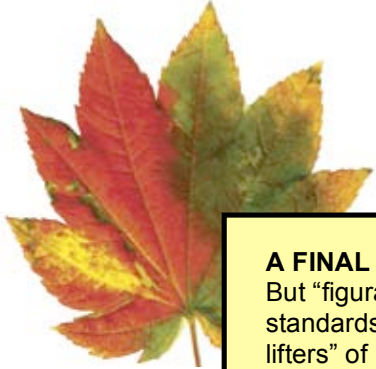| Comprehension & Collaboration	The Private Eye Correlation	Lesson Examples
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	During TPE **"Show and Tell"** classmates **listen to each other's reports** about an object brought from home or collected — using TPE questions as a structural sequence for sharing observations, claims, ideas, points. Or classmates listen to more formal presentations of prepared TPE writings, artwork + any outside research by the speaker. Both speaker and listener share familiarity with using TPE Questions as their presentation structural guide. This foundation helps to **improve the quality of the listener's comprehension and summarizing.** (Within TPE structure, there's ample room for additional questions to arise.) The "listener's" role: to identify the **reasons and evidence a speaker provides** to support particular points. 	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* "Preview the Process" pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "The Fingerprint & Oral Histories" p. 198 "Memoir / Autobiography Snapshots" p. 115 "Travel Writing (Diary of a Place) " p. 108 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller", pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).

Presentation of Knowledge and Ideas	The Private Eye Correlation	Lesson Examples
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate **facts** and relevant, **descriptive details** to **support main ideas or themes**; speak clearly at an understandable pace.	Every TPE lesson invites students to **report on a topic** of investigation or **share an experience or story**. TPE's four inquiry questions provide an **organized, built-in, logical structure** for generating a report, telling story or recounting of an experience. They guide a student to develop **a main idea or theme, supported by relevant descriptive details and appropriate facts.** A topic and experience might be: "The Day I Realized Ants are Cool!" Remember: ideas, descriptive details, and facts all arise out of a student's loupe-analogy list, expressed in figurative and non-figurative language. Embedded in those lively metaphors and similes are fresh ideas and connections, and <u>literal</u> characteristics and properties of an object, i.e., facts — expressed with the virtues of compression and precision. Whether they are talking about their analogies, sharing their own poetry or creative writing, or reporting on topics under investigation, students are animated and enthusiastic. Students develop an appreciation for other ways of thinking or approaching a subject. Widely divergent ideas are allowed to surface in this climate of mutual respect.	**TPE core process (Part II, III, V)** *Part II: Process and Tools*, *Part III : The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour* "Preview the Process: pp. 16-17 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "Your Hand" pp. 84-91 "Memoir / Autobiography Snapshots" p. 114 "Travel Writing (Diary of a Place) " p. 108 "The Fingerprint & Oral Histories" p. 198 "Adopt a Tree", p. 144 "Seed Pods Pop", p. 145 "Flower Power!", p. 146 Origami Leaves", p. 146 "Plant Defense", p. 147
SL.4.5. Add audio recordings and **visual displays** to presentations when appropriate to enhance the development of main ideas or themes.	**Students make their own visual displays** to go with their TPE investigations. Loupe-drawing and art are integral to TPE process and enhance close observation, writing, drawing, reading, theorizing. Students regularly practice loupe-drawing when investigating a topic. They can create from the smaller loupe-drawings larger works of art, including change-of-scale artworks. (See "Art Tour", pp. 122-138)	"George Washington Carver's Garden ...", p. 148 "A Cup of Soil", p. 148 "A Winding of Worms", p. 149 "Wild and Woolly — Insects", p. 150 "Barnacles and Other Strong Attachments", pp. 152-154 "Slugs, Snails and Puppy Dog's Tails", pp. 157-159 "Animal Coverings - The Fabulous Body Suit", pp. 160-161
SL.4.6. Differentiate between contexts that call for **formal English** (e.g., presenting ideas) and situations where **informal discourse** is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	Teachers can adapt classroom TPE writings and discussions to a variety of purposes, in which **formal and informal English each have a role**. In writing stories, for example, a character might appropriately use slang or otherwise speak informally — with the words in quotation marks — while the omniscient narrator keeps to formal English.	"A Lesson in Theorizing — Today's Puzzler: Dusty Miller" (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence). "Science Tour", pp 139-171 (Full of topics!) "Social Sciences Tour", pp. 195-207 (Full of topics!) "Art Tour", pp. 122-138 for Visual Displays & Art

Language Standards Grade 4 — a selection —	*The Private Eye — (5X) Looking / Thinking by Analogy* *A Guide to Developing the Interdisciplinary Mind*

Language

The Private Eye activities provide a powerful **teachable moment for grammar and usage**. With TPE, students *care* about what they've noticed, expressed and written. Their expressions contain fresh ideas and precise, colorful, figurative language. Their work is charged with personal meaning. Given this investment, students are especially open to **discussions about usage, language conventions, spelling, punctuation, sentence structure** and other basics of language. The quality of output begs for publication which students readily embrace with polished drafts.

Conventions of Standard English	The Private Eye Correlation	Lesson Examples
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when **writing or speaking**. **L.4.1e.** Form and use **propositional phrases.** L. 4.1.f. Form **complete sentences…**	Teachable Moments for Grammar and Usage: **L.4.1e.** Students **form and use prepositional phrases repeatedly in** TPE. Prepositional phrases are built-in to TPE Questions and student answers. In the sentence: The bumps look like volcanoes" — the word "like" is a preposition. After students have generated TPE writing without particularly thinking about "prepositions", it's a perfect opportunity to have a direct lesson on prepositions — and how they've been using them quite naturally. E.g., In describing a loupe-studied object they use such prepositional phrases as: "It reminds me **of cotton**." "The bumps **on the rock** look **like tiny hills**." The rose petal feels **like silk** ." "The stem is the color **of a gray sky."** **L. 4.1.f.** Students can answer each of the 4 TPE Questions in single words, phrases, or **sentences**, to start. But if you want to work on <u>sentences</u>: There are **a variety of sentence frameworks for each TPE Question:** "It reminds me of _____." It looks like____." "It makes me think of ____." "It reminds me of ____ because _____." When theorizing: "It could be because…." "The ___ reminds me of ____ and might function like that in the following ways: …" Etc.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* "Preview the Process" pp.16-17 "Your Hand" pp. 84-91 "Sandwich Poem / Prose" p. 105 "Analogy [Phrasing] Options" p. 111 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39 "A Lesson in Theorizing — Today's Puzzler: Dusty Miller" (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).

Learn more about The Private Eye Project at www.theprivateeye.com

Conventions of Standard English (con't)	The Private Eye Correlation	Lesson Examples

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
    L.4.2.a. Use correct **capitalization**.
 	
    L.4.2. b. Use **commas** and **quotation** marks…
 	
    L.4.2. d. **Spell** grade-appropriate words correctly…
	L.4.2.a With TPE, students create "loupe-lists", then choose their favorite comparisons to incorporate into a poem, story, report, etc., creating sentences as they go — an opportunity to use **correct capitalization.**
	
	L.4.2.b Using the first TPE Question, students often create **items in a series**, so it's a great time to teach them to use **commas to separate** the items. E.g.: "My whole hand is like one wild jungle with ponds, rivers, prairies, and animals — all in a six inch area."
	
	L.4.2.d TPE writing is an opportunity for students to practice copy editing for **correct spelling, capitalization and commas** in their own work or a peer's work. If work is to be displayed or "published", motivation to have everything "correct" is especially high.
		TPE core process (Part II, III, V)
		
		Part II: Process and Tools
		
		Part III: The Interdisciplinary Mind Close-up
		
		Part V: Curriculum Tour
		
		"Preview the Process" pp.16-17
		
		"Your Hand" pp. 84-91
		
		"Sandwich Poem / Prose" p. 105
		
		"Analogy [Phrasing] Options" p. 111
		
		"2nd drafts" p. 104
		
		"Notes on Revisions: On a 2nd/3rd Draft" p. 114

Knowledge of Language	**The Private Eye Correlation**	**Lesson Examples**

L.4.3. Use knowledge of language and its conventions when **writing, speaking, reading, or listening**.
 	
    L.4.3.a. Choose **words and phrases to convey ideas precisely.**
 	
    L.4.3.b. Choose punctuation for effect.
	All four TPE Questions lead students to **choose words and phrases to convey ideas precisely** when writing, speaking, listening, which transfers into reading. With repetition of the process, students develop a habit of precise observation, thinking and comparing expressed in language.
	
	The similes and metaphors students form naturally in answering TPE 1st Question **convey ideas precisely in phrases and words**. (E.g., Instead of letting students rest on descriptive adjectives like "big" or "small" or "sharp" — TPE leads them to think about what kind of sharp? Sharp as a needle or sharp as a knife?)
	
	Students can **make their comparisons even more specific** with the 2nd TPE Question: "Why did it remind me of that?"
	
	Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in learning and **expanding knowledge of language and conventions,** spelling, figurative language, punctuation, sentence structure and other basics of language.
		TPE core process (Part II, III, V)
		
		Part II: Process and Tools
		
		Part III: The Interdisciplinary Mind Close-up
		
		Part V: Curriculum Tour
		
		Preview the Process" pp.16-17
		
		"Your Hand" pp. 84-91
		
		"Sandwich Poem" p. 105
		
		"The Secret of an Analogy", p. 44
		
		"Power Analogies", p. 45
		
		"The Intelligent Private Eye: Why did it remind me of *that*?"
		                           pp. 38-39
		
		"2nd drafts" p. 104
		
		"Notes on Revisions: On a 2nd/3rd Draft" p. 114

Vocabulary Acquisition and Use	The Private Eye Correlation	Lesson Examples

L.4.4. **Determine or clarify the meaning** of unknown and multiple-meaning words and phrases based *on grade 4 reading and content,* choosing flexibly from a range of strategies.
 	
L.4.4.c. **Consult reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or **clarify the precise meaning of key words and phrases**.
	Exploring the meanings of words in a range of contexts is at the heart of The Private Eye. The process of thinking by analogy **unlocks vocabulary and phrasing**. In the comparisons that TPE Questions generate, students surprise themselves with words and phrasings they may have heard or read but never before actively <u>used</u>. Or other students in class may use unfamiliar words in comparisons. In the culture of openness that TPE generates, students are motivated to find out word meanings as well as to use and learn other new words. They like trying out their new words and seeing how they work **in different contexts**. It's not the words alone, it's the thinking behind the words/phrases that stimulates students!
	
	Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Students are motivated to **expand vocabulary and consult reference materials.**
		TPE core process (Part II, III, V) *Part II: Process and Tools*, *Part III: The Interdisciplinary Mind Close-up*; *Part V: Curriculum Tour*
		
		"Preview the Process:
		          Loupe-Look with Questions and Write" pp.16-17
		
		"Your Hand" pp. 84-91
		
		"The Loupe Questions", p. 25
		
		"The Intelligent Private Eye: Why did it remind me of *that*?"
		                              pp. 38-39
		
		"Analogy Anatomy" pp. 42-43
		
		"Critique Analogies" p. 40
		
		"Examine Analogies" p. 41

Vocabulary Acquisition and Use (con't)	The Private Eye Correlation	Lesson Examples
L.4.5. Demonstrate **understanding of figurative language,** word relationships, and nuances in word meanings. **L.4.5.a.** Explain the meaning of **simple similes and metaphors** (e.g., *as pretty as a picture)* in context. **L.4.5.b**. Recognize and explain the meaning of **common idioms, adages, and proverbs**. **L.4.5.c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Using TPE, students create **figurative language with ease — in the form of metaphors and similes** as they answer the 1st question of TPE process: *"What else does this remind me of? What else does it look like? Or move like? or Feel like? What else? What else? What else?"* Prompted by the 2nd TPE Question, *"Why did it remind me of that?"*, students explore and explain **the meaning of the similes and metaphors** (the underlying characteristics shared by the two sides of their comparisons): "He has a nose like a beak." = "a nose as pointed or sharp or long as a bird's beak". Discussion also reveals that phrases can be compressed: "He has a *beak-like* nose." Repeating the process, students gain fluency and ease in making their own figurative language — and this deep familiarity improves their ability to **recognize and interpret figurative language in texts,** including **idioms, adages and proverbs**. Idioms, adages and proverbs often involve a metaphor or simile: "A chain is no stronger than its weakest link." With TPE, classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in figurative language, in metaphoric, analogical thinking.	**TPE core process (Part II, III, V)** *Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour* **(Note: Similes and metaphors are compressed analogies.)** "Preview the Process" pp.16-17 "Your Hand" pp. 84-91 "Sandwich Poem" p. 105 "The Loupe Questions", p. 25 "Analogy Anatomy" pp. 42-43 "Critique Analogies" p. 40 "Examine Analogies" p. 41 "Analogy [Phrasing] Options — Similes, Metaphors" p. 111 "The Intelligent Private Eye: Why did it remind me of *that*?" pp. 38-39

A FINAL NOTE: The Private Eye is a powerful tool for developing **figurative language**. But "figurative language" is not *just* "figurative language" — to be saved for a few standards. As noted in many of these Correlations, metaphors and similes are the "heavy lifters" of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener's imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison.

Given that metaphors and similes are compressed analogies and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

Learn more about The Private Eye Project at www.theprivateeye.com