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# Common Core State Standards

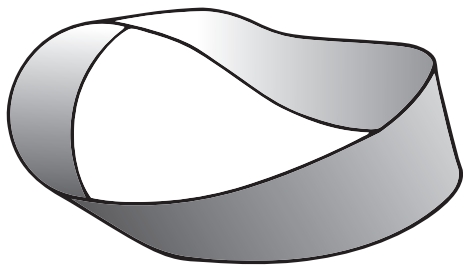
The lessons and activities included in *Nonfiction Reading Comprehension for the Common Core, Grade 4* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All right reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/>.

Informational Text Standards	
Key Ideas and Details	Pages
<b>CCSS.ELA.RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	10–47
Craft and Structure	Pages
<b>CCSS.ELA.RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	10–47
Range of Reading and Level of Text Complexity	Pages
<b>CCSS.ELA.RI.4.10.</b> By the end of 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.	10–47
Foundational Skills Standards	
Phonics and Word Recognition	Pages
<b>CCSS.ELA.RF.4.3.</b> Know and apply grade-level phonics and word-analysis skills in decoding words.	10–47
Fluency	Pages
<b>CCSS.ELA.RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.	10–47
Language Standards	
Conventions of Standard English	Pages
<b>CCSS.ELA.L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11–47
<b>CCSS.ELA.L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11–47
Knowledge of Language	Pages
<b>CCSS.ELA.L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	10–47
Vocabulary Acquisition and Use	Pages
<b>CCSS.ELA.L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from an array of strategies.	10–47
<b>CCSS.ELA.L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	10–47
Writing Standards	
Research to Build and Present Knowledge	Pages
<b>CCSS.ELA.L.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	11–47

# The Magical Möbius Strip

A Möbius strip is a twisted, two-dimensional surface that has no beginning and no end. How is that possible, you might ask? Well, let's look at a small Möbius strip so that you can visualize this advanced mathematical subject.

Below is a drawing of a Möbius strip. Picture yourself starting to walk around the inside of that strip. Eventually, if you trace your path with your eye, you'll see that you actually transverse both sides of the loop. The word *transverse* uses the prefix *trans-*. That can mean "to travel across or through something."



The first Möbius strip was created in 1858. It was created by two German mathematicians. Their names were August Ferdinand Möbius and Johann Benedict Listing. It looks like it might be difficult to make, but it's actually very simple to create your own Möbius strip.

Step 1: Take a long strip of paper.

Step 2: Give it a half-twist.

Step 3: Tape the two ends together.

Now, starting on one spot on the paper, use your pencil to draw a continuous line, a line that never stops, all around the strip. You'll find that your pencil lands back at the point where it started. By creating your own Möbius strip, you'll discover that it's amazing. There is no "outside" and "inside." There is only one side.

This isn't magic. It's math!

Answer the following questions about the story “The Magical Möbius Strip.” The weights show you how hard you will need to work to find each answer.



1. A Möbius strip is an example of

(A) science.

(B) history.

(C) English.

(D) math.



2. How many sides does a Möbius strip have?

(A) 6

(B) 3

(C) 1

(D) 2



3. Based on the definition of the prefix *trans-*, what can you assume the word *transmit* means?

(A) “to catch”

(B) “to leave”

(C) “to find”

(D) “to send”



4. When was the first Möbius strip created?

(A) 1858

(B) 1585

(C) 1885

(D) 1558

On the lines below, write your own question based on “The Magical Möbius Strip.” Circle the correct picture on the left to show the level of the question you wrote.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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**On a separate piece of paper . . .**

- Write a sentence that includes the word *continuous*.
  - Create your own Möbius strip. Try to write a sentence on it that ends exactly where it begins!
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# E-mailing Etiquette

Let's say you went on a weekend trip with your family, and your car broke down. You open up your smartphone and send this e-mail your teacher:

Sorry Mr. K. i wont b in class Mon 'cuz our car broke down on way home from g-mas hse. LOL! C U Tues!

Texting is the way that many students communicate these days. However, e-mailing a teacher or coach is different than texting a friend. You need to show good netiquette. The word *netiquette* is made by combing the words *net* and *etiquette*. It's a new word that means, "showing good online manners."

When you are e-mailing someone, you need to be more formal than you would be if you were texting a friend. Use these three simple rules of netiquette:

1. Avoid using texting shorthand. That is, don't use abbreviations like "LOL" or "C U" to communicate words or phrases. If it's important enough to write an e-mail, it's important enough to type whole words.
2. Make sure your conventions are correct. Think about GUMS—Grammar, Usage, Mechanics, and Spelling. Remember that every piece of writing is an assessment. It's a test of how you write and how respectful you are.
3. Use a greeting or an introductory phrase. Also, make sure you sign your e-mail. If you don't type your name at the bottom of the post, then your teacher might not recognize your e-mail address.

If the student had known these three simple rules, the e-mail would have sounded much more professional and impressive. It could have read:

Dear Mr. Kirkpatrick,

I'm sorry I won't be in class on Monday. Unfortunately, our car broke down on the way home from visiting my grandmother's house. I look forward to seeing you on Tuesday. Please let me know what work I missed, and I would be happy to make it up.

Sincerely, Sam

Answer the following questions about the story “E-mailing Etiquette.” The weights show you how hard you will need to work to find each answer.



1. If you show good “netiquette,” what do you do?

- Ⓐ You fold a net correctly.
- Ⓑ You are polite in the classroom.
- Ⓒ You display respect to those older than you.
- Ⓓ You display good online manners.



2. Based on the passage, which of the following choices is an example of texting shorthand?

- Ⓐ LOL
- Ⓑ CU
- Ⓒ IDK
- Ⓓ all of the above



3. Fill in the blank: You need to use correct \_\_\_\_\_ when e-mailing.

- Ⓐ abbreviations
- Ⓑ conventions
- Ⓒ texting
- Ⓓ sketching



4. Based on how the word is used in the story, which of the following is an assessment?

- Ⓐ a piece of mail
- Ⓑ a lesson
- Ⓒ a written letter
- Ⓓ a test

On the lines below, write your own question based on “E-mailing Etiquette.” Circle the correct picture on the left to show the level of the question you wrote.



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**On a separate piece of paper . . .**

- Write a sentence that includes the word *netiquette*.
- Write a 2–3 sentence e-mail using texting. Then, pass it to your classmate and have him or her translate it into a more professional e-mail. You translate the one he or she passes to you.