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Common Core State Standards Correlation

Each passage and question in *Critical Thinking: Test-Taking Practice for Reading* (*Grade 4*) meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about these standards, go to *http://www.corestandards.org/* or *http://teachercreated.com/standards.*

Reading: Literature	Page Correlations
Key Ideas and Details	
ELA.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.	34-35, 40-44, 65-69, 76-79
ELA.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	40-44, 65-69
ELA.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).	34-35, 40-44, 65-69
Craft and Structure	
ELA.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	34-35, 72-75, 76-79
Range of Reading and Level of Text Complexity	
ELA.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.	all passages
Reading: Informational Text	
Key Ideas and Details	
ELA.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.	18-21, 22-25, 26-29, 30-33, 36-39, 45-49, 50-54, 55-59, 60-64, 70-71, 72-75
ELA.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	18-21, 22-25, 45-49, 50-54, 60-64
ELA.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	18-21, 22-25, 26-29, 30-33, 36-39, 45-49, 55-59, 60-64, 72-75

Common Core State Standards Correlation *(cont.)*

Reading: Informational Text *(cont.)*	Page Correlations
Craft and Structure	
ELA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a grade 4 topic or subject area*.	18-21, 30-33, 36-39, 60-64, 70-71, 72-75
ELA.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.	22-25, 26-29, 36-39, 60-64, 70-71
Integration of Knowledge and Ideas	
ELA.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	30-33, 55-59, 60-64
ELA.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	36-39, 55-59
Range of Reading and Level of Text Complexity	
ELA.RI.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.	all passages
Reading: Foundational Reading Skills	
Phonics and Word Recognition	
ELA.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	30-33
Fluency	
ELA.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	all passages
Language	
Vocabulary Acquisition and Use	
ELA.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.	18-21, 22-25, 30-33, 36-39, 60-64, 70-71
ELA.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	18-21, 30-33, 34-35, 36-39, 45-49
ELA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	30-33

"Boy in the Pond" Questions

Directions: Use the illustration on the next page to help you answer these questions. Put an **I** on the short line after any *implicit* questions. Put an **E** on the short line after any *explicit* questions. Answer the questions on the longer lines.

1. Is the boy in the water? _____

_____

2. What season is it? _____

_____

3. Is the tree branch broken? _____

_____

4. If the boy crawled out of the water, would the goat butt him? _____

_____

5. Is a goat standing by the pond? _____

_____

6. Will the branch fall on the boy's head? _____

_____

7. How did the boy get into the water? _____

_____

8. Why doesn't the tree have any leaves? _____

_____

9. If it rains, will leaves grow on the tree? _____

_____

10. Will the boy get into trouble? _____

_____

"Boy in the Pond" Illustration

Directions: Look at the picture. Use the illustration to answer the questions on the previous page.

Test B

Name: _____

Directions: Read the passage entitled "One Hump or Two?" Then answer questions 1–12.

One Hump or Two?

Camels have been a part of human history for thousands of years. They are used for food and milk. The fur of the camel can be spun into wool to make clothes. Camels are also used for transportation. They can walk long distances without food or water. People have used camels to travel across vast deserts. Camels are often called the *ships of the desert*.

Quick Camel Fact

A camel can kick in all four directions!

Camels are large animals. They grow to be about seven feet tall. After giraffes, camels are the second tallest animals. Camels can weigh up to 1,600 pounds. Camels come from different parts of Asia. They have many adaptations that help them survive in a desert climate.

Camels are part of a group of animals called *even-toed ungulates*. These are animals that have hooves with either two or four toes. Camels have two toes. When their toes hit the ground, they spread out like the webbed-foot of a duck. This helps them to walk in the sinking sands of a desert.

What kind of information do you think this passage contains?

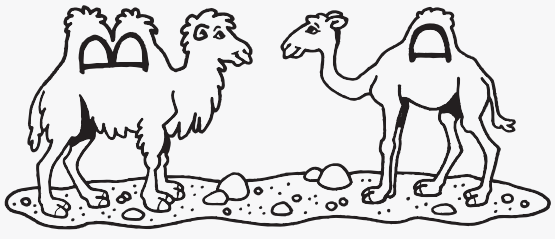
When a camel walks, it moves both its long legs on one side of its body. This kind of a gait helps the camel to walk long distances in the sand. Some people say that riding a camel can make one feel a little seasick because of the rocking motion of its gait. A camel can burst into a 40-mile-per-hour sprint, which is just as fast as a horse!

If you have ever been on the beach on a windy day you know that blowing sand can really sting your eyes. A camel has three eyelids and long, thick eyelashes. The third eyelid of the camel is very thin. If sand gets into its eye, the camel moves this third eyelid back and forth like a windshield wiper to clear the sand away. The camel can see through the skin of the third eyelid because it is so thin. During a sandstorm, a camel can continue to walk with its eyes closed.

The most striking thing about a camel is its hump or humps. How many humps a camel has depends on what kind of camel it is.

What is being compared and contrasted?

There are two kinds of camels. A Bactrian camel has two humps. A Dromedary camel has one hump. You can remember the names of each by using this simple trick. A Bactrian camel's humps would make the letter **B**. A Dromedary camel's hump would make the letter **D**.



Test B

Name: _____

One Hump or Two? *(cont.)*

A camel can walk about 100 miles in the desert without stopping for food or drink. The reason for this is what is inside of those humps. It is not water. Camels store fat inside their humps. On long desert trips, the camel's body turns the stored fat in its hump into food and water. Each pound of camel hump fat is equal to one gallon of water.

Quick Camel Fact

A camel lies down to sleep.
While a horse sleeps standing up.

A camel can go without water for many weeks. This is pretty handy if you live in the desert, where water is scarce. But when a camel does get a chance to drink, it can take in about 30 gallons of water in less than 15 minutes!

Camels are mostly herbivores. Because of their thick lips they are able to munch through desert plants, like cacti that are very thorny. If food is scarce, camels will eat meat, fish, and even leather!

People have been using camels for over 3,000 years. Camels are still used today in North Africa and on the Arabian Peninsula. In the 1850s, the U.S. army brought camels to the United States. They thought they could use them in the southwestern part of the country. But things didn't work out. Camels and horses don't get along too well!

Questions 1–12: Select the best answer.

1. The phrase *ships of the desert* suggests camels being used for

A. food.

B. milk.

C. wool.

D. transportation.

Make an inference.

2. What is an animal adaptation?

A. something that helps an animal survive in its environment.

B. how an animal can be used as transportation

C. what an animal eats

D. none of these

Use the process of elimination.

Test B **Name:** _____

One Hump or Two? *(cont.)*

3. Which of the following could be considered an even-toed ungulate?

A. a hoofed animal with 3 toes
B. a hoofed animal with 2 toes
C. a hoofed animal with 5 toes
D. an animal with webbed feet like a duck

Go back and review the paragraph that has this information.

Type of Question: _____

4. Why would riding a camel make a person feel queasy?

A. The camel's gait rocks the rider from side to side.
B. Camels sweat and have a strong odor.
C. The hump is hard to sit on.
D. Camels are mean and throw people off their humps.

Make a deduction.

Type of Question: _____

5. How is a camel's eyelid different from a human's eyelid?

A. A camel's eyelids are black to keep out the sun.
B. A human has three sets of eyelids, and a camel only has one.
C. Camels have three sets of eyelids, but people have only one.
D. A camel's eyelids are much thicker than a human's.

Find the paragraph that talks about camel's eyes.

6. Why can a camel walk with its eyelids closed?

A. They are so familiar with the desert they already know where they are going.
B. People lead them around so they don't need to see.
C. The third eyelid of the camel is see-through.
D. The camel peeks through its eyelashes.

Eliminate silly options.

7. What is the difference between a Dromedary and a Bactrian camel?

A. A Dromedary camel has two humps, and a Bactrian camel has one hump.
B. There is no difference. A camel is a camel.
C. The humps of the Bactrian camel are larger and rounder than the Dromedary's.
D. The Dromedary has one hump, and the Bactrian has two.

Recall the trick to remember the difference between the two.

Type of Question: _____

Test B **Name:** _____

One Hump or Two? *(cont.)*

8. What is stored inside of the camel's humps?

A. food

B. fat

C. water

D. a map

Point Right To It!

Type of Question: _____

9. How is a camel different than a horse?

A. A camel can run 40 mph, a horse cannot.

B. Camels lie down to sleep, horses do not.

C. Camels are herbivores, and horses are carnivores.

D. People ride horses, but they don't ride camels.

Refer to the "Quick Camel Facts."

10. What is the advantage of having a camel in the desert?

A. They can travel long distances without needing water.

B. They are very fast.

C. They are friendly.

D. They are so big you can use them for shade when it gets sunny.

Think about a desert climate.

11. Camels come from what continent?

A. Africa

B. North America

C. Asia

D. Australia

Point Right To It!

Type of Question: _____

12. Why did the army stop using camels?

A. They spit when they get angry.

B. They were too expensive to maintain.

C. They could not adapt to the environment of the southwestern United States.

D. They didn't get along with the horses.

Reread the last paragraph.