

Table of Contents

Introduction	3–5
Reading Card Chart	6–7
Completed Activity Sheets Chart	8–9
Activity Sheets	10–75
Funny Face	10–12
How Bear Lost His Tail	13–14
Pirate Pete	15–17
The Friday Quiz	18–19
Finding Fossils	20–21
Creatures That Sting	22–23
Seabirds	24–26
Knock-Knocks	27–29
Web Watch Review	30–31
Leave the Light On Tonight!	32–33
Dinosaur Dig	34–35
Fighting Fires	36–37
Fighter Planes	38–39
Scary Creature	40–41
Extreme Sports	42–44
Recycling Plastic	45–46
Line Poems	47–48
Debbie and Hugo	49–51
Make Your Own Volcano	52–53
Chilling Out	54–55
Saving Greedy Gus	56–57
A Fishing Trip to Remember	58–59
The World’s Longest Toenail	60–61
My Balloon Ride	62–63
On Safari	64–65
The Fox and the Grapes	66–67
No Clowning Around!	68–69
Plants That Bite Back	70–71
Hoaxes, Fibs, and Fakes	72–73
Wild Waves	74–75
Answer Key	76–80

18 Reading Card

Debbie and Hugo

After school one day, Debbie spotted Hugo.
She thought he was cute, so she said, "Hello."
Hugo was puzzled— he didn't understand.
He thought she was odd, the way she used her hands.
He laughed with his friend and then walked away,
Went out in the yard, went outside to play.
Debbie was puzzled, she didn't understand.
He misunderstood when she used her hands.
She thought about it all day and all night,
Decided she'd sign when the time was right.
In the corridor, the very next day,
There was Hugo going outside to play.
She walked towards him and bravely said, "Hi"
But Hugo ignored her and just walked by.
Debbie was puzzled, she didn't quite understand
Why he thought she was weird 'cause she talked with her hands.
She had thought he was smart and really quite cute.
Why couldn't he understand that she just was mute?
Didn't he know that if you cannot speak
That it doesn't mean that your brain is weak?

Though Hugo was handsome on the outside
The inside was his problem, which couldn't be denied.
Debbie just shrugged and walked away.
Her feelings were hurt, and it was not OK.
How could she change how people thought and acted?
To people who signed instead of tongues that were active?
Debbie didn't know, she was only twelve years old.
And she wouldn't know 'til she grew quite old.
That it's not what's on the outside that really does count
That it's tolerance and kindness, that's what life's all about.





























Debbie and Hugo

Name _____

Date _____

Use sign language to greet someone and introduce yourself. First, write your message on the lines.

Now, look at the finger positions for each letter. Practice signing your message. Make sure you use accurate finger positions.

a 	b 	c 	d 	e 
f 	g 	h 	i 	j 
k 	l 	m 	n 	o 
p 	q 	r 	s 	t 
u 	v 	w 	x 	y 
				z 

1 Let's Look at Giraffes

The giraffe is the tallest of all land animals. It has seven bones in its neck. The giraffe's bones are huge! Most male giraffes stand about 20 feet tall, and females are a little shorter.

Sight is a giraffe's most important sense. Notice its large eyes high on its head. A giraffe uses its very long legs to flee from its enemies.

Eating in the Wild

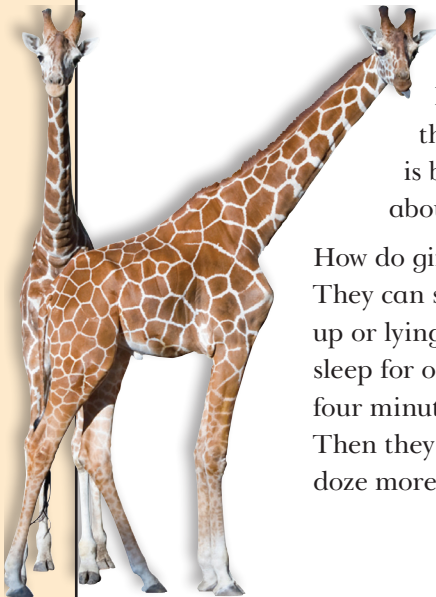
Watch a giraffe eat. It stretches its long neck to the top of the tree in search of fresh green leaves. Giraffes also eat twigs and thorns.

A giraffe's tongue is very unique. It can be over 18 inches long. Giraffes curl their tongues around the leaves and tear them off.

Giraffe Families

Giraffes live together in small groups. The young giraffes play together. Female giraffes can have babies when they are five years old. The baby, or calf, is born after 15 months. At birth, a calf is about 6 feet tall.

How do giraffes sleep? They can sleep standing up or lying down. Most sleep for only three or four minutes at a time. Then they wake up. They doze more than sleep.



2 Let's Look at Elephants

Elephants are the biggest land animals in the world. Male elephants weigh about 12,000 pounds! Do you see how thick their skin is? This helps protect them. They can go through thorny bushes without being hurt.

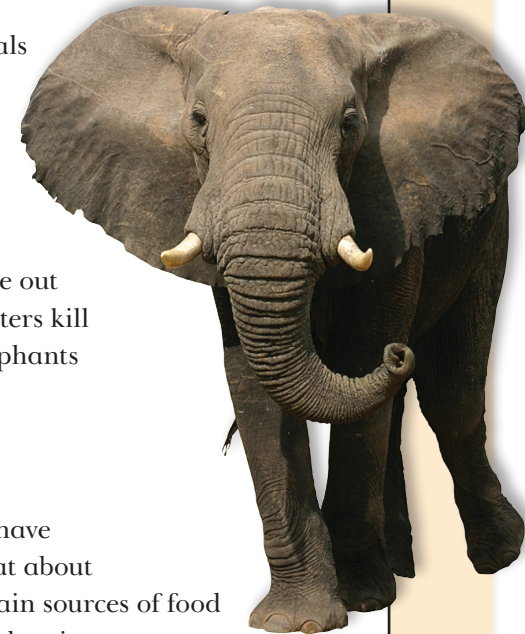
Elephants have tusks, which are made out of ivory and never stop growing. Hunters kill elephants for their tusks. Because elephants are the world's biggest land animals, they have the biggest brains.

Eating in the Wild

Because elephants are so huge, they have to eat a lot of food. Most elephants eat about 300 pounds of food each day! The main sources of food for elephants are grass, leaves, bulbs, berries, and tree bark.

Elephant Families

Elephants live in family groups called herds. Elephants can live to be 60 or 70 years old. Elephants play and live together. The male elephant is called a bull, and the female is called a cow. The female elephant carries its baby for almost two years before it is born. The young calf gets milk from its mother until it is about three years old. Elephants may be extremely large and powerful, but they are also gentle and caring.

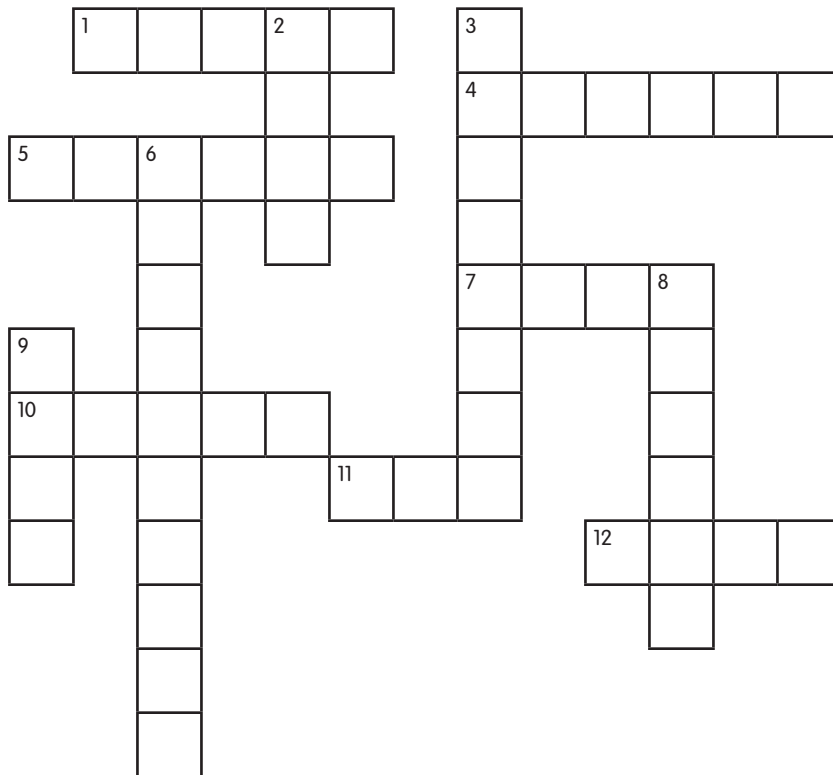


On Safari

Name _____

Date _____

Read the clues about different safari animals. Then complete the crossword.



Across

1. An elephant uses its _____ like a hose.
4. Giraffes like to eat _____.
5. There are many fantastic animals in the continent of _____.
7. Wildcats need to _____ to catch their food.
10. Elephants' tusks are made of _____.
11. A lion is a wild _____.
12. A male elephant is a _____.

Down

2. The giraffe has a very long _____.
3. The biggest land animal is the _____.
6. Small eyes, a horn, and tough skin . . . What animal is this?
8. A giraffe also has a long _____.
9. This animal has a loud roar.

Common Core Standards Correlation

Each reading card (RC), activity card (AC), or activity sheet (SP) in *Reading Comprehension and Writing Response* meets one or more of the following Common Core Standards and Expectations© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core Standards, go to <http://www.corestandards.org/>.

Grade 3 Reading Standards – Literature	Correlations
Key Ideas and Details	
1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SP1, SP4, SP6, SP38, SP40, SP45, SP47, SP49, SP51, SP57
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	AC3, AC10, AC18, AC26 SP31, SP57
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	AC20, AC26 SP4, SP6, SP40, SP47, SP49, SP52, SP57
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	AC8 SP6, SP18, SP38
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	AC10, AC21, AC23, AC26 SP2, SP9, SP23, SP31, SP50
6. Distinguish their own point of view from that of the narrator or those of the characters.	AC1, AC10 SP1, SP9, SP40, SP49
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	AC21, AC23, AC26
Grade 3 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SP11, SP15, SP21, SP25, SP27, SP29, SP33, SP43, SP53, SP55, SP61, SP65
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	AC3, AC17, AC18, AC20, AC22, AC26 SP18, SP31, SP40, SP47, SP57, SP63
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.	RC19 AC13, AC19, AC25, AC27 SP14, SP37, SP43, SP59

Common Core Standards Correlation *(cont.)*

Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	RC13, RC16 AC28 SP11, SP13, SP53, SP55, SP65
5. Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.	RC5
6. Distinguish their own point of view from that of the author of a text.	SP15, SP21
Integration of Knowledge and Ideas	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RC6, RC7, RC11–13, RC16, RC18, RC19, RC29, RC30 SP11, SP15, SP25, SP27, SP30, SP36, SP59, SP65
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RC19 AC6 SP43, SP59
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	RC25
Grade 3 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	RC1–30 AC7
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RC1–30, particularly RC3

Common Core Standards Correlation *(cont.)*

Grade 3 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>AC11 SP50</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>AC9, AC11, AC17, AC19, AC22, AC28, AC30 SP14, SP17, SP28, SP34, SP44, SP56, SP60, SP62</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>AC2, AC3, AC4, AC11, AC12, AC17, AC20, AC23, AC26, AC29, AC30 SP2, SP3, SP5, SP10, SP19, SP24, SP32, SP46, SP48, SP52, SP54, SP66</p>
Production and Distribution of Writing	
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>AC1–30 SP5, SP7, SP12, SP16, SP39, SP41, SP58, SP60, SP62, SP64</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>AC2–4 SP19, SP24, SP62</p>
<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as interact and collaborate with others.</p>	<p>AC9</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects that build knowledge about a topic.</p>	<p>AC7, AC30 SP56, SP62</p>
<p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>AC6, AC8, AC30 SP56, SP62</p>

Common Core Standards Correlation *(cont.)*

Grade 3 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	AC1–30
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	AC1–30
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	AC8, AC9, AC11, AC19, AC25
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	AC2–4, AC6, AC9, AC22, AC24, AC26, AC30 SP25
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	AC1–30
Grade 3 Language Standards	Correlations
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	All writing activities, particularly AC7 SP31

Common Core Standards Correlation *(cont.)*

Conventions of Standard English <i>(cont.)</i>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to based words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>All writing activities, particularly AC2–4, AC10 SP22, SP24</p>
Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>AC15, AC23, AC29 SP2, SP3, SP7, SP10, SP14, SP16, SP18, SP26, SP32, SP39, SP41, SP46, SP50, SP54, SP58, SP60, SP64</p>
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from an range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>AC7, AC17, AC28 SP13, SP38, SP53, SP55</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>RC8, RC26, RC29 AC17, AC23, AC27, AC30 SP7, SP10, SP12, SP24, SP36, SP38, SP50, SP64, SP66</p>

Common Core Standards Correlation *(cont.)*

Vocabulary Acquisition and Use <i>(cont.)</i>	
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	SP10, SP12, SP26, SP28, SP39, SP44, SP54, SP62, SP66
Grade 4 Reading Standards – Literature	Correlations
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	AC26 SP1, SP4, SP6, SP31, SP40, SP45, SP47, SP49, SP51, SP57, SP61
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	AC3, AC17, AC18, AC20, AC22, AC26 SP18, SP31, SP40, SP47, SP57, SP63
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)	AC21, AC22, AC26 SP2, SP31, SP47, SP57
Craft and Structure	
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).	RC14, RC18, RC26 AC17 SP6, SP40
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.	AC10 SP18
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	SP6, SP63
Integration of Knowledge and Ideas	
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.	RC26 AC21
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 from different cultures.	AC2, AC8, AC26
Grade 4 Reading Standards – Informational Text	Correlations
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	AC12, AC27 SP11, SP15, SP21, SP25, SP27, SP29, SP36, SP38, SP53, SP59, SP61, SP65

Common Core Standards Correlation *(cont.)*

Key Ideas and Details <i>(cont.)</i>	
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	SP17, SP30, SP43
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.	AC12 SP12, SP30, SP36, SP37, SP43, SP53, SP59
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RC6, RC11, RC13, RC15, RC16, RC24, RC27, RC28, RC30 AC7 SP11, SP13, SP38
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.	RC25 SP37, SP59
Integration of Knowledge and Ideas	
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.	RC5, RC9, RC19, RC30
8. Explain how an author uses reasons and evidence to support particular points in a text.	SP30, SP62
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	AC5–7, AC15 SP33
Grade 4 Reading Standards – Foundational Skills	Correlations
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RC1–30
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RC1–30

Common Core Standards Correlation *(cont.)*

Grade 4 Writing Standards	Correlations
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>AC11 SP49, SP50</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>AC9, AC15, AC19, AC20, AC25, AC28–30 SP14, SP26, SP34, SP44, SP56, SP60, SP62, SP66</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>AC1–4, AC10, AC12, AC21, AC23, AC26, AC29, AC30 SP2, SP3, SP5, SP10, SP12, SP19, SP24, SP32, SP46, SP48, SP52, SP54, SP58, SP64</p>

Common Core Standards Correlation *(cont.)*

Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	AC7, AC11–15, AC17, AC21, AC22, AC27 SP5, SP7, SP14, SP16, SP17, SP28, SP39, SP41
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	AC2–4 SP24, SP62
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	AC6, AC8, AC30 SP56
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.	AC6, AC8, AC9, AC30 SP34, SP62
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> 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].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	SP48, SP62
Grade 4 Speaking and Listening Standards	Correlations
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	AC1–30
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	AC15
3. Identify the reasons and evidence a speaker provides to support particular points.	AC3, AC22, AC27

Common Core Standards Correlation *(cont.)*

Presentation of Knowledge and Ideas	
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.	AC2–4, AC9, AC19, AC20, AC25 SP25
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	AC3, AC8, AC19 SP17
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.	AC1, AC8, AC10
Grade 4 Language Standards	Correlations
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). 	All writing activities, particularly AC7 SP12, SP22, SP31, SP62
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	All writing activities, particularly AC2, AC3, AC10 SP22, SP24, SP62

Common Core Standards Correlation *(cont.)*

Knowledge of Language	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>AC7, AC11, AC13, AC21, AC24</p> <p>SP2, SP3, SP7, SP19, SP23, SP32, SP34, SP39, SP44, SP46, SP50, SP60, SP62, SP64, SP66</p>
Vocabulary Acquisition and Use	
<p>4. 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 a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>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.</p>	<p>RC16, RC24</p> <p>AC7, AC28, AC30</p> <p>SP13, SP38, SP55</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>RC4, RC8, C23, RC26</p> <p>AC1, AC7, AC8, AC30</p> <p>SP5, SP7, SP19, SP38, SP39, SP57</p>
<p>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>AC7</p> <p>SP12–14, SP26, SP34, SP37, SP39, SP53, SP54, SP60, SP62, SP66</p>