

Grade 3

<p>order to provide requested detail or clarification.</p>	<p>M: <i>Stink: The Incredible Shrinking Kid</i> (Extending Meaning Through Writing: Graphic Narrative) N: <i>Wonderful Alexander and the Catwings</i> (Extending Meaning Through Writing: Narrative) O: <i>Chocolate Fever</i> (Extending Meaning Through Writing: Expository) P: <i>Countdown to the Year 1000</i> (Extending Meaning Through Writing: Persuasive) Q: <i>Oggie Cooder</i> (Extending Meaning Through Writing: Graphic Aid)</p>
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Grade 4

<p>Reading: Literature 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. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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).</p>	<p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading. In addition, the following titles include further activities: M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> (Developing Comprehension: Understand Making Inferences) M: <i>Dancing With the Indians</i> (Developing Comprehension: Making Inferences) N: <i>Alfie the Apostrophe</i> (Developing Comprehension: Understanding Main Idea and Details) N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Comprehension: Understanding Plot) N: <i>Suitcase</i> (Developing Comprehension: Understanding Problems and Solutions) O: <i>Amber Brown is Green With Envy</i> (Developing Comprehension: Understanding Character) O: <i>Angel Child, Dragon Child</i> (Developing Comprehension: Understanding Plot) O: <i>Jake Drake, Know-It-All</i> (Developing Comprehension: Understanding Story Structure) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters) O: <i>The Patchwork Quilt</i> (Developing Comprehension: Understanding Character) P: <i>Countdown to the Year 1000</i> (Developing Comprehension: Understanding Setting) P: <i>Helen Keller’s Teacher</i> (Developing Comprehension: Recognizing Setting) P: <i>La Mariposa</i> (Developing Comprehension: Making Inferences) P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View) Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme) R: <i>The Island</i> (Developing Comprehension: Understanding Setting) R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View) R: <i>More Than Anything Else</i> (Developing Comprehension: Understanding Character) R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme) S: <i>4 Kids in 5E & 1 Crazy Year</i> (Developing Comprehension: Understanding Character) S: <i>Bluish</i> (Developing Comprehension: Drawing Conclusions) S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme) S: <i>In the Shade of the Nispero Tree</i> (Developing Comprehension: Identifying Plot) S: <i>The Million Dollar Shot</i> (Developing Comprehension: Understanding Plot) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text)</p>
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	<p>Structure) T: <i>Chasing Vermeer</i> (Developing Comprehension: Understanding Plot) T: <i>Dirty Tricks (Raven Hill Mysteries #5)</i> (Developing Comprehension: Making Inferences) T: <i>Replay</i> (Developing Comprehension: Understanding Theme) T: <i>Something Upstairs</i> (Developing Comprehension: Understanding Setting)</p>
<p>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). 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. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>M: <i>A New Coat for Anna</i> (Developing Comprehension: Understanding Historical Content) M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Developing Comprehension: Understanding Text Features) O: <i>Lost Treasure of the Emerald Eye</i> (Developing Comprehension: Understanding Chapters) P: <i>Who Stole the Wizard of Oz?</i> (Developing Comprehension: Understanding Point of View) R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View) S: <i>Let It Begin Here!</i> (Developing Comprehension: Understanding Historical Content) T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Drita, My Homegirl</i> (Developing Phonics and Word-Solving Strategies: Informal Language) T: <i>Fair Weather</i> (Developing Comprehension: Reading Informal Speech)</p> <p>Teachers have the opportunity to discuss the elements of poetry within the context of the following titles: M: <i>Dancing With the Indians</i></p>
<p>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. 8. (Not applicable to literature) 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.</p>	<p>The following titles allow opportunity to compare and contrast themes in traditional literature: N: <i>Fables</i> N: <i>Zen Shorts</i> O: <i>Pinduli</i> P: <i>The Talking Eggs</i></p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Developing Comprehension: Understanding Theme) N: <i>Zen Shorts</i> (Developing Comprehension: Understanding Genre: Fable) P: <i>The Talking Eggs</i> (Developing Comprehension: Understanding Genre: Folktale) Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme) R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme) S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme) T: <i>Replay</i> (Developing Comprehension: Understanding Theme)</p>
<p>Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>This collection includes titles from Levels M-T that represent a variety of genres and difficulty levels. Each title includes a teacher card outlining support activities for that text.</p>

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<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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. 	<p>Each teacher card for the following Nonfiction and Informational texts includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about informational text using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan's Chinese New Year</i> O: <i>Can You Fly High, Wright Brothers?</i> O: <i>Shark Lady: True Adventures of Eugenie Clark</i> P: <i>Helen Keller's Teacher</i> P: <i>The Magic School Bus and the Science Fair Expedition</i> P: <i>You Can't See Your Bones with Binoculars</i> Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy's True Story</i></p> <p>In addition, the following titles include further activities: M: <i>How a House Is Built</i> (Developing Comprehension: Understanding Sequence) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Comprehension: Understanding Steps in a Process) S: <i>Let It Begin Here!</i> (Developing Comprehension: Understanding Historical Content) T: <i>The 10 Deadliest Plants</i> (Developing Comprehension: Categorizing Information)</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 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. 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. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	<p>Each teacher card for the Nonfiction and Informational titles below includes Supportive Book Features and Challenging Book Features. These provide opportunities for teachers to direct student attention to Nonfiction and Informational text features such as tables of contents, diagrams, captions, and indexes. Each teacher card also includes a Vocabulary: Essential Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: M: <i>How a House Is Built</i> (Developing Comprehension: Understanding Sequence) O: <i>Can You Fly High, Wright Brothers?</i> (Developing Comprehension: Understanding Sequence) O: <i>Shark Lady: True Adventures of Eugenie Clark</i> (Developing Comprehension: Understanding Cause and Effect) R: <i>Achoo!</i> (Developing Comprehension: Understanding Cause and Effect) R: <i>When Marian Sang</i> (Developing Comprehension: Identifying Problem and Solution)</p>

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	<p>T: <i>The Amazing Life of Benjamin Franklin</i> (Developing Comprehension: Uncovering Text Structure) T: <i>Orphan Train Rider: One Boy’s True Story</i> (Developing Comprehension: Identifying Problems and Solutions)</p>
<p>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. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>P: <i>You Can’t See Your Bones with Binoculars</i> (Developing Comprehension: Using Diagrams) Q: <i>The Life and Times of the Peanut</i> (Developing Comprehension: Using Captions) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Comprehension: Understanding Steps in a Process)</p>
<p>Range of Reading and Level of Text Complexity 10. 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.</p>	<p>Each teacher card for the following Nonfiction and Informational texts includes Developing Comprehension and Developing Fluency features that encourage students to engage in both shared and independent reading opportunities at a variety of difficulty levels. M: <i>How a House Is Built</i> N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i> O: <i>Can You Fly High, Wright Brothers?</i> O: <i>Shark Lady: True Adventures of Eugenie Clark</i> P: <i>Helen Keller’s Teacher</i> P: <i>The Magic School Bus and the Science Fair Expedition</i> P: <i>You Can’t See Your Bones with Binoculars</i> Q: <i>The Life and Times of the Peanut</i> Q: <i>Mummies, Pyramids, and Pharaohs</i> R: <i>Achoo!</i> R: <i>Wackiest White House Pets</i> R: <i>When Marian Sang</i> S: <i>Let It Begin Here!</i> S: <i>Puppies, Dogs, and Blue Northers</i> T: <i>The 10 Deadliest Plants</i> T: <i>The Amazing Life of Benjamin Franklin</i> T: <i>Orphan Train Rider: One Boy’s True Story</i></p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in</p>	<p>M: <i>How a House Is Built</i> (Developing Phonics and Word-Solving Strategies: Context Clues) M: <i>A New Coat for Anna</i> (Developing Phonics and Word-Solving Strategies: Context Clues) N: <i>Franny K. Stein, Mad Scientist: Frantastic Voyage</i> (Developing Phonics and Word-Solving</p>

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<p>decoding words. 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.</p>	<p>Strategies: Reading Difficult Words) N: <i>Lion Dancer: Ernie Wan’s Chinese New Year</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) O: <i>Angel Child, Dragon Child</i> (Developing Phonics and Word-Solving Strategies: Difficult Words) P: <i>Countdown to the Year 1000</i> (Developing Phonics and Word-Solving Strategies: Unusual Language) P: <i>Helen Keller’s Teacher</i> (Developing Phonics and Word-Solving Strategies: Context Clues) P: <i>Koya DeLaney and the Good Girl Blues</i> (Developing Phonics and Word-Solving Strategies: Challenging Words) P: <i>The Magic School Bus and the Science Fair Expedition</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) P: <i>Who Stole the Wizard of Oz?</i> (Developing Phonics and Word-Solving Strategies: Multisyllabic Words) P: <i>You Can’t See Your Bones with Binoculars</i> (Developing Phonics and Word-Solving Strategies: Context Clues) Q: <i>Abby Takes a Stand</i> (Developing Phonics and Word-Solving Strategies: Context Clues) Q: <i>The Life and Times of the Peanut</i> (Developing Phonics and Word-Solving Strategies: Context Clues) R: <i>Achoo!</i> (Developing Phonics and Word-Solving Strategies: Silent Letters) S: <i>Bluish</i> (Developing Phonics and Word-Solving Strategies: Latin Word Roots) S: <i>A Dog’s Life: The Autobiography of a Stray</i> (Developing Phonics and Word-Solving Strategies: Word Parts) S: <i>Let It Begin Here!</i> (Developing Phonics and Word-Solving Strategies: Unfamiliar Words) S: <i>The Million Dollar Shot</i> (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words) S: <i>Tru Confessions</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Chasing Vermeer</i> (Developing Phonics and Word-Solving Strategies: Context Clues) T: <i>Something Upstairs</i> (Developing Phonics and Word-Solving Strategies: Difficult Words)</p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Each teacher card includes Developing Fluency activities that engage students in activities that focus on reading fluently with proper reading rate, phrasing, accuracy, and expression.</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move:</i> (Developing Phonics and Word-Solving Strategies: Possessive Words With ‘s) N: <i>Alfie the Apostrophe:</i> (Developing Phonics and Word-Solving Strategies: Words With Apostrophes) N: <i>Mice and Beans:</i> (Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide) Q: <i>Mummies, Pyramids, and Pharaohs</i> (Developing Phonics and Word-Solving Strategies: Words With Quotations)</p>

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<p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.</p>	<p>T: <i>The 10 Deadliest Plants</i> (Developing Phonics and Word-Solving Strategies: Comparative Adjectives)</p>
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* 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>Each teacher card provides students the opportunity to demonstrate knowledge of language and its conventions through reading, writing, and speaking activities.</p>
<p>Vocabulary Acquisition and Use</p> <p>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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and</p>	<p>Each teacher card includes a Vocabulary feature with High-Frequency Words and Related Words for Discussion. These highlight the vocabulary words frequently encountered in reading, and specific vocabulary words necessary for understanding of the text. In addition, the following titles include further activities: M: <i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> (Challenging Book Features: Vocabulary) M: <i>The Case of the Food Fight</i> (Challenging Book Features: Vocabulary, ELL Bridge) M: <i>How a House Is Built</i> (Challenging Book Features: Vocabulary, ELL Bridge) M: <i>Ivy + Bean and the Ghost That Had to Go</i> (Supportive Book Features: Vocabulary) M: <i>A New Coat for Anna</i> (Challenging Book Features: Vocabulary) M: <i>The Penguin and the Pea</i> (Challenging Book Features: Vocabulary) M: <i>Stink: The Incredible Shrinking Kid</i> (Challenging Book Features: Vocabulary, Developing Comprehension: Understanding Puns) M: <i>Vampires Don’t Wear Polka Dots</i> (Supportive Book Features: Vocabulary, ELL Bridge) N: <i>Alfie the Apostrophe</i> (Challenging Book Features: Vocabulary) N: <i>Comic Guy: Our Crazy Class Election</i> (Challenging Book Features: Vocabulary,</p>

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proverbs.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

Developing Phonics and Word-Solving Strategies: Idioms)

N: *Fables* (Challenging Book Features: Vocabulary)

N: *Franny K. Stein, Mad Scientist: Frantastic Voyage* (Challenging Book Features: Vocabulary, ELL Bridge)

N: *Lion Dancer: Ernie Wan's Chinese New Year* (Challenging Book Features: Vocabulary, ELL Bridge)

N: *Mice and Beans* (Challenging Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Using a Pronunciation Guide)

N: *A Spy in the White House* (Developing Phonics and Word-Solving Strategies: Multiple-Meaning Words)

N: *Suitcase* (Challenging Book Features: Vocabulary, ELL Bridge)

N: *Wonderful Alexander and the Catwings* (Challenging Book Features: Vocabulary)

O: *Amber Brown is Green With Envy* (Developing Phonics and Word-Solving Strategies: Reading Homophones)

O: *Lost Treasure of the Emerald Eye* (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)

P: *Countdown to the Year 1000* (Developing Phonics and Word-Solving Strategies: Unusual Language)

Q: *Bunnicula* (Developing Phonics and Word-Solving Strategies: Understanding Homophones)

Q: *Just Juice* (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)

S: *4 Kids in 5E & 1 Crazy Year* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)

S: *Beethoven Lives Upstairs* (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffixes –er, –or)

S: *Bluish* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Latin Word Roots)

S: *A Dog's Life: The Autobiography of a Stray* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Word Parts)

S: *Granny Torrelli Makes Soup* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Understanding Idioms)

S: *In the Shade of the Nispero Tree* (ELL Bridge, Developing Phonics and Word-Solving Strategies: Suffixes –ion, –tion, –ation)

S: *Let It Begin Here!* (Challenging Book Features: Vocabulary)

S: *The Million Dollar Shot* (Challenging Book Features: Vocabulary)

S: *Puppies, Dogs, and Blue Northers* (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Synonyms)

S: *Tru Confessions* (ELL Bridge)

T: *The 10 Deadliest Plants* (Challenging Book Features: Vocabulary)

T: *The Amazing Life of Benjamin Franklin* (Challenging Book Features: Vocabulary)

T: *Chasing Vermeer* (Developing Phonics and Word-Solving Strategies: Context Clues)

T: *Dirty Tricks (Raven Hill Mysteries #5)* (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Suffix –ion)

T: *Drita, My Homegirl* (Challenging Book Features: Vocabulary)

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	<p>T: <i>Fair Weather</i> (Challenging Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Colloquialisms and Idioms)</p> <p>T: <i>Orphan Train Rider: One Boy's True Story</i> (Supportive Book Features: Vocabulary, ELL Bridge, Developing Phonics and Word-Solving Strategies: Idioms)</p> <p>T: <i>The Power of Un</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Prefixes)</p> <p>T: <i>Replay</i> (Supportive Book Features: Vocabulary, Developing Phonics and Word-Solving Strategies: Figurative Language)</p> <p>T: <i>Something Upstairs</i> (Supportive Book Features: Vocabulary)</p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>M: <i>A New Coat for Anna</i> (Extending Meaning Through Writing: Descriptive)</p> <p>N: <i>Zen Shorts</i> (Extending Meaning Through Writing: Narrative)</p> <p>O: <i>The Talented Clementine</i> (Extending Meaning Through Writing: Expository)</p> <p>P: <i>Koya DeLaney and the Good Girl Blues</i> (Extending Meaning Through Writing: Persuasive)</p> <p>Q: <i>Amulet: Book One, The Stonekeeper</i> (Extending Meaning Through Writing: Descriptive)</p> <p>R: <i>Pocahontas and the Strangers</i> (Extending Meaning Through Writing: Narrative)</p> <p>S: <i>In the Shade of the Nispero Tree</i> (Extending Meaning Through Writing: Letter)</p> <p>T: <i>The 10 Deadliest Plants</i> (Extending Meaning Through Writing: Expository)</p>

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<p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>Production and Distribution of Writing 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.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can provide guidance, support and encouragement that develop student writing proficiency. Teachers can guide students’ exploration of digital tools as they are available and the teacher determines applicable in the classroom.</p>
<p>Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”). 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”).</p>	<p>Each teacher card lists both print and website resources to further additional investigation into the topics presented in the text. Each teacher card includes a Making Connections feature that allows teachers and students to activate prior knowledge and engage in meaningful discussions based on the topics presented in the text.</p>
<p>Range of Writing 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.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions. Teachers can extend and/or modify these activities to meet student needs for both shorter and extended time frames.</p>
<p>Speaking & Listening Comprehension and Collaboration 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. 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>Each teacher card includes Making Connections and Oral Language/Conversation features. These activities are designed to allow opportunity for both teachers and students to engage in meaningful collaborative conversations focused on the text. Students are encouraged to share and enrich prior knowledge, ask/answer questions, and share ideas related to the subject matter presented in the text. For example, M: <i>How a House is Built</i> (Oral Language/Conversations: Talk About Building Something) N: <i>Comic Guy: Our Crazy Class Election</i> (Making Connections: Text to World, Discuss voting)</p>

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 4

<p>Follow agreed-upon rules for discussions and carry out assigned roles. 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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>O: <i>Amber Brown is Green With Envy</i> (Oral Language/Conversations: Talk About Communication)</p> <p>P: <i>The Nina, the Pinta, and the Vanishing Treasure</i> (Making Connections: Text to World, Discuss museum exhibits and explorers)</p> <p>Q: <i>Mummies, Pyramids, and Pharaohs</i> (Oral Language/Conversations: Talk About Ancient Egypt)</p> <p>R: <i>Rules</i> (Making Connections: Text to Self, Discuss Autism & Communication)</p> <p>S: <i>Tru Confessions</i> (Oral Language/Conversations: Talk About Developmental Disabilities)</p> <p>T: <i>Something Upstairs</i> (Making Connections: Text to Text, Discuss characteristics of good stories)</p>
<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p>	<p>Each teacher card includes an Extending Meaning Through Writing feature. These activities provide students the opportunity to respond to the text through a variety of writing exercises. These include drawing, dictating, and writing informative, explanatory, narrative and persuasive compositions.</p> <p>For example,</p> <p>M: <i>Stink: The Incredible Shrinking Kid</i> (Extending Meaning Through Writing: Graphic Narrative)</p> <p>N: <i>Wonderful Alexander and the Catwings</i> (Extending Meaning Through Writing: Narrative)</p> <p>O: <i>Chocolate Fever</i> (Extending Meaning Through Writing: Expository)</p> <p>P: <i>Countdown to the Year 1000</i> (Extending Meaning Through Writing: Persuasive)</p> <p>Q: <i>Oggie Cooder</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>R: <i>Wackiest White House Pets</i> (Extending Meaning Through Writing: Expository)</p> <p>S: <i>Puppies, Dogs, and Blue Northers</i> (Extending Meaning Through Writing: Graphic Aid)</p> <p>T: <i>The Amazing Life of Benjamin Franklin</i> (Extending Meaning Through Writing: Narrative)</p>

Common Core State Standards

SCHOLASTIC GUIDED READING FICTION FOCUS 2ND EDITION

Grade 5

<p>Reading: Literature Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Each teacher card includes Making Connections, Developing Comprehension: Thinking Within the Text, Thinking Beyond the Text, Thinking About the Text, and Oral Language/Conversation. Each of these features encourages teachers and students to engage in meaningful dialogue about the selected title using a question & response format. Students are encouraged to use a variety of comprehension strategies to participate in active reading.</p> <p>In addition, the following titles include further activities:</p> <p>Q: <i>Just Juice</i> (Developing Comprehension: Understanding Theme)</p> <p>R: <i>The Island</i> (Developing Comprehension: Understanding Setting)</p> <p>R: <i>Julian Rodriquez, Episode One: Trash Crisis on Earth</i> (Developing Comprehension: Understanding Point of View)</p> <p>R: <i>More Than Anything Else</i> (Developing Comprehension: Understanding Character)</p> <p>R: <i>The Report Card</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>4 Kids in 5E & 1 Crazy Year</i> (Developing Comprehension: Understanding Character)</p> <p>S: <i>Bluish</i> (Developing Comprehension: Drawing Conclusions)</p> <p>S: <i>Granny Torrelli Makes Soup</i> (Developing Comprehension: Understanding Theme)</p> <p>S: <i>In the Shade of the Nispero Tree</i> (Developing Comprehension: Identifying Plot)</p>
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