

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 3

<p>Presentation of Knowledge and Ideas</p> <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> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each Teaching Card contains ideas for Conversations about Content Areas or Learning in the Content Areas. Teachers can encourage students to speak audibly, use descriptive details and produce complete sentences. Audio recordings can be created as the teacher feels appropriate depending on available technology.</p>
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COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

<p>Reading: Literature Key Ideas and Details</p> <p>1. Refer to details and examples in 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; summarize the text.</p> <p>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>M: A. Lincoln and Me (Comprehension Strategy: Understanding Character) O: A Million Fish...More or Less P: Where Have All the Pandas Gone? Questions and Answers About Endangered Species (Comprehension Strategy: Recognizing Setting) Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</p>
<p>Craft and Structure</p> <p>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).</p> <p>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.</p> <p>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>This product focuses on content area texts, so most texts are informational / nonfiction.</p>
<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>8. (Not applicable to literature)</p> <p>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</p>	<p>O: A Million Fish...More or Less (a tall tale about people and animals around the Bayou Clapateaux)</p>

Grade 4

<p>quest) in stories, myths, and traditional literature from different cultures.</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 leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>M: A. Lincoln and Me N: Let’s Find Out About Money O: Rosa Parks: Freedom Rider P: Snakes Q: Can You Believe? Hurricanes R: Allergies S: The Civil Rights Movement in America T: Black Holes and other space phenomena</p>
<p>Reading: Informational Text 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 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>	<p>M: The Journey of a Butterfly (Comprehension Strategy: Recognizing Main Idea or Ideas in a Text) M: Sound, Heat & Light: Energy At Work (Comprehension Strategy: Summarize) M: What If You'd Met...Beethoven? (Comprehension Strategy: Summarize) N: Hawks on the Clock (Comprehension Strategy: Recognizing Main Ideas and Details) N: Special Olympics (Comprehension Strategy: Summarize) N: Working at a TV Station (Comprehension Strategy: Identifying Main Idea and Supporting Details) O: The Amazing Book of Mammal Records (Comprehension Strategy: Identifying Main Idea and Details) O: James Monroe (Developing Comprehension: Summarize) O: Mount St. Helens National Volcanic Monument (Developing Comprehension: Summarizing) P: A Drop of Water: A Book of Science and Wonder (Developing Comprehension: Summarizing) Q: Copper (Developing Comprehension: Main Idea/Details) Q: If You Lived with the Indians of the Northwest Coast (Developing Comprehension: Main Idea/Details) Q: In Their Own Words: Paul Revere (Teaching Options: Developing Comprehension: Making Inferences) R: John Quincy Adams (Developing Comprehension: Summarizing) R: George Washington (Developing Comprehension: Main Idea/Details) S: Cuts, Scrapes, Scabs and Scars (Developing Comprehension: Summarizing) S: In Their Own Words: Abraham Lincoln (Developing Comprehension: Drawing Conclusions) S: Thomas Edison (Developing Comprehension: Summarizing) T: Enemies of Slavery (Developing Comprehension: Summarizing) T: Land Predators of North America (Developing Comprehension: Summarizing) T: Lost Star: The Story of Amelia Earhart (Developing Comprehension: Drawing Conclusions) T: Volcanoes (Developing Comprehension: Summarizing)</p>

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<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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>	<p>R: Allergies (Developing Comprehension: Understanding Cause/Effect)</p> <p>R: Food Chains (Developing Comprehension: Compare/Contrast)</p> <p>R: The Great Fire (Developing Comprehension: Understanding Sequence)</p> <p>R: Getting to Know the U.S. Presidents: Thomas Jefferson (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: In Their Own Words: Christopher Columbus (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: The Civil Rights Movement in America (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: Light and Color (Developing Comprehension: Understanding Cause/Effect)</p> <p>S: The Water Cycle (Developing Comprehension: Cause and Effect)</p> <p>T: Lightning (Developing Comprehension: Understanding Cause and Effect)</p> <p>T: Seahorses, Pipefishes, and Their Kin (Developing Comprehension: Compare and Contrast)</p>
<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>M: A. Lincoln and Me (Text Features: Illustrations)</p> <p>M: The Journey of a Butterfly (Text Features: Maps)</p> <p>M: Save the Rain Forests (Text Features: Using Maps)</p> <p>M: Turtles Take Their Time (Text Features: Photographs)</p> <p>M: What If You'd Met...Beethoven? (Text Features Using Maps)</p> <p>N: Becoming a Citizen (Text Features: Reading Captions)</p> <p>N: Constellations (Text Features: Reading Captions)</p> <p>N: Hawks on the Clock (Text Features: Using Maps)</p> <p>O: The Amazing Book of Mammal Records (Learning About Text Features: Inset Text)</p> <p>O: A Million Fish...More or Less (Learning About Text Features: Illustrations)</p> <p>O: Getting to Know the U.S. Presidents: James Monroe (Learning About Text Features: Illustrations)</p> <p>O: Plant Life (Learning About Text Features: Cross-Section Diagrams)</p> <p>P: Getting to Know the U.S. Presidents: Andrew Jackson (Text Features: Captions)</p> <p>P: A Drop of Water (Learning About Text Features: Photographs)</p> <p>P: Eat Your Vegetables! Drink Your Milk! (Learning About Text Features: Charts)</p> <p>P: Snakes (Learning About Text Features: Photograph)</p> <p>P: Wilma Unlimited (Learning About Text Features: Illustrations)</p> <p>Q: All About Sharks (Learning About Text Features: Diagrams)</p>

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	<p>Q: Cut Down to Size at High Noon: A Math Adventure (Learning About Text Features: Diagrams)</p> <p>Q: The Magic School Bus: Food Chain Frenzy Adventure (Learning About Text Features: Question and Answer Format)</p> <p>Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning About Text Features: Question and Answer Format)</p> <p>Q: If You Lived with the Indians of the Northwest Coast (Learning About Text Features: Question and Answer Format)</p> <p>R: Food Chains (Learning About Text Features: Flow Charts)</p> <p>R: The Great Fire (Learning About Text Features: Maps)</p> <p>R: Getting to Know the U.S. Presidents: John Quincy Adams (Learning About Text Features: Illustrations)</p> <p>R: Getting to Know the U.S. Presidents: Thomas Jefferson (Learning About Text Features: Illustrations)</p> <p>R: Where Was Patrick Henry on the 29th of May (Learning About Text Features: Illustrations)</p> <p>S: In Their Own Words : Christopher Columbus (Learning About Text Features: Maps)</p> <p>S: Light and Color (Learning About Text Features: Diagrams)</p> <p>T: Black Holes and other space phenomena (Learning About Text Features: Diagrams with Keys)</p> <p>T: Land Predators of North America (Learning About Text Features: Graphic Aids)</p> <p>T: Lightning (Learning About Text Features: Photographs)</p> <p>T: Volcanoes and Earthquakes (Learning About Text Features: Cross-Section Diagrams)</p> <p>Additionally, each Teaching Card contains a section titled Other Books. This expanded reading section suggests additional books that can be used to compare and contrast important points and key details presented by two or more texts on the same topic.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>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>This leveled book set provides students with a wide variety of content area texts. Teachers prompt and support students’ reading by balancing the difficulty of the text with support for students reading the text. Sample texts from each level include:</p> <p>M: A. Lincoln and Me</p> <p>N: Let’s Find Out About Money</p> <p>O: Rosa Parks: Freedom Rider</p> <p>P: Snakes</p> <p>Q: Can You Believe? Hurricanes</p> <p>R: Can’t You Make Them Behave, King George?</p> <p>S: The Water Cycle</p> <p>T: Life in the Rainforests</p>
<p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>M: The Journey of a Butterfly (Phonics and Word-Solving Strategy: Using Context Clues)</p> <p>M: Helping Paws: Dogs That Serve (Phonics and Word-Solving Strategy: Understanding Suffixes)</p> <p>M: Save the Rain Forests (Phonics and Word-Solving Strategy: Reading Words With /ou/)</p>

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SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

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.

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.

- M: Sound, Heat & Light: Energy at Work (Phonics and Word-Solving Strategy: Recognizing Variations of Words)
- M: Tell Me How Much It Weighs (Phonics and Word-Solving Strategy: Reading Words With Silent gh)
- M: Turtles Take Their Time (Phonics and Word-Solving Strategy: Using Context Clues)
- M: What If You’d Met... Beethoven? (Phonics and Word-Solving Strategy: Reading Words With –ing)
- N: Becoming a Citizen (Phonics and Word-Solving Strategy: Multisyllabic Words)
- N: Tell Me How Far It Is (Phonics and Word-Solving Strategy: Words With Vowel Digraphs)
- N: Let’s Find Out About Money (Phonics and Word-Solving Strategy: Reading Words With –ing)
- N: Special Olympics (Phonics and Word-Solving Strategy: Reading Words With –ed)
- N: Wild Weather: Blizzards! (Phonics and Word-Solving Strategy: Reading Words With –ed)
- N: Working at a TV Station: (Phonics and Word-Solving Strategy: Reading Closed and Open Compound Words)
- O: A Million Fish...More or Less (Phonics and Word-Solving Strategy: Using Context Clues)
- O: The Amazing Book of Animal Records (Developing Phonics and Word-Solving Strategies: Reading Words With –ing)
- O: Growing Crystals (Developing Phonics and Word-Solving Strategies: Reading Multisyllabic Words)
- O: Plant Life (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- O: Rosa Parks: Freedom Rider (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: A Drop of Water (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: Eat Your Vegetables! Drink Your Milk! (Developing Phonics and Word-Solving Strategies: Reading Suffixes)
- P: What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver? (Developing Phonics and Word-Solving Strategies: Words With –ing)
- Q: All About Turtles (Developing Phonics and Word-Solving Strategies: Roots)
- R: Octopuses, Squids, and Cuttlefish (Developing Phonics and Word-Solving Strategies: Understanding Context Clues)
- S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots)
- S: Light and Color (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)
- S: The Water Cycle (Developing Phonics and Word-Solving Strategies: Using Context Clues)
- T: Black Holes and other space phenomena (Developing Phonics and Word-Solving Strategies: Using Context Clues)

Additionally, the Teaching Card for each text provides suggestions for developing fluency. These ideas include practice with pronunciation, phrasing, pace, pausing, expression, and intonation through modeling, echo-reading, re-reading, listening, choral reading, and partner work.

Language

Each Teaching Card contains a “Phonics and Word-Solving” which offers a suggestion for

Grade 4

<p>Conventions of Standard English</p> <p>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. 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>actively engaging students in exploring how words work. For example: P: Andrew Jackson (Phonics and Word-Solving Strategy: Reading Verbs) P: Wilma Unlimited (Phonics and Word-Solving Strategy: Adjectives) Q: All About Sharks (Phonics and Word-Solving Strategy: Commas and Colons) Q: The Magic School Bus: Food Chain Frenzy (Developing Word-Solving Strategy: Adjectives that Compare) Q: Oxygen (Phonics and Word-Solving Strategy: Proper Nouns) S: In Their Own Words: Thomas Edison (Developing Word-Solving Strategies: Adverbs) T: Volcanoes (Developing Phonics and Word Solving Strategies: Reading Vivid Verbs)</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>Ideas for Content Area Discussions are featured on each Teaching Card. Students respond to what was read through listening and speaking. Students get to respond to texts through writing with the Expanding Meaning Through Writing ideas included on each Teaching Card.</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).</p>	<p>Each Teaching Card contains a Vocabulary section and a Develop Specialized Vocabulary section. One section provides a list of words from each specific text and the other provides discussion ideas that would encourage students to use new vocabulary when responding to texts. For Example: P: Wilma Unlimited (The Vocabulary section includes athlete, baton, Olympics, polio, prejudice, premature, scholarship, and surged as the content words. The Develop Specialized Vocabulary Section encourages children to describe the characteristics that helped Wilma Rudolph reach her goals and asks “What goals did Wilma have, and what did she do to achieve them?” to further the discussion and encourage new vocabulary usage.)</p>

COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

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 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).

Additionally:

M: Save the Rain Forests (Comprehension Strategy: Understanding Figurative Language)

O: Stargazers (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

P: Heroes of the Revolution (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)

P: The Magic School Bus Lost in the Solar System (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

P: Sir Cumference and the Sword in the Cone: A Math Adventure (Comprehension Strategy: Understanding Figurative Language)

Q: All About Turtles (Phonics and Word-Solving Strategies: Root Words)

Q: Cooper (Text Features: Glossary)

Q: Can You Believe? Hurricanes (Comprehension Strategy: Figurative Language-Similes)

Q: Cut Down to Size at High Noon: A Math Adventure (Phonics and Word-Solving Strategies: Words With Multiple Meanings)

Q: If You Lived at the Time of the Great San Francisco Earthquake (Developing Phonics and Word-Solving Strategies: Words With Multiple Meanings)

R: Food Chains (Developing Phonics and Word-Solving Strategies: Greek and Latin Prefixes)

R: Getting to Know the U.S. Presidents: George Washington (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

R: O, Say Can You See? (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms)

S: In Their Own Words: Abraham Lincoln (Developing Phonics and Word-Solving Strategies: Roots)

S: Light and Color (Developing Phonics and Word-Solving Strategies: Recognizing Antonyms)

T: Life in the Rainforests (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Lightning (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Lost Star: The Story of Amelia Earhart (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Picture of Freedom: The Diary of Clotee, a Slave Girl (Developing Phonics and Word-Solving Strategies: Words with Multiple Meanings)

T: Volcanoes (Learning About Text Features: Glossary)

T: Volcanoes and Earthquakes (Developing Phonics and Word-Solving Strategies: Recognizing Synonyms)

Writing

Text Types and Purposes

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.

Ideas for Extending Meaning Through Writing are included in the Teaching Card for each book. These activities include writing for a variety of purposes, including composing opinion pieces, informative/ explanatory writing, and narrative writing. For example:

M: Save the Rain Forests (Persuasive writing is practiced through letter writing to convince friends why saving the rain forests is important.)

N: Hawks on the Clock (Students work with partners to write persuasive pamphlets.)

O: Abraham Lincoln: Road to the White House (Students write an expository paragraph about

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<p>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. 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. 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. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>how reading books and telling stories helped Lincoln become a great president.) P: Eat Your Vegetables! Drink Your Milk! (Students create a balanced diet for the day including three meals and three snacks and explain why each is healthy and nutrients included.) Q: If You Lived with the Indians of the Northwest Coast (Students compose narrative writing pretending that they belong to a Northwest tribe. They are instructed to write about a day in their life, including descriptions of homes, food, chores, celebrations, learning and rules.) R: The Great Fire (Students choose one of the people whose accounts are given in this book and pretends they are interviewing that person after the fire finally ended. Students write out interview questions and answers.) S: Valley Forge (Students write an expository paragraph explaining why the Continental Army spent the winter of 1777-1778 at Valley Forge and describe the conditions there.) T: Life in the Rainforests (Students participate in persuasive writing to convince people of the benefits of rainforests and why we should try to save them. Suggested topics are included in the instructions.)</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>Adults and peers can guide and support student writing and help students develop and strengthen writing as needed by planning, revising and editing writing experiences included on each Teaching Card. Writing may be published as teachers determine appropriate, using available technology.</p>

Grade 4

<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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>Expanded reading lists are included on each Teaching Card. In addition to the content area books provided with this product, those additional titles could be used to gather information for short research projects.</p> <p>Apply grade 4 reading standards to literature (character, setting)</p> <p>M: A. Lincoln and Me (Comprehension Strategy: Understanding Character)</p> <p>O: A Million Fish...More or Less</p> <p>P: Where Have All the Pandas Gone? Questions and Answers About Endangered Species (Comprehension Strategy: Recognizing Setting)</p> <p>Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</p>
<p>Range of Writing</p> <p>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 Teaching Card provides writing suggestions under the Extending Meaning Through Writing section. These writing experiences involve a range of narrative, expository and persuasive writing for different purposes and audiences.</p>
<p>Speaking & Listening Comprehension and Collaboration</p> <p>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.</p> <p>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>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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>Content Area Conversation or Learning in the Content Area ideas are included on each Teaching Card. Students can participate in collaborative discussions about texts and grade 4 topics with peers and adults in small or large groups. For example:</p> <p>M: What If You'd Met...Beethoven? (Content Area Conversation: Talk About Composing Music)</p> <p>N: Tell Me How Far it Is (Content Area Conversation: Talk About Measurement of Distance)</p> <p>O: Squanto: Friend of the Pilgrims (Learning in the Content Area: Talk About Pilgrims)</p> <p>P: Heroes of the Revolution (Learning in the Content Areas: Talk About the American Revolution)</p> <p>Q: If You Lived at the Time of the Great San Francisco Earthquake (Learning in the Content Areas: Talk About Earthquakes)</p> <p>R: O’ Say Can You See? (Learning in the Content Areas: Talk About Independence Day)</p> <p>S: Light and Color (Learning in the Content Areas: Talk About Color)</p> <p>T: Land Predators of North America (Learning in the Content Areas: Talk About Camouflage)</p>
<p>Presentation of Knowledge and Ideas</p>	<p>Each Teaching Card contains ideas for Making Connections (to text, self or world). Students can</p>

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SCHOLASTIC GUIDED READING CONTENT AREA

Grade 4

<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>recount experiences while being reminded to speak clearly and at an understandable pace. Audio recordings can be created as the teacher feels appropriate depending on available technology.</p> <p>Students can also be encouraged to report on an informational or nonfiction book that was enjoyed and encourage others to read that book or others from the expanded reading list on each Teaching Card. Additionally:</p> <p>M: Five True Horse Stories (Developing Comprehension: Activating Prior Knowledge)</p>
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COMMON CORE STATE STANDARDS

SCHOLASTIC GUIDED READING CONTENT AREA

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>Q: Cut Down to Size at High Noon: A Math Adventure (Comprehension Strategy: Recognizing Setting)</p> <p>U: Freedom Train: The Story of Harriet Tubman (Developing Comprehension: Recognizing Setting)</p> <p>U: The Watsons Go to Birmingham—1963 (Learning in the Content Areas: Talk About Characters)</p> <p>V: Escape to Freedom: A Play About Young Frederick Douglass (Comprehension Strategy: Understanding Genre: Drama)</p> <p>W: Adam of the Road (Developing Comprehension: Understanding Character)</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Q: Can You Believe? Hurricanes (Developing Phonics and Word-Solving Strategies: Figurative Language: Similes)</p> <p>U: The Watsons Go to Birmingham—1963 (Developing Phonics and Word Solving Strategies: Figurative Language; Understanding Genre: Drama)</p> <p>V: Escape to Freedom: A Play About Young Frederick Douglass (Developing Phonics and Word Solving Strategies: Figurative Language)</p> <p>W: Daniel’s Story (Developing Comprehension: Understanding Point of View)</p> <p>W: Journal of James Edmond Pease, The: A Civil War Union Soldier, Virginia, 1863 (Developing Phonics and Word Solving Strategies: Figurative Language-Similes)</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Books from the same genre to compare on theme and /or topics can be selected from the following list of historical fiction texts:</p> <p>T: Picture of Freedom: The Diary of Clotee, a Slave Girl</p> <p>U: The Watsons Go to Birmingham—1963</p> <p>V: Color Me Dark</p> <p>W: Daniel’s Story</p> <p>W: The Journal of James Edmond Pease</p>