COMMON CORE

SKILLS & STRATEGIES FOR READING

Level 4

Topics Include:

Mental Imaging, Categorize,

Cause & Effect, Vocabulary,

The Five Ws, Multiple Meanings

SADDLEBACK
EDUCATIONAL PUBLISHING

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About This Series

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Aligning each lesson in these six Common Core titles to the CCSS ensures that students are being taught and assessed on what they are expected to learn and know. The alignment helps educators think critically about their curriculum, instruction, and assessments as they work to ensure that their students meet the rigorous new standards.

Beginning with foundational skills, the activities teach students what they need to learn. The alignments offer a progressive development of reading comprehension skills so that students advancing through the levels are able to gain more from whatever they read. Each title includes a table of contents, a CCSS alignment chart, 130 reproducible lessons individually aligned to the CCSS (each lesson contains a discrete alignment at the bottom of the page), a scope and sequence chart, and an answer key.

CCSS Alignment Chart

Discrete Alignment on Each Page

About This Book

Common Core Skills and Strategies for Reading is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and nonfiction selections will spark the interest of even your most reluctant reader. The book offers your students a variety of reading opportunities—reading for pleasure, reading to gather information, and reading to perform a task. Each page offers the opportunity for the student to apply one of the strategies to the reading selection, which is linked to a relevant comprehension skill activity.

Each book includes a CD, which contains a complete electronic version of the reproducible as an "Unlocked PDF." Unlocked PDFs allow users to copy/paste text and certain images for posting, emailing, projecting on a whiteboard, and more.

Choosing Instructional Approaches

You can use the pages in this book for independent reinforcement or extension, whole group lessons, pairs, or small cooperative groups rotating through an established reading learning center. You may choose to place the activities in a center and reproduce the answer key for self-checking. To ensure the utmost flexibility, the process for managing this is left entirely up to you because you know what works best in your classroom.

Assessment

Assessment and evaluation of student understanding and ability is an ongoing process. A variety of methods and strategies should be used to ensure that the student is being assessed and evaluated in a fair and comprehensive manner. Always keep in mind that the assessment should take into consideration the opportunities the student had to learn the information and practice the skills presented. The strategies for assessment are left for you to determine and are dependent on your students and your particular instructional plan. You will find a Scope and Sequence Chart at the back of this book to assist you as you develop your assessment plan.

Common Core Skills & Strategies for Reading

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.

Page Number (s)	Common Core State Standards Alignment: Level 4
Pages 2-5	**CCSS.ELA-Literacy.L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
Pages 6-9	**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
Page 10	**CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.ELA-Literacy.W.4.2a** 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. **CCSS.ELA-Literacy.W.4.4** 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.) **CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Page 11	**CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Pages 12-18	**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Pages 19-23	**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4c** 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.
Page 24	**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **CCSS.ELA-Literacy.L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Page Number (s)	Common Core State Standards Alignment: Level 4
Pages 25-28	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Pages 29-30	**CCSS.ELA-Literacy.W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **CCSS.ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
Pages 31-34	**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Pages 35-36	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Page 37	**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Pages 38-40	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Pages 41-42	**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.4.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.
Page 43	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Pages 44-45	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Pages 46-47	**CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **.CCSS.ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details. **CCSS.ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Page Number (s)	Common Core State Standards Alignment: Level 4
Pages 48-50	**CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Page 51	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Pages 52-59	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Page 60	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Page 61	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Pages 62-67	**CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
Pages 68-69	**CCSS.ELA**-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA**-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).
Pages 70-72	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
Pages 73-75	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.

Page Number (s)	Common Core State Standards Alignment: Level 4
Page 76	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Page 77	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Pages 78-80	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
Page 81	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
Page 82	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Pages 83-84	**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
Page 85	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
	CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
Pages 86-87	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
	CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.
Page 88	**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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Page 89	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text..
Page 90	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
Page 91	**CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
Page 92	**CCSS.ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
Pages 93-94	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Page 95	**CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **CCSS.ELA-Literacy.L.4.3a** Choose words and phrases to convey ideas precisely.
Page 96	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Page 97	**CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Page 98	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
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Page 100	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
Pages 101-102	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Pages 103-106	**CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **CCSS.ELA-Literacy.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **CCSS.ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details. **CCSS.ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
Page 107-108	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Page 109	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Page 110	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

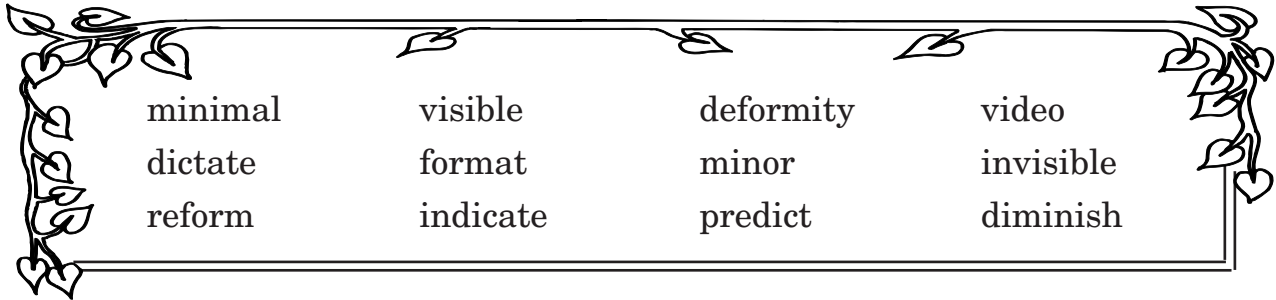| Page Number (s)	Common Core State Standards Alignment: Level 4
Page 111	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **CCSS.ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
Pages 112-113	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Pages 114-115	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
Page 116	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Pages 117-118	**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Pages 119-120	**CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **CCSS.ELA-Literacy.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Pages 121-122	**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.

Page Number (s)	Common Core State Standards Alignment: Level 4
Pages 123-124	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Pages 125-126	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Pages 127-129	**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
Page 130	**CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Page 131	**CCSS.ELA-Literacy.RL.4.4** 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).
Page 132	**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension. **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding. **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Putting words in categories by their root words helps you to learn lots of words faster.

Directions: Look at each word. Then write it under the correct root word.

minimal	visible	deformity	video
dictate	format	minor	invisible
reform	indicate	predict	diminish

min—little, small

_____

_____

_____

vis, vid—see

_____

_____

_____

form—shape

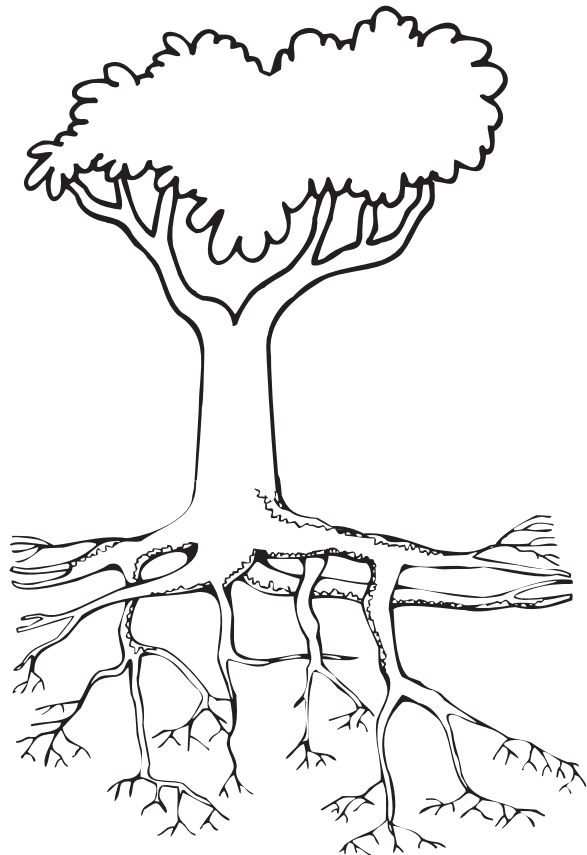_____

_____

_____

dic, dict—say, speak

_____

_____

_____

Learning the meaning of a few basic root words will help you to figure out the meanings of lots of other words.

Directions: Read the root words and their meanings. Then read the list of words. Write the letter of the root word that is part of each word.

A. *annu*—yearly	B. *bio*—life	C. *fract, frag, frai*—break
D. *geo*—earth	E. *uni*—one	F. *brev*—short

1. brevity _____
2. annuity _____
3. biology _____
4. abbreviate _____
5. fraction _____
6. frail _____
7. annual _____
8. geology _____
9. biography _____
10. united _____

11. fragment _____
12. bionics _____
13. fracture _____
14. disunity _____
15. biohazard _____
16. geography _____
17. nonbiodegradable _____
18. refract _____
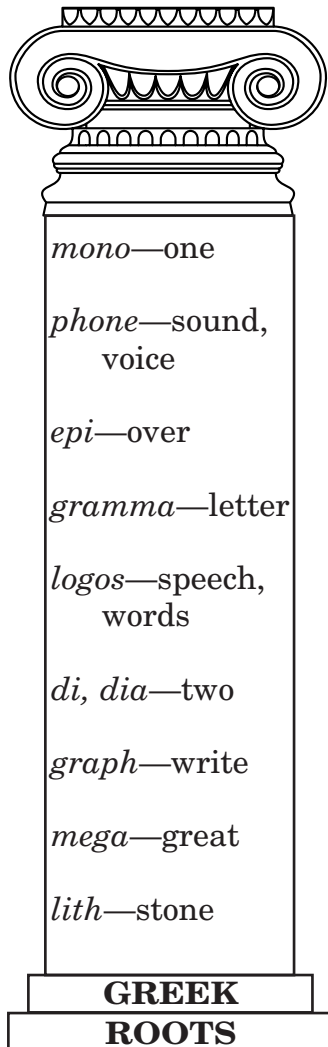19. biological _____
20. unicycle _____

Learning how to analyze root word meanings helps you figure out new words.

Directions: Many English words have Greek roots. Use the Greek roots to figure out the meaning of the words. Write the correct letter on the lines.

mono—one

phone—sound, voice

epi—over

gramma—letter

logos—speech, words

di, dia—two

graph—write

mega—great

lith—stone

GREEK ROOTS

1. ____ A <u>monogram</u> is
   a. having only one eye.
   b. one elementary school.
   c. a design using initials.
   d. a seasonal storm.

2. ____ A <u>monograph</u> is
   a. something held firmly.
   b. a book or report on one topic.
   c. a picture about one thing.
   d. an airplane with one engine.

3. ____ <u>Monologue</u> means
   a. a speech by one person.
   b. a written record of events.
   c. an author's last word.
   d. a single tree.

4. ____ A <u>dialogue</u> is
   a. a president's speech
   b. words between two people.
   c. words that rhyme.
   d. an author's second book.

5. ____ An <u>epilogue</u> is
   a. a compound word.
   b. words at the end of a story or play.
   c. a quote from a book.
   d. an outer layer of skin.

6. ____ A <u>megaphone</u> is
   a. a cute voice.
   b. a device to make sounds louder.
   c. a large city.
   d. something that records voices.

7. ____ <u>Megalith</u> means
   a. a crystal rock.
   b. doing things in a big way.
   c. a huge stone.
   d. a layer of soil.