

CCSS: The Gollywhopper Games (Series)

GRL: S
Grade: 4

GLE: 4
Language

ATOS:

RRL: n/a
CCSS.ELA-Literacy.L.4.3,3a,4,4a,5,5a,5b,5c,6

LEXILE: 590L

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- 3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 3a) Choose words and phrases to convey ideas precisely.
 - 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.
 - 4a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - 5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 5a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - 5b) Recognize and explain the meaning of common idioms, adages, and proverbs.
 - 5c) 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).

Grade: 4

Reading: Foundation Skills

CCSS.ELA-Literacy.RF.4.4,4a,4c

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- 4) Read with sufficient accuracy and fluency to support comprehension.
 - 4a) Read grade-level text with purpose and understanding.
 - 4c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 4

Reading: Literature

CCSS.ELA-Literacy.RL.4.1,2,3,4,6,7,9,10

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- 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).
 - 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).
 - 6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
 - 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.
 - 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.
 - 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.

Grade: 4**Speaking & Listening****CCSS.ELA-Literacy.SL.4.1,1a,1b,1c,2,3,4,6**

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- 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.
 - 1a) 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.
 - 1b) Follow agreed-upon rules for discussions and carry out assigned roles.
 - 1c) 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.
 - 2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - 3) Identify the reasons and evidence a speaker provides to support particular points.
 - 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.
 - 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. (See grade 4 Language standards 1 here for specific expectations.)

Grade: 4**Writing****CCSS.ELA-Literacy.W.4.4,7,8,9,9a,10**

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- 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.)
 - 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.
 - 9a) 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].").
 - 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 disciplinespecific tasks, purposes, and audiences.

The Gollywopper Games: Friend or Foe**12/24/2015 Harper Collins****9780062211286****GRL: S****GLE: 4****ATOS:****RRL: n/a****LEXILE: 590L****The Gollywopper Games: The New Champion****12/24/2015 Harper Collins****9780062211286****GRL: S****GLE: 4****ATOS:****RRL: n/a****LEXILE: 590L**