An illustration of a mouse pilot wearing goggles and a scarf, flying a biplane through a cloudy sky. The mouse is looking out of the cockpit, and the biplane's wings and propeller are visible. The background is a dramatic, cloudy sky with warm tones.

An Educator's Guide to
L I N D B E R G H

The Tale of a Flying Mouse

A Common Core
State Standards
Aligned Educator's
Guide for
Grades 2, 3, 4

by Torben Kuhlmann

North
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An Educator's Guide to L I N D B E R G H

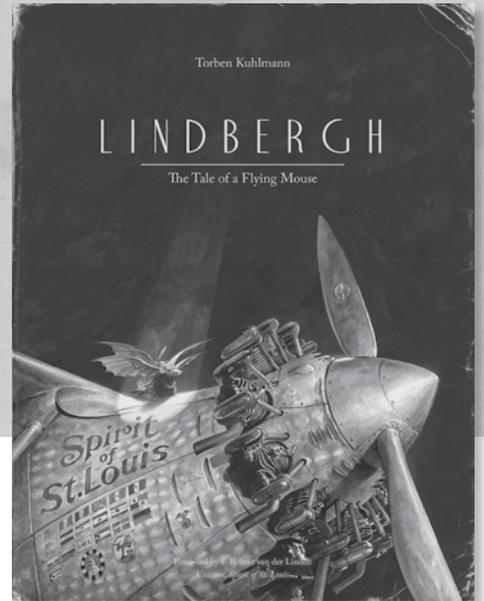
The Tale of a Flying Mouse

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A Common Core State Standards Aligned
Educator's Guide for Grades 2, 3, 4

Note: The activities in this guide align with Common Core State Standards for English Language Arts for grades 2, 3, and 4 but standards for other grades may also apply.

Prepared by We Love Children's Books



Translated from the German
by Suzanne Levesque.
NorthSouth Books \$19.95 (96p)
ISBN 978-0-7358-4167-3
On Sale May 2014

About the Book

These are dark times for a small mouse. A new invention—the mechanical mousetrap—has caused all mice but one to flee to America, the land of the free. But with cats guarding the steamships, trans-Atlantic crossings are no longer safe. In the bleakest of places . . . the one remaining mouse has a brilliant idea. He must learn to fly!

Debut illustrator Torben Kuhlmann's inventive tale and stunning illustrations will capture the imagination of readers—young and old—with the death-defying feats of this courageous young mouse.

About the Author

Torben Kuhlmann was born in Germany. He studied illustration and design at the University for Applied Sciences in Hamburg and now works as a freelance illustrator. *Lindbergh: The Tale of a Flying Mouse* is his first children's book and draws on his interest in the colorful history of aviation. Since childhood he has expressed a keen interest in building small mechanical contraptions. One might say Kuhlmann has many similarities to our mouse hero in Lindbergh!



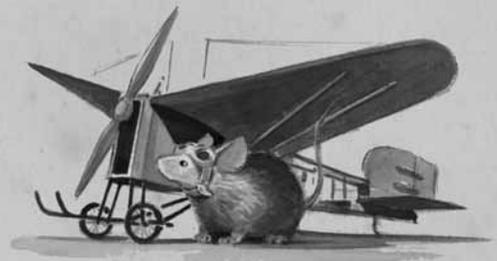
Praise for the Book

“In a project that seamlessly blends elements of a picture book, comic, and novel, gifted newcomer Kuhlmann imagines that the world's first transatlantic flight was made not by Charles Lindbergh, but by an intrepid German mouse flying in the opposite direction... An exceptionally fine debut.” — Starred Review, *Publishers Weekly*

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Pre-Reading Questions and Activities

Before starting to read this book to the class, do a Picture Walk with them. Have students examine the cover and illustrations on each page. Discuss what is happening. Have them identify illustration details and explain what the details tell them about the story's characters, setting, and events. What kind of adventures do students think the mouse will have? Record the predictions and compare them with the real story once the class has read it.

Have students ever heard of Charles Lindbergh? Go over the "short history of aviation" in the back of the book to provide students with some background information.

Lindbergh: The Tale of a Flying Mouse begins in Germany and follows a mouse who travels all the way to America. Using the class map, a globe or other resources, have students locate Hamburg, Germany and New York City to use as a reference when reading the book.

This story is about bravery and ingenuity. Do students know what these words mean? Have them give examples of what it means to be brave or ingenious. Can they think of any other books that address these themes?

Vocabulary

While reading the book aloud to the class, have students identify unfamiliar and interesting words to create a vocabulary list for the book. Using context and the accompanying illustrations in the story, as well as a dictionary when necessary, define the words as a class. Can students think of other words that could be used which have a similar meaning?

L 2.4, 2.5, 3.4, 3.5, 4.4, 4.5

Post-Reading Discussion Questions and Activities

What a Character

What are the main character traits of our mouse hero? As a class create a chart listing them, citing evidence from the book. Discuss how the author conveys information about the character to the reader. Did students learn more about the mouse from the text or the illustrations?

RL 2.1, 2.3, 2.7, 3.1, 3.3, 3.7, 4.1, 4.3, 4.7

SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

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Different Types of Storytelling

Lindbergh: The Tale of a Flying Mouse seamlessly blends elements of a novel, picture book, and graphic novel. After discussing these formats with the class, break students into small groups. Have them examine the book closely. What parts are like a novel? What parts are like a graphic novel? What parts are like a picture book? What parts of the story are best conveyed by the words? What elements of the story are best told in pictures? How do they all work together to tell the story?

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.7

SL 2.1, 3.1, 4.1

What's the "Big Idea"?

Break students into small groups or pairs and have them identify the main theme of *Lindbergh: The Tale of a Flying Mouse*. Is there more than one "big idea" in this book? Come together as a class to discuss their conclusions.

RL 2.1, 2.2, 2.7, 3.1, 3.2, 3.7, 4.1, 4.2, 4.7

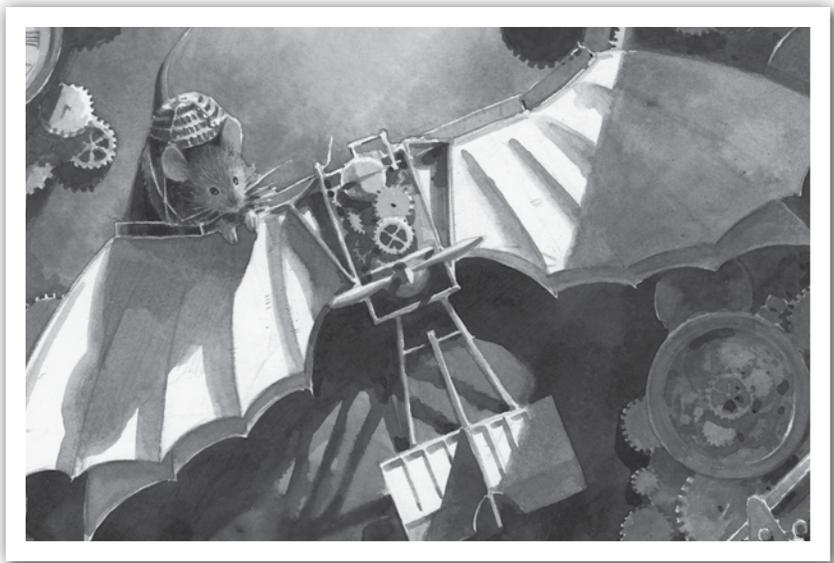
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Traveling Mouse

Our mouse hero spends much of the book trying to get to America. First he tries to board a ship, then he constructs several flying machines using different technologies. As a class, list the different ways he tries to travel. What other methods could he have tried that he didn't?

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.7

SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2



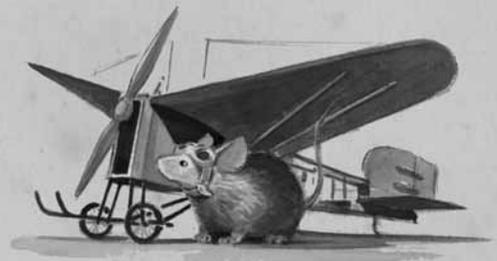
Danger, Mouse!

There were many dangers that threatened our mouse hero throughout the story. Discuss as a class the hazards he encountered. How did he react? What tactics or precautions did he take in response to these threats?

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.7

SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

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My Favorite Part

The illustrations in *Lindbergh: The Tale of a Flying Mouse* are rich with details that add to the atmosphere of the story and bring the book to life. These details also tell the reader more about what is happening in the story. Have students select their favorite illustration from the book and write a brief essay identifying the picture, explaining why they like the illustration, what is happening in it, and what part of the story it tells. Break the class into pairs to exchange papers. Have students revise their work based on peer feedback and share their final essays with the rest of the class.

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.3, 4.7
W 2.1, 2.5, 3.1, 3.4, 3.5, 3.10, 4.1, 4.4, 4.5, 4.10
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
L 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Playing Detective

This story was written by a German author/illustrator and first published in German. Most of the action takes place in Hamburg, Germany at the turn of the century. Break students into small groups and have them study the backgrounds and details of the book for clues of this book's German roots. Come back together as a class to discuss their findings. What clues did they discover? Is there anything that would have been different about the story had it been originally written in English?

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.3, 4.7
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

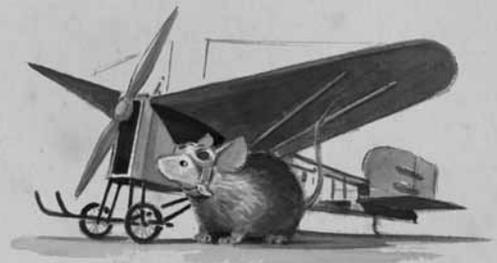
A New Adventure

At the end of the book, our mouse hero becomes a celebrity in America, traveling with an air show. Have students write a new story, telling the tale of one of his adventures as the "Courageous Flying Mouse". Break students into small groups to share their first drafts. Based on peer feedback, have students revise their work. Compile the stories via computer into a collection to share with the class. Encourage students to include illustrations with their story. Bonus points for students who incorporate a meeting with Charles Lindbergh into their story!

W 2.3, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 3.10, 4.3, 4.4, 4.5, 4.6, 4.10
SL 2.1, 3.1, 4.1
L 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3



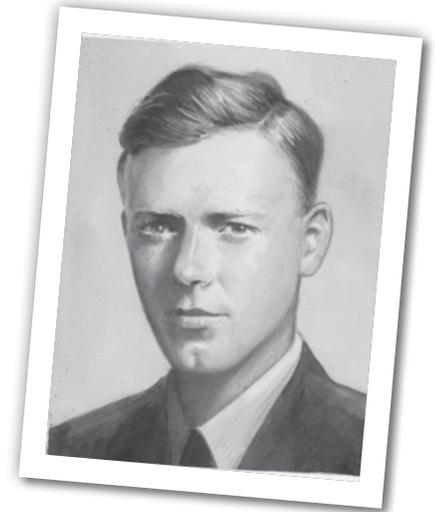
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Introducing Charles Lindbergh

Charles Lindbergh was a historical figure, famous as a pilot and American celebrity of the 1920s. Have students ever heard of him? Working on their own or with an adult as necessary, have students use the internet and library resources to prepare a list of ten important facts about Lindbergh. Working as a class, compile these facts into a list. What are the most important ones? Is there any famous figure students know of today who is like Charles Lindbergh?

W 2.7, 2.8, 3.7, 3.8, 4.7, 4.8
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2



What a Great Review

Ask students to review this book as if for a local newspaper or a website. Their review should begin with a summary listing the overall plot of the book and the major themes it addresses. They should discuss the artwork and how it contributes to the book as a whole, and conclude with a call to action encouraging others to read this book.

RL 2.2, 2.7, 3.2, 3.7, 4.2, 4.7
W 2.1, 2.5, 3.1, 3.4, 3.5, 3.10, 4.1, 4.4, 4.5, 4.10
L 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Scene It?

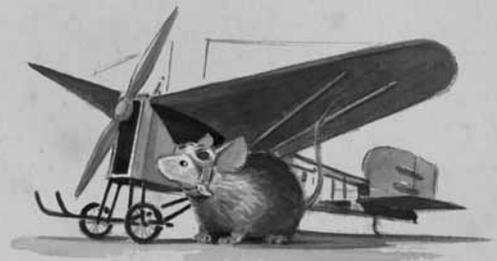
Have students create a diorama of a favorite scene or event from the book accompanied by a written description. Ask students to present their diorama to the rest of the class, describing the event they chose, why they chose it, how it fits into the story, and the materials they used to depict it. Use the dioramas to create a classroom display for further viewing.

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.7
W 3.4, 3.10, 4.4, 4.10
SL 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 4.4, 4.5, 4.6



Visit the Common Core State Standards website to read about the individual standards listed here:
<http://www.corestandards.org/the-standards>

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Internet Resources

Biographical Information about Charles Lindbergh

Biography.com

<http://www.biography.com/#!/people/charles-lindbergh-9382609>

The Lindbergh Foundation

<http://www.lindberghfoundation.org/docs/index.php/charles-lindbergh>

Encyclopedia of World Biography

<http://www.notablebiographies.com/Ki-Lo/Lindbergh-Charles.html>

History of Aviation

NASA Kids Page: History of Flight

<http://www.grc.nasa.gov/WWW/k12/UEET/StudentSite/historyofflight.html>

History of Flight

<http://www.learning-to-fly.com/history-of-flight.html>

Education News: Interview with Author Torben Kuhlmann

<http://www.educationviews.org/torben-kuhlmann-lindbergh-tale-flying-mouse/>

Torben Kuhlmann's Official Website ~ <http://www.torben-kuhlmann.com/>

(Paste into <https://translate.google.com/> to translate site from German to English.)

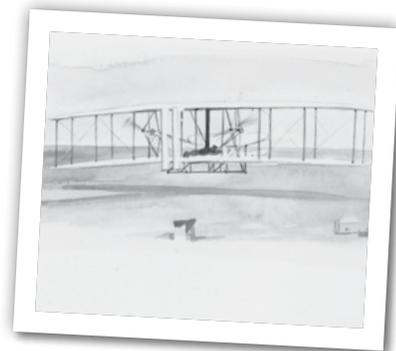
Interesting Videos

Lindbergh: The Tale of A Flying Mouse Book Trailer

<http://www.youtube.com/watch?v=h4aPx9KNkd0>

The Making of Lindbergh – Painting the Cover-Illustration

<http://www.youtube.com/watch?v=OiCQnHeC4TY>



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For Reference

Common Core State Standards Used In this Guide ~ Grades 2, 3, 4

GRADE 2

Reading Standards for Literature Grade 2 (RL)

Key Ideas and Details

- 2.1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
- 2.3. Describe how characters in a story respond to major events and challenges

Integration of Knowledge and Ideas

- 2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

Writing Standards Grade 2 (W)

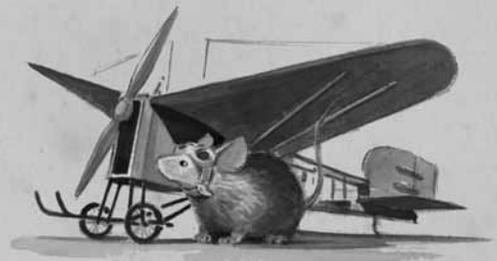
Text Types and Purposes

- 2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
- 2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

Production and Distribution of Writing

- 2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Research to Build and Present Knowledge

- 2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards Grade 2 (SL)

Comprehension and Collaboration

- 2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- 2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- 2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
- 2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards Grade 2 (L)

Conventions of Standard English

- 2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).

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- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- 2.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
- a. Compare formal and informal uses of English

Vocabulary Acquisition and Use

- 2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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- 2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

GRADE 3

Reading Standards for Literature GRADE 3 (RL)

Key Ideas and Details

- 3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- 3.2. Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- 3.3. Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

- 3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Writing Standards GRADE 3 (W)

Text Types and Purposes

- 3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.

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3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Production and Distribution of Writing

3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

3.7. Conduct short research projects that build knowledge about a topic.

3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

3.10. 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.

Speaking and Listening Standards GRADE 3 (SL)

Comprehension and Collaboration

3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- 3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 3.4. 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.
- 3.5. 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.
- 3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards GRADE 3 (L)

Conventions of Standard English

- 3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound and complex sentences.

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3.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

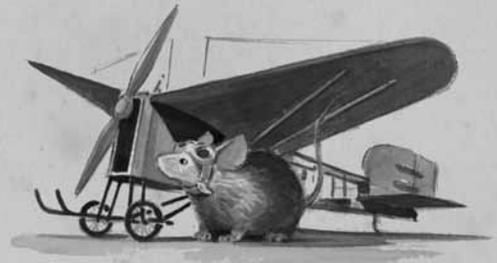
3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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GRADE 4

Reading Standards for Literature GRADE 4 (RL)

Key Ideas and Details

- 4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.2. Determine a theme of a story, drama or poem from details in the text; summarize the text.
- 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).

Integration of Knowledge and Ideas

- 4.7. 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.

Writing Standards GRADE 4 (W)

Text Types and Purposes

- 4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
- 4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

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Production and Distribution of Writing

- 4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- 4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- 4.6. 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.

Research to Build and Present Knowledge

- 4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 4.8. 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.

Range of Writing

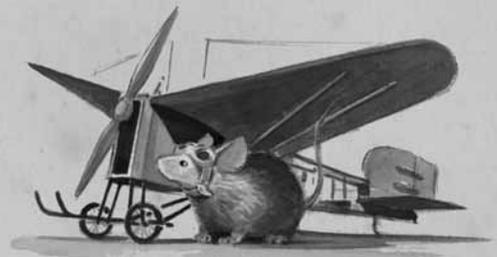
- 4.10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening Standards GRADE 4 (SL)

Comprehension and Collaboration

- 4.1. 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.
 - 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.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

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Presentation of Knowledge and Ideas

- 4.4. 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.
- 4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.6. 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.

Language Standards GRADE 4 (L)

Conventions of Standard English

- 4.1. 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).
- 4.2. 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.

Knowledge of Language

- 4.3. 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.

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- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

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.

- a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

