

Here's What You'll Get in the Wilma Unlimited Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Asking Questions

Wilma Unlimited
By: Kathleen Krull
Grade Level: 4 / Guided Reading Level: Q

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

Summary

What does it take to be an Olympic athlete? Hard work, determination and a loving, supportive family. When Wilma Rudolph was stricken with polio as a young child, her family sacrificed a great deal of time and work to help Wilma get better. Wilma worked through painful exercises every day to make her legs strong enough to walk without a brace. Soon her determination set her on a road to become the first American woman to win three gold medals in a single Olympic.

Link to What You Know

- What do you wonder about when you see someone who has been crippled?
- How would your life change if your leg was in a brace?

Important Words to Know and Understand

Brace - To give added physical support or strength to (something)

Luxury - A condition or situation of great comfort, ease, and wealth

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurbs on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

Asking Questions

Wilma Unlimited
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3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

4 Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover - Read the title. What questions do you have about Wilma that the book might help you answer?

Page 3 - We learn about Wilma's health on this page. What questions do you have?

Page 7 - What are you wondering about in this point of the story? How will your questions help you as a reader?

Page 15 - Wilma is walking without her brace. If you could, what questions would you ask Wilma about this remarkable moment?

Page 35 - Now that you've learned about Wilma Rudolph, what questions do you have about her life?

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or see **Wilma Unlimited**?

Reflect - Think about the questioning work you did while reading **Wilma Unlimited**. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Wilma Unlimited**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Retell and Summarize While Reading

- Retell the story in your own words
- Summarize the main events of the story

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

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- Think
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Retelling & Summarizing

Identifying the Author's Purpose

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Identify the Author's Purpose While Reading

- Identify the author's purpose for writing the text
- Identify the author's main message

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

4 Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read

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Author's Purpose

Making Inferences

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Make Inferences While Reading

- Make inferences about the text
- Use evidence from the text to support your inferences

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

4 Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Wilma Unlimited**. (Remember to include examples from the book!)

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Making Inferences

Making Connections

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Make Connections While Reading

- Make connections between the text and your own life
- Make connections between the text and other texts

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

4 Notice the Work Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Making Connections

Answer Key for Retelling and Summarizing with Wilma Unlimited

Your Turn to Practice Retelling and Summarizing with Wilma Unlimited

Page 5: The page tells about an important event in Wilma's life. What happened to Wilma when she was 5 years old?

Page 7: What problem is Wilma facing on why or how?

Page 11: What does the author want us to know about Wilma on the page? What word would you use to describe her?

Answer Key for Making Connections with Wilma Unlimited

Your Turn to Practice Making Connections with Wilma Unlimited

Page 3: What does the author want us to know about Wilma's childhood? Why is this important information?

Page 5: Why did the author want us to know that some children with polio died and others were left crippled?

Answer Key for Making Inferences with Wilma Unlimited

Your Turn to Practice Making Inferences with Wilma Unlimited

Page 3: We learn about Wilma's health on this page. What questions do you have?

Page 7: Wilma is walking without her brace. If you could, what questions would you ask Wilma about this remarkable moment?

Page 15: Now that you've learned about Wilma Rudolph, what questions do you have about her life?

Answer Key for Identifying the Author's Purpose with Wilma Unlimited

Your Turn to Practice Identify the Author's Purpose with Wilma Unlimited

Page 3: We learn about Wilma's health on this page. What questions do you have?

Page 7: What are you wondering about in this point of the story? How will your questions help you as a reader?

Page 15: Wilma is walking without her brace. If you could, what questions would you ask Wilma about this remarkable moment?

Page 35: Now that you've learned about Wilma Rudolph, what questions do you have about her life?

Answer Key for Asking Questions with Wilma Unlimited

Your Turn to Practice Asking Questions with Wilma Unlimited

Page 3: We learn about Wilma's health on this page. What questions do you have?

Page 7: What are you wondering about in this point of the story? How will your questions help you as a reader?

Page 15: Wilma is walking without her brace. If you could, what questions would you ask Wilma about this remarkable moment?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text to Self Text to Text Text to World

Draw a picture of your connection in the box below:

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use for clues in the text.	What do you know about the book?	Emotions, thoughts, feelings, actions, etc.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Asking Questions

Title: _____

Question Sentence Starters	Why don't I...?	How does...?
I am confused about...	I am curious about...	I am not sure why...
Question	Answer	
Question	Answer	
Question	Answer	
Question	Answer	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Wilma Unlimited Word List

Vocabulary Connections
 Wilma Unlimited
 By: Kathleen Krull
 Grade Level: 4 / Guided Reading Level: Q

Important Words to Know and Understand in "Wilma Unlimited"

Brace
 To give added physical support or strength to (something)

Crippled
 To cause (a person or animal) to be unable to move or walk normally — usually used as (be) crippled

Hymn
 A religious song

Impatient
 Not willing to wait for something or someone

Luxury
 A condition or situation of great comfort, ease, and wealth

Pneumonia
 A serious disease that affects the lungs and makes it difficult to breathe

Polio
 A serious disease that affects the nerves of the spine and often makes a person permanently unable to move particular muscles

Scholarship
 An amount of money that is given by a school, an organization, etc., to a student to help pay for the student's education

Stricken
 Powerfully affected by disease, trouble, sorrow, etc.

Surge
 To move very quickly and suddenly in a particular direction

vocabulary Word List | ©BookPage.com

Vocabulary Connections
 Wilma Unlimited
 By: Kathleen Krull
 Grade Level: 4 / Guided Reading Level: Q

Brace **Crippled** **Hymn**

Impatient **Luxury** **Pneumonia**

Picture Vocabulary Sorting Cards | ©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections
 Wilma Unlimited
 By: Kathleen Krull
 Grade Level: 4 / Guided Reading Level: Q

Brace **Crippled** **Hymn**

To give added physical support or strength to (something)

To cause (a person or animal) to be unable to move or walk normally — usually used as (be) crippled

A religious song

Impatient **Luxury** **Pneumonia**

Not willing to wait for something or someone

A condition or situation of great comfort, ease, and wealth

A serious disease that affects the lungs and makes it difficult to breathe

Definition Vocabulary Sorting Cards | ©BookPage.com

Word and Definition Sorting Cards

Vocabulary Connections
 Wilma Unlimited
 By: Kathleen Krull
 Grade Level: 4 / Guided Reading Level: Q

Brace is a/an
 noun/verb
 adverb/adjective
 Definition of **Brace**:

Crippled is a/an
 noun/verb
 adverb/adjective
 Definition of **Crippled**:

Hymn is a/an
 noun/verb
 adverb/adjective
 Definition of **Hymn**:

Brace looks like this:

Crippled looks like this:

Hymn looks like this:

Brace reminds me of:

Crippled reminds me of:

Hymn reminds me of:

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPage.com

Interactive Vocabulary Notebook Cards

Word Games
 with Words from Wilma Unlimited

Directions: Underline the correctly spelled vocabulary word to complete each of the sentences below.

- Wilma was given a (breeze brace) for her legs when she was diagnosed with polio.
- Wilma enjoys singing a (hymn hymn) in church every Sunday.
- Wilma was (impatient impatient) for her chance to play sports.
- Wilma was (stricken stricken) with grief after losing the basketball game.
- Doctors were considered a (luxury luxury) when Wilma was young.

Directions: Graph the number of syllables in each of the words in the word bank.

CRIPPLED					
PNEUMONIA					
POLIO					
SCHOLARSHIP					
SURGE					
Number of Syllables	1	2	3	4	5

Name: _____

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Word Games and Answer Key

Vocabulary Connections
 Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
 Draw a picture to illustrate the meaning of the word.

Connect to Your Life
 When or where have you seen/heard it, felt it, smelled it, or tasted it?

Vocabulary Words | ©BookPage.com

Vocabulary Word Extension Activities

Vocabulary Connections
 Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence below and write the word in the second column. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPage.com

Personalized Vocabulary Bookmark

Vocabulary Connections
 Wilma Unlimited
 By: Kathleen Krull
 Grade Level: 4 / Guided Reading Level: Q

Wilma Unlimited
 By Kathleen Krull

A new word I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPage.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Wilma Unlimited
By: Kathleen Krull
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
The three sounds of the suffix "ed"

Background:
The suffix "ed" can make the sound of "ed" or the sound of "d" or the sound of "t" as in the words below.

Examples:

"ed"
melted
shouted
added
rested

Materials and Preparation:

- A Copy of the Book
- Chart Paper
- Anchor Chart
- Colored Markers
- Scissors
- Copy of the Suffix "ed" Sorting Mat
- Optional: Word Detective Worksheet

Step by Step Lesson Plan

Word Work
Wilma Unlimited
By: Kathleen Krull
Grade Level: 4 / Guided Reading Level: Q

Step 2: Connect Word Work to Reading

Three Sounds of the Suffix "ed" in the Text

- Tell the children that the story "Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman" has a lot of examples of words ending in the suffix "ed".
- Their job is to listen for words ending in the suffix "ed" and raise their hand when they hear it.
- As a group, decide if the word ends with the "ed" sound, the "d" sound or the "t" sound.
- Share an example of two words by reading the following sentence: "She opened the box that was delivered to her door." Students should conclude that the words "opened" and "delivered" go under the "d" heading.
- Read *Wilma Unlimited*.

Examples of Three Sounds of the Suffix "ed" Found in the Text:

"ed"	"d"	"t"
expected	worried	worried
limited	turned	noticed
twisted	crippled	crippled
decided	urged	urged
worried	patterned	headed
hated	paralyzed	helped
	imagined	practiced
		walked

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a copy of the Suffix "ed" Sorting Mat and a copy of the double-sided The Suffix "ed" Word List.
- Tell the children to use scissors to cut out the words from the word list.
- Children will choose a word from the word list, say the word, and place the word in the column that has the same suffix "ed" sound.
- Repeat this step with each word.
- Children can check their work by reading the hints on the back of the word card.

List of words in the book that match the instructional focus

Interactive Activities

Suffix "ed" Sorting Mat

expected	moved	jumped

Word List Side 1

ed	decided
t	clipped
	nursed
	cheered
	excited

Independent Practice Page

Word Work
Wilma Unlimited
By: Kathleen Krull
Grade Level: 4 / Guided Reading Level: Q

Step 4: Independent Word Work Practice

Practice Page

- Give each student a practice page.
- Read each sentence.
- Underline the word that ends with the suffix "ed".
- Say the word and listen to the sound the suffix "ed" makes.
- Circle the sound the suffix "ed" makes on the right side of the page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with three sounds of the suffix "ed" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Extension Activity

Word Detective: Three Sounds of the Suffix "ed" Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with three sounds of the suffix "ed" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

The Suffix "ed" Word Work Practice Page

Directions:
Underline the word in each sentence that ends with the suffix "ed". Circle the sound the suffix "ed" makes in the word that is underlined.

- She played soccer with her friends. ed d t
- The mail was delivered yesterday. ed d t
- He started school when he was five years old. ed d t
- The class finished the test before lunch. ed d t
- The sun dried the rain puddles. ed d t
- He baked a cake for the party. ed d t
- The cars raced to the finish line. ed d t
- She wanted to study science. ed d t
- He ordered hot lunch. ed d t
- They waited in a long line for lunch. ed d t

Name: _____ Independent Word Work Practice | @BookPages.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record							
Title: <i>Wilma Unlimited</i>		Guided Reading Text Level: Q		Word Count: 100			
Name: _____		Date: _____					
Accuracy Rate: (# of words correct/100 words) _____							
Error Rate: (# of incorrect words/100 words) _____							
Self-Correction Rate: (# of words self-corrected/100 words) _____							
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____					
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy			
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT			
				E	SC	INFORMATION USED	
				E MSV	SC MSV		
1	No one expected such a tiny girl to have a first birthday. In Carlsville, Tennessee, in 1940, life for a baby who weighed just over four pounds at birth was sure to be limited. But most babies didn't have nineteen older brothers and sisters to watch over them. Most babies didn't have a mother who knew home remedies and a father who worked several jobs. Most babies weren't Wilma Rudolph.						
3	Wilma did celebrate her first birthday, and everyone noticed that as soon as this girl						
Tested By: _____				©BookPagez.com			

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



Wilma Unlimited CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Wilma Unlimited</i> to answer each of the following questions.	
1. What is the purpose of the selection <i>Wilma Unlimited</i> ? (RI.1)	
<input type="radio"/> A It entertains the reader by writing about the Olympics. <input type="radio"/> B It tells the true and inspiring story of Wilma Rudolph's life. <input type="radio"/> C It persuades the reader to join track and field as a sport. <input type="radio"/> D It explains how Polo can affect a person's legs and ability to walk.	
2. Which is the best summary of Wilma's childhood? (RI.2)	
<input type="radio"/> A She had a difficult childhood due to illnesses and how African-Americans were treated at that time. <input type="radio"/> B She had an easy childhood. <input type="radio"/> C She was healthy and fast, but didn't really like sports. <input type="radio"/> D Her family was very rich, so she always had the best doctors and private coaches.	
3. Based on the text, what was the result of Wilma getting a metal leg brace? (RI.3)	
<input type="radio"/> A She was made fun of by her classmates. <input type="radio"/> B She was able to do even more leg exercises, and her leg got stronger and stronger. <input type="radio"/> C She was finally able to walk, and she was able to go to school. <input type="radio"/> D All of the above	
4. What does the phrase, "...she surged into the humid air like a tornado" mean? (RI.4)	
<input type="radio"/> A She got a fast and powerful start. <input type="radio"/> B She twirled around on the hot day. <input type="radio"/> C She caused damage to the track when she ran. <input type="radio"/> D She got tired really easily.	
CCSS Assessment 4 th Grade Reading Standards for Literature	

Wilma Unlimited CCSS Assessment Answer Key
Directions: Use what you know about <i>Wilma Unlimited</i> to answer each of the following questions.
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<input type="radio"/> A She was made fun of by her classmates. <input type="radio"/> B She was able to do even more leg exercises, and her leg got stronger and stronger. <input type="radio"/> C She was finally able to walk, and she was able to go to school. <input checked="" type="radio"/> D All of the above
4. What does the phrase, "...she surged into the humid air like a tornado" mean? (RI.4)
<input checked="" type="radio"/> A She got a fast and powerful start. <input type="radio"/> B She twirled around on the hot day. <input type="radio"/> C She caused damage to the track when she ran. <input type="radio"/> D She got tired really easily.
CCSS Assessment 4 th Grade Reading Standards for Literature BookPagez.com

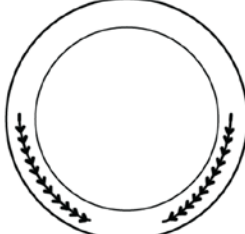
Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
In the book *Wilma Unlimited*, Wilma Rudolph worked hard to reach her remarkable goals. Think of a goal you want to achieve. Draw a picture of you reaching your goal inside of the medal. Write your goal and list the steps you will take to reach your goal.



Goal:

Steps to Reach My Goal:

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Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Common Core State Standards Correlation</p> <p><i>Wilma Unlimited</i> Lesson Plans, Resources, and Activities</p> <p>This lesson plans, resources, and activities for use with <i>Wilma Unlimited</i> comply with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading: Informational Text</p> <p>RI.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>RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3 - Compare and contrast a treatment and an account of the same event or topic; describe the differences in focus and the perspectives provided.</p> <p>RI.10 - By the end of the year, read and compare informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band and genres, with increasing accuracy and fluency to support comprehension.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Gather relevant information from print and digital sources, evaluate the reliability and relevance of the information, and use it to support analysis, reflection, and research.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others.</p> <p>SL.5 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.6 - Analyze portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>), and that are basic to a particular topic.</p> <p style="text-align: right;"><i>Wilma Unlimited</i> CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p><i>Wilma Unlimited</i> Lesson Plans, Resources, and Activities</p> <p>This lesson plans, resources, and activities for use with <i>Wilma Unlimited</i> comply with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Writing Lesson Plan and Resources</p> <p>Writing: Informational Text</p> <p>W.8 - Gather relevant information from print and digital sources, evaluate the reliability and relevance of the information, and use it to support analysis, reflection, and research.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others.</p> <p>SL.5 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.6 - Analyze portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>), and that are basic to a particular topic.</p> <p style="text-align: right;"><i>Wilma Unlimited</i> CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p><i>Wilma Unlimited</i> Lesson Plans, Resources, and Activities</p> <p>This lesson plans, resources, and activities for use with <i>Wilma Unlimited</i> comply with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.10 - By the end of the year, read and compare informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band and genres, with increasing accuracy and fluency to support comprehension.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Gather relevant information from print and digital sources, evaluate the reliability and relevance of the information, and use it to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others.</p> <p>SL.5 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.6 - Analyze portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - 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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>), and that are basic to a particular topic.</p> <p style="text-align: right;"><i>Wilma Unlimited</i> CCSS Alignment @BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p><i>Wilma Unlimited</i> Lesson Plans, Resources, and Activities</p> <p>This lesson plans, resources, and activities for use with <i>Wilma Unlimited</i> comply with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.10 - By the end of the year, read and compare informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band and genres, with increasing accuracy and fluency to support comprehension.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right;"><i>Wilma Unlimited</i> CCSS Alignment @BookPages.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
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Word Work
Common Core Alignment