

An Educator's Guide for DINOSAUR LADY

Words by Linda Skeers and Pictures by Marta Álvarez Miguéns



A Common Core State Standards Aligned Activity Guide for Grades 1, 2, 3, and 4

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades 1, 2, 3 and 4 but standards for other grades may also apply.

Prepared by We Love Children's Books

About the Book

Dinosaur Lady is the story of a woman who dared to dig, explore, and discover. Mary Anning loved scouring the beach near her home in England for shells and fossils. She fearlessly climbed over crumbling cliffs and rocky peaks, searching for new specimens. One day, something caught Mary's eye. Bones. Dinosaur bones. Mary's discoveries rocked the world of science and helped create a brand-new field of study: paleontology. But many people believed women couldn't be scientists, so Mary wasn't given the credit she deserved. Nevertheless, Mary kept looking and learning more, making discoveries that reshaped scientific beliefs about the natural world. *Dinosaur Lady* is a beautiful and brilliant picture book that will enlighten children about the discovery of the dinosaurs and the importance of female scientists. It also includes a timeline of Mary Anning's life and lots of fantastic fossil facts!



About the Author

LINDA SKEERS is the author of several critically acclaimed children's books. She also teaches picture book writing workshops, including sessions on writing humor for kids. She lives in Iowa. Visit her at lindaskeers.com.

About the Illustrator

MARTA ÁLVAREZ MIGUÉNS is a self-taught children's illustrator. She was born in a small town in Galicia, Spain, and currently lives in La Coruña, Spain. She is the illustrator of *Shark Lady* (written by Jess Keating), which was named a 2018 Best STEM Book by the Children's Book Council and by the National Science Teachers Association. Visit her at martalvarez.com.



Praise for *Dinosaur Lady*

"A sturdy portrayal of Victorian scientist Mary Anning that showcases her accomplishments, intelligence, and perseverance." —*Kirkus Reviews*

"This appealing picture book celebrates Anning's significant contributions to paleontology." —*Booklist*



Pre-Reading Questions and Activities

Study the front cover of the book. What do students predict the book will be about?

The subtitle of this book is: “The Daring Discoveries of Mary Anning, the First Paleontologist.” Students have probably heard of dinosaurs and fossils, but have they ever heard of paleontology? What does a paleontologist do?

Working with a science teacher or other resource, bring some fossils to class and pass them around so students can get hands-on experience with these “curiosities.”

Have students ever heard the tongue twister “She sells seashells by the seashore”? In the author’s note, Linda Skeers gives us the full version of this little poem, which is said to be about Mary Anning. Have students practice this tongue twister and see how fast they can say it! Why are rhymes like this called tongue twisters?

*She sells seashells on the seashore,
The shells she sells are seashells, I’m sure.
For if she sells seashells on the seashore,
Then I’m sure she sells seashore shells.*

VOCABULARY WORDS

As you read the story, pause to elaborate and provide an explanation for words students might not know. Discuss the context and illustrations in the story that provide clues to the word’s meaning. Ask students to raise their hands if they hear a word they don’t recognize. After you have defined it, have students make a real-life connection by explaining what it means in their own words. Below is a list of words from the book that might be unfamiliar.

DINOSAUR	SOCKET	GEOLOGISTS
PALaeONTOLOGIST	CHISELED	CALCULATED
SCOUR	SNOUT	DEBATED
CURIOSITIES	FASCINATED	EXTINCT
SNAKE-STONES (AMMONITES)	COAXED	BEZOAR
DEVIL’S TOENAILS (BELEMNITES)	DEVASTATING	AQUATIC
ANGEL WINGS (PETRICOLA PHOLADIFORMIS)	LANDSLIDES	PREDATOR
FOSSILS	CHISEL	PREHISTORIC
SCIENTIFIC	VERTEBRAE	LECTURES
INTRICATE	MUSEUM	UNIVERSITY
	SCIENTISTS	

RI 1.4, 2.4, 3.4, 4.4

L 1.4, 1.5, 2.4, 2.5, 3.4, 3.5, 4.4, 4.5



Post-Reading Questions and Activities

READING COMPREHENSION

Have students test their comprehension of the story by answering the following questions.

- Why did Mary Anning first start collecting seashells and fossils?
- What was her first major discovery?
- How old was Mary when she made her first major discovery?
- Why was the beach near her house such a good place to look for fossils?
- Why was it so shocking that Mary's skeleton was millions of years old?
- Why was finding the skeleton of an unknown animal so surprising?
- What did Mary discover bezoars really were?
- How did establishment scientists react to Mary Anning and her discoveries?
- What did Mary find inside long, thin, cone-shaped fossils? What did she do to figure out what it really was?
- What was the Geological Society of London? Could Mary have become a member?
- What branch of science did Mary's discoveries help establish?

RI 1.1, 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.3
SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

OLDER THAN YOU THINK

How did Mary's discoveries change the view of scientists on the following topics:

- The age of the earth
- Extinction
- What fossils really are
- What ancient creatures ate
- How belemnites protected themselves
- What bezoars really were

RI 1.1, 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.3
SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

SOMETHING ABOUT MARY

Dinosaur Lady tells the story of Mary Anning, the woman whose insight and perseverance helped found the field of paleontology. What was it about Mary that helped her make groundbreaking discoveries and insights? What skills did she have? What habits did she develop that helped to increase her knowledge? How did her persistence contribute to her success? Did she learn about fossils and skeletons from museums? Or did she study books and do work in the field as well? As a class, make a list of her character traits and experiences.



Discuss how the author and illustrator convey information about her to the reader. What lessons can students take away from this book?

RI 2.1, 2.2, 2.3, 2.5, 2.7, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3, 4.7
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

SNAKE-STONES, DEVIL'S TOENAILS, AND ANGEL WINGS—OH MY!

Mary and her neighbors hunted for fossils long before anyone knew that these “curiosities” were really remains of prehistoric creatures. Review the book as a class. Have each student make a list of what these “curiosities” were called and what we now know them to be. Provide reference materials so each student can illustrate their list with drawings of the fossils—the same way Mary sketched pictures of her discoveries.

RI 1.1, 1.5, 2.1, 2.5, 3.1, 3.5, 4.1
SL 1.2, 1.5, 2.2, 2.5, 3.2, 3.5, 4.1, 4.5

THE ESTABLISHMENT

One of the main themes of this story is how other scientists treat Mary Anning and her discoveries. Break students into small groups to review the text, keeping this theme in mind. How was she treated by other scientists? What did they think of her discoveries? How did she respond to the way they treated her? Would students consider her a scientist?

RI 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.1, 2.2, 2.6, 2.7, 2.8, 2.3, 3.1, 3.2, 3.3, 3.7, 4.1, 4.2, 4.3, 4.7
SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

URNS OF PHRASE

Introduce the concept that words and phrases can have literal and non-literal meanings. Find the phrases below in the book and discuss them as a class. Can students figure out what these mean from context? Discuss other ways the author could have said the same thing. Search the book for other examples of non-literal speech.

Mother Nature lent Mary a helping hand
...scientists and geologists flocked to the exhibit
Their declaration shattered the commonly held belief...
Mary's achievements have slowly been uncovered...

RI 2.4, 2.7, 3.4, 3.7, 4.1, 4.7
SL 2.1, 2.2, 3.1, 3.2, 4.1, 4.2
L 2.4, 3.4, 3.5, 4.5



THE BACK OF THE BOOK

This book includes a timeline of Mary Anning’s life, as well as a page spread of facts about fossils. There is also an author’s note that provides more background information about Mary. Review these sections with the class. Why are timelines included in books? How did it help students understand Mary Anning’s life? Why do students think these facts were chosen for the “Bone Bits” section? Did they help students understand the story better? Why do some books include an author’s note? How do these pages help the reader get more out of the book?

RI 1.1, 1.5, 1.7, 2.1, 2.5, 2.7, 3.1, 3.5, 3.7, 4.1, 4.5, 4.7

WHAT MARY DID

Have students write an explanatory paper detailing how Mary’s discoveries helped shape the field of paleontology. What discoveries did she make and how did she make them? What did she learn from them? Have students identify specific facts from the book that support their interpretation. Why do students think the author wrote this book? With guidance from adults and peers, have students revise and edit their papers before submitting their final draft.

RI 2.1, 2.2, 2.3, 2.6, 2.8, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

W 2.2, 2.5, 3.2, 3.5, 4.2, 4.5

A DAY OF DISCOVERY

Have students pretend they are Mary Anning and write a story about the day she discovered the Ichthyosaurus. Have them write a casual, fun account of how they think it must have felt to finally find the body of “Mary’s Monster” after all the time she had been searching. Include as many details and vocabulary words from the book to make it seem like they were really there when it all happened.

W 1.3, 1.5, 2.3, 2.5, 3.3, 3.5, 4.3, 4.5

DIFFERENT SOURCES

After you are done reading this book, read another picture book about Mary Anning. You could also watch a video online about her life. (Suggestions are included in the Internet Resources section below.) Have students list the differences and similarities between these stories. Compare and contrast the illustrations and/or visuals. What are the main points of *Dinosaur Lady* and the other format? How are they the same? How are they different? Why do students think Mary is such a good subject for a biography?

RI 1.1, 1.9, 2.1, 2.6, 2.9, 3.1, 3.6, 3.9, 4.6, 4.9

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2



FOSSIL VISIT

Even if your area isn't a good one for fossil collecting, most communities have fossil collectors, rock stores, or even small museums. Invite a local business or expert to talk to the class. Have each student prepare a good question about fossils for your visitor. After the presentation, come together as a class to summarize the speaker's main points. What new things did students learn about fossils and paleontology from the speaker? Did it help give them more insight into Mary Anning and her accomplishments?

SL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

Visit the Common Core State Standards website to read about the individual standards listed in this guide:

<http://www.corestandards.org/ELA-Literacy/>

Internet Resources

VIDEO RESOURCES SHORTLIST

After the class has read the book, have students watch videos or short films on Mary Anning and her life. There are many to choose from online, including:

BBC: <https://www.youtube.com/watch?v=BEbgTpdwRgI>

SciShow: <https://www.youtube.com/watch?v=jBuc8VnZShY>

Arcus Animation Studios: <https://youtu.be/u9Nb543MvV0>

LYME REGIS MUSEUM

The Lyme Regis Museum prides itself on being the experts when it comes to Mary Anning. The museum is built on the site of her former home and fossil shop. This site provides lots of background material about Mary and the fossils found in that area, as well as unique craft projects. This is a great resource—take the time to explore it! <https://www.lymeregismuseum.co.uk/>

BBC BITESIZE DAILY LESSONS: MARY ANNING—FOSSIL HUNTER

Explore this kid-friendly site for more information about Mary Anning.

The page includes video, pictures, text and even a quiz!

<https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zf6vb82>

ADDITIONAL RESOURCES FOR EDUCATORS

<https://www.famousscientists.org/mary-anning/>

<https://www.nhm.ac.uk/discover/mary-anning-unsung-hero.html>

<https://www.britannica.com/biography/Mary-Anning>



For Reference

Common Core State Standards Used in This Guide

Grade 1

READING: INFORMATIONAL TEXT GRADE 1 (RI)

Key Ideas and Details

1.1 Ask and answer questions about key details in a text.

1.2 Identify the main topic and retell key details of a text.

1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

1.7 Use the illustrations and details in a text to describe its key ideas.

1.8 Identify the reasons an author gives to support points in a text.

1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

WRITING STANDARDS GRADE 1 (W)

Text Types and Purposes

1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Production and Distribution of Writing

1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.



SPEAKING AND LISTENING STANDARDS GRADE 1 (SL)

Comprehension and Collaboration

1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STANDARDS GRADE 1 (L)

Vocabulary Acquisition and Use

1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 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. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., “look”) and their inflectional forms (e.g., “looks,” “looked,” “looking”).

1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., “look,” “peek,” “glance,” “stare,” “glare,” “scowl”) and adjectives differing in intensity (e.g., “large,” “gigantic”) by defining or choosing them or by acting out the meanings.



GRADE 2

READING: INFORMATIONAL TEXT GRADE 2

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 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas:

2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.8 Describe how reasons support specific points the author makes in a text.

2.9 Compare and contrast the most important points presented by two texts on the same topic.

WRITING STANDARDS GRADE 2 (W)

Text Types and Purposes

2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, 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.



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

- 2.5. 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.

LANGUAGE STANDARDS GRADE 2 (L)

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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., “happy”/”unhappy,” “tell”/”retell”).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., “addition,” “additional”).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., “birdhouse,” “lighthouse,” “housefly”; “bookshelf,” “notebook,” “bookmark”).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 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: INFORMATIONAL TEXT GRADE 3 (RI)

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 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure:

3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

WRITING STANDARDS GRADE 3 (W)

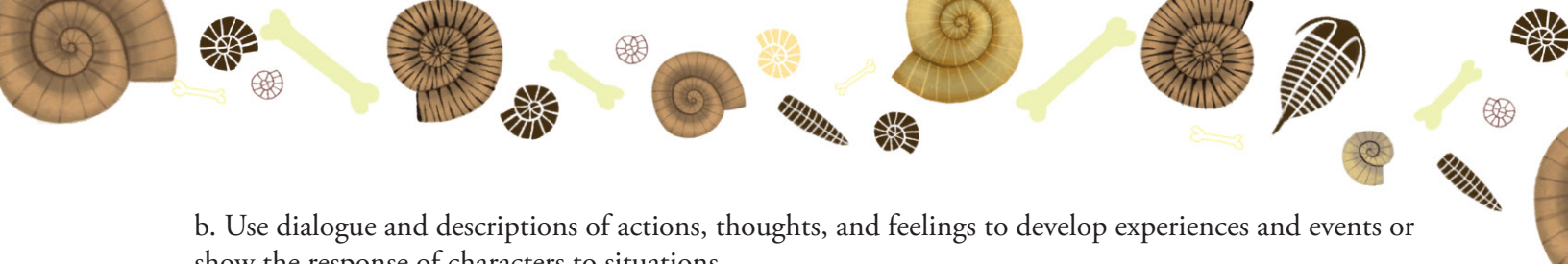
Text Types and Purposes

3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., “also,” “another,” “and,” “more,” “but”) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

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.

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- 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

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

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 teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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.

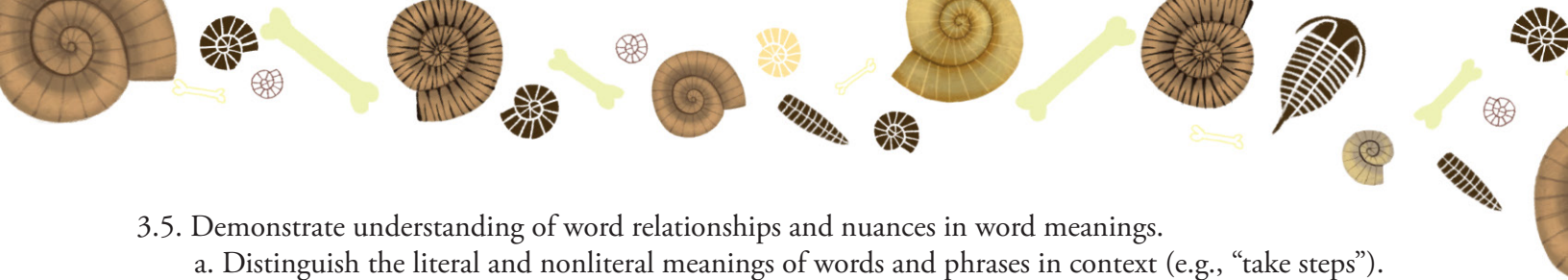
Presentation of Knowledge and Ideas

3.5. 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.

LANGUAGE STANDARDS GRADE 3 (L)

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.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., “take steps”).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., “knew,” “believed,” “suspected,” “heard,” “wondered”).
- 3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., “After dinner that night, we went looking for them”).

GRADE 4

READING STANDARDS FOR INFORMATIONAL TEXT GRADE 4 (RI)

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 the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.

Craft and Structure

- 4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 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.
- 4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- 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.
- 4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- 4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



WRITING STANDARDS GRADE 4 (W)

Text Types and Purposes

- 4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., “another,” “for example,” “also,” “because”).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- 4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.


Production and Distribution of Writing

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

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.
- 4.3. Identify the reasons and evidence a speaker provides to support particular points.



Presentation of Knowledge and Ideas

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

LANGUAGE STANDARDS GRADE 4 (L)

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).