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IRA/NCTE Standards Correlations

for Reading Simplified Grades 2-4

The following standard applies to the entire book:

Standard #3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, knowledge of word meaning, word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence).

Circle the words that have the same vowel sound as the word in the box.

- | | | | |
|----------------|----------------|---------------|------------------|
| 1. park | 2. hill | 3. saw | 4. please |
| barn | pig | call | tree |
| harp | chair | lawn | bees |
| cat | this | yawn | beach |
| shark | fix | pond | bread |
-
- | | | | |
|----------------|----------------|----------------|---------------|
| 5. grow | 6. save | 7. good | 8. she |
| toe | ate | wood | key |
| rope | grass | book | meat |
| snow | came | pole | left |
| moon | late | could | need |

Follow the directions to color the pattern.



Some of these words have long vowel sounds. Color these spaces blue.

Some of these words have short vowel sounds. Color these spaces red.

Circle the two words in each compound word. Match each word with a picture.

- birdhouse
- mailbox
- football
- raincoat
- birthday
- bathtub



Circle the base word in each word. Write the base words in the boxes.

- | | | | |
|------------|----------------------|-------------|----------------------|
| 1. brushed | <input type="text"/> | 5. spotless | <input type="text"/> |
| 2. blowing | <input type="text"/> | 6. unfair | <input type="text"/> |
| 3. repaint | <input type="text"/> | 7. falling | <input type="text"/> |
| 4. unhappy | <input type="text"/> | 8. roomful | <input type="text"/> |

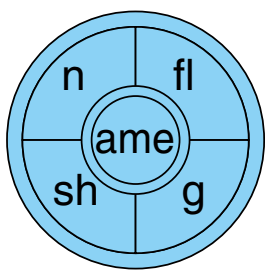
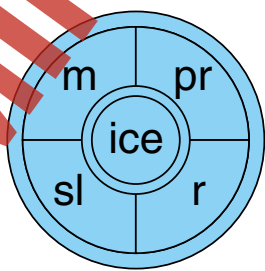
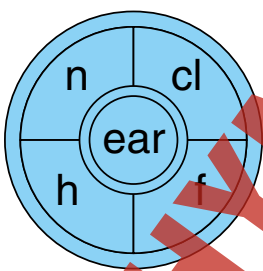
Draw lines to match words that go together.



- | | | |
|--------------|---|------------|
| 1. book | • | • wings |
| 2. butterfly | • | • branches |
| 3. house | • | • shell |
| 4. turtle | • | • pages |
| 5. tree | • | • wheels |
| 6. wagon | • | • windows |
| 7. sky | • | • water |
| 8. pond | • | • clouds |



Write four rhyming words for each circle. (Just add the beginning sounds to the letters in the center.)



- | | | |
|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |

Unscramble the letters to make a word that means the same as each word in color.

- | | | | |
|-----------|----------------------|----------|----------------------|
| 1. mslal | <input type="text"/> | 5. aiwt | <input type="text"/> |
| little | | stay | |
| 2. uhge | <input type="text"/> | 6. lgad | <input type="text"/> |
| large | | happy | |
| 3. trpeyt | <input type="text"/> | 7. lyel | <input type="text"/> |
| beautiful | | shout | |
| 4. uiqck | <input type="text"/> | 8. usnny | <input type="text"/> |
| fast | | bright | |

Complete the puzzle with a word that means the opposite of each clue word. (Use the words in the box.)

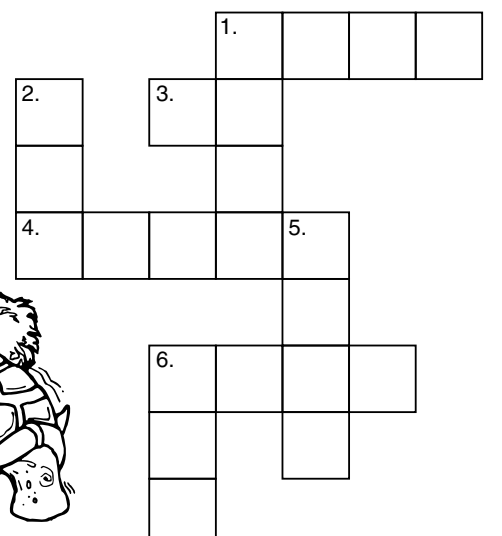
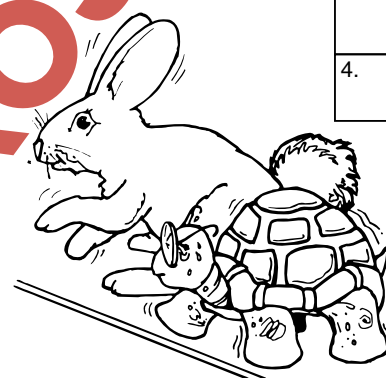
young no slow sit
dark good dry down

Across







- light
- yes
- old
- fast

Down

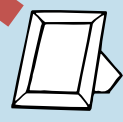







- up
- wet
- bad
- stand



Draw lines to match each word to its meaning.

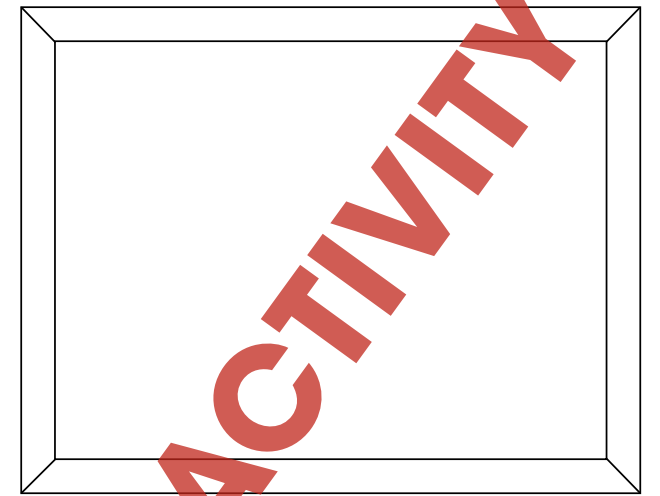
- | | |
|--|--|
| 1.  window ● | a. money that is worth 100 cents |
| 2.  mountain ● | b. the sharp nail on the foot of an animal |
| 3.  button ● | c. land that rises very high |
| 4.  quilt ● | d. an opening in the wall that lets in air and light |
| 5.  claw ● | e. a round object used to fasten clothing |
| 6.  dollar ● | f. a thick cover for a bed |

Read each group of sentences. Circle the picture and write the word that completes the last sentence.

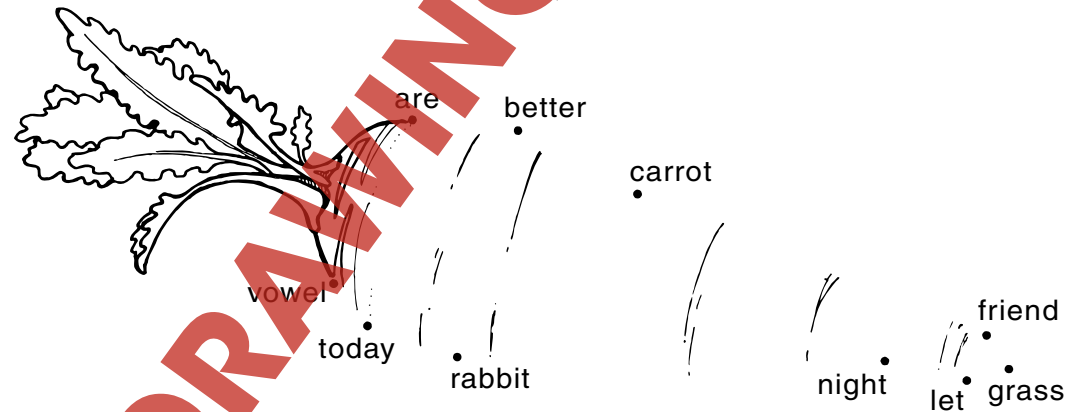
- This comes in different sizes. You can pour milk into it.
It is a _____
 frame  glass
- You can carry things in this. It is made of paper.
It is a _____
 bag  suitcase
- This comes in many colors. You wear it on your head.
It is a _____
 hat  boot
- This is good for writing. It has an eraser.
It is a _____
 crayon  pencil

Draw a picture by doing what each sentence says.

- Draw a bird's nest.
- Color three blue eggs in the nest.
- Draw a branch under the nest.
- Color green leaves on the branch.
- Draw a bird sitting near the nest.



Draw lines to connect the words in a b-c order.



- Write the word that names the picture. _____
- Write the word that names an animal that would eat what the picture shows. _____

Write words from the box that come in alphabetical order between each set of words below. The first one is done for you.

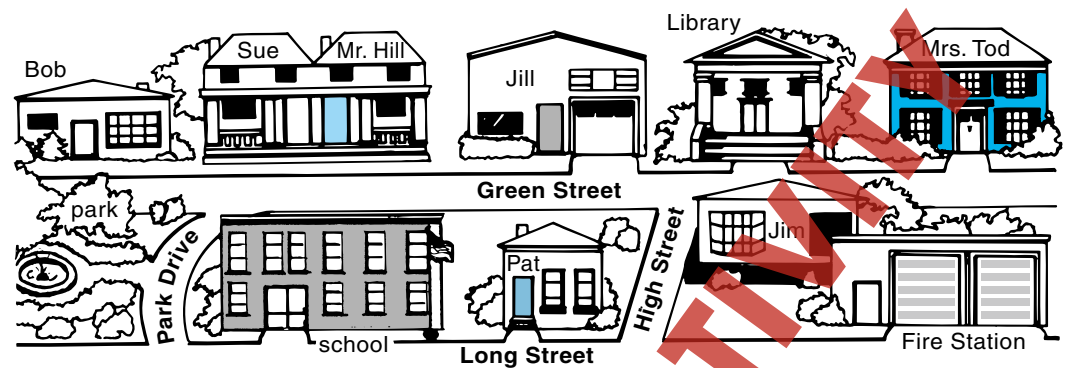
some	round	white	please	thank	going
could	buy	today	would	gave	pretty

- play _____ please _____ pretty _____ put
- brown _____ _____ _____ _____ cute
- ten _____ _____ _____ _____ tree
- read _____ _____ _____ _____ stop
- game _____ _____ _____ _____ grow
- wait _____ _____ _____ _____ write

Write the first names of eight classmates here:

Now include yourself and put all the names in alphabetical order.

Look at the map. Read the questions and write the answers.



- Who lives at the corner of High and Green Streets? _____
- How many people live on Green Street? _____
- Who lives next to the school? _____
- Who lives across from the park? _____
- What street does Bob live on? _____
- Who lives next door to Jill? _____
- What street is the school on? _____
- What building is next to Mrs. Tod's house? _____
- What street is between the park and the school? _____
- What street will Jill go down to visit Sue? _____