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IRA/NCTE Standards Correlations

for *Graphic Organizers Simplified Grades 3–4*

The following standards apply to the entire book:

Standard #1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, class, and contemporary works.

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

Standard #6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation, figurative language, and genre) to create, critique, and discuss print texts.

Standard #12: Students use written language to accomplish their own purposes.

The biographies in *Graphic Organizers Simplified Grades 3–4* help to fulfill the standards under *Ile—Time, Continuity, and Change: Social Studies* programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that people in different times and places view the world differently.

Reread the story and study the graphic organizer. Circle each correct answer.

- This story is about
 - a bad dream
 - a noise in the night
 - a sick girl
 - a lizard
- What did Mary Margaret do as soon as she woke up?
 - put on her robe and slippers
 - called for her mother
 - looked in her closet
 - turned on her lamp
- Where did Mary Margaret put the dirty clothes?
 - under her bed
 - in a hamper
 - in her closet
 - on her bed
- What did Mary Margaret find under the bed?
 - a crocodile
 - a snake
 - a dragon
 - a lizard

Analyze and Write

Interpret the story and graphic organizer. Write your answers on the lines below.

- Where did Mary Margaret put her teddy bear?

- Where did Mary Margaret find her dirty clothes?

Think and Write

Use what you know and what you have learned. Write your answers below.

- Do you think Mary Margaret had a dream? Why?

- Has anything like this ever happened to you? Explain.

Read the mystery story.



The Mystery of the Flashing Light

Mike sat at his bedroom window. He was thinking about the home run he had hit. His home run had won the game for his baseball team. "What in the world?" said Mike aloud. He stared at the house across the street. A light was flashing in the window. Flash-flash-flash.

Mike was puzzled. The family who lived in the house across the street were on vacation. They would not be back for another week. No one was supposed to be in that house.

For several minutes the light flashed. Mike continued to stare at the house. That flashing light was just like a signal, he thought. "Hey, Mom," he called. "Are the Johnsons back from vacation?" "No, they won't be back for another week," she answered.

The next day Mike sat at his window and stared at the house across the street. He was thinking about the flashing light. Suddenly, Mike jumped.

"There it is again," he whispered. That is definitely a signal, he thought. But who? Who could be signaling? And why?

Mike decided to find out who was signaling. He ran out of his house and ran up the block a little way. He was not going to let the person signaling see him. He looked both ways, then crossed the street. He walked across the lawns, as close as he could to the houses before the Johnsons' house. When he got to the Johnsons' yard, he crouched down low. He was under the window. He was breathing hard and fast. Slowly he rose, just high enough to look in the window. He looked all around the room. No one was there.

The person must be in another room now, he thought.

Mike walked all around the house. He wanted to check out the other rooms. However, the curtains at all of the other windows were closed.

Analyze and Write

Interpret the story and graphic organizer. Write your answers below.

- What are the two strangest dishes guests brought? Why?

- What dishes don't seem so strange to you? Why?

- Rearrange words in the six items you wrote on the graphic organizer to make at least two "strange" new foods.

Think and Write

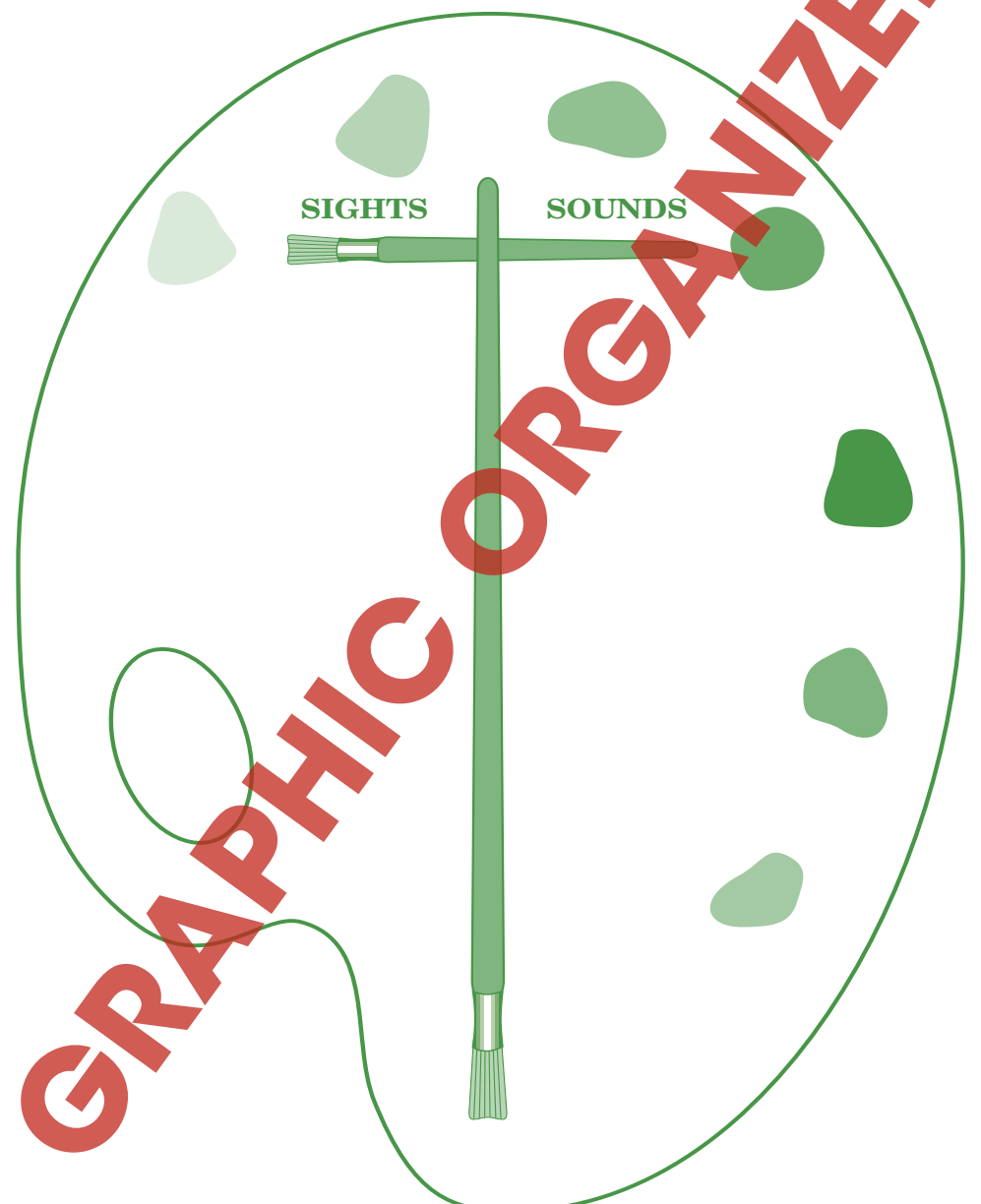
Use what you know and what you have learned to write your answers.

- Jeremy felt "uneasy" during dinner. What does this mean?

- What does "Turn a lemon into lemonade" mean? How does it relate to this story?

Complete the graphic organizer with information from the article.

The sights and sounds Charles Burchfield loved often showed up in his paintings. What sights and sounds were special to him?



Think and Write

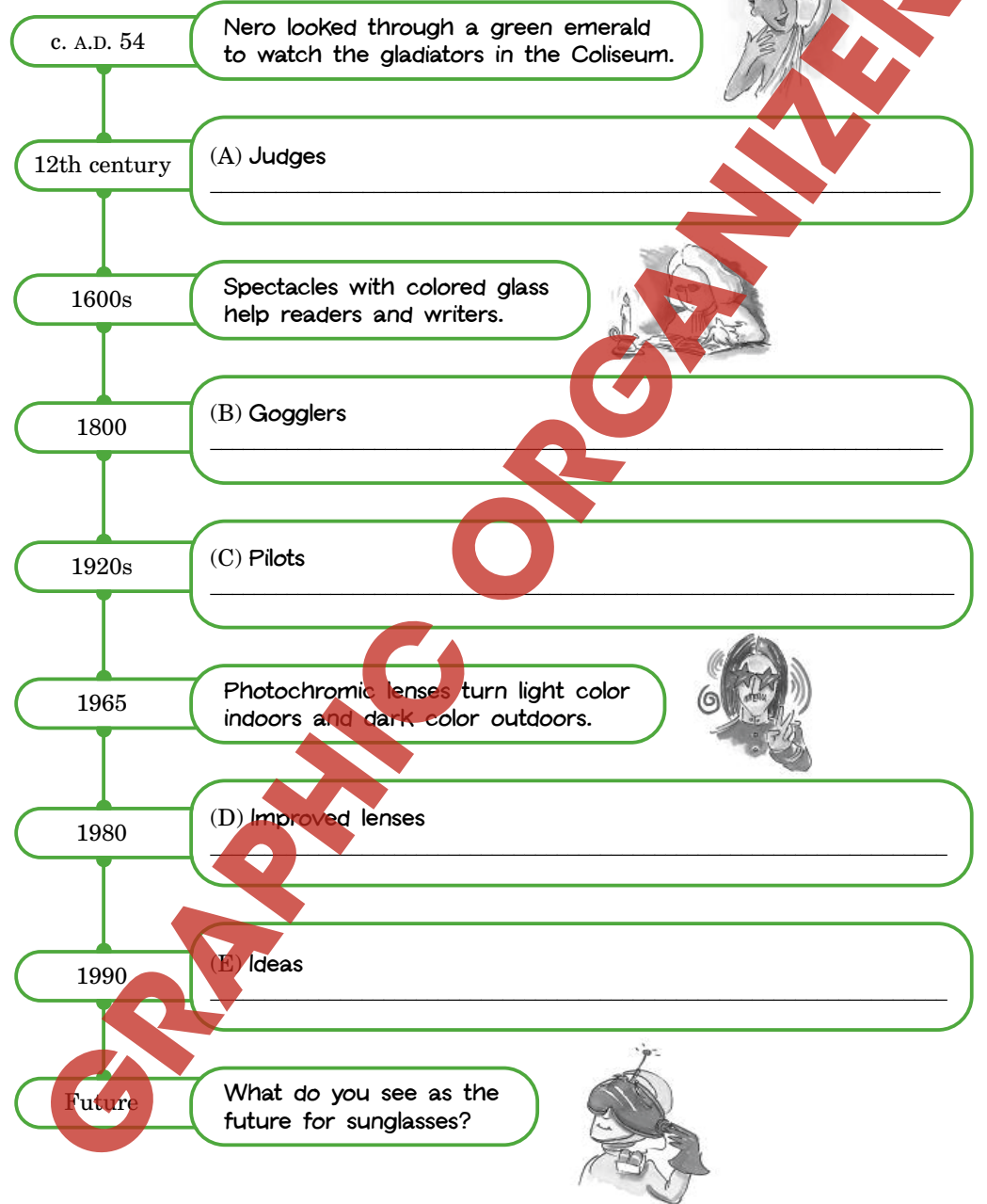
Use what you know and what you have just learned to write your answers.

7. List five of your favorite sights and sounds. Explain why they are your favorites.

8. Select a special place, such as your home, your school, the mall, a vacation spot, or a secret location. Write a description of the sights and sounds in that place. Write so that people will be able to “see” and “hear” the place.

Complete the graphic organizer with information from the article.

Write details on the lines next to A, B, C, D, and E.



Reread the article and **study** the graphic organizer. Circle each correct answer.

- How long had it been since a hand-carved carousel was built in the United States?
 - since 1990
 - It had never been done.
 - 25 years
 - more than 50 years
- What was hidden in the four ponies the schoolchildren “adopted”?
 - several pennies
 - Missoula, Montana
 - Chuck Kaparich’s name
 - the school teacher’s name
- What was Chuck’s first problem?
 - finding a carousel frame
 - raising money
 - getting the riverfront land
 - locating volunteer wood-carvers
- Which is *not* the name of a pony designed by the schoolchildren?
 - Sir Franklin
 - Meriwether
 - Sunlight
 - Snapples
- How many years did it take Chuck to see his dream come true?
 - 4 years
 - 5 years

Analyze and Write

Interpret the article and graphic organizer. Write your answers on the lines below.

6. List three words that describe Chuck. Tell why you chose each word.

7. Explain what is meant by “The horses were our best ambassadors.”

8. Suggest a new title for this article. Tell why you think your title is a good one.

Complete the graphic organizer with information from the fable.

