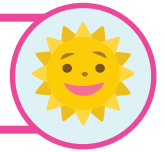


ISD Grade Level:
4th Grade
ISD Content: ELA





Making Inferences



Name: _____

Date: _____

When you use clues and reasoning to figure out what is going on in a story, especially something that is not explicitly stated, you are making an inference.

Example:

Scene: The bats flew from the barn and across the dim field of corn.

Inference: Bats usually come out at night, so it is probably night time.

Directions: Read the scenes below and use the clues to answer the questions that follow.

The sun shone brightly, warming the cool earth. Tiny worms poked their heads from the dirt, and one tiny yellow crocus opened its petals. All around, dew sparkled, so that the grass resembled a vast field of diamonds. The budding trees rustled gently in the light breeze, and birds sang cheerfully high in their branches. A lone bee hummed lazily around the patch of lavender where Winston had carelessly left his shoes the day before.

1. What time of day is it? (a) morning (b) afternoon (c) night
2. What season is it? (a) winter (b) spring (c) summer (d) fall
3. What is a crocus? (a) a bicycle (b) a ball (c) a flower (d) a tree
4. Who is Winston? (a) a dog (b) a bee (c) a child

Jeff wiped tears from his eyes as he pulled himself up to his feet. He brushed off his bruised knees and checked his helmet for signs of damage. Seeing none, he pulled his bicycle from the patch of thorns, and frowned at the deep scratches that marred its once shiny paint. Taking a deep breath, he got back on the bicycle and cautiously rode in a circle to get his bearings. Finally, he straightened up and rode off, with his feet firmly on his pedals and his face set in determination.

1. What happened to Jeff? _____
2. What does the word marred mean? (a) removed (b) scarred (c) brightened

• Using context clues in the two stories above, determine the meaning of the homophones:

petal _____ **pedal** _____

• How do these two similar lines help set a different feeling for the two scenes described above?

patch of lavender _____

patch of thorns _____

More Reading Between the Lines

Read each paragraph below and answer the inference question that follows.

<p>1. Mary Ellen sniffed the air. She smelled the scent of her best friend, Bobby. She jumped up excitedly and ran towards the front door. She knew Bobby would arrive any minute and she could barely contain her joy. Her tail wagged faster and faster. Finally Bobby came in! She jumped up on him and gave him a big kiss.</p>	<p>Who is Mary Ellen? How do you know?</p>
<p>2. It was dawn when Colin heard the sound of a rooster crowing. That was his signal that it was time to get up. He quickly dressed and, on his way out the door, he pulled on a pair of muddy boots. Outside the smell of sweet hay filled the air. He whistled as he sprinkled handfuls of grain and corn across the dewy ground. Then, he grabbed an empty bucket and smiled to himself as he thought about the fresh milk that would soon fill it.</p>	<p>Where does Colin live? How do you know?</p>
<p>3. Marisol grinned as she looked into the mirror. Her face was smeared with paint and she couldn't be happier. She pulled on her black dress and pointy black hat. As a final touch, she tucked a few wispy spider webs into her hair. Finally she was ready. She grabbed her orange bag and headed out into the night. As she disappeared into the darkness, she heard her mom yell, "Don't eat too much candy tonight!"</p>	<p>What day is it? How do you know?</p>
<p>4. Aki pointed her camera at the small chipmunk that was running along the dirt trail in front of her. But, before she got a picture, it ran straight up the trunk of a tall conifer tree. Aki stared up towards the top of the tree. All around her tall evergreen trees loomed. The sunshine filtered gently through the pine needles, and a cool breeze blew through the branches. Aki continued walking, her feet crunching over pinecones, pine needles, and dry leaves as she made her way along the narrow, dusty trail.</p>	<p>Where is Aki? How do you know?</p>

Rochelle's Birthday Surprise

Read the story below and decide why Rochelle might have done what she did. Write your answer in the space provided.

It was Saturday, the day of Rochelle's birthday party, and she was so excited she could hardly keep still. She had spent the whole morning decorating her house with streamers and balloons. She had set the table with matching plates, cups and napkins. Best of all, she had baked and iced cupcakes for each of her friends, without anyone else's help.

Rochelle's little brother Remy was his usual bouncy self. "Happy birthday, Rochelle," he yelled, running around the kitchen and waving a balloon he'd torn down from the wall, where Rochelle had taped it up.

"Calm down," she ordered. Remy's jumping was making the counters tremble and Rochelle feared her cupcakes would fall on the floor. "Get out of here, and quit tearing down my decorations or I won't give you the cupcake I made for you."

"I get a cupcake? Yay!" Remy shouted, bouncing around as boisterously as ever.

"Stop it, Remy, you'll ruin everything!" Rochelle wailed. Remy didn't stop. Finally, Rochelle picked up a cupcake. "This one was going to be yours," she told Remy, and threw it to the floor, where it landed upside down with a plop. Remy stopped bouncing, looked down at the cupcake, and began to cry.

Why did Rochelle ruin Remy's cupcake?



Name: _____

Date: _____

Practicing Point of View

A **pronoun** is a word that replaces a noun or noun phrase. These words help our writing sound smooth and less repetitive. They also tell what point of view a story is written from.

First Person Point of View <i>A character is telling the story. The character is in the story and is experiencing the action.</i>	Third Person Point of View <i>A narrator is telling the story. The narrator is <u>not</u> in the story, but is telling what is happening.</i>
<div style="display: flex; justify-content: space-between;"> I we </div> <div style="display: flex; justify-content: space-between;"> me our </div> <div style="display: flex; justify-content: space-between;"> my us </div> <div style="display: flex; justify-content: space-between;"> myself ourselves </div>	<div style="display: flex; justify-content: space-between;"> him/her they </div> <div style="display: flex; justify-content: space-between;"> he/she their </div> <div style="display: flex; justify-content: space-between;"> his/hers them </div> <div style="display: flex; justify-content: space-between;"> it/its themselves </div>

Below is one story, told from two different points of view.
Read each version of the story and answer the questions that follow.

The Birthday Surprise	
<p>All day I have been waiting for my mom to come home. Today is her <u>birthday</u> and I have a surprise for her! She works at the restaurant in town and when she gets home, she is always very <u>tired</u>. So I decided I would cook a very special birthday dinner just for her. I made feijoada, which is a stew with black beans, sausage, and pork. My grandma used to make it when my mom was growing up in Brazil. I also made her a chocolate cake with strawberries on top. I didn't have enough money to buy my mom a present, so I made her a card instead. I hope she likes it!</p> <p>1. Who is telling this story? a) a character b) a narrator</p> <p>2. What is the speaker's point of view? a) first person b) third person</p> <p>3. What pronouns did you see in the story that helped you determine the point of view? _____</p>	<p><u>Gabriela</u> taps her fingers on the table. She is waiting for her mother to return home from work. The warm smell of stew fills the house and a chocolate cake sits on the table. Gabriela looks out the window. Her mother should be home any minute. Gabriela is excited to surprise her mother with a home-cooked meal for her birthday. She knows how tired her mother is after work, so she hopes this special dinner will make her feel happy. Gabriela places a card on the table, next to the cake. It reads "Feliz Aniversário" and has a picture of a unicorn drawn in crayon on it.</p> <p>1. Who is telling this story? a) a character b) a narrator</p> <p>2. What is the speaker's point of view? a) first person b) third person</p> <p>3. What pronouns did you see in the story that helped you determine the point of view? _____</p>

☆ **Think about it!** How would this story be different if it were told from the mom's perspective? Use the underlined words from the stories above to complete this version of the story. Then, circle the pronouns that show point of view.

Today is my _____. I am _____ from working all day. But I am excited to see my daughter, _____, when I get home.

Hot Cross Buns

Read to Remember

After reading the short story below, complete the organizer. Then, use the keywords (wanted, but, so, then) to summarize, or retell, the story in the space provided.

"Oh no!" groaned Kendall, "Why can't I get this right?" Kendall was a fourth grader at Evergreen Academy, and even though she was a good student, she was unhappy at school. She wanted nothing more than to play the recorder for the school band, just like her older brother. After attending band tryouts for months, she still hadn't been accepted. Still, she was determined. She practiced the song Hot Cross Buns every night and she carried her recorder with her everywhere she went. Kendall could play perfectly at home in front of her parents, but every time she tried to play in front of Ms. Melody, the band teacher, she messed up. Today was her last chance to impress Ms. Melody.

As she practiced in the hall before her audition, Kendall exclaimed, "I have an idea!" She took out a piece of paper and wrote down the notes for the song. Then, she highlighted C note, the one she kept missing during tryouts. "Now I'll get it right!" Kendall grinned. She walked into the music room and smiled bravely at Ms. Melody. She set her highlighted paper on the music stand and started to play.

"Bravo! That was the best rendition of Hot Cross Buns I've ever heard!" said Ms. Melody when Kendall had finished. "Congratulations! You are the newest member of our band!"

Somebody Who is the main character?	Wanted What does the main character want?	But What is the problem?	So How does the character try to solve the problem?	Then How does the story end?
---	---	------------------------------------	---	--

Summary : _____

Find the Main Idea

Native American Foods

Directions: Complete each of the following steps. Then, fill out the Main Idea chart on the next page.



Underline the main idea in red.



Underline supporting details in blue.



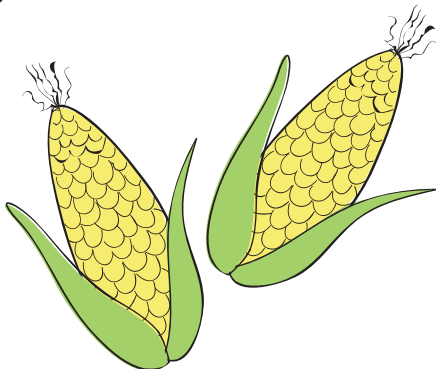
Underline an interesting piece of information in purple.

Native American Foods

Native Americans ate a wide variety of foods before there was any contact with Europeans. Tribes like the Iroquois, Algonquin, and Cherokee grew corn, beans, and squash as a major part of their diet. These three foods were called the three sisters and were often grown together. Both corn and squash were only found in North and South America before trade with Europe.

Many other tribes were hunter-gatherers, who did not farm. Some followed herds of buffalo, deer, or other game for food, and picked berries or other edible plants. Others, in the north and on the coast, hunted seal and other sea life and ate sea plants. No one knows exactly what was eaten when the Wampanoag had their famous meal with the Pilgrims, but it was likely they ate squash, corn, beans, or deer.

Modern-day native people eat variations of traditional foods. Some foods, such as fry bread, are still an important part of Native American social gatherings.



Find the Main Idea

1) What is the main idea of this reading passage?

2) List three details from the text that support this main idea.

a. _____

b. _____

c. _____

Are You Squidding Me?

There are legends written about a sea monster called the Kraken. The Kraken was huge and had large tentacles. These long arms could reach to the top of a ship's mainmast. Then, the monster could wrap its arms around the ship and turn it over. All the legends are most likely based on a real and scary sea creature called the giant squid. Giant squids can be as long as a bus. They have eight arms and two longer tentacles. The two tentacles are like whips. A squid uses them to bring food close to its mouth, which is shaped like a parrot's beak. Giant squids have the largest eyes in the animal kingdom. They are the size of beach balls. Big eyes help the squid see things in the deep, dark part of the ocean where they live. In the old days, sailing ships were small and made out of wood. If a large sea creature attacked a ship, the sailors called it the Kraken. They said it was as big as an island. They told stories about their ships being pulled to the bottom of the sea. Today, it is believed that a giant squid attacked these ships. The squid most likely thought it was grabbing a whale. That's scary, but not as frightening as being caught by the Kraken.

1) Which words from the text help the reader understand the meaning of *tentacles*?

- A) huge and large
- B) sea monster
- C) these long arms
- D) mainmast

2) How have giant squids adapted to life in the deepest part of the ocean?

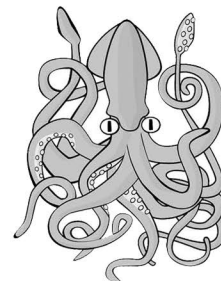
- A) They have long tentacles that can reach ships from very far away.
- B) They have giant eyes to see in the dark.
- C) They have small mouths like parrots.
- D) They use their tentacles like whips.

3) What can you conclude about the Kraken?

- A) It is as big as a bus.
- B) It is mean to sailors everywhere.
- C) It is based on a real sea creature.
- D) It only attacks to defend itself.

4) Which statement is most likely true?

- A) Giant squids are not real animals.
- B) Giant squids love to eat sailors.
- C) Giant squids are harmless.
- D) Giant squids attacked ships by accident.



Historical Hero: Ada Lovelace

Ada Lovelace was born in 1815 in London, England to Anne Isabella Byron and famous Romantic poet Lord Byron. When Ada was a child, her mother encouraged her to study math. At the time, it was unusual for women to study math and science, even if they were wealthy.



Painting of Ada Lovelace

In 1833, she met mathematician Charles Babbage at a party. Charles, known as the father of the computer, made a machine that could calculate math problems. It was called the difference engine. Once Charles found out that Ada was interested in math, they became good friends. He showed Ada the difference machine and she was fascinated by it. Charles then took Ada under his wing and taught her about his research during the next several years.

About ten years later, Charles had an idea for a new mathematical machine. A fellow scientist had written an article about it, but it was in French. Charles asked Ada to translate the article for him. Not only did she translate the article, but she added her own notes and ideas. After she added her notes, the article became three times longer than the original! She used the initials A.A.L for Augusta Ada Lovelace to publish the English version of the article.

Ada died from uterine cancer in London on November 27, 1852. She was 36 years old. Many of Ada's ideas are still used in computers today. Her work went unnoticed until the 1950s. It was then that scientists realized how revolutionary her ideas were. In 1980, the United States Department of Defense named a new computer language "Ada" to recognize her past contributions. Now she is considered by many to be the world's first computer programmer.

Directions: Fill in the timeline with important events in Ada's life.

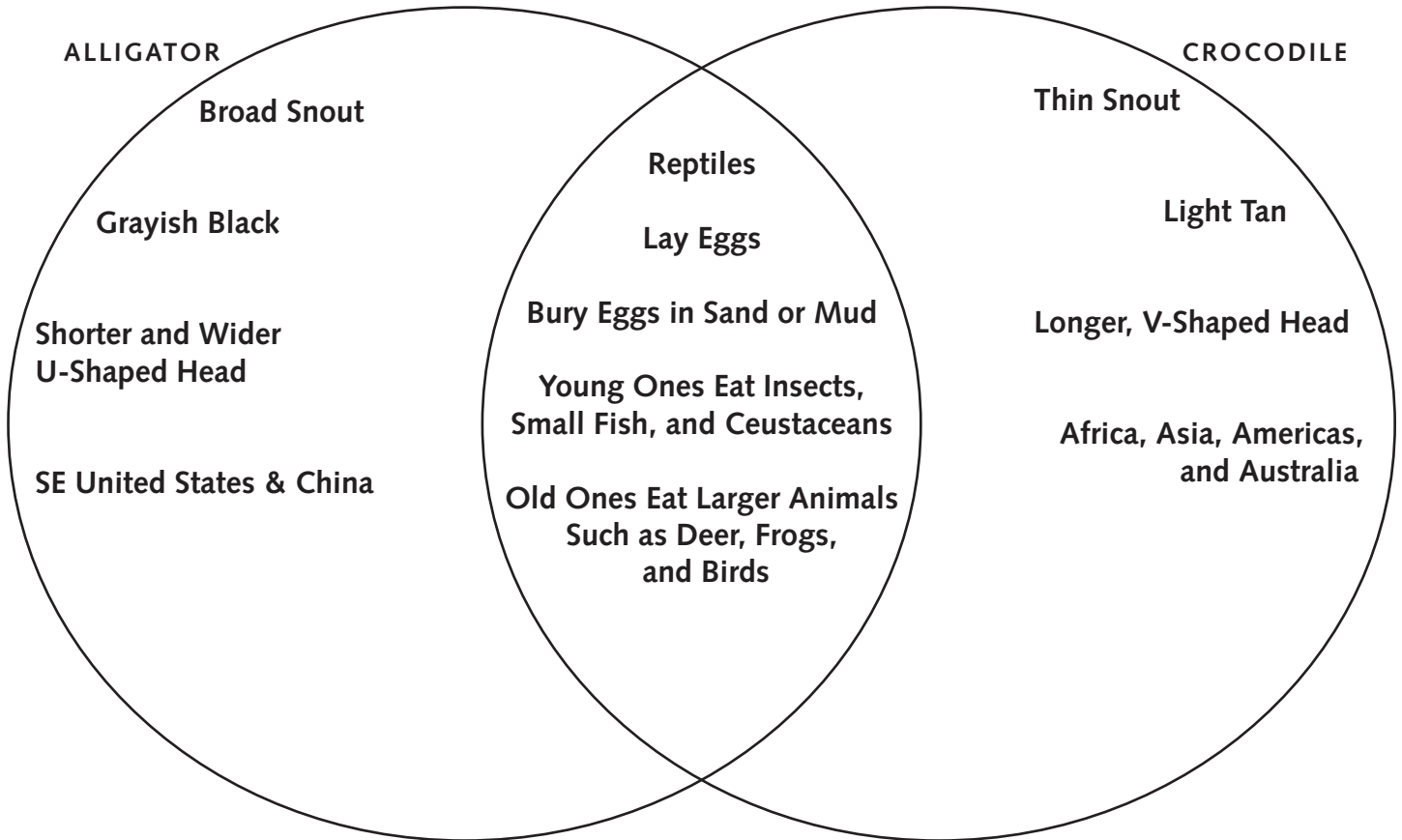
	→		→		→	
--	---	--	---	--	---	--

Name: _____

Date: _____

READING CHARTS, GRAPHS, & DIAGRAMS FROM NONFICTION TEXTS: **VENN DIAGRAM**

DIRECTIONS: Use the information presented in this diagram to answer the questions below.



What characteristics are unique to alligators? _____

What characteristics are unique to crocodiles? _____

What do alligators and crocodiles have in common? _____

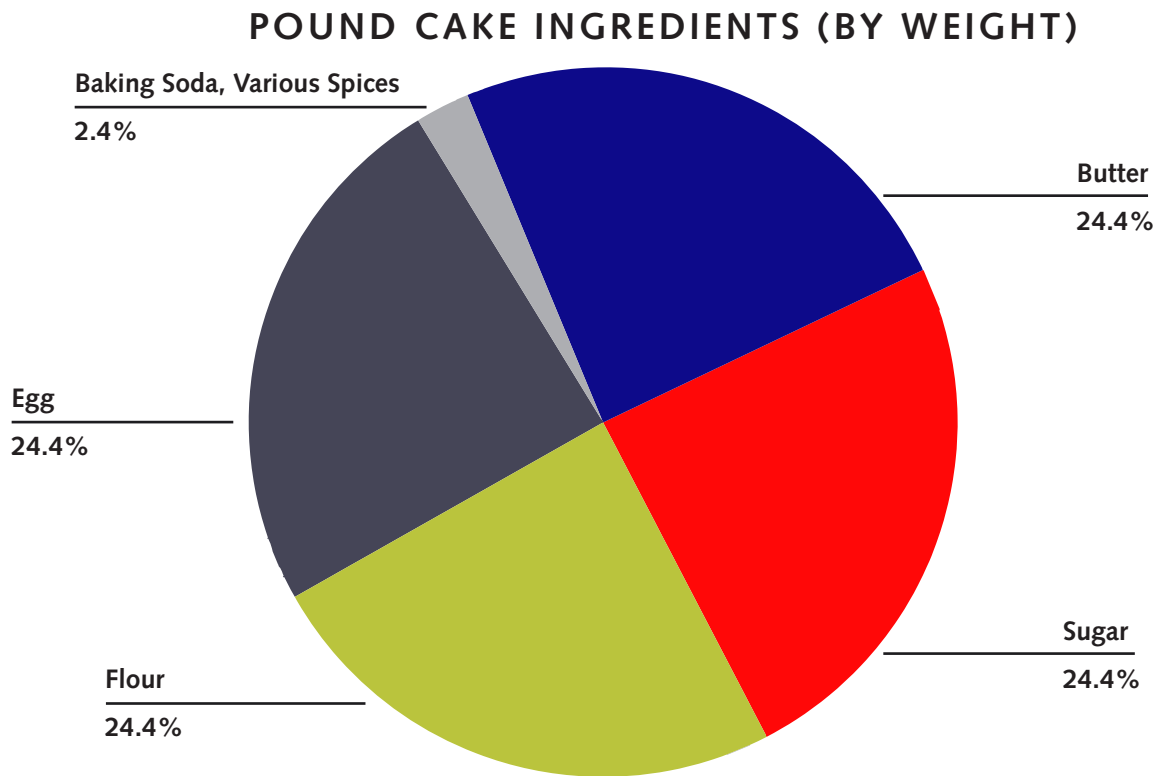
What type of nonfiction text do you think this Venn diagram was taken from? _____

Name: _____

Date: _____

READING CHARTS, GRAPHS, & DIAGRAMS FROM NONFICTION TEXTS: PIE CHART

DIRECTIONS: Use the information presented in this chart to answer the questions below.



What do the slices of the pie chart represent? _____

Who might need to know this information? _____

What do you notice about the weight of the ingredients in relation to one another? _____

What type of nonfiction text do you think this pie chart was taken from? _____

ISD Grade Level:
4th Grade
ISD Content: Math



Multiply. Use any multiplication strategy to solve.

$$\begin{array}{r} 495 \\ \times 8 \\ \hline \square, \square \square \square \end{array}$$

$$\begin{array}{r} 898 \\ \times 4 \\ \hline \square, \square \square \square \end{array}$$

$$\begin{array}{r} 3589 \\ \times 3 \\ \hline \square \square, \square \square \square \end{array}$$

$$\begin{array}{r} 2678 \\ \times 6 \\ \hline \square \square, \square \square \square \end{array}$$

$$\begin{array}{r} 5497 \\ \times 8 \\ \hline \square \square, \square \square \square \end{array}$$

$$\begin{array}{r} 4836 \\ \times 7 \\ \hline \square \square, \square \square \square \end{array}$$

Multiply. Use any multiplication strategy to solve.

$$\begin{array}{r} 98 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 97 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} 528 \\ \times 46 \\ \hline \end{array}$$

Divide. Use any division strategy to solve.

$$2 \overline{) 728}$$

$$3 \overline{) 735}$$

$$6 \overline{) 654}$$

$$7 \overline{) 973}$$

$$8 \overline{) 984}$$

$$9 \overline{) 954}$$

Divide. Use any division strategy to solve.

$$4 \overline{) 5,052}$$

$$6 \overline{) 6,078}$$

$$7 \overline{) 1,988}$$

$$9 \overline{) 5,058}$$

$$8 \overline{) 3,976}$$

$$5 \overline{) 4,840}$$

Complete the equivalent fractions.

$$\frac{1}{6} = \frac{\boxed{}}{12}$$

$$\frac{4}{5} = \frac{\boxed{}}{10}$$

$$\frac{2}{3} = \frac{\boxed{}}{12}$$

$$\frac{1}{7} = \frac{2}{\boxed{}}$$

$$\frac{3}{5} = \frac{6}{\boxed{}}$$

$$\frac{3}{4} = \frac{12}{\boxed{}}$$

$$\frac{4}{12} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{6}{9} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{6}{8} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{5}{10} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{8}{10} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{9}{12} = \frac{\boxed{}}{\boxed{}}$$

Compare the fractions. Fill in the blanks.

$$\frac{4}{7} \text{ and } \frac{6}{7}$$

_____ is greater.

$$\frac{2}{5} \text{ and } \frac{2}{10}$$

_____ is greater.

$$\frac{7}{12} \text{ and } \frac{1}{2}$$

_____ is greater.

$$\frac{5}{11} \text{ and } \frac{1}{2}$$

_____ is less.

$$\frac{7}{12} \text{ and } \frac{5}{11}$$

_____ is less.

$$\frac{7}{11}, \frac{5}{11}, \frac{11}{11}$$

$$\frac{2}{3}, \frac{5}{6}, \frac{4}{10}$$

$$\frac{1}{3}, \frac{1}{2}, \frac{3}{4}$$

$$\frac{1}{2}, \frac{2}{3}, \frac{3}{4}$$

Circle the fraction that is less.

$\frac{5}{7}$ or $\frac{5}{9}$

$\frac{4}{9}$ or $\frac{5}{7}$

Compare. Write $>$ or $<$.

$\frac{4}{5}$ \bigcirc $\frac{3}{8}$

$\frac{3}{7}$ \bigcirc $\frac{7}{12}$

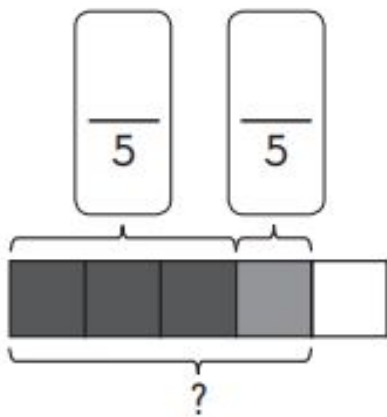
Order the fractions from least to greatest.

$\frac{1}{2}$, $\frac{3}{8}$, $\frac{7}{12}$ _____

Order the fractions from greatest to least.

$\frac{1}{6}$, $\frac{3}{4}$, $\frac{2}{3}$ _____

Complete the model. Add the fractions.



$$\frac{\square}{5} + \frac{\square}{5} = \frac{\square}{\square}$$

Add.

$$\frac{1}{4} + \frac{2}{4} = \underline{\hspace{2cm}}$$

$$\frac{2}{6} + \frac{3}{6} = \underline{\hspace{2cm}}$$

$$\frac{2}{5} + \frac{2}{5} = \underline{\hspace{2cm}}$$

$$\frac{3}{7} + \frac{1}{7} = \underline{\hspace{2cm}}$$

$$\frac{2}{9} + \frac{5}{9} = \underline{\hspace{2cm}}$$

$$\frac{5}{11} + \frac{6}{11} = \underline{\hspace{2cm}}$$

$$\frac{1}{8} + \frac{4}{8} = \underline{\hspace{2cm}}$$

$$\frac{1}{4} + \frac{3}{4} = \underline{\hspace{2cm}}$$

$$\frac{1}{6} + \frac{5}{6} = \underline{\hspace{2cm}}$$

$$\frac{3}{9} + \frac{1}{9} = \underline{\hspace{2cm}}$$

$$\frac{2}{10} + \frac{3}{10} + \frac{4}{10} = \underline{\hspace{2cm}}$$

$$\frac{5}{12} + \frac{4}{12} + \frac{2}{12} = \underline{\hspace{2cm}}$$

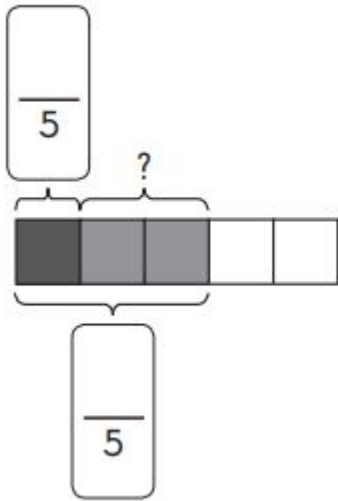
$$\frac{2}{6} + \frac{1}{6} + \frac{2}{6} = \underline{\hspace{2cm}}$$

$$\frac{5}{8} + \frac{1}{8} + \frac{2}{8} = \underline{\hspace{2cm}}$$

$$\frac{3}{9} + \frac{1}{9} + \frac{4}{9} = \underline{\hspace{2cm}}$$

$$\frac{1}{7} + \frac{4}{7} + \frac{1}{7} = \underline{\hspace{2cm}}$$

Complete the model. Subtract the fractions.



$$\frac{\square}{5} - \frac{\square}{5} = \frac{\square}{\square}$$

Subtract.

$$\frac{4}{5} - \frac{2}{5} = \underline{\hspace{2cm}}$$

$$\frac{5}{6} - \frac{4}{6} = \underline{\hspace{2cm}}$$

$$\frac{8}{9} - \frac{4}{9} = \underline{\hspace{2cm}}$$

$$\frac{9}{11} - \frac{3}{11} = \underline{\hspace{2cm}}$$

$$\frac{6}{7} - \frac{3}{7} = \underline{\hspace{2cm}}$$

$$\frac{11}{12} - \frac{4}{12} = \underline{\hspace{2cm}}$$

$$\frac{5}{6} - \frac{1}{6} = \underline{\hspace{2cm}}$$

$$\frac{7}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$$

$$1 - \frac{7}{9} = \underline{\hspace{2cm}}$$

$$1 - \frac{5}{10} = \underline{\hspace{2cm}}$$

$$\frac{8}{12} - \frac{1}{12} - \frac{2}{12} = \underline{\hspace{2cm}}$$

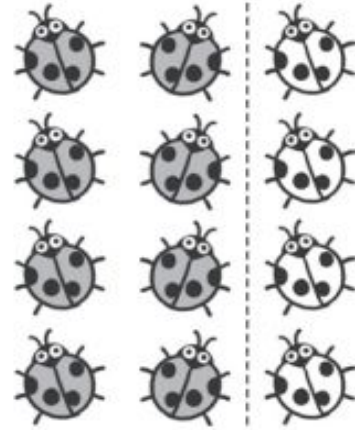
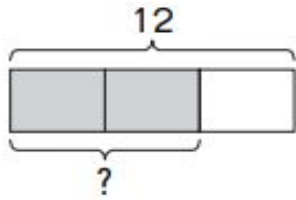
$$\frac{9}{12} - \frac{1}{12} - \frac{3}{12} = \underline{\hspace{2cm}}$$

$$\frac{10}{12} - \frac{2}{12} - \frac{3}{12} = \underline{\hspace{2cm}}$$

$$\frac{8}{11} - \frac{1}{11} - \frac{5}{11} = \underline{\hspace{2cm}}$$

Use the model to help you solve multiplying a whole number by a fraction.

$\frac{2}{3}$ of the 12 beetles are brown. How many beetles are brown?



3 units \rightarrow 12

1 unit \rightarrow \div

=

2 units \rightarrow \times

=

$\frac{3}{4}$ of the 16 apples are green.
How many apples are green?

$\frac{4}{7}$ of the 21 breakfast bars are vanilla flavored.
How many breakfast bars are vanilla flavored?

$\frac{5}{8}$ of the 24 oranges were eaten.
How many oranges were eaten?