Words Are Wonderful

Correlates to
Nebraska State Standards

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Words Are Wonderful in NE
Nebraska Reading/Writing Standards

Nebraska Reading/Writing Standards for Grades 2 through 4

Corresponds to Words Are Wonderful Book 1

4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.

Example indicators:

- Use **phonics** and **word structure** to read.

| WAW Bk 1 Say Words Out Loud/Listen | 29,40,46,52-53,84,86,88,112,116,117,124 |
| WAW Bk 1 Compound Words | 10,11,12,13,23,30,36 |
| WAW Bk 1 Prefix and Suffix | 48,49-50,67-68,98-99,112,119,124,126,130,131-132,133,147,156,161,168,184 |
| WAW Bk 1 Root Words | 81,82,88,91,93,97,108-109,112,130,147 |

- Use **context clues** to confirm the accuracy of their reading.

| WAW Bk 1 Determine Meaning Through Context | 16-17,33,35,54-56,60,66,80,85-86,89,92-93,111-112,120-121,146-147,156,158-159,161,167-168,170,180 |

4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.

Example indicators:

- Identify and use meanings associated with common **prefixes**, **suffixes**, and **roots**.

| WAW Bk 1 Prefix and Suffix | 48,49-50,67-68,98-99,112,119,124,126,130,131-132,133,147,156,161,168,184 |
| WAW Bk 1 Root Words | 81,82,88,91,93,97,108-109,112,130,147 |

- Identify and use **antonyms**, **synonyms**, **compounds**, **homophones**, and homographs.
### Compound Words

10,11,12,13,23,30,36

### Synonyms/Antonyms

42,43,47,48-49,50,51,59,62,71,75

### Homophones

15,28,31,35,92,181,182,187

- **Use a dictionary** to learn and confirm word meanings.

### Use a Dictionary

4,5,6,7,10-11,24,30,43,57,62,68,83,86,87,101,144,162

### Use a Glossary

118

#### 4.1.3˚

By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Example indicators:

- Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions.
- Interpret information from diagrams, charts, and graphs.
- **Answer literal, inferential/interpretive, and critical questions.**

### Answer Questions - Main Ideas, Critical Thinking, (sentences)

3,9,15,17,21,30,34,41,42,47,53,59,61,65,73-

144,155,161,167,168-169,173,179,185,186

#### 4.1.4˚

By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Example indicators:


### Use a Dictionary

4,5,6,7,10-11,24,30,43,57,62,68,83,86,87,101,144,162

- Identify and use parts of a book (title page, table of contents, glossary, index).

### Use a Glossary

118

#### 4.1.6˚

By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.

Example indicators:
4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Example indicators:

- Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description).
- Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions).
- Ask how, why, and what-if questions in interpreting nonfiction text.

4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.

Example indicators:

- Identify and use correct capitalization, punctuation, spelling, and paragraph indentation.
- Identify and use nouns, verbs, and personal pronouns.

4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.

Example indicators:
- Use a variety of strategies to generate and organize ideas.
- **Write several paragraphs** on the same topic.
- Write compositions with a beginning, middle and end.

<table>
<thead>
<tr>
<th>WAW Bk 1 Writing (paragraphs)</th>
<th>13,25,31,57,63,69,95,101,133,138,139,145,159,165,171,177</th>
</tr>
</thead>
</table>

**4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.**

Example indicators:

- Revise to improve organization, content, word choice, voice, and sentence fluency.
- Edit using standard English conventions.
- Use legible cursive writing and/or a word processor when publishing written work.
- Use established criteria to evaluate their own writing.

<table>
<thead>
<tr>
<th>WAW Bk 1 Edit Writing</th>
<th>7,13,19,61,103-104,109,138,170,177,182,183</th>
</tr>
</thead>
</table>

**4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.**

Example indicators:

- Write descriptive and narrative compositions about experiences, stories, people, objects, and events.
- Write poems of varied forms.
- Write letters.

<table>
<thead>
<tr>
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<th>13,25,31,57,63,69,95,101,133,138,139,145,159,165,171,177</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAW Bk 1 Write Poetry</td>
<td>45,51,121</td>
</tr>
</tbody>
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