

# Here's What You'll Get in the The Summer My Father Was Ten Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**

**The Summer My Father Was Ten**  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do

**Summary**  
The *Summer My Father Was Ten* is a story that a father tells his daughter every year as they plant a garden together. When the father was growing up, he lived in an apartment next door to a man named Mr. Bellavista. Mr. Bellavista looked forward to planting a garden each summer. During the summer that the father was ten years old, he and his friends made some bad choices and ruined Mr. Bellavista's garden. This leads to the father apologizing to Mr. Bellavista and the beginning of a very special tradition.

**Link to What You Know**  
Have you ever had someone break something that belonged to you? How did you feel?  
Tell about a time when you made a bad choice or did something to hurt someone else. How did you feel?

**Important Words to Know and Understand**  
**Opera** – A play in which all of the words are sung to music  
**Vacant** – An empty space that is not being used

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.  
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."  
For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.  
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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### Guided Reading Level

### Making Inferences Lesson Plan

**Making Inferences**

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**3**  
**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 5** – Read the author's description of Mr. Bellavista. What do you know about people who don't talk to other people very often and spend a lot of time alone? What can you infer about the way Mr. Bellavista feels?  
**Page 12** – After the boys ruin Mr. Bellavista's garden, the author describes Mr. Bellavista's reaction. What can you infer about what Mr. Bellavista is thinking? How do you know?  
**Page 18** – What can you infer about the reasons why Mr. Bellavista isn't going to plant another garden? Why do you think so?  
**Page 23** – What can you infer about the way Mr. Bellavista is feeling now? Why do you think so?

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Summer My Father Was Ten*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while reading *The Summer My Father Was Ten*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Summer My Father Was Ten*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Identifying the Author's Purpose**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Identify the Author's Purpose While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Author's Purpose**

**Visualizing**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Visualizing While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Visualizing**

**Synthesizing**

**1**  
**Get Ready To Read**  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Synthesizing While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, settings, and events?

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Know what to do

**4**  
**Notice the Work You Did While Reading**  
Think  
Reflect  
Write

**Synthesizing**

**Answer Key for Making Inferences with The Summer My Father Was Ten**

**Your Turn to Practice Making Inferences with The Summer My Father Was Ten**

**Page 5:** Read the author's description of Mr. Bellavista. What do you know about people who don't talk to other people very often and spend a lot of time alone? What can you infer about the way Mr. Bellavista feels?

**Page 12:** After the boys ruin Mr. Bellavista's garden, the author describes Mr. Bellavista's reaction. What can you infer about what Mr. Bellavista is thinking? How do you know?

**Page 18:** What can you infer about the reasons why Mr. Bellavista isn't going to plant another garden? Why do you think so?

**Page 23:** What can you infer about the way Mr. Bellavista is feeling now? Why do you think so?

**Answer Key for Visualizing with The Summer My Father Was Ten**

**Your Turn to Practice Visualizing with The Summer My Father Was Ten**

**Page 5:** Read the way the author describes the vacant lot. Which words help you to visualize the setting? Point to the words that help you picture the lot in your mind.

**Page 9:** Notice the words the author uses to describe the garden that the boys play in the garden. Point to the words that help you visualize the action on the page. How does visualizing the action help you to better understand the story?

**Page 13:** Notice the words the author uses to describe the father and Mr. Bellavista's actions on the page. How do the words make you feel?

**Page 21:** Notice the words the author uses to describe the garden. Which words help you visualize the plants in the garden? Why is it important to pay attention to these words?

**Answer Key for Identifying the Author's Purpose with The Summer My Father Was Ten**

**Your Turn to Practice Identifying the Author's Purpose with The Summer My Father Was Ten**

**Page 5:** Read the author's description of Mr. Bellavista. What do you know about people who don't talk to other people very often and spend a lot of time alone? What can you infer about the way Mr. Bellavista feels?

**Page 12:** After the boys ruin Mr. Bellavista's garden, the author describes Mr. Bellavista's reaction. What can you infer about what Mr. Bellavista is thinking? How do you know?

**Page 18:** What can you infer about the reasons why Mr. Bellavista isn't going to plant another garden? Why do you think so?

**Page 23:** What can you infer about the way Mr. Bellavista is feeling now? Why do you think so?

**Answer Key for Synthesizing with The Summer My Father Was Ten**

**Your Turn to Practice Synthesizing with The Summer My Father Was Ten**

**Page 8:** What do you know about Mr. Bellavista and the boys in the neighborhood? What do you think of the father at this point in the story?

**Page 13:** You've learned more about the father. Is he a good person? Why or why not?

**Page 18:** The father is trying to solve a problem. What problem is he trying to solve? Do you agree with the way he is trying to solve it? Why or why not?

Synthesizing

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement** →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted lines.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade    To Inform    To Entertain

I know because...

What do you think, author, wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted lines.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind:

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted lines.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

**Synthesizing**

Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted lines.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

# Vocabulary Connections Resources

**Vocabulary Connections** The Summer My Father Was Ten  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

**Important Words to Know and Understand in "The Summer My Father Was Ten"**

**Accent**  
A way of speaking that sounds different than what you're used to

**Marigold**  
A flower that is usually planted in vegetable gardens because it has a special oil that repels bugs that might eat the vegetables

**Opera**  
A play in which all of the words are sung to music

**Ripe**  
When a fruit or vegetable is ready to be picked or eaten

**Trudge**  
To walk in a heavy-footed way

**Uprooted**  
To pull out by the roots

**Vacant**  
An empty space that is not being used

**Weed**  
A wild, unwanted plant in your garden

**Zinnia**  
A colorful flower

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in The Summer My Father Was Ten Word List

## Word and Picture Sorting Cards

**Vocabulary Connections** The Summer My Father Was Ten  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

Accent   Marigold   Opera

Ripe   Trudge   Uprooted

Picture Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections** The Summer My Father Was Ten  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

Accent   Marigold   Opera

Ripe   Trudge   Uprooted

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** The Summer My Father Was Ten  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

Accent   Marigold   Opera

Ripe   Trudge   Uprooted

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games** with Words from The Summer My Father Was Ten

Directions: Find each vocabulary word in the word search below.

Y T N S E A F I R Z E Y P G Z  
D E T O O R P U J W K V B X W  
Z V M D A I N K Q B C Y A T P  
V W W M C K R N W E T K R L J  
T N E C C A G S X N N D E E W  
X C X F G D U R I P A P P U H  
F W I H E F P W G R T C W O M K  
K J K P C L F U K Z A A J C  
U E O U O R A B Q W N O J A  
M O M S D L O G I R A M W U Q  
J K T C F N D I O L G V L A G  
O M I T L P B Q W Q V Y R H Q  
G W B S F E M F Y A W U G V C  
P U E V S R I P E D X F S J K  
D E C Z C E K M A Y H Y L H J

**Word Bank**  
ACCENT  
MARIGOLD  
OPERA  
RIPE  
TRUDGE  
UPROOTED  
VACANT  
WEED  
ZINNIA

Directions: Read the words in each baseball. Then use the following code to color the baseball: 3 - syllable word = red, 2 - syllable word = yellow, 1 - syllable word = orange

accent marigold opera ripe trudge  
uprooted vacant weed zinnia

Name: \_\_\_\_\_

**Word Games** The Summer My Father Was Ten

Directions: Find each vocabulary word in the word search below.

P G Z  
B X W  
I P  
L J  
U H  
G M K  
J C E  
O J A  
W U Q  
L A G  
R H Q  
G V C  
S J K  
L H J

**Word Bank**  
ACCENT  
MARIGOLD  
OPERA  
RIPE  
TRUDGE  
UPROOTED  
VACANT  
WEED  
ZINNIA

Then use the following code to color the baseball: 2 - syllable word = yellow, 1 - syllable word = orange

ripe orange trudge orange  
uprooted red vacant yellow weed orange zinnia yellow

Name: \_\_\_\_\_

## Word Games and Answer Key

**Vocabulary Connections** The Summer My Father Was Ten  
By: Pat Brisson  
Grade Level: 4 / Guided Reading Level: Q

**The Summer My Father Was Ten**  
By Pat Brisson

A new word that I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

Name: \_\_\_\_\_

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word: \_\_\_\_\_

Visualize: Draw a picture to illustrate the meaning of the word.

Connect to Your Life: When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word   What I Think the Word Means   Context Clues   Real Definition  

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

# Bonus Activity and Running Record Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** In the book **The Summer My Father Was Ten**, the boy makes a mistake and learns an important lesson. Read each question about the book. Circle Yes or No to mark your answer to each question. Then think of a time when you made a mistake and write your answers to the questions below.

1. Were the boys playing soccer?	<b>Yes</b>	<b>No</b>
2. Did the boys run through the garden?	<b>Yes</b>	<b>No</b>
3. Did the boys enjoy the vegetable fight?	<b>Yes</b>	<b>No</b>
4. Did Mr. Bellavista have tomatoes in his garden?	<b>Yes</b>	<b>No</b>
5. Did the boy and his friends destroy the garden?	<b>Yes</b>	<b>No</b>
6. Did the boys eat all the vegetables?	<b>Yes</b>	<b>No</b>
7. Did the boys pay Mr. Bellavista for his vegetables?	<b>Yes</b>	<b>No</b>
8. Were there flowers in the garden?	<b>Yes</b>	<b>No</b>
9. Was Mr. Bellavista sad?	<b>Yes</b>	<b>No</b>
10. Did Mr. Bellavista yell and scream at the boy?	<b>Yes</b>	<b>No</b>
11. Did the boy apologize to Mr. Bellavista?	<b>Yes</b>	<b>No</b>
12. Did Mr. Bellavista accept his apology?	<b>Yes</b>	<b>No</b>
13. Did the boy help Mr. Bellavista replant his garden?	<b>Yes</b>	<b>No</b>
14. Does Mr. Bellavista move into a nursing home?	<b>Yes</b>	<b>No</b>
15. Does the boy eventually give up on the garden?	<b>Yes</b>	<b>No</b>

**Describe a mistake you made that hurt someone else's feelings or property. Be sure to include the most important details (who, what, where, when, why, how).**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extension Activity | ©BookPagez.com

**Running Record**  
 Title: **The Summer My Father Was Ten** Guided Reading Text Level: **G** Word Count: **100**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Accuracy Rate: (# of words correct/100 words)** \_\_\_\_\_

**Error Rate: (# of incorrect words/100 words)** \_\_\_\_\_

**Self-Correction Rate: (# of words self-corrected/100 words)** \_\_\_\_\_

**Time: (in seconds)** \_\_\_\_\_ **Words Per Minute: (100/seconds read x 60)** \_\_\_\_\_

		Easy <b>95 %- 100% Accuracy</b>	Instructional <b>90 %- 94% Accuracy</b>	Hard <b>50 %- 89% Accuracy</b>
		E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		
				COUNT
				INFORMATION USED
		E	SC	M SV
2	Every year my father and I plant a garden. Tomatoes, peppers, onions, marigolds, and zinnias grow in neat, straight rows. I pull the weeds that pop up, and we water, mulch and tend it all through the summer – cutting the flowers to make bouquets for the kitchen table or to give to Mrs. Murowski, our neighbor who broke her hip last winter and has to walk with a cane. And every spring my father tells me about Mr. Bellavista and the summer my father was ten.			
3	Mr. Bellavista lived alone in the third floor apartment above my father and my ...			

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

# Complete Common Core Alignment

**Common Core State Standards Correlation**  
 The Summer My Father Was Ten Lesson Plans, Resources, and Activities  
 The lesson plans, resources, and activities for use with "The Summer My Father Was Ten" correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Making Inferences Lesson Plan and Resources**  
 Reading: Literature  
**RI.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**RI.2** - Cite specific text as evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including what choices characters make and what decisions they reach.  
**RI.3** - Analyze how major characters in a story, drama, or poem interact as seen through their dialogue, actions, and thoughts, and how their characters and situations develop over the course of the work.  
**RI.4** - Analyze how and why a particular scene, stanza, or line of a story, drama, or poem creates a particular effect, and how the rhythmic patterns and sounds within a text and the choices made in the phrasing of that text (e.g., repetition of particular words and phrases) contribute to that effect.  
**RI.5** - Analyze the main idea and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.  
 Reading: Foundational Skills  
**RF.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2** - Read with sufficient accuracy and fluency to support comprehension.  
 Writing  
**W.1** - Write opinion pieces on topics or issues, stating a claim and supporting it with relevant reasons and specific details and examples.  
**W.2** - Recount information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.3** - Write narratives to describe events, recount a sequence of events, and retell a story.  
 Speaking & Listening  
**SL.1** - 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.  
**SL.2** - Analyze how a speaker organizes and delivers a presentation and evaluate the overall message and impact on the audience.  
**SL.3** - Analyze different media for their forms and purposes.  
 Language  
**L.1** - Define general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whiffed*, *stammered*) and that are basic to a particular topic.  
 The Summer My Father Was Ten CCSS Alignment | ©BookPagez.com

**Common Core State Standards Correlation**  
 The Summer My Father Was Ten Lesson Plans, Resources, and Activities  
 The lesson plans, resources, and activities for use with "The Summer My Father Was Ten" correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Identifying the Author's Purpose Lesson Plan and Resources**  
 Reading: Literature  
**RI.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**RI.2** - Cite specific text as evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including what choices characters make and what decisions they reach.  
**RI.3** - Analyze how major characters in a story, drama, or poem interact as seen through their dialogue, actions, and thoughts, and how their characters and situations develop over the course of the work.  
**RI.4** - Analyze how and why a particular scene, stanza, or line of a story, drama, or poem creates a particular effect, and how the rhythmic patterns and sounds within a text and the choices made in the phrasing of that text (e.g., repetition of particular words and phrases) contribute to that effect.  
**RI.5** - Analyze the main idea and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.  
 Reading: Foundational Skills  
**RF.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
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 Writing  
**W.1** - Write opinion pieces on topics or issues, stating a claim and supporting it with relevant reasons and specific details and examples.  
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 Speaking & Listening  
**SL.1** - 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.  
**SL.2** - Analyze how a speaker organizes and delivers a presentation and evaluate the overall message and impact on the audience.  
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**Common Core State Standards Correlation**  
 The Summer My Father Was Ten Lesson Plans, Resources, and Activities  
 The lesson plans, resources, and activities for use with "The Summer My Father Was Ten" correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Visualizing Lesson Plan and Resources**  
 Reading: Literature  
**RI.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**RI.2** - Cite specific text as evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including what choices characters make and what decisions they reach.  
**RI.3** - Analyze how major characters in a story, drama, or poem interact as seen through their dialogue, actions, and thoughts, and how their characters and situations develop over the course of the work.  
**RI.4** - Analyze how and why a particular scene, stanza, or line of a story, drama, or poem creates a particular effect, and how the rhythmic patterns and sounds within a text and the choices made in the phrasing of that text (e.g., repetition of particular words and phrases) contribute to that effect.  
**RI.5** - Analyze the main idea and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.  
 Reading: Foundational Skills  
**RF.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2** - Read with sufficient accuracy and fluency to support comprehension.  
 Writing  
**W.1** - Write opinion pieces on topics or issues, stating a claim and supporting it with relevant reasons and specific details and examples.  
**W.2** - Recount information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.3** - Write narratives to describe events, recount a sequence of events, and retell a story.  
 Speaking & Listening  
**SL.1** - 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.  
**SL.2** - Analyze how a speaker organizes and delivers a presentation and evaluate the overall message and impact on the audience.  
**SL.3** - Analyze different media for their forms and purposes.  
 Language  
**L.1** - Define general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whiffed*, *stammered*) and that are basic to a particular topic.  
 The Summer My Father Was Ten CCSS Alignment | ©BookPagez.com

**Common Core State Standards Correlation**  
 The Summer My Father Was Ten Lesson Plans, Resources, and Activities  
 The lesson plans, resources, and activities for use with "The Summer My Father Was Ten" correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Synthesizing Lesson Plan and Resources**  
 Reading: Literature  
**RI.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**RI.2** - Cite specific text as evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including what choices characters make and what decisions they reach.  
**RI.3** - Analyze how major characters in a story, drama, or poem interact as seen through their dialogue, actions, and thoughts, and how their characters and situations develop over the course of the work.  
**RI.4** - Analyze how and why a particular scene, stanza, or line of a story, drama, or poem creates a particular effect, and how the rhythmic patterns and sounds within a text and the choices made in the phrasing of that text (e.g., repetition of particular words and phrases) contribute to that effect.  
**RI.5** - Analyze the main idea and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.  
 Reading: Foundational Skills  
**RF.1** - Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2** - Read with sufficient accuracy and fluency to support comprehension.  
 Writing  
**W.1** - Write opinion pieces on topics or issues, stating a claim and supporting it with relevant reasons and specific details and examples.  
**W.2** - Recount information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.3** - Write narratives to describe events, recount a sequence of events, and retell a story.  
 Speaking & Listening  
**SL.1** - 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.  
**SL.2** - Analyze how a speaker organizes and delivers a presentation and evaluate the overall message and impact on the audience.  
**SL.3** - Analyze different media for their forms and purposes.  
 Language  
**L.1** - Define general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whiffed*, *stammered*) and that are basic to a particular topic.  
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**  
 The Summer My Father Was Ten Lesson Plans, Resources, and Activities  
 The lesson plans, resources, and activities for use with "The Summer My Father Was Ten" correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Vocabulary Lesson Plan and Resources**  
 Language  
**L.1** - Define general academic and domain-specific words and phrases including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whiffed*, *stammered*) and that are basic to a particular topic.  
**L.2** - Consult general academic and domain-specific dictionaries, glossaries, thesauruses, and general and domain-specific word lists to determine precise meanings of words and phrases used in reading and content areas.  
**L.3** - Apply general and domain-specific strategies, including context clues, to determine precise meanings of words and phrases used in reading and content areas.  
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Vocabulary Connections  
Common Core Alignment