

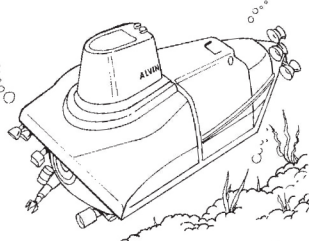
Common Core Differentiated Reading for Comprehension

Grade 4

Above Level

4.RI.4, 4.RI.10, 4.RF.4, 4.L.4

The Machines That Found the Titanic



The ship *Titanic* sank in 1912. For over 70 years, no one could find its wreckage on the ocean floor. An explorer and oceanographer named Robert Ballard decided to search for the *Titanic*. He used three special machines that helped him find it.

One of the machines was one that Dr. Ballard invented. It was called Argo. Argo is like a big sled. It was towed behind another ship below Dr. Ballard's ship. It uses sonar to find things on the ocean floor by bouncing sound off of them.

Another machine was called Jason Junior. Jason Junior is a small, floating robot on a leash, linked to Alvin by a 100-foot (91.44 m) cable. JJ rides inside Alvin in a compartment called "the garage." When Dr. Ballard opened the garage doors, JJ floated out ahead of the ship. Dr. Ballard and other crew members could control JJ to move any way that they wanted. The *Titanic* wreckage is too deep and unsafe for humans to explore, so JJ was a perfect substitute. JJ was able to go into the ship and send back pictures that the explorers were able to study.

Dr. Ballard used another special machine to look at the *Titanic*. He used another special machine called Jason Junior. The crew called it "JJ" for short. Jason Junior is a small, floating robot on a leash, linked to Alvin by a 100-foot (91.44 m) cable. JJ rides inside Alvin in a compartment called "the garage." When Dr. Ballard opened the garage doors, JJ floated out ahead of the ship. Dr. Ballard and other crew members could control JJ to move any way that they wanted. The *Titanic* wreckage is too deep and unsafe for humans to explore, so JJ was a perfect substitute. JJ was able to go into the ship and send back pictures that the explorers were able to study.

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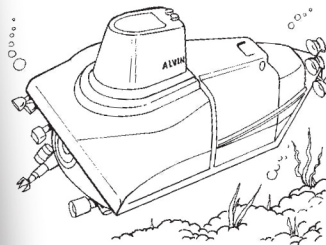
Something that has been damaged
studies oceans
something has been destroyed
something

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On Level

4.RI.4, 4.RI.10, 4.RF.4, 4.L.4

The Machines That Found the Titanic

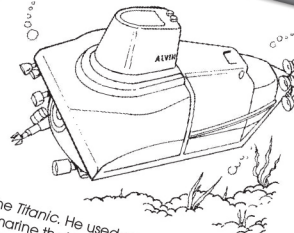


Dr. Ballard used another special machine to look at the *Titanic*. He used another special machine called Jason Junior. The crew called it "JJ" for short. Jason Junior is a small, floating robot on a leash, linked to Alvin by a 100-foot (91.44 m) cable. JJ rides inside Alvin in a compartment called "the garage." When Dr. Ballard opened the garage doors, JJ floated out ahead of the ship. Dr. Ballard and other crew members could control JJ to move any way that they wanted. The *Titanic* wreckage is too deep and unsafe for humans to explore, so JJ was a perfect substitute. JJ was able to go into the ship and send back pictures that the explorers were able to study.

Below Level

4.RI.4, 4.RI.10, 4.RF.4, 4.L.4

The Machines That Found the Titanic



In 1912, the ship *Titanic* sank. It was an explorer named Robert Ballard who found it. He used three special machines to find it. One of the machines was called Argo. Argo is like a big sled. It was towed behind another ship below Dr. Ballard's ship. It uses sonar to find things on the ocean floor by bouncing sound off of them.

Another machine was called Jason Junior. Jason Junior is a small, floating robot on a leash, linked to Alvin by a 100-foot (91.44 m) cable. JJ rides inside Alvin in a compartment called "the garage." When Dr. Ballard opened the garage doors, JJ floated out ahead of the ship. Dr. Ballard and other crew members could control JJ to move any way that they wanted. The *Titanic* wreckage is too deep and unsafe for humans to explore, so JJ was a perfect substitute. JJ was able to go into the ship and send back pictures that the explorers were able to study.

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4.RI.1, 4.RI.3, 4.W.2

The Machines That Found the Titanic

Name _____

- Answer the questions.
- What is an antonym for *special*?
A. interesting B. unusual C. ordinary D. different
 - How did the explorers first know they had found the *Titanic*?
A. Alvin sent them pictures of the ship.
B. They went to the floor of the sea and saw the wreck.
C. They had a map that showed them where the ship was.
D. Argo sent them pictures of part of the *Titanic*'s engine.
 - Describe Argo. Write your answer in complete sentences.

 - Why did the explorers need JJ?
A. It was not safe for them to dive and go into the *Titanic* themselves.
B. JJ was small enough to fit inside the ship.
C. They wanted to see inside the ship, and JJ had cameras to take pictures.
D. all of the above
 - Why do you think Alvin could not go inside the *Titanic*?
A. Alvin was too big.
C. Alvin could not go up and down.
B. Alvin could not be controlled.
D. Alvin would not be able to see.
 - Which of the following is an opinion?
A. Argo uses both sonar and a camera.
B. Alvin is the smallest of the three machines.

- Common Core aligned
- Nonfiction reading passages for differentiated instruction
- Comprehension questions for close reading practice
- Extension activities for critical thinking



Differentiated Reading for Comprehension

Grade 4

Credits

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Introduction

Providing all students access to high quality, nonfiction text is essential to Common Core State Standards mastery. This book contains exactly what teachers are looking for: high-interest nonfiction passages, each written at three different reading levels, followed by a shared set of text-dependent comprehension questions and a writing prompt to build content knowledge. Both general academic and domain-specific vocabulary words are reinforced at the end of each passage for further comprehension support. The standards listed on each page provide an easy reference tool for lesson planning and the Common Core Alignment chart on page 3 allows you to target or remediate specific skills.

The book is comprised of 15 stories that are written at three levels:

- Below level (one dot beside the page number): 1 to 1.5 levels below grade level
- On level (two dots beside the page number): 0 to .5 levels below grade level
- Advanced (three dots beside the page number): 1 to 2 levels above grade level

Which students will not enjoy reading about a 200-pound (90.71 kg) lizard or the mysterious Loch Ness Monster or how Anne Frank hid for two years behind a bookcase? This will quickly become the go-to resource for differentiated nonfiction reading practice in your classroom!

Common Core Alignment Chart

Common Core State Standards*		Practice Pages
Reading Standards for Informational Text		
Key Ideas and Details	4.RI.1–4.RI.3	7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59
Craft and Structure	4.RI.4–4.RI.6	4–6, 7, 8–10, 11, 12–14, 15, 16–18, 19, 20–22, 24–26, 28–30, 31, 32–34, 36–38, 39, 40–42, 43, 44–46, 47, 48–50, 52–54, 56–58, 60–62
Integration of Knowledge and Ideas	4.RI.7–4.RI.9	19, 23, 59, 63
Range of Reading and Level of Text Complexity	4.RI.10	4–6, 8–10, 12–14, 16–18, 20–22, 24–26, 28–30, 32–34, 36–38, 40–42, 44–46, 48–50, 52–54, 56–58, 60–62
Reading Standards: Foundational Skills		
Phonics and Word Recognition	4.RF.3	43, 63
Fluency	4.RF.4	4–6, 8–10, 11, 12–14, 16–18, 20–22, 24–26, 28–30, 32–34, 36–38, 40–42, 44–46, 48–50, 52–54, 56–58, 60–62, 63
Writing Standards		
Text Types and Purposes	4.W.1–4.W.3	7, 11, 15, 19, 23, 31, 35, 39, 43, 47, 55, 59, 63
Production and Distribution of Writing	4.W.4–4.W.6	27, 31, 51
Language Standards		
Conventions of Standard English	4.L.1–4.L.2	7, 19, 47, 51, 55, 63
Knowledge of Language	4.L.3	23
Vocabulary Acquisition and Use	4.L.4–4.L.6	4–6, 8–10, 11, 12–14, 15, 16–18, 20–22, 23, 24–26, 27, 28–30, 32–34, 35, 36–38, 40–42, 44–46, 48–50, 51, 52–54, 55, 56–58, 59, 60–62

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How to Use This Alignment Chart

The Common Core State Standards for English Language Arts are a shared set of expectations for each grade level in the areas of reading, writing, speaking, listening, and language. They define what students should understand and be able to do. This chart presents the standards that are covered in this book.

Use this chart to plan your instruction, practice, or remediation of a specific standard. To do this, first choose your targeted standard; then, find the pages listed on the chart that correlate to the standard you are teaching. Finally, assign the reading pages and follow-up questions to practice the skill.

Brilliant Bait

Have you ever seen a **clown fish**? You probably have. The clown fish has bright stripes and colors just like a clown. That is probably where it got its name. There are many different patterns and colors on the bodies of clown fish. The most common is orange with white and black stripes.

A real clown fish is not funny. The clown fish is a fish to be feared. It protects its home and its eggs with care. The female clown fish lays between 300 and 700 eggs at one time. But, the male clown fish takes care of the eggs. He watches them until they hatch. One strange thing about clown fish is that they can change gender. If a female dies or is killed, the male can change into a female in a few weeks. Then, it mates with a male and keeps laying eggs.



The clown fish has a strange home. It lives in the **tentacles**, or arms, of a sea animal called an **anemone**. These two animals have made a deal with each other. The anemone doesn't eat the clown fish and provides a safe home. In return, the clown fish does three things for the anemone. It cleans the anemone's tentacles, eating leftover bits of food. It guards the anemone against some enemies. And, it acts as bait. The clown fish's bright stripes draw other fish to the deadly tentacles. The anemone stings these fish and eats them. The "friendship" between these two sea animals works very well for both of them.

Where in the world does the clown fish live? It can be found in the seas near India, Indonesia, and Australia. Each bright, strong little fish always lives with the same sea anemone, never leaving its side.

clown fish: a small tropical fish that is bright orange, usually with one or more white stripes

tentacles: arms that usually lead from the head or around the mouth of animals

anemone: a sea animal whose body is surrounded by petal-like tentacles

Brilliant Bait

Have you ever seen a **clown fish**? You probably have. The clown fish has bright stripes and colors just like a clown. That is probably where it got its name. There are many different patterns and colors on the bodies of clown fish. The most common is orange with white and black stripes.

A real clown fish is not funny. The clown fish is a fierce fish, a fish to be feared. It protects its home and its eggs with care. The female clown fish lays between 300 and 700 eggs at one time. But, the male clown fish takes care of the eggs. He watches them until they hatch. One strange thing about clown fish is that they can change gender. If a female dies or is killed, the male can change into a female in a few weeks. Then, it mates with a male and keeps laying eggs.



The clown fish has a strange home. It lives in the **tentacles**, or arms, of a sea animal called an **anemone**. These two animals have made a deal with each other. The anemone doesn't eat the clown fish and provides a safe home. In return, the clown fish does three things for the anemone. It cleans the anemone's tentacles, eating leftover bits of food. It guards the anemone against some enemies. And, it acts as bait. The clown fish's bright stripes draw other fish to the deadly tentacles. The anemone stings these fish and eats them. The "friendship" between these two sea animals works very well for both of them.

Where in the world does the clown fish live? It can be found in the seas near India, Indonesia, and Australia. Each bright, strong little fish always lives with the same sea anemone, never leaving its side.

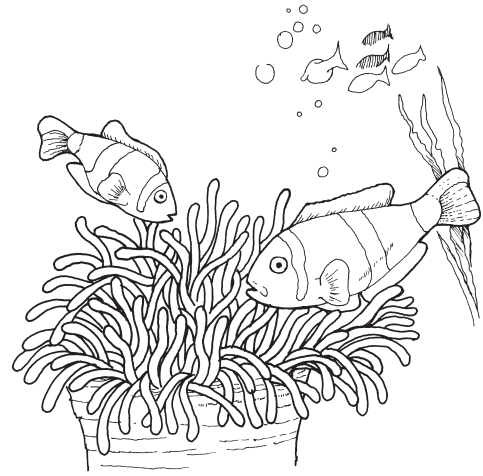
clown fish: a small tropical fish that is bright orange, usually with one or more white stripes

tentacles: arms that usually lead from the head or around the mouth of animals, especially invertebrates

anemone: a sea animal whose body is surrounded by petal-like tentacles

Brilliant Bait

Have you ever seen a **clown fish**? You probably have and recognize it as Nemo from the movie called *Finding Nemo*. This interesting and colorful fish is also known as the clown anemonefish. Its **genus name** is *Amphiprion*. The clown fish has wide, bright stripes and distinctive colors that resemble the costume of a clown. That is probably where it got its name. There are many different patterns and colors on the bodies of clown fish. The most common coloration is orange with white and black stripes.



A real clown fish is not amusing like its namesake. The clown fish is a fierce and **vigilant** fish. It protects its home and its eggs with great care. The female clown fish lays between 300 and 700 eggs at one time. But, the male clown fish takes care of the eggs. He watches them until they hatch. One strange and interesting thing about clown fish is that they can change gender. If a female dies or is killed, the male can change into a female in a few weeks. Then, it mates with a male and keeps laying eggs.

The clown fish has an unusual home. It lives in the tentacles, or arms, of a multicolored sea animal called an **anemone**. These two animals have struck a deal with each other in order to accommodate each other's needs. The anemone doesn't eat the clown fish and provides protection and a safe home. In return, the clown fish does three things for the anemone. It cleans the anemone's tentacles, eating whatever leftover bits of food lodge there. It also guards the anemone against its predators. And lastly, it acts as bait. The clown fish's bright stripes draw other fish to the deadly tentacles of the anemone. The anemone stings these fish and eats them. The odd and unlikely "friendship" between these two sea animals benefits them both.

Where in the world does the clown fish live? It can be found in the seas near India, Indonesia, and Australia. Each bright, strong little fish always lives with the same sea anemone, never leaving its side. They are partners for life.

clown fish: a small tropical fish that is bright orange usually with one or more white stripes

genus name: labels a class, kind, or group with common characteristics

vigilant: alert, particularly to avoid danger

anemone: a sea animal whose body is surrounded by petal-like tentacles

Brilliant Bait

Answer the questions.

1. How many eggs can a female clown fish lay at one time? Write your answer in a complete sentence.

2. Choose the word that best completes this sentence:

Another word for tentacles is _____.

- A.** spurs **B.** hands **C.** arms **D.** eyes

Write **T** for true or **F** for false.

3. _____ The clown fish can change gender.
4. _____ A female clown fish lays 5,000 eggs at a time.
5. _____ Anemones kill clown fish for food.
6. _____ The anemone uses its tentacles to sting fish.
7. _____ All clown fish are orange with white and black stripes.
8. Which of the following does not describe the clown fish?
A. brightly colored **B.** timid **C.** funny **D.** B. and C.
9. Finish the sentences to list the three things that a clown fish does for a sea anemone.

- A.** It cleans the anemone's _____.
B. It guards the anemone against _____.
C. It acts as _____ to attract food for the anemone.

10. How did the clown fish probably get its name? Write your answer in a complete sentence.

11. What is the main idea of this story? What details help you answer this question?

12. Imagine you are deep underwater looking at the bottom of the ocean. On a separate sheet of paper, describe what you might see.

Answer Key

Page 7

1. A female clown fish lays 300 to 700 eggs at one time. 2. C; 3. T; 4. F; 5. F; 6. T; 7. F; 8. D; 9. A. tentacles; B. some enemies; C. bait; 10. The clown fish has bright colors and stripes like a clown. 11. Answers will vary but should include information to explain the main idea of the story. 12. Answers will vary.

Page 11

1. B; 2. C; 3. C; 4. No one ever saw them perch. 5. Answers will vary but may include: minute, tiny, smallest bird in the world, pea-sized eggs, nest is only about two inches (5.08 cm) wide; 6. D; 7. fast wings, pea-sized eggs, split tongue; 8. Answers will vary but should be in simile or metaphor form. 9. Answers will vary but should include details from the story. 10. Answers will vary but should come from multiple sources.

Page 15

1. B; 2. D; 3. B; 4. B; 5. A; 6. D; 7. C; 8. Answers will vary but should include details from the story. 9. Answers will vary but should include comparisons.

Page 19

1. A yeti is a wild, furry man who lives in the mountains. 2. C; 3. T; 4. F; 5. F; 6. T; 7. F; 8. B; 9. D; 10. B; 11. Answers will vary but should include details from the story. 12. Answers will vary. Check for correct spelling, capitalization, and punctuation.

Page 23

1. D; 2. D; 3. Answers will vary but may include: huge, giant, dark, as big as a bus, can swim like a seal, looks like a dinosaur (small head, long neck) 4. model, toy submarine; 5. C; 6. B; 7. Answers will vary. 8. Answers will vary. 9. Answers will vary.

Page 27

1. B; 2. D; 3. Answers will vary but may include: brave, talented, famous, courageous; 4. A; 5. C; 6. B; 7. C; 8. Answers will vary. 9. Answers will vary but should include review and revision.

Page 31

1. B; 2. D; 3. A; 4. A; 5. the *White Knight*; 6. space station; 7. a special type of gas; 8. Answers will vary. 9. Answers will vary but must correlate to answers in question 8. 10. Answers will vary but need to be typed and shared.

Page 35

1. C; 2. D; 3. Answers will vary but may include: Argo is like a big underwater sled. Argo uses sonar to look at the ocean floor and cameras. 4. D; 5. A; 6. C; 7. D; 8. Answers will vary but should incorporate additional research and include an illustration.

Page 39

1. D; 2. Answers will vary but may include: Anne and her family had to hide from the Nazis because they were Jews. 3. A; 4. F; 5. T; 6. F; 7. T; 8. T; 9. Answers will vary but should provide a correct chronology. 10. Answers will vary but should include linking words.

Page 43

1. Gravity; 2. Christmas Day, 1642; 3. learner; 4. kites; 5. grandmother; 6. T; 7. F; 8. F; 9. T; 10. B; 11. Answers will vary but must include five or more compound words from the story. 12. Answers will vary but should present an opinion, reasons, and a concluding statement.

Page 47

1. A patent is a notice from the government. It says that someone owns an idea, and it is protected so that others cannot copy it. 2. C; 3. F; 4. F; 5. T; 6. F; 7. T; 8. D; 9. C; 10. D; 11. Edison worked to bring lighting to homes, streets, and stores. 12. Answers will vary but must include transitional words.

Page 51

1. C; 2. D; 3. The trip was inspired by Jules Verne's book *Around the World in Eighty Days*. 4. stubborn, driven, talented; 5. D; 6. B; 7. A; 8. Answers will vary.

Page 55

1. D; 2. C; 3. A; 4. five; 5. Colorado; 6. six million; 7. one mile (1.6 km); 8. A; 9. The Grand Canyon has five different life zones because it is so large and deep. The different elevations have different climates, or kinds of weather, and different amounts of water. 10. Answers will vary. Check for correct punctuation, spelling, and capitalization.

Page 59

1. Tides; 2. Wolfville; 3. a few feet (a meter); 4. 45, (13.72); 5. D; 6. B; 7. A; 8. Answers will vary. 9. The tide is out. You might also see people and birds. 10. Answers will vary but must include an introduction and conclusion.

Page 63

1. B; 2. B; 3. Answers will vary but may include: when they were built, how they were built, how long it took to build them; 4. C; 5. C; 6. Answers will vary. 7. Student will read the passage aloud at least twice. 8. Answers will vary but should include the student's opinion and reasons.