

*Another Country Calling...*

THE ADVENTURES OF SIMON AND BARKLEE™

*Bring the World to Children... and Children to the World.*

## CALIFORNIA

### Grade 4 Correlations

Using the storybooks, the student FunBooks, the lesson plans with enrichments and the teacher and classroom programs offered by Simon and Barklee, Inc., educators can meet many of the standards specified in the TEKS, especially in **reading and language arts**. Many lessons combine several disciplines.

This integrated program offers classroom educators enormous flexibility to engage learners, ignite curiosity while meeting required standards. It is intended to develop and hone critical thinking skills, enhance respect for diversity, celebrate cultures and encourage a world-view in children.

*Simon and Barklee*, the series main characters, are animals who go to real places and do real things. Children can easily identify with their characteristics, behaviors and interests without the imposition of race or age. They are universal in appeal.

The integrated nature of the stories, activities and lessons graphically demonstrates the interrelationships between classroom academics and life, as well as illustrating the interrelationships between countries and their peoples.

# California State Standards Grade 4

Note: The integrated nature of the Simon & Barklee lessons presented in the Teacher’s Edition enrichments increases the content and value of each individual lesson.

## English Language Arts and Reading, Grade 4 correlation’s:

### READING

<p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p>		
Word Recognition	<b>England</b>	G2, G3, 16
	<b>France</b>	G2, 4, 5, 14
	<b>Germany</b>	G1, 11, 12, 13
	<b>Mexico</b>	G3, 12
Vocabulary and Concept Development	<b>England</b>	G2, G3, 2, 6, 9, 13, 14, 15, 16
	<b>France</b>	G2, G3, 4, 5, 14, 19
	<b>Germany</b>	G1, G2, 7, 11, 12, 13
	<b>Mexico</b>	G2, G3, 12
	Storybooks	
<p><b>2.0 Reading Comprehension</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources)</p>		
Structural Features of Informational Materials	<b>England</b>	G1, G3, 4, 5, 6, 8, 9
	<b>France</b>	G1, G2, 8, 12, 13
	<b>Germany</b>	G1, G3, 6, 15
	<b>Mexico</b>	G2, G3
Comprehension and Analysis of Grade-Level-Appropriate Text	<b>England</b>	G1, G2, G3, 2, 4, 5, 8, 9, 10, 13, 14, 15, 16, 19, 21
	<b>France</b>	G1, G2, G3, 4, 5, 8, 9, 10, 11, 12, 13, 21, 22
	<b>Germany</b>	G1, G3, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19
	<b>Mexico</b>	G2, G3, 5, 8, 9, 16, 17, 18, 19

## English Language Arts and Reading, Grade 4 correlation's: READING cont'd

<b>3.0 Literary Response and Analysis</b>		
Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).		
Structural Features of Literature	<b>England</b>	G1, G3, 6
	<b>France</b>	G2
	<b>Germany</b>	G1, G3, 6, 15
	<b>Mexico</b>	G2, G3
Narrative Analysis of Grade-Level-Appropriate Text	<b>England</b>	G1, G2, G3, 2, 5, 6, 8, 9, 10, 13, 14, 15, 16
	<b>France</b>	G1, G2, G3, 6, 7, 8, 12, 13, 14, 19, 21, 22
	<b>Germany</b>	G1, G2, G3, 3, 6, 8, 9, 11, 14, 15, 16
	<b>Mexico</b>	G1, G2, G3, 5, 6, 7, 8, 9, 10, 14, 15, 16
	Editing Workshop	

English Language Arts and Reading, Grade 4 correlation's:

## WRITING

<b>1.0 Writing Strategies</b>		
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).		
Organization and Focus	<b>England</b>	G1, G2, G3, 2, 9, 11, 18, 19
	<b>France</b>	G1, G2, G3, 20
	<b>Germany</b>	G1, G2, 11, 14
	<b>Mexico</b>	G1, G3, 7, 13, 14
	Young Author's Program, Passport Pals	
Research and Technology	<b>England</b>	G1, G2, G3, 2, 5, 8, 9, 10, 18, 19
	<b>France</b>	G1, G2, G3, 7, 20
	<b>Germany</b>	G1, G2, G3, 14
	<b>Mexico</b>	G1, G2, G3, 13, 14
	Young Author's Program, Passport Pals	
Evaluation and Revision	<b>England</b>	G2, G3
	<b>France</b>	G2, G3
	<b>Germany</b>	G1, 11
	<b>Mexico</b>	G3, 13, 14
	Young Author's Program	

<b>2.0 Writing Applications (Genres and Their Characteristics)</b>		
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.		
Using the writing strategies of grade four outlined in Writing Standard 1.0, students:	<b>England</b>	G1, G2, G3, 2, 9, 11, 18, 19
	<b>France</b>	G2, G3, 20
	<b>Germany</b>	G1, G2, 11, 14
	<b>Mexico</b>	G1, G3, 7, 13, 14
	Young Author's Program, Passport Pals	

English Language Arts and Reading, Grade 4 correlation's:

### Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

<b>1.0 Written and Oral English Language Conventions</b>		
Students write and speak with a command of standard English conventions appropriate to this grade level.		
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	<b>England</b>	G2, G3, 2, 11
	<b>France</b>	G2, G3
	<b>Germany</b>	
	<b>Mexico</b>	G1, G3
	Editing Workshop	

## Listening and Speaking

<p><b>1.0 Listening and Speaking Strategies</b> Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p>		
Comprehension	<b>England</b>	G1, G2, G3, 2, 5, 6, 8, 9, 16
	<b>France</b>	G1, G2, G3, 6, 7, 8, 13, 18, 19, 22
	<b>Germany</b>	G1, G3, 6, 8, 9, 11, 16
	<b>Mexico</b>	G2, G3, 6, 7, 15
	Young Author's Program	
Organization and Delivery of Oral Communication	<b>England</b>	G3, 5, 6, 8, 9, 10, 19
	<b>France</b>	G1, G2, 6, 8, 13, 22
	<b>Germany</b>	G1, G3, 6, 8, 9, 11, 16
	<b>Mexico</b>	G2, G3
	Young Author's Program	
Analysis and Evaluation of Oral and Media Communications	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	G3
	Young Author's Program	
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>		
Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:	<b>England</b>	G1, G2, G3, 1, 2, 4, 5, 6, 8, 9, 10, 12, 19, 21
	<b>France</b>	G1, G2, 6, 8, 12, 13, 22
	<b>Germany</b>	G1, G3, 6, 8, 9, 11, 16
	<b>Mexico</b>	G2, G3, 6, 7, 15

## MATHEMATICS

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

Number Sense	<b>England</b>	3, 7, 12
	<b>France</b>	15, 17
	<b>Germany</b>	4, 5
	<b>Mexico</b>	2, 3
Measurement and Geometry	<b>England</b>	7, 17
	<b>France</b>	17
	<b>Germany</b>	5, 10
	<b>Mexico</b>	3
Mathematical Reasoning	<b>England</b>	G3, 3, 7, 12, 17
	<b>France</b>	G3, 15, 17
	<b>Germany</b>	4
	<b>Mexico</b>	G3, 2, 3

## VISUAL AND PERFORMING ARTS:

### MUSIC

<b>2.0 CREATIVE EXPRESSION</b> Creating, Performing, and Participating in Music. Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	G3

**MUSIC cont'd**

<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b> Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p>	<b>England</b>	
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b> Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers. Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p>	<b>England</b>	G3, 2, 6, 12, 21
	<b>France</b>	21
	<b>Germany</b>	20, 21, 22
	<b>Mexico</b>	G3, 20, 21

## THEATER

<p><b>2.0 CREATIVE EXPRESSION</b>            Creating, Performing, and Participating in Theatre. Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p>	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	G3
<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>            Understanding the Historical Contributions and Cultural Dimensions of Theatre. Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p>	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	3
	<b>Mexico</b>	G3
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>            Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p>	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	G3



## VISUAL ARTS

<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>            Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<b>England</b>	G3, 6, 12
	<b>France</b>	21, 22
	<b>Germany</b>	3, 9, 14
	<b>Mexico</b>	G3, 7
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>            Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>	<b>England</b>	G3
	<b>France</b>	
	<b>Germany</b>	
	<b>Mexico</b>	G3