Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas & Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **[RL.4.1]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Determine a theme of a story, drama, or poem from details in the text; summarize the text. **[RL.4.2]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **[RL.4.3]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See Grade 4 Language standards 4–6 for additional expectations.) **[RL.4.4]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **[RL.4.7]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **[RL.4.9]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	**2**	**3**	**4**	**5**	**6**	7	8	**9**	10	**11**	**12**	**13**	14	15

Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	4	**5**	6	7	**8**	**9**	**10**	**11**	**12**	13	**14**	15

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	**2**	3	**4**	**5**	**6**	7	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15

Craft and Structure

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (See Grade 4 Language standards 4–6 for additional expectations.) [RI.4.4]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	**6**	7	**8**	9	**10**	11	12	**13**	**14**	15

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Integration of Knowledge and Ideas

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **[RI.4.7]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Explain how an author uses reasons and evidence to support particular points in a text. **[RI.4.8]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **[RI.4.9]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Range of Reading and Level of Text Complexity

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **[RI.4.10]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. **[RF.4.3]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **[RF.4.3a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Fluency

Read with sufficient accuracy and fluency to support comprehension. **[RF.4.4]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Read on-level text with purpose and understanding. **[RF.4.4a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[RF.4.4b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1				5	6								14	15

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[RF.4.4c]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

WRITING STANDARDS

Text Types and Purposes: Informative/Explanatory

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.4.2]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.4.2a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.4.2b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.4.2d]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Provide a concluding statement or section related to the information or explanation presented. **[W.4.2e]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.4.3]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
												12			

Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[W.4.4]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			3		5		7	8		10		12	13		

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) **[W.4.5]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							7	8		10		12	13		

Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. **[W.4.8]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2		4	5	6	7	8	9		11	12	13		

Draw evidence from literary or informational texts to support analysis, reflection, and research. **[W.4.9]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8		10	11	12	13		

Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **[W.4.9b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1														

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[W.4.10]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			3		5			8		10		12	13			

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. **[SL.4.1]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1															

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **[SL.4.1d]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1															

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **[L.4.1]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). **[L.4.1d]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
											11			14		

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **[L.4.1f]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1			4	5			8		10	11		13			

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.4.2]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use correct capitalization. **[L.4.2a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use commas and quotation marks to mark direct speech and quotations from a text. **[L.4.2b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Spell grade-appropriate words correctly, consulting references as needed. **[L.4.2d]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **[L.4.3]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Choose words and phrases to convey ideas precisely. **[L.4.3a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. **[L.4.4]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **[L.4.4a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). **[L.4.4b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. **[L.4.4c]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1	2		4	5	6	**7**	8	9	10	11					

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.4.5]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		2	3													

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. **[L.4.5a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		2	3						9				13	14		

Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.4.5b]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			3					8								

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **[L.4.5c]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
				4	5		7	8	9		11		13			

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation). **[L.4.6]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		