

Common Core State Standards for English Language Arts Grade 4

correlated to

Level 4A





Reach
HIGHER

 **NATIONAL
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LEARNING

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UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
1 Living Traditions	Social Studies	Part 1	Express Feelings	craft musical perform pottery tradition weave	create culture express medium style	Main Idea and Details	Reading Strategy Plan and Monitor Genres Interview, Biography	Complete Sentences	Interview	Write an Interview
	Culture and Traditions  How important are traditions?			ancestor ceremony marriage occasion ritual	belief custom influence relationship role					
2 Animal Intelligence	Science	Part 1	Express Ideas	adaptation defend predator prey trait	behavior characteristic response strategy survival	Analyze Characters	Reading Strategy Make Connections Genre Trickster Tale	Kinds of Sentences	Theme Theater	Write a Business Letter
	Animal Behavior  Just how smart are animals?			command imitate memory pattern skill tool	ability communication inherit language learn					
3 Amazing Places	Social Studies	Part 1	Give and Follow Directions	continent country equator globe hemisphere inhabitant map	border imagine range suggest transport	Theme	Reading Strategy Visualize Genres Fictional Tale, Free Verse	Plural Nouns	Theme Theater	Write a Research Report
	Geography  Why learn about other places?			canyon elevation landform ocean plain plateau valley	feature locate physical region surface					
4 Power of Nature	Science	Part 1	Make Comparisons	convert electricity generate power renewable scarce	available conservation current flow resource	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Persuasive Essay	Present-Tense Action Verbs	Instructions	Write a Tall Tale
	Natural Resources  How do we relate to nature?			atmosphere element landscape material natural	benefit force interact modify relate					
		Part 2	Express Needs and Wants			Problem and Solution	Reading Strategy Ask Questions Genres Tall Tale, Lyrical Poetry	Forms of be and have	Theme Theater	

Reach Higher 4A - Unit 1	
Reading Standards	
Part 1 (pages 12-41)	<p>Reading Standards for Informational Text</p> <p><i>Key Ideas and Details</i></p> <p><i>RI.4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</i></p> <p><i>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i></p> <p><i>RI.4.3 Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p> <p><i>Craft and Structure</i></p> <p><i>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></p> <p><i>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><i>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Part 2 (pages 42-87)	<p>Reading Standards for Literature</p> <p><i>Key Ideas and Details</i></p> <p><i>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i></p> <p><i>RL.4.3 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).</i></p> <p><i>Craft and Structure</i></p> <p><i>RL.4.4 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).</i></p>

	<p><i>Integration of Knowledge and Ideas</i> <i>RL.4.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RL.4.10 By the end of the year, read and comprehend literature and other texts, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p> <p>Reading Standards for Informational Text <i>Key Ideas and Details</i> <i>RI.4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</i></p> <p><i>Craft and Structure</i> <i>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.</i></p> <p><i>Integration of Knowledge and Ideas</i> <i>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i> <i>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Reading: Foundational Skills	
Part 1 (pages 12-41)	<p>Reading Standards: Foundational Skills <i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i> <i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Part 2 (pages 42-87)	<p>Reading Standards: Foundational Skills <i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i></p>

	<i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i>
Writing Standards	
Part 1 (pages 12-41)	<p>Writing Standards <i>Production and Distribution of Writing</i> <i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i> <i>W.4.10 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.</i></p>
Part 2 (pages 42-87)	<p>Writing Standards <i>Text Types and Purposes</i> <i>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> <i>W.4.2.a Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i> <i>W.4.2.b Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i> <i>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> <i>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</i></p> <p><i>Production and Distribution of Writing</i> <i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> <i>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>Range of Writing</i> <i>W.4.10 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.</i></p>
Speaking and Listening Standards	
Part 1 (pages 12-41)	<p>Speaking and Listening Standards <i>Comprehension and Collaborations</i> <i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i> <i>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</i> <i>SL.4.1.c 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.</i> <i>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the</i></p>

	<p>discussion.</p> <p><i>SL.4.2 Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p><i>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p>
Part 2 (pages 42-87)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.c 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.</i></p> <p><i>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p><i>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p>
Language Standards	
Part 1 (pages 12-41)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p> <p><i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.4.c 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.</i></p>

	<p><i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>
Part 2 (pages 42-87)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p> <p><i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.4.2.a Use correct capitalization.</i></p> <p><i>L.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p><i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>

Reach Higher 4A - Unit 2	
Reading Standards	
Part 1 (pages 88-121)	<p>Reading Standards for Literature</p> <p><i>Key Ideas and Details</i> <i>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> <i>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i> <i>RL.4.3 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).</i></p> <p><i>Craft and Structure</i> <i>RL.4.4 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).</i></p> <p><i>Integration of Knowledge and Ideas</i> <i>RL.4.9 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.</i></p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RL.4.10 By the end of the year, read and comprehend literature and other texts, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Part 2 (pages 122 - 167)	<p>Reading Standards for Informational Text</p> <p><i>Key Ideas and Details</i> <i>RI.4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</i> <i>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i> <i>RI.4.3 Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</i></p> <p><i>Craft and Structure</i> <i>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.</i></p> <p><i>Integration of Knowledge and Ideas</i> <i>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></p>

	<p><i>Range of Reading and Level of Text Complexity</i></p> <p><i>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Reading: Foundational Skills	
Part 1 (pages 88-121)	<p>Reading Standards: Foundational Skills</p> <p><i>Fluency</i></p> <p><i>RF.4.4.a Read grade-level text with purpose and understanding.</i></p> <p><i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Part 2 (pages 122 - 167)	<p>Reading Standards: Foundational Skills</p> <p><i>Fluency</i></p> <p><i>RF.4.4.a Read grade-level text with purpose and understanding.</i></p> <p><i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Writing Standards	
Part 1 (pages 88-121)	<p>Writing Standards</p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i></p> <p><i>W.4.10 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.</i></p>
Part 2 (pages 122 - 167)	<p>Writing Standards</p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</i></p> <p><i>Range of Writing</i></p> <p><i>W.4.10 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.</i></p>

Speaking and Listening Standards	
Part 1 (pages 88-121)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c 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.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
Part 2 (pages 122 - 167)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c 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.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>
Language Standards	
Part 1 (pages 88-121)	Language Standards

	<p><i>Conventions of Standard English</i> <i>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>Knowledge of Language</i> <i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.4.2.c Use comma before a coordinating conjunction in a compound sentence.</i> <i>L.4.3.a Choose words and phrases to convey ideas precisely.</i> <i>L.4.4 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.</i></p> <p><i>Vocabulary Acquisition and Use</i> <i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>
Part 2 (pages 122 - 167)	<p>Language Standards <i>Conventions of Standard English</i> <i>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>Knowledge of Language</i> <i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.4.2.a Use correct capitalization.</i> <i>L.4.3.a Choose words and phrases to convey ideas precisely.</i> <i>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p><i>Vocabulary Acquisition and Use</i> <i>L.4.4 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.</i> <i>L.4.4.c 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.</i></p>

	<i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i>
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Reach Higher 4A - Unit 3	
Reading Standards	
Part 1 (pages 168-199)	<p>Reading Standards for Literature</p> <p><i>Key Ideas and Details</i></p> <p><i>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i></p> <p><i>RL.4.3 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).</i></p> <p><i>Craft and Structure</i></p> <p><i>RL.4.4 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).</i></p> <p><i>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><i>RL.4.10 By the end of the year, read and comprehend literature and other texts, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Part 2 (pages 200 - 247)	<p>Reading Standards for Informational Text</p> <p><i>Key Ideas and Details</i></p> <p><i>RI.4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</i></p> <p><i>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</i></p> <p><i>Craft and Structure</i></p> <p><i>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.</i></p> <p><i>RI.4.5 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.</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i></p> <p><i>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject</i></p>

	<p>knowledgeably.</p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Reading: Foundational Skills	
Part 1 (pages 168-199)	<p>Reading Standards: Foundational Skills <i>Phonics and Word Recognition</i> <i>RF.4.3.a Use combined knowledge of all letter sounds correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p> <p><i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i> <i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Part 2 (pages 200 - 247)	<p>Reading Standards: Foundational Skills <i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i> <i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Writing Standards	
Part 1 (pages 168-199)	<p>Writing Standards <i>Production and Distribution of Writing</i> <i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i> <i>W.4.10 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.</i></p>
Part 2 (pages 200 - 247)	<p>Writing Standards <i>Text Types and Purposes</i> <i>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> <i>W.4.2.a Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i> <i>W.4.2.b Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>

	<p><i>W.4.2.c Link ideas within categories of information using words or phrases (e.g., another, for example, also, because).</i></p> <p><i>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p> <p><i>W.4.8 Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize evidence, and provide a list of sources.</i></p> <p><i>Range of Writing</i></p> <p><i>W.4.10 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.</i></p>
Speaking and Listening Standards	
Part 1 (pages 168-199)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.c 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.</i></p> <p><i>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p><i>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p>
Part 2 (pages 200 - 247)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that</i></p>

	<p>preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c 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.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
Language Standards	
Part 1 (pages 168-199)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><i>Knowledge of Language</i></p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p><i>Vocabulary Acquisition and Use</i></p> <p>L.4.4 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.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <p>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</p>
Part 2 (pages 200 - 247)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p>

	<p><i>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.4.2.a Use correct capitalization.</i></p> <p><i>L.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.4 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.</i></p> <p><i>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>
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Reach Higher 4A - Unit 4	
Reading Standards	
Part 1 (pages 248 - 281)	<p>Reading Standards for Informational Text</p> <p><i>Key Ideas and Details</i> <i>RI.4.1 Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.</i></p> <p><i>Craft and Structure</i> <i>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.</i> <i>RI.4.5 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.</i></p> <p><i>Integration of Knowledge and Ideas</i> <i>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</i> <i>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</i> <i>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Part 2 (pages 282-327)	<p>Reading Standards for Literature</p> <p><i>Key Ideas and Details</i> <i>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> <i>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i> <i>RL.4.3 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).</i></p> <p><i>Craft and Structure</i> <i>RL.4.4 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., Hercules).</i> <i>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage</i></p>

	<p>directions) when writing or speaking about a text.</p> <p><i>Range of Reading and Level of Text Complexity</i> <i>RL.4.10 By the end of the year, read and comprehend literature and other texts, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</i></p>
Reading: Foundational Skills	
Part 1 (pages 248 - 281)	<p>Reading Standards: Foundational Skills <i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i> <i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i> <i>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>
Part 2 (pages 282- 327)	<p>Reading Standards: Foundational Skills <i>Fluency</i> <i>RF.4.4.a Read grade-level text with purpose and understanding.</i> <i>RF.4.4.b Read grade-level prose and poetry orally, with accuracy, appropriate rate, and expression on successive readings.</i></p>
Writing Standards	
Part 1 (pages 248 - 281)	<p>Writing Standards <i>Production and Distribution of Writing</i> <i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>Range of Writing</i> <i>W.4.10 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.</i></p>
Part 2 (pages 282- 327)	<p>Writing Standards <i>Text Types and Purposes</i> <i>W.4.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> <i>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i> <i>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.</i> <i>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> <i>W.4.3.e Provide a conclusion that follows from the narrated experiences or events.</i></p>

	<p><i>Production and Distribution of Writing</i></p> <p><i>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i></p> <p><i>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</i></p> <p><i>Range of Writing</i></p> <p><i>W.4.10 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.</i></p>
Speaking and Listening Standards	
Part 1 (pages 248 - 281)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.c 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.</i></p> <p><i>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p> <p><i>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p><i>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p>
Part 2 (pages 282- 327)	<p>Speaking and Listening Standards</p> <p><i>Comprehension and Collaborations</i></p> <p><i>SL.4.1.a Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.c 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.</i></p> <p><i>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i></p>

	<p><i>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p><i>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p>
Language Standards	
Part 1 (pages 248 - 281)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p> <p><i>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p><i>L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i></p> <p><i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>Knowledge of Language</i></p> <p><i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.4.2.a Use correct capitalization.</i></p> <p><i>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p><i>L.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>
Part 2 (pages 282- 327)	<p>Language Standards</p> <p><i>Conventions of Standard English</i></p> <p><i>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p><i>L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i></p> <p><i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p> <p><i>Knowledge of Language</i></p>

	<p><i>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p><i>L.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i></p> <p><i>L.4.6 Acquire and use accurately grade appropriate conversational, 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).</i></p>
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