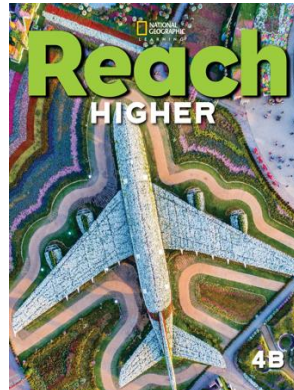


# Common Core Standards for English Language Arts

## Grade 4

Correlated to

Level 4B







**Reach**  
HIGHER

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

A Part of Cengage

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UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
5 Invaders!	Science	Part 1	Retell a Story	decompose experiment humid mold spore	contain control environment investigate spread	Plot	<b>Reading Strategy</b> Make Inferences  <b>Genres</b> Science Fiction, Science Experiment	Adjectives	Theme Theater	Write a Persuasive Essay
	Ecosystems  When do harmless things become harmful?			habitat invade population species threatened	balance competition introduce migration native					
6 Treasure Hunters	Social Studies	Part 1	Express Intentions	adventure coastal compass navigation port treasure	chart discovery exploration interpret legend	Characters	<b>Reading Strategy</b> Summarize  <b>Genres</b> Play, Instructions	Pronoun Agreement	Theme Theater	Write Historical Fiction
	Exploration  How do treasures shape our past and future?			archaeologist artifact currency galleon merchant	colony examine preserve route trade					
7 Moving Through Space	Science	Part 1	Ask and Answer Questions	accelerate height measure motion speed	average distance rate scale solve	Compare and Contrast	<b>Reading Strategy</b> Draw Conclusions  <b>Genres</b> Math Article, Science Report	Adverbs	Informational Presentation	Write a Personal Narrative
	Measuring Motion  What does it take to explore space?			astronaut launch orbit planet rotation	capacity constant limit resistance technology					
8 Saving a Piece of the World	Social Studies	Part 1	Express Opinions	heritage hero president protect volunteer	mission motive responsible service value	Goal and Outcome	<b>Reading Strategy</b> Review  <b>Genres</b> Historical Fiction, Report	Past Tense	Theme Theater	Write a Literary Response
	Preserving Our Heritage  What's worth protecting?			ancient civilization empire object record site	courage official principle project risk					

Reach Higher 4B - Unit 5	
Reading Standards	
Part 1 (pages 8-41)	<p><b>Reading Standards for Literature</b></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.4.3 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.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</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> <p><b>Reading Standards for Informational Text</b></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>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>  <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><b>Reading Standards for Informational Text</b>  <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></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>
<b>Reading: Foundational Skills</b>	
Part 1 (pages 8-41)	<p><b>Reading Standards: Foundational Skills</b>  <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><b>Reading Standards: Foundational Skills</b>  <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></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>
<b>Writing Standards</b>	
Part 1 (pages 8-41)	<p><b>Writing Standards</b></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 42-87)	<p><b>Writing Standards</b></p> <p><i>Text Types and Purposes</i></p> <p><i>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i></p> <p><i>W.4.1.a Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i></p> <p><i>W.4.1.b Provide reasons that are supported by facts and details.</i></p> <p><i>W.4.1.c Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).</i></p> <p><i>W.4.1.d Provide a concluding statement or section related to the opinion 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>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>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 8-41)	<p><b>Speaking and Listening Standards</b></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</i></p>

	<p><i>discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <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>  <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><b>Speaking and Listening Standards</b>  <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 discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <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>  <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>
<b>Language Standards</b>	
Part 1 (pages 8-41)	<p><b>Language Standards</b>  <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.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i>  <i>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i>  <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>  <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.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</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><b>Language Standards</b></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.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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.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.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</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 4B - Unit 6

### Reading Standards

Part 1 (pages 88-123)

#### **Reading Standards for Literature**

##### *Key Ideas and Details*

*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.*

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

*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).*

##### *Craft and Structure*

*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).*

*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.*

##### *Range of Reading and Level of Text Complexity*

*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.*

#### **Reading Standards for Informational Text**

##### *Key Ideas and Details*

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

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

##### *Craft and Structure*

*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.*

*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.*

##### *Integration of Knowledge and Ideas*

*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.*



	<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>  <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 124 - 169)	<p><b>Reading Standards for Informational Text</b>  <b>Key Ideas and Details</b>  <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><b>Craft and Structure</b>  <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><b>Integration of Knowledge and Ideas</b>  <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>
<b>Reading: Foundational Skills</b>	
Part 1 (pages 88-123)	<p><b>Reading Standards: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  <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>  <i>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>
Part 2 (pages 124 - 169)	<p><b>Reading Standards: Foundational Skills</b>  <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>
<b>Writing Standards</b>	
Part 1 (pages 88-123)	<p><b>Writing Standards</b>  <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 124 - 169)	<p><b>Writing Standards</b>  <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>  <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>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>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 88-123)	<p><b>Speaking and Listening Standards</b>  <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 discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <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>  <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 124 - 169)	<p><b>Speaking and Listening Standards</b>  <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 discussion.</i></p> <p><i>Presentation of Knowledge and Ideas</i>  <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>  <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>
<b>Language Standards</b>	

Part 1 (pages 88-123)	<p><b>Language Standards</b>  <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.4.3.a Choose words and phrases to convey ideas precisely.</i></p> <p><i>Vocabulary Acquisition and Use</i>  <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>  <i>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)</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 124 - 169)	<p><b>Language Standards</b>  <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.d Spell grade-appropriate words correctly, consulting references as needed.</i>  <i>L.4.3.a Choose words and phrases to convey ideas precisely.</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>

Reach Higher 4B - Unit 7	
Reading Standards	
Part 1 (pages 170-201)	<p><b>Reading Standards for Informational Text</b></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></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 202 - 247)	<p><b>Reading Standards for Literature</b></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>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> <p><b>Reading Standards for Informational Text</b></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>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>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>
<b>Reading: Foundational Skills</b>	
Part 1 (pages 170-201)	<p><b>Reading Standards: Foundational Skills</b></p> <p><i>Phonics and Word Recognition</i></p> <p><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></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 202 - 247)	<p><b>Reading Standards: Foundational Skills</b></p> <p><i>Phonics and Word Recognition</i></p> <p><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>
<b>Writing Standards</b>	
Part 1 (pages 170-201)	<p><b>Writing Standards</b>  <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 202 - 247)	<p><b>Writing Standards</b>  <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>  <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>
Part 1 (pages 170-201)	<p><b>Speaking and Listening Standards</b>  <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></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 202 - 247)	<p><b>Speaking and Listening Standards</b></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>
<b>Language Standards</b>	
Part 1 (pages 170-201)	<p><b>Language Standards</b></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.4.3.a Choose words and phrases to convey ideas precisely.</i></p>



	<p><i>Vocabulary Acquisition and Use</i></p> <p><i>L.4.4 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.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>
Part 2 (pages 202 - 247)	<p><b>Language Standards</b></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.e Form and use prepositional phrases.</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.b Use commas and quotation marks to mark direct speech and quotations from a text.</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 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.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</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>

## Reach Higher 4B - Unit 8

### Reading Standards

Part 1 (pages 248 - 283)

#### **Reading Standards for Literature**

##### *Key Ideas and Details*

*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.*

*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).*

##### *Craft and Structure*

*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).*

##### *Range of Reading and Level of Text Complexity*

*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.*

#### **Reading Standards for Informational Text**

##### *Key Ideas and Details*

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

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

##### *Craft and Structure*

*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.*

*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.*

##### *Integration of Knowledge and Ideas*

*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.*

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

##### *Range of Reading and Level of Text Complexity*

	<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>
Part 2 (pages 284-331)	<p><b>Reading Standards for Literature</b></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.4.3 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>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>
<b>Reading: Foundational Skills</b>	
Part 1 (pages 248 - 283)	<p><b>Reading Standards: Foundational Skills</b></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 284-331)	<p><b>Reading Standards: Foundational Skills</b></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>
<b>Writing Standards</b>	
Part 1 (pages 248 - 283)	<p><b>Writing Standards</b></p> <p><i>Production and Distribution of Writing</i></p> <p><i>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>Range of Writing</i></p> <p><i>W.3.10. 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 284-331)	<p><b>Writing Standards</b></p> <p><i>Text Types and Purposes</i></p> <p><i>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i></p> <p><i>W.4.1.a Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i></p> <p><i>W.4.1.b Provide reasons that are supported by facts and details.</i></p> <p><i>W.4.1.c Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).</i></p> <p><i>W.4.1.d Provide a concluding statement or section related to the opinion 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>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>
<b>Speaking and Listening Standards</b>	
Part 1 (pages 248 - 283)	<p><b>Speaking and Listening Standards</b></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> <p><i>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.</i></p>
Part 2 (pages 284-331)	<p><b>Speaking and Listening Standards</b></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> <p><i>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.</i></p>
<b>Language Standards</b>	
Part 1 (pages 248 - 283)	<p><b>Language Standards</b></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>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 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.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>
Part 2 (pages 284-331)	<p><b>Language Standards</b></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.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 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.4.6 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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