

STANDARDS CORRELATIONS

English Language Arts Standards » Writing » Grade 4 (W)

Text Types and Purposes

<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented. 	<p>SB: Ch. 2 (pp. 15–31) TG: pp. 9–19 IWL: WC_2.1A_IdentifyFact WC_2.1B_WriteOpinion WC_2.2A_AnalyzePara WC_2.3A_IdentifyOrganization WC_2.5A_AnalyzePrompt WC_2.5B_GatherInfo WC_2.5C_WriteOpinion WC_2.5D_Revise WC_2.5A_Checklist; WC_2.5A_PromptADraft; WC_2.5A_PromptAModel</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented 	<p>SB: Ch. 3 (pp. 32–45) TG: pp. 20–31 IWL: WC_3.1A_MainIdea WC_3.2A_IdentifySupport WC_3.3A_WriteSupport WC_3.3B_ReadText WC_3.3B_GroupInfo WC_3.4A_AnalyzePrompt WC_3.4B_GatherInfo WC_3.4C_CreateTChart WC_3.4D_WriteMainIdea WC_3.4E_AnalyzeOutline WC_3.4F_AnalyzeDraft WC_3.4G_AddDetails WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>SB: Ch. 6 (pp. 78–89) TG: pp. 61–69 IWL: WC_6.1A_IdentifySetting WC_6.2B_WriteDialogue WC_6.3A_PreciseWords WC_6.4A_LinkWords WC_6.5A_AnalyzePrompt WC_6.5C_AddEvents WC_6.6A_Checklist WC_6.6A_PromptADraft WC_6.6A_PromptAModel</p>

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STANDARDS CORRELATIONS

English Language Arts Standards » Writing » Grade 4 (W) *continued*

Production and Distribution of Writing

<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<p>SB: Ch. 1 (pp. 6–14) Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–63) Ch. 5 (pp. 64–77) Ch. 6 (pp. 78–89) TG: Try It on Your Own reproducibles for each type of writing IWL: Corresponding with Chapters 1–6 pages above</p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 here.)</p>	<p>SB: Ch. 1 (pp. 6–14) Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–63) Ch. 5 (pp. 64–77) Ch. 6 (pp. 78–89) Ch. 7 (pp. 90–93) TG: Try It on Your Own reproducibles for each type of writing IWL: Corresponding with Chapters 1–7 pages above</p>
<p>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.</p>	<p>SB: Ch 2 (p. 30), Ch. 7 (p. 96)</p>

Research to Build and Present Knowledge

<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>SB: Ch. 4 (pp. 46–63) TG: pp. 33–47 IWL: WC_4.1A_ReviseQuest WC_4.2A_AppropriateSources WC_4.2B_KnowSources WC_4.3A_TakeNotes WC_4.4A_OrganizeInfo WC_4.5A_AnalyzePrompt WC_4.5C_WriteMain WC_4.5D_AnalyzeOutline WC_4.5E_ReviseContent WC_4.6A_Checklist; WC_4.6A_PromptADraft; WC_4.6A_PromptAModel</p>
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English Language Arts Standards » Writing » Grade 4 (W) <i>continued</i>	
<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>SB: Ch. 4 (pp. 46–63) TG: pp. 21–24, 33–37, 49–52, 61–64 IWL: WC_4.1A_ReviseQuest WC_4.2A_AppropriateSources WC_4.2B_KnowSources WC_4.3A_TakeNotes WC_4.4A_OrganizeInfo WC_4.5A_AnalyzePrompt WC_4.5C_WriteMain WC_4.5D_AnalyzeOutline WC_4.5E_ReviseContent WC_4.5E_DirectQuotes WC_4.6A_Checklist WC_4.6A_PromptADraft WC_4.6A_PromptAModel</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “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].”)</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>SB: Ch. 1 (pp. 11–12) Ch. 2 (pp. 21–24) Ch. 3 (p. 36) Ch. 4 (p. 60) Ch. 5 (pp. 66–68, 72–77) Ch. 6 (pp. 83–85) Ch. 7 (pp. 93–96) TG: pp. 5–6, 7, 53–54 Closely Reading Texts (pp. 5–6) IWL: Corresponding with chapters 1–7 pages above</p>
<p>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.</p>	<p>SB: Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–63) Ch. 5 (pp. 64–77) Ch. 6 (pp. 78–89) TG: Reproducibles for each type of writing</p>

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STANDARDS CORRELATIONS

English Language Arts Standards » Language » Grade 4 (L)

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 	<p>SB: pp. 14, 44, 61, 82, 88 TG: pp. 75–81, 87, 88 IWL: WC_1.5A_EditParagraph WC_4.5G_FixRunOn WC_3.4H_CorrectFragments WC_5.3G_PracticeProofreading WC_6.5D_VerbTense WC_7.1_RevisionTips WC_CWP_1_Grammar WC_CWP_1.1_PrepPhrases WC_CWP_1.2_UsingClauses WC_CWP_1.3_CompleteSentence WC_CWP_1.4_Runon WC_CWP_2_Usage WC_CWP_2.1_ProgressTense WC_CWP_2.2_HelpVerbs WC_CWP_2.3_OrderAdjectives WC_CWP_2.4_SubVerbAgree</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	<p>SB: pp. 14, 36, 49, 50, 60, 61, 76 TG: pp. 82–86, 89, 90 IWL: WC_2.5E_CapitalLetters WC_2.5F_Spelling WC_4.5F_DirectQuotes WC_5.3G_PracticeProofreading WC_6.2B_WriteDialogue WC_7.1_RevisionTips WC_CWP_3_Mechanics WC_CWP_3.1_Capitalization WC_CWP_3.2_Commas WC_CWP_3.3_Quotations WC_CWP_4_Spelling WC_CWP_4.1_SpellCorrectly WC_CWP_4.2_ConfusingWords</p>
<h3>Knowledge of Language</h3>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>SB: pp. 13, 75, 81 IWL: WC_1.4A_AnalyzePara WC_5.3F_ReviseStyle WC_6.3A_PreciseWords</p>

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English Language Arts Standards » Language » Grade 4 (L) *continued*

Vocabulary Acquisition and Use

<p>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> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). 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. 	<p>SB: pp. 21–22, 36, 78</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>SB: pp. 64–65</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>SB: pp. 36, 64–65</p>

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STANDARDS CORRELATIONS

English Language Arts Standards » Speaking and Listening » Grade 4 (SL)

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SB: pp. 10, 12, 16, 31, 37, 43, 87, 93–96 IWL: WC_7.2_GeneralTips WC_7.3_SpeakTips</p>
<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SB: pp. 93–96</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SB: pp. 93–96 IWL: WC_7.2_GeneralTips WC_7.3_SpeakTips</p>
<h3>Presentation of Knowledge and Ideas</h3>	
<p>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>SB: pp. 93–96 IWL: WC_7.2_GeneralTips WC_7.3_SpeakTips</p>
<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SB: pp. 93–96 IWL: WC_7.2_GeneralTips WC_7.3_SpeakTips</p>
<p>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. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p>SB: pp. 93–96 IWL: WC_7.2_GeneralTips WC_7.3_SpeakTips</p>

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