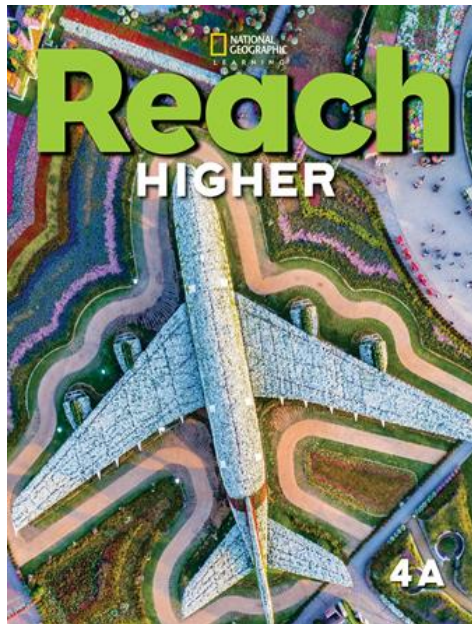


Common Core State Standards for English Language Arts
Grade 4

correlated to

Level 4A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language Arts
Grade 4
correlated to
REACH HIGHER
Level 4A

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
Reading Standards for Literature	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	REACH HIGHER Level 4A SE Page References: 44, 84-85, 93-94, 99, 156-157, 171, 258-259
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	REACH HIGHER Level 4A SE Page References: 54-55, 148, 160-161, 162-163, 164-165, 167
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).	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 46-47, 48-49, 83, 84-85, 100-101, 156-157, 163, 256-257
Craft and Structure	
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).	REACH HIGHER Level 4A SE Page References: 44-45, 46, 48, 51, 54, 56, 60, 90-91, 155, 256-257, 272-273
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.	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 99, 100-101, 252, 260-261, 271, 272
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	REACH HIGHER Level 4A SE Page References:
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	REACH HIGHER Level 4A SE Page References:

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
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.	REACH HIGHER Level 4A SE Page References: 104
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 42, 56-57, 82,84-85, 154-165, 254-265
Reading Standards for Informational Text	
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	REACH HIGHER Level 4A SE Page References: 18-19, 29, 62, 116-117, 118-119, 192-193, 199, 226-227, 230-231
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	REACH HIGHER Level 4A SE Page References: 12-13, 18-19, 132-133, 134-135
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	REACH HIGHER Level 4A SE Page References: 115, 116-117, 120-121, 122-123, 132-133, 134-135, 228-229, 232-233
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	REACH HIGHER Level 4A SE Page References: 225, 228-229
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.	REACH HIGHER Level 4A SE Page References: 228-229
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 244
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	REACH HIGHER Level 4A SE Page References: 12-13, 182-183, 184-185, 188-189

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
8. Explain how an author uses reasons and evidence to support particular points in a text.	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 200-201, 240-241, 242-243, 244
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	REACH HIGHER Level 4A SE Page References: 136
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 10, 12-25, 61-63, 114-127, 182-195, 239-243
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	REACH HIGHER Level 4A SE Page References: 154, 156, 158-161, 198, 205
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 13, 44, 99, 115, 155, 255
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 172, 269,274
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 4A SE Page References: 238, 245, 270, 275

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p>	REACH HIGHER Level 4A SE Page References:
<p>b. Provide reasons that are supported by facts and details.</p>	REACH HIGHER Level 4A SE Page References:
<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example:
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	REACH HIGHER Level 4A SE Page References:
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p>	REACH HIGHER Level 4A SE Page References: 208-211
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	REACH HIGHER Level 4A SE Page References: 209-210
<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	REACH HIGHER Level 4A SE Page References:
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 210-211
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	REACH HIGHER Level 4A SE Page References:

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>REACH HIGHER Level 4A SE Page References: 277</p>
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>REACH HIGHER Level 4A SE Page References: 278</p>
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 277</p>
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>REACH HIGHER Level 4A SE Page References: 277, 278</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>REACH HIGHER Level 4A SE Page References: 277</p>
<p>Production and Distribution of Writing</p>	
<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 above.)</p>	<p>REACH HIGHER Level 4A SE Page References: 66-69, 138-141, 206-211, 276-279</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 on pages 28 and 29.)</p>	<p>REACH HIGHER Level 4A SE Page References: 67-69, 139-141, 208-211, 277-279</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>REACH HIGHER Level 4A SE Page References: 141, 208, 279</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>REACH HIGHER Level 4A SE Page References: 206-211</p>

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
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.	REACH HIGHER Level 4A SE Page References: 209-210
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").	REACH HIGHER Level 4A SE Page References:
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").	REACH HIGHER Level 4A SE Page References: 237
Range of Writing	
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.	REACH HIGHER Level 4A SE Page References: This objective is addressed extensively throughout. See, for example: 9, 66-69, 138-141, 206-211, 237, 276

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
Speaking and Listening Standards	
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 grade 4 topics and texts, 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>	REACH HIGHER Level 4A SE Page References: 141
b. Follow agreed-upon rules for discussions and carry out assigned roles.	REACH HIGHER Level 4A SE Page References: 74-79, 96-97, 106-108, 128, 141
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.	REACH HIGHER Level 4A SE Page References: 74-79, 96-97, 141
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	REACH HIGHER Level 4A SE Page References: 74-79, 96-97, 106-108, 139
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example: 193, 197
3. Identify the reasons and evidence a speaker provides to support particular points.	REACH HIGHER Level 4A SE Page References:
Presentation of Knowledge and Ideas	
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.	REACH HIGHER Level 4A SE Page References: 111, 130, 211, 279
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas	REACH HIGHER Level 4A SE Page References: 69
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 on pages 28 and 29 for specific expectations.)	REACH HIGHER Level 4A SE Page References: 139, 140, 141, 197, 268-269

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available. See, for example:
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	REACH HIGHER Level 4A SE Page References:
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	REACH HIGHER Level 4A SE Page References:
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	REACH HIGHER Level 4A SE Page References: This objective is beyond the scope of REACH HIGHER Level 4A.
e. Form and use prepositional phrases.	REACH HIGHER Level 4A SE Page References:
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	REACH HIGHER Level 4A SE Page References: 35, 277
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	REACH HIGHER Level 4A SE Page References: 98, 205
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	REACH HIGHER Level 4A SE Page References: 141, 279
b. Use commas and quotation marks to mark direct speech and quotations from a text.	REACH HIGHER Level 4A SE Page References:
c. Use a comma before a coordinating conjunction in a compound sentence.	REACH HIGHER Level 4A SE Page References: 137, 141
d. Spell grade-appropriate words correctly, consulting references as needed.	REACH HIGHER Level 4A SE Page References: 69, 211, 279
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	REACH HIGHER Level 4A SE Page References: 67, 277

Grade 4 Common Core State Standards	REACH HIGHER Level 4A Student's Edition Page References
b. Choose punctuation for effect.	REACH HIGHER Level 4A SE Page References:
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	REACH HIGHER Level 4A SE Page References: 66, 138-141, 206, 276
Vocabulary Acquisition and Use	
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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	REACH HIGHER Level 4A SE Page References: 238, 245, 270, 275
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	REACH HIGHER Level 4A SE Page References: 168
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.	REACH HIGHER Level 4A SE Page References: 28, 105, 130, 275
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in	REACH HIGHER Level 4A SE Page References: 172, 256-257
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	REACH HIGHER Level 4A SE Page References: 60
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	REACH HIGHER Level 4A SE Page References:
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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal reservation).	REACH HIGHER Level 4A SE Page References: The opportunity to address this objective is available throughout. See, for example: 58-60, 77, 168, 198