

**Correlation
of
CONTENT AREA
READING SUCCESS**

Level D

**including
Common Core State Standards
for English Language Arts**



Austin, TX

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Standards and Skills

This correlation chart shows how *Content Area Reading Success: Level D* correlates to Grade 4 skills and standards.

Standards marked with a √ correlate to the *Common Core State Standards for English Language Arts*.

Reading Standards for Informational Text	
Key Ideas and Details	
√	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Use comprehension strategies, including pause and reread, ask yourself questions, make connections, read on to find a word's meaning, visualize, summarize, adjust reading pace, write notes, and make predictions.
	Analyze, make inferences, and draw conclusions about expository text and provide evidence from the text to support understanding.
√	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
√	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.
	Use the text to identify problems and solutions.
	Classify and categorize information in expository text.
	Compare and contrast information in expository text.
	Differentiate between facts and opinions in a text.
Craft and Structure	
√	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
√	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	
√	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.
Range of Reading and Level of Text Complexity	
√	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.
Foundational Skills	
Fluency	
√	Read with sufficient accuracy and fluency to support comprehension.
Writing Standards	
Text Types and Purposes	
√	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
√	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
√	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Speaking and Listening Standards	
Comprehension and Collaboration	
√	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own ideas clearly.
Language Standards	
Vocabulary Acquisition and Use	
√	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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

Unit 1: Life Science <i>How Living Things Survive</i>				Unit 2: Government <i>American Government</i>				Unit 3: Earth Science <i>Our Changing Earth</i>				Unit 4: Geography <i>Landforms of the United States</i>				Unit 5: Physical Science <i>Electricity and Magnets</i>			
Lesson 1	Lesson 2	Lesson 3	Review	Lesson 4	Lesson 5	Lesson 6	Review	Lesson 7	Lesson 8	Lesson 9	Review	Lesson 10	Lesson 11	Lesson 12	Review	Lesson 13	Lesson 14	Lesson 15	Review
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Standards and Skills continued

Science Standards

Life Science

Understand that ecosystems can be characterized by their living and nonliving components.

Explore how plants, animals, and humans interact with and depend on each other in order to survive in their environment.

Understand that producers, consumers, and decomposers are related in food chains and food webs.

Recognize that plants, animals, and humans reproduce, develop, and have predictable life cycles.

Observe that if an environment or a habitat changes, some plants and animals may not survive.

Earth Science

Understand that igneous, sedimentary, and metamorphic rocks have different properties and methods of formation.

Recognize that the rock cycle is a non-linear process that never stops.

Observe and identify how wind, water, and ice can change Earth's surface.

Classify Earth's renewable and nonrenewable resources, and recognize that Earth's resources must be conserved in order to last.

Physical Science

Know that electrically charged objects attract or repel each other.

Observe energy transfer in open and closed circuits.

Understand that electricity is produced in many ways, including by wind and by water.

Recognize that magnets attract and repel certain materials.

Know that electric currents produce magnetic fields.

Social Studies Standards

American Government

Recognize the different branches within the United States government and their respective structures, leaders, and processes.

Understand what the Constitution of the United States is and why it is important.

Understand that the Constitution of the United States and the Bill of Rights guarantee certain fundamental rights for citizens.

Understand what it means to be a good citizen in the classroom, school, home, and community.

Geography

Observe how new developments near oceans, rivers, and mountains led to the growth of the United States.

Identify the impact of developments, such as ports and railroads, on life in the United States.

Identify the impact of various issues and events, such as urbanization, on life in parts of the United States.

