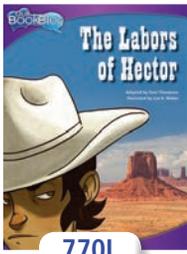


## Correlation to the Grade 4 Common Core State Standards for English Language Arts

The Labors of Hector	Go Green!	Eco Trek: From Coast to Prairie	Highways Across America	Places, Faces, and Stories
Fiction	Science	Science	Social Studies	Social Studies

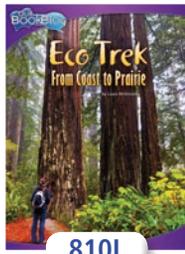
		READING STANDARDS FOR LITERATURE				
		Fiction	Science	Science	Social Studies	Social Studies
<b>Key Ideas and Details</b>						
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●				
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	●				
<b>RL.4.3</b>	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).	●				
<b>Craft and Structure</b>						
<b>RL.4.4</b>	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).	●				
<b>RL.4.5</b>	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.	●				
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	●				
<b>Integration of Knowledge and Ideas</b>						
<b>RL.4.7</b>	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.	●				
<b>RL.4.8</b>	(Not applicable to literature)					
<b>RL.4.9</b>	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.	●				
<b>Range of Reading and Level of Text Complexity</b>						
<b>RL.4.10</b>	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.	●				
		READING STANDARDS FOR INFORMATIONAL TEXT				
		Fiction	Science	Science	Social Studies	Social Studies
<b>Key Ideas and Details</b>						
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		●	●	●	●
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		●	●	●	●
<b>RI.4.3</b>	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.		●	●	●	●
<b>Craft and Structure</b>						
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .		●	●	●	●
<b>RI.4.5</b>	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.				●	●
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		●		●	
<b>Integration of Knowledge and Ideas</b>						
<b>RI.4.7</b>	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.		●	●	●	●
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.			●	●	●
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			●	●	
<b>Range of Reading and Level of Text Complexity</b>						
<b>RI.4.10</b>	By the end of the 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.		●	●	●	●



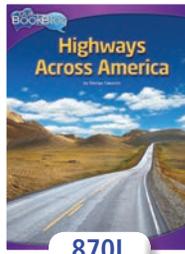
770L



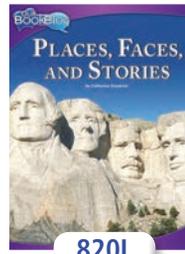
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Level D Student Books

The Labors of Hector	Go Green!	Eco Trek: From Coast to Prairie	Highways Across America	Places, Faces, and Stories
Fiction	Science	Social Studies		

WRITING STANDARDS	<b>Text Types and Purposes</b>				
	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	●	●	●
	<b>Production and Distribution of Writing</b>				
	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	●	●	●
	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.	●	●	●
	<b>Research to Build and Present Knowledge</b>				
	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	●	●	●
	<b>Range of Writing</b>				
	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.	●	●	●
	SPEAKING AND LISTENING STANDARDS	<b>Comprehension and Collaboration</b>			
SL.4.1		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.	●	●	●
<b>Presentation of Knowledge and Ideas</b>					
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.	●	●	●
SL.4.5		Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	●	●	●
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.	●	●	●
LANGUAGE STANDARDS	<b>Vocabulary Acquisition and Use</b>				
	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	●	●	●
	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	●
	L.4.6	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, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	●	●	●