

Common Core State Standards Correlations

LANGUAGE STANDARDS

Common Core Standard	Student Pages
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–17, 28–49, 54–75, 80–103, 106–141, 144–157, 160–181, 184–207, 380–383, 448–451, 518–519, 592–593 TE: 12–13, 18–19, 24–25, 34–51, 54–73, 76–77, 80–103, 108–141, 144–157, 160–167, 174–177, 184–207, 256–257, 342–345, 380–383, 448–451
L.4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	SE: 564–567, 588, 589 TE: 564–567, 588, 589
L.4.1b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	SE: 128–129, 141, 526–529, 551 TE: 128–129, 526–529, 551
L.4.1c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	SE: 112–113 TE: 112–113
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	SE: 80–81, 100–101, 103, 534–537, 551 TE: 80–81, 100–101, 534–537
L.4.1e Form and use prepositional phrases.	SE: 602–605, 621 TE: 602–605, 621
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	SE: 2–11, 20–23, 24–25, 29, 31, 414–417, 452–455, 556–557, 626–627 TE: 2–11, 14–17, 20–23, 106–107, 278–279, 282–283, 452–455, 556–557, 626–627
L.4.1g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	SE: 74–75, 410–413 TE: 74–75, 411, 413
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–7, 63, 65, 67, 69, 71, 73, 75, 81, 82–83, 160–161, 166–167, 245, 248–51, 262–265, 283, 321, 359, 397, 435, 473, 511, 551, 589, 627 TE: 161, 244–245, 262–265, 282–283, 320–321, 358–359, 396–397, 434–435, 472–473, 510–511, 550–551, 588–589, 626–627
L.4.2a Use correct capitalization.	SE: 2–3, 6–7, 30–31, 82–83, 162–165, 168–169, 181, 262, 588–589 TE: 30–31, 82–83, 162–165, 168–169, 422, 588–589
L.4.2b Use commas and quotation marks to direct speech and quotations from a text.	SE: 172–173, 178–179, 181, 423, 429 TE: 172–173, 178–179, 180–181, 422, 429
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	SE: 20–21, 25, 70–71, 170–171, 181, 258–261 TE: 20–21, 25, 70–71, 170–171, 181, 258–261
L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	SE: 34–35, 532–533, 550, 610–613, 626–627 TE: 34–35, 532–533, 551, 610–613, 626–627

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 161, 166–167, 414–421, 448–451, 594–597 TE: 212–213, 294–295, 396–397
L.4.3a Choose words and phrases to convey ideas precisely.	SE: 112–113, 224–227, 414–421, 530–533, 598–599, 610–613, 618–627 TE: 214–217, 224–227, 414–417, 420–421, 530–533, 596–599, 612–613, 618–621, 624–626
L.4.3b Choose punctuation for effect.	SE: 4–7, 160–161, 626–627 TE: 4–7, 160–161, 626–627
L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	SE: 230–231, 248–257, 282, 576–577, 582–583 TE: 228–231, 248–257, 280–283, 576–577, 582–583, 620–621
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.	SE: 296–299 TE: 296–299
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE: 48–49, 530–533, 568–571, 581 TE: 530–531, 568–569, 570–571, 581
L.4.4b 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>).	SE: 334–337, 570–571, 606–609 TE: 334–337, 570–571, 606–609
L.4.4c 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.	SE: 151, 338–341, 376–379, 413, 456–459, 486–489, 490–493, 532–533, 607, 610–613 TE: 151, 293, 334–335, 338–341, 376–379, 410–411, 413, 415, 486–489, 490, 492–493, 532–533, 570–571, 606–607, 610–613
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 592–593 TE: 294–295, 616–617
L.4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	SE: 300–303, 315 TE: 300–303, 315
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	SE: 572–575 TE: 572–575
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	SE: 266–269, 372–375, 611–613 TE: 266–269, 372–375, 611–613
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</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).	SE: 490–493, 530–533, 568–571 TE: 450–451, 530–533, 568–571

Common Core State Standards Correlations

WRITING STANDARDS

Common Core Standard	Student Pages
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SE: 248–254, 362–367, 388–399, 534–535, 580–583 TE: 248–254, 362–363, 388–393, 534–535, 580–583
W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	SE: 364–365, 556–557, 580–581 TE: 364–365, 556–557, 580–581
W.4.1b Provide reasons that are supported by facts and details.	SE: 364–371, 556–559 TE: 366–371, 556–559
W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	SE: 522–525 TE: 522–525
W.4.1d Provide a concluding statement or section related to the opinion presented.	SE: 365, 562–563, 585–587 TE: 365, 562–563, 585–587
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE: 286–291, 312–323, 324–329, 350–361, 438–443, 464–481, 502–513, 516–521, 542–553 TE: 286–291, 312–323, 324–329, 342–343, 350–361, 438–443, 446–447, 450–451, 460–481, 486–489, 502–513, 516–517, 538–539, 544–553
W.4.2a 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.	SE: 288–291, 326–329, 440–443, 478–481, 518–521, 542–543, 546–547 TE: 288–291, 326–327, 480–481, 518–519, 542–543, 628–629
W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 292–295, 330–333, 442–445, 467, 469, 480–483, 504–509, 518–521, 542–543 TE: 292–295, 330–333, 442–445, 480–481, 484–485, 504–509, 518–521, 542–543
W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	SE: 342–345, 522–525 TE: 342–345, 522–525
W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 292–295, 332–333, 352–353, 480–483, 502–509, 530–537 TE: 292–295, 332–333, 353, 440–441, 480–481, 530–533, 570–571
W.4.2e Provide a concluding statement or section related to the information or explanation presented.	SE: 441, 467–469, 480–481, 520–521 TE: 441, 467–469, 480–481, 520–521

WRITING STANDARDS	
Common Core Standard	Student Pages
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SE: 210–219, 400–405, 426–437, 618–621 TE: 210–211, 314–315, 400–405, 414–415, 426–437, 538–539, 618–621
W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 213, 402–409, 427–429 TE: 213, 220–223, 286–287, 290–291, 402–409
W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	SE: 428–429 TE: 429, 520–521
W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	SE: 214–215, 223, 238–239, 342–345 TE: 214–215, 220–221, 223
W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 218–219, 224–227, 292–295, 304–305, 418–421 TE: 218–219, 224–227, 286–289, 292–295, 304–305, 418–419
W.4.3e Provide a conclusion that follows from the narrated experiences or events.	SE: 406–409, 431–433 TE: 431–433, 408–409
W.4.4 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.)	SE: 236–247, 274–285, 312–315, 350–353, 388–391, 426–429, 464–467, 494–497, 502–505, 542–545, 580–583, 618–621 TE: 236–247, 274–275, 278–279, 284–285, 314–315, 318–321, 350–357, 360–361, 388–389, 440–441, 466–467, 494–497, 502–505, 542–551, 580–589, 618–627
W.4.5 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.)	SE: 220–223, 236–247, 278–283, 316–323, 354–359, 392–397, 430–435, 468–473, 506–511, 546–551, 584–589, 622–627 TE: 220–223, 236–247, 278–283, 312–313, 316–321, 350–361, 388–399, 426–437, 446–447, 464–465, 468–475, 494–495, 506–511, 542–551, 580–589, 620–627
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.	SE: 247, 284–285, 322–323, 360–361, 398–399, 436–437, 474–475, 512–513, 552–553, 590–591, 628–629 TE: 247, 284–285, 322–323, 398–399, 436–437, 474–475, 512–513, 552–553, 583, 590–591, 628–629
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: 367, 444–447, 456–459, 478–483, 502–513 TE: 8–9, 367, 444–447, 456–459, 478–489, 502–513
W.4.8 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.	SE: 221–223, 304–307, 388–389, 456–459, 482–485, 494–497, 502–503, 512–513, 542–543, 618–627 TE: 388–389, 456–459, 482–489, 494–495, 499–501, 512–513, 618–627

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WRITING STANDARDS

Common Core Standard	Student Pages
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 580–581 TE: 554–555, 588–589
W.4.9a 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].”).	SE: 554–563, 576–591 TE: 554–563, 576–591
W.4.9b 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”).	SE: 516–517, 520–521 TE: 516–517, 520–521
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.	SE: 274–277, 312–315, 350–361, 388–399, 426–437, 464–475, 502–513, 580–591, 594–601, 604–607, 614–627 TE: 3, 11, 13, 15, 19, 21, 23, 45, 238–247, 274–277, 280–281, 284–285, 298–303, 306–307, 312–313, 322–323, 368–375, 390–399, 426–437, 472–473, 544–553, 582–591, 594–601, 604–607, 618–627

SPEAKING AND LISTENING STANDARDS	
Common Core Standard	Student Pages
SL.4.1 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.	SE: 233–235, 271, 273, 311, 349, 385, 387, 423, 425, 461, 463, 501, 539, 541, 577, 579, 615, 617 TE: 212–215, 217, 224–225, 229, 232–235, 254, 256, 258, 260–261, 268–273, 275, 277, 287, 290–293, 295, 298–299, 301–304, 306–308, 310–311, 313, 315, 317, 319, 329, 332–333, 337, 339, 340–341, 343, 344–349, 359, 365–371, 374–375, 376–378, 381, 383, 385, 386–387, 391, 403, 405, 408–409, 411, 415, 417, 420, 422–424, 427, 439, 440, 442–443, 445–446, 461–463, 465, 467, 469, 471, 475, 479–481, 483, 485, 489, 491, 493, 495, 497, 498–501, 507, 520, 523, 524–525, 526–529, 532–534, 538–541, 556–559, 561, 562, 567–568, 570, 576–579, 595–599, 606–607, 609, 612, 619
SL.4.1a 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.	SE: 540–541, 576–579, 614–617 TE: 540–541, 576–579, 614–617
SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	SE: 270–273 TE: 270–273
SL.4.1c 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.	SE: 386–387 TE: 4–5, 270–273, 384–385
SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SE: 270–271, 386–387, 540–541, 578–579, 616–617 TE: 270–271, 386–387, 540–541, 578–579, 616–617
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 540–541, 578–579 TE: 540–541, 578–579
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SE: 539–541, 578–579 TE: 386–387, 500–501, 539, 540–541, 578–579
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.	SE: 232–235, 308–311, 346–349, 422–425 TE: 232–235, 308–311, 344–349, 422–425, 460–463, 498–501
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SE: 348–349, 385, 462–463, 576–577 TE: 234–235, 348–349, 385, 553, 462, 576–579, 590–591, 628–629
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. (See grade 4 Language standards 1 here for specific expectations.)	SE: 538–541, 576–579, 614–617 TE: 252–253, 308–309, 538–541, 576–579, 614–617