

CORRELATION TO THE COMMON CORE STATE STANDARDS

READING: Informational Text

STANDARD	CORRELATION
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Student Edition: 7–9, 11–13, 31–33, 35–39, 47–49, 51–53, 55–57 Teacher Edition: T7–T9, T11–T13, T31–T33, T35–T39, T47–T49, T51–T53, T55–T57
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Student Edition: 7–9, 11–13, 15–19, 27–29, 31–33, 35–39, 55 Teacher Edition: T7–T9, T11–T13, T15–T19, T27–T29, T31–T33, T35–T39, T55
Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
RI.4.3 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.	Student Edition: 7, 11, 15, 27, 31 Teacher Edition: T7, T11, T15, T27, T31
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RI.4.4 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> .	Student Edition: 7, 11, 15, 17, 27, 31, 35, 37–38, 47, 51, 55 Teacher Edition: T7, T11, T15, T17, T27, T31, T35, T37–T38, T47, T51, T55
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.4.5 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.	Student Edition: 17, 47 Teacher Edition: T17, T47
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Student Edition: 34, 35, 36, 37 Teacher Edition: T34, T35, T36, T37
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.4.7 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.	Student Edition: 21–23, 41–43, 59–61 Teacher Edition: T21–T23, T41–T43, T59–T61
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Student Edition: 17, 27, 37 Teacher Edition: T17, T27, T37

READING: Informational Text, *continued*

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Student Edition: 21-23, 41-43, 59-61 Teacher Edition: T21-T23, T41-T43, T59-T61
Range of Reading and Level of Text Complexity	
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
RI.4.10 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.	Student Edition: 6-7, 10-11, 14-17, 26-27, 30-31, 34-37, 46-47, 50-51, 54-55 Teacher Edition: T6-T7, T10-T11, T14-T17, T26-T27, T30-T31, T34-T37, T46-T47, T50-T51, T54-T55

WRITING

STANDARD	CORRELATION
Text Types and Purposes	
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Student Edition: 23, 43, 61 Teacher Edition: T23, T43, T61
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Student Edition: 22, 42, 60 Teacher Edition: T22, T42, T60
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Student Edition: 21, 41, 59 Teacher Edition: T21, T41, T59
Production and Distribution of Writing	
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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.)	Student Edition: 9, 13, 19, 21, 22, 23, 29, 33, 39, 41, 42, 43, 49, 53, 57, 59, 60, 61 Teacher Edition: T9, T13, T19, T21, T22, T23, T29, T33, T39, T41, T42, T43, T49, T53, T57, T59, T60, T61
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Student Edition: 21, 22, 23, 41, 42, 43, 59, 60, 61 Teacher Edition: T21, T22, T23, T41, T42, T43, T59, T60, T61
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
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.	Student Edition: 21, 22, 23, 41, 42, 43, 59, 60, 61 Teacher Edition: T21, T22, T23, T41, T42, T43, T59, T60, T61
Research to Build and Present Knowledge	
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Student Edition: 6-23, 25-43, 45-61 Teacher Edition: T6-T23, T25-T43, T45-T61

WRITING, *continued*

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
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.	Student Edition: 6–7, 9–11, 13–17, 19, 21–23, 26–27, 29–31, 33–37, 39, 41–43, 46–47, 49–51, 53–55, 57, 59–61 Teacher Edition: T6–T7, T9–T11, T13–T17, T19, T21–T23, T26–T27, T29–T31, T33–T37, T39, T41–T43, T46–T47, T49–T51, T53–T55, T57, T59–T61
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Student Edition: 9, 13, 19, 21, 22, 23, 29, 33, 39, 41, 42, 43, 49, 53, 57, 59, 60, 61 Teacher Edition: T9, T13, T19, T21, T22, T23, T29, T33, T39, T41, T42, T43, T49, T53, T57, T59, T60, T61
Range of Writing	
Anchor Standard 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 tasks, purposes, and audiences.	
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.	Student Edition: 9, 13, 19, 21, 22, 23, 29, 33, 39, 41, 42, 43, 49, 53, 57, 59, 60, 61 Teacher Edition: T9, T13, T19, T21, T22, T23, T29, T33, T39, T41, T42, T43, T49, T53, T57, T59, T60, T61