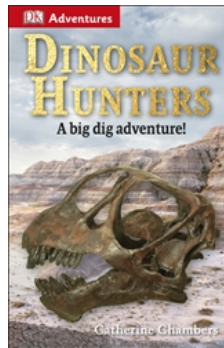


DK Common Core State Standards Alignment



ISBN: 9781465428332

Grade-Level Expectation: 4

Guided Reading Level: Q

CCSS.ELA-Literacy.L.4.3,3a,4,4a,4c,5,5a,5b,6

CCSS.ELA-Literacy.RF.4.3,3a,4,4a,4c

CCSS.ELA-Literacy.RI.4.1,2,3,4,5,6,7,8,9,10

CCSS.ELA-Literacy.SL.4.1,1a,1b,1c,1d,2,3,4,6

CCSS.ELA-Literacy.W.4.2,3,5,6,7,8,9,9a,9b,10

Grade 4

Knowledge of Language

- **CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.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.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - 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.
- **CCSS.ELA-Literacy.L.4.5** 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 context.



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- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- **CCSS.ELA-Literacy.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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 4

Phonics and Word Recognition

- **CCSS.ELA-Literacy.RF.4.3** 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.

Fluency

- **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4

Key Ideas and Details

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.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.

Craft and Structure

- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.



- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Complexity

- **CCSS.ELA-Literacy.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.

Grade 4

Comprehension and Collaboration

- **CCSS.ELA-Literacy.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.
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.



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- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.)

Grade 4

Text Types and Purposes

- **CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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Production and Distribution of Writing

- **CCSS.ELA-Literacy.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 here.)
- **CCSS.ELA-Literacy.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.

Research to Build and Present Knowledge

- **CCSS.ELA-Literacy.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.W.4.9** 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].”).
 - 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”).

Range of Writing

- **CCSS.ELA-Literacy.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.



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