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Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards>.

LITERATURE STANDARDS	First Pages of Lessons
Key Ideas and Details	
ELA.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	63, 117
ELA.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	133
ELA.RL.4.3: 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).	117, 125, 133
Craft and Structure	
ELA.RL.4.4: 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., Herculean).	133
ELA.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	117
Integration of Knowledge and Ideas	
ELA.RL.4.7: 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.	63, 133
ELA.RL.4.9: 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.	133
INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
Key Ideas and Details	
ELA.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.	29, 41, 57, 76, 96
ELA.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	57, 76, 92
ELA.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.	96, 128



Common Core State Standards Correlations *(cont.)*

INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
Craft and Structure	
ELA.RI.4.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	57, 92, 96, 128
ELA.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.	29, 69, 128
Integration of Knowledge and Ideas	
ELA.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.	69, 89
ELA.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.	29, 41, 57, 69, 76, 96
ELA.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	41, 96
WRITING STANDARDS	First Pages of Lessons
Text Types and Purposes	
ELA.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.	33, 37, 41, 46, 50, 53, 57, 63



Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
Text Types and Purposes	
ELA.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none">a. 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.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented.	69, 72, 76, 80, 89, 92, 96, 101, 105
ELA.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none">a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words and phrases to manage the sequence of events.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.e. Provide a conclusion that follows from the narrated experiences or events.	111, 114, 117, 121, 125, 128, 131, 133, 138
Production and Distribution of Writing	
ELA.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	18, 29, 37, 46, 53, 57, 63, 69, 72, 76, 80, 92, 96, 101, 105, 114, 117, 121, 128, 131, 133
ELA.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	18, 37, 41, 46, 53, 57, 63, 76, 89, 92, 101, 114, 131, 133, 138
ELA.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.	41, 57, 69, 89, 101, 133, 138



Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
Research to Build and Present Knowledge	
ELA.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	37, 41, 69, 80, 101, 105, 128
ELA.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.	41, 53, 72, 96, 101, 105, 114
ELA.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 4 Reading standards</i> 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 <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). 	41, 96, 133
Range of Writing	
ELA.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.	138
SPEAKING & LISTENING STANDARDS	First Pages of Lessons
Comprehension and Collaboration	
ELA.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. <ul style="list-style-type: none"> 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	18, 29, 33, 37, 46, 50, 53, 57, 69, 72, 76, 80, 89, 92, 96, 105, 111, 117, 128, 131
ELA.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	63, 72, 76, 80, 125, 133



Common Core State Standards Correlations *(cont.)*

SPEAKING & LISTENING STANDARDS	First Pages of Lessons
Comprehension and Collaboration	
ELA.SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	46, 57, 76, 133
Presentation of Knowledge and Ideas	
ELA.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.	101, 105, 111, 121, 128, 138
ELA.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	101, 121, 138
ELA.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.	50, 72, 89, 117, 121
LANGUAGE STANDARDS	First Pages of Lessons
Conventions of Standard English	
ELA.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	29, 46, 50, 53, 57, 63, 89, 92, 101, 105, 121, 128, 131, 138
ELA.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	46, 50, 53, 57, 63, 89, 92, 101, 105, 125, 128, 131, 138



Common Core State Standards Correlations *(cont.)*

LANGUAGE STANDARDS	First Pages of Lessons
Knowledge of Language	
ELA.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. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	37, 41, 46, 50, 53, 57, 63, 89, 92, 101, 105, 125, 128, 131, 138
Vocabulary Acquisition and Use	
ELA.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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. 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>). 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 keywords and phrases.	18, 57, 63, 69, 76, 89, 96, 101, 105, 111, 133
ELA.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., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	18, 46, 53, 63, 80, 101, 105, 121, 138
ELA.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).	18, 53, 57, 63, 76, 80, 92, 101, 105, 117, 121, 125, 133, 138



Understanding the Standards: Introductory Q & A

Use the following Q & A as a guide for understanding general features of the Common Core State Standards.

Why Common Core?

- The Common Core State Standards were developed to match the amount of time needed for instruction with the available instructional time.
- Curriculum development closely follows the development of the standards.
- Expectations for students are derived from the knowledge and skills required to be college- or career-ready.
- Standards, curriculum, and assessment materials can be shared among states.
- They provide information and agreement on what students should learn in core academic disciplines.
- They provide an essential set of knowledge and skills students are expected to learn.
- There is accountability to meet student learning needs.
- There is agreement in what students need to learn and know from one grade level to the next and across school districts or states in a highly mobile society.
- All teachers are now responsible for literacy, not just language arts teachers.

How are the new standards different from previous standards?

- The Common Core State Standards are based on internationally benchmarked standards.
- They emphasize creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry, and career readiness. They also encourage the use of technology.
- The majority of states have adopted the Common Core State Standards, resulting in uniform expectations for student learning across the country.

What will students learn?

- The Common Core State Standards for English Language Arts set forth expectations for students in reading, writing, speaking & listening, and language.
- Common Core instruction and activities give students opportunities to practice and apply what they are learning.
- Students apply standards from each of the four areas as they learn concepts and content across subject areas. The standards for reading and writing, for example, are meant to be applied to content areas, such as science and social studies.
- Common Core instruction shifts the focus from students learning skills or mastering standards in isolation to group collaboration.



What Is Argumentative Writing?

Objective

Given a sample argumentative passage, students will use what they know about the concept of “argument” to identify features of argumentative writing and then create a class poster for reference.

Vocabulary: argumentative, debate, disagreement, dispute, quarrel

Materials

- “Speeding Across the Country: A Future Reality?” (reading level 4.8) (page 31), one copy per student
- “Argumentative Writing Skills” (page 28), one copy for teacher reference
- “Analysis Questions” (page 32), one copy per student (optional for Extension activity)
- additional samples of argumentative writing (optional for Extension activity)
- poster board and appropriate markers
- overhead transparency and appropriate markers (optional)

Opening

Play a guessing game similar to Hangman with the class to introduce the word “argumentative.” Review with students how the word functions as a part of speech (*adjective, describing something*).

Directions

1. Have students work with partners to write their definitions of “argument.”
2. Preview vocabulary as needed in the sample reading passage (e.g., *efficient, transit, economical, congestion*).
3. Distribute copies of “Speeding Across the Country: A Future Reality?” (page 31). Have students take turns reading, help their partners self-correct, and ask each other questions as they read.
4. Have students read the passage and list the features that make it an argumentative piece of writing.
5. Refer to “Argumentative Writing Skills” (page 28) while holding a class discussion about the features of argumentative writing contained in the sample passage.

Closing

Have students create one or more posters for class display, incorporating what they have learned about argumentative writing.

Extension

Ask students to read the sample passage again or select another passage for students to read. Have students analyze the piece by answering the “Analysis Questions” (page 32).



What Is Argumentative Writing? *(cont.)*

Interactive Whiteboard Option

Save the reading passage as a document file. Use the pen tool to mark text during the class discussion to point out specific characteristics of argumentative writing.

ELL Tips

- Work together with a small group to read “Speeding Across the Country: A Future Reality?” (page 31). Use a reading strategy such as read aloud, echo reading, or guided reading to help students comprehend the passage.
- Review potential new vocabulary words prior to the class discussion to help students follow along and participate.

Assessment Plan

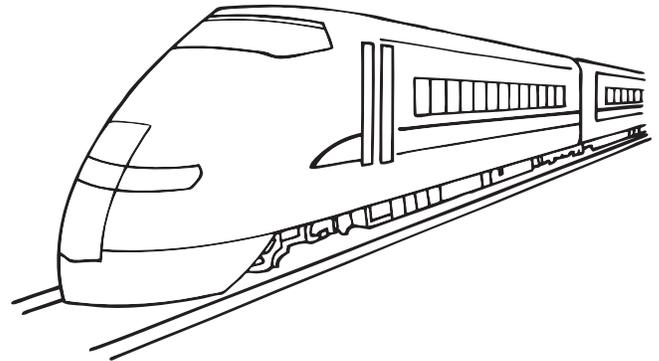
Check for student understanding during the lesson activity and class discussion. If students need additional explanation to understand argumentative writing, use an interactive whiteboard or overhead transparency to think aloud and identify features of argumentative writing in one or more sample passages.



Speeding Across the Country: A Future Reality?

As oil supplies decrease, we need to find new ways of traveling. High-speed rail is one option. However, it may not happen anytime soon in the United States. High-speed rail faces many challenges. It has competition. It needs structure and will cost a lot of money.

High-speed rail would compete with other transportation systems. The freight rail companies use miles of existing track. Passenger trips on Amtrak have increased. Amtrak has some rails just for passenger trains. They also share track with freight companies. High-speed rail might compete with local commuter airline flights. Oil prices keep going up.



Airlines and high-speed rail companies could work together. Greater numbers of people could travel. Competition has benefits. Transportation would be more efficient and cost less. The public might be more willing to support high-speed rail projects.

High-speed rail will not replace the need for local transportation options. People will still need ways to go short distances. Buses and other commuter transit systems such as light rail fill this need. Many people use the current federal highway system. High-speed rail goes long distances between cities. Not everyone would need this service. It takes time to put the structure in place to introduce high-speed rail programs. People need ways to get to and from the trains on each end of the route.

The cost of high-speed rail limits development. The government has set aside funding for high-speed rail programs. Total costs for high-speed rail programs include support structures. It will cost a lot of money to run the system once it is in place.

Some people support high-speed rail. They claim it will be fast, economical, and efficient. Many people might ride the trains instead of driving or traveling by air. This would reduce congestion on roads and in airports. Researchers say energy for the trains should come from clean sources. Studies show that many people would need to ride the trains for high-speed rail to be good for the environment.



Analysis Questions

❖ What is the topic of the passage?

❖ Who might want to read about this topic?

❖ What would the audience already know about the topic?

❖ What does the author need to tell them?

❖ Why is this issue important?

❖ What does the author want the reader to do?

❖ Why should the reader trust the author's opinion?

❖ Why is the author's judgment, expertise, or experience worth thinking about?
