

A Correlation of

# QuickReads

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To the

## Common Core State Standards for English Language Arts

Grade 4

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
COURSE STANDARDS/BENCHMARKS**

**SUBJECT:** Reading, Writing, Listening, Speaking, and Language

**GRADE LEVEL:** Grade 4, Level D

**COURSE TITLE:** Reading Program - 2-5 Grade Series

**COURSE CODE:** 501023S

**SUBMISSION TITLE:** QuickReads

**BID ID:** 2037

**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman

**PUBLISHER ID:** 22-1603684

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL</b> (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	Reading Standards for Literature Grade 4	
LACC.4.RL.1	Key Ideas and Details	
LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	The <i>QuickReads</i> program consists of short, nonfiction selections designed to be read quickly and meaningfully. The nonfiction reading material helps students become knowledgeable about critical topics in science and social studies, while building capacity for reading complex texts.
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	

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LACC.4.RL.1.3	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).	
LACC.4.RL.2	Craft and Structure	
LACC.4.RL.2.4	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).	
LACC.4.RL.2.5	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.	
LACC.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

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LACC.4.RL.3	Integration of Knowledge and Ideas	
LACC.4.RL.3.7	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.	
LACC.4.RL.3.8	(Not applicable to literature)	Not applicable, according to Common Core State Standards
LACC.4.RL.3.9	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.	
LACC.4.RL.4	Range of Reading and Level of Text Complexity	
LACC.4.RL.4.10	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 Grade 4	
LACC.4.RI.1	Key Ideas and Details	

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FORM IM2  
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LACC.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level D:</b> <b>Student Edition: Book 1</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; <b>Book 2</b> , pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; <b>Book 3</b> , pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91, 93 <b>Teacher's Resource Manual:</b> pg. 13, 14, 20, 28, 32, 37-42
LACC.4.RI.1.3	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.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Third Read - Connecting Ideas, pg. 15, 37-42
LACC.4.RI.2	Craft and Structure	
LACC.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>Level D:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b> , pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> , pgs. 25, 27, 28, 29, 30; <b>Book 3</b> , 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 34

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LACC.4.RI.2.5	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.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> Activity 3, pgs. 19-36
LACC.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.4.RI.3	Integration of Knowledge and Ideas	
LACC.4.RI.3.7	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.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pg. 84; <b>Book 2,</b> pgs. 38, 54, 68, 82, 84; <b>Book 3,</b> pgs. 56, 82 <b>Teacher's Resource Manual:</b> 37-42
LACC.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 2,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 3,</b> pgs. 20-23, 34-37, 48-51, 62-65, 76-79 <b>Teacher's Resource Manual:</b> 15, 37-42

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LACC.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79; <b>Book 2,</b> pgs. 23, 37, 52, 65, 79; <b>Book 3,</b> pgs. 23, 37, 52, 65, 79 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.4.RI.4	Range of Reading and Level of Text Complexity	
LACC4.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.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42
SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 27, 43, 45, 50 <b>Teacher's Resource Manual:</b> 20, 21

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SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
SC.4.N.1.4	Attempt reasonable answers to scientific questions and cite evidence in support.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 62-65, 76-79, 90-93; <b>Book 2</b> , pgs. 62-65, 76-79, 90-93; <b>Book 3</b> , pgs. 62-65, 76-79, 90-93 <b>Teacher's Resource Manual:</b> 38, 40, 42
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates.	
SC.4.N.1.6	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.	
	Reading Standards: Foundational Skills Grade 4	
LACC.4.RF.3	Phonics and Word Recognition	
LACC.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	



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LACC.4.RF.3.3.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.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 23, 26, 32, 36 Multi-syllable words with inflectional endings are used throughout Level D of <i>QuickReads</i>
LACC.4.RF.4	Fluency	
LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93 <b>Teacher's Resource Manual:</b> 13-15, 37-42
LACC.4.RF.4.4.a	Read on-level text with purpose and understanding.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89 <b>Teacher's Resource Manual:</b> 13-15

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LACC.4.RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89 <b>Teacher's Resource Manual:</b> 13-15
LACC.4.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 22, 25
	Writing Standards: Grade 4	
LACC.4. W.1	Test Types and Purposes	
LACC.4.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.4.W.1.1.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.	
LACC.4.W.1.1.b	Provide reasons that are supported by facts and details.	

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LACC.4.W.1.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
LACC.4.W.1.1.d	Provide a concluding statement or section related to the opinion presented.	
LACC.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Level D:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, p. 28
LACC.4.W.1.2.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.	
LACC.4.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	

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LACC.4.W.1.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
LACC.4.W.1.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
LACC.4.W.1.2.e	Provide a concluding statement or section related to the information or explanation presented.	
LACC.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
LACC.4.W.1.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
LACC.4.W.1.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	

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LACC.4.W.1.3.c	Use a variety of transitional words and phrases to manage the sequence of events.	
LACC.4.W.1.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
LACC.4.W.1.3.e	Provide a conclusion that follows from the narrated experiences or events.	
LACC.4.W.2	Production and Distribution of Writing	
LACC.4.W.2.4	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.)	<b>Level D:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, p. 28

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LACC.4.W.2.5	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.)	
LACC.4.W.2.6	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.	
LACC.4.W.3	Research to Build and Present Knowledge	
LACC.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 21, 22, 27

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LACC.4.W.3.8	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.	<b>Level D:</b> <b>Student Edition: Book 1</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual: Summary</b> , p. 28
LACC.4.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Level D:</b> <b>Student Edition: Book 1</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual: 15, 37-42</b>
LACC.4.W.3.9.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].”).	
LACC.4.W.3.9.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.”).	<b>Level D:</b> <b>Student Edition: Book 1</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual: 15, 37-42</b>
LACC.4.W.4	Range of Writing	

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LACC.4.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.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 28
Speaking and Listening Standards: Grade 4		
LACC.4.SL.1	Comprehension and Collaboration	
LACC.4.SL.1.1	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.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36
LACC.4.SL.1.1.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.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.4.SL.1.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	



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LACC.4.SL.1.1.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.	
LACC.4.SL.1.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36
LACC.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 23, 28
LACC.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 14, 15
LACC.4.SL.2	Presentation of Knowledge and Ideas	
LACC.4.SL.2.4	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.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 19-36

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LACC.4.SL.2.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
LACC.4.SL.2.6	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 for specific expectations.)	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 19-36
	Language Standards: Grade 4	
LACC.4.L.1	Conventions of Standard English	
LACC.4.L.1.1	Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking.	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 19-36, 37-42
LACC.4.L.1.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.

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LACC.4.L.1.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
LACC.4.L.1.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
LACC.4.L.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
LACC.4.L.1.1.e	Form and use prepositional phrases.	
LACC.4.L.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 28; Activity 3, pgs. 19-36

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LACC.4.L.1.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).	
LACC.4.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
LACC.4.L.1.2.a	Use correct capitalization.	<b>Level D: Teacher's Resource Manual: 33</b>
LACC.4.L.1.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.	
LACC.4.L.1.2.c	Use a comma before a coordinating conjunction in a compound sentence.	
LACC.4.L.1.2.d	Spell grade-appropriate words correctly, consulting references as needed.	<b>Level D: Teacher's Resource Manual: 32</b>
LACC.4.L.2	Knowledge of Language	

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LACC.4.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Level D:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 28; Activity 3, pgs. 19-36
LACC.4.L.2.3.a	Choose words and phrases to convey ideas precisely.	
LACC.4.L.2.3.b	Choose punctuation for effect.	
LACC.4.L.2.3.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).	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 19-36
LACC.4.L.3	Vocabulary Acquisition and Use	

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LACC.4.L.3.4	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.	<b>Level D:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1</b> , pgs. 19, 20, 21, 22, 23, 24; <b>Book 2</b> , pgs. 25, 27, 28, 29, 30; <b>Book 3</b> , 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 33, 34
LACC.4.L.3.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 22, 25
LACC.4.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 23, 26, 32, 36
LACC.4.L.3.4.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.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 32
LACC.4.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Level D:</b> <b>Teacher's Resource Manual:</b> Synonyms, p. 29; Antonyms, p. 29

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LACC.4.L.3.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
LACC.4.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	
LACC.4.L.3.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>Level D:</b> <b>Teacher's Resource Manual:</b> 29
LACC.4.L.3.6	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).	<b>Level D:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93