

A Correlation of

**Scott Foresman
Reading Street**

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to the

CCSS ELA/Literacy Standards



**EVALUATION INSTRUMENT FOR
THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle
K-5 ELA/Literacy
CCSS ELA/Literacy Standards
Alignment (Tool 1)—Reading: Literature, Grade 4**

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA
2012-2013 Louisiana State Textbook Adoption Cycle
K-5 ELA/Literacy**

CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Literature, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards is not found.

Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.

Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Reading Literature (RL)	Reading Literature (RL)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Key Ideas and Details	Key Ideas and Details		
<p>1. Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 22–23, 38, 68, 80–81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450 SE 2: 23, 42, 143, 156, 246, 306, 385, 404, 436</p> <p>TE 1: 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, SG•3, SG•8, SG•9, SG•13, SG•14, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, SG•64, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•8, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 2: 173b, 180–181a, 182–183a, 184c–184d, 188–189a, 195h, 195l–195m, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, 197c, 198–199, 204–205a, 206–207a, 208–209a, 210–211a, 212c–212d, 212–213a, 214–215a, 216–217a, 218–219a, 220–221a, 227h, 227l–227m, SG•18, SG•19, SG•20, SG•23, SG•28, SG•29, SG•30, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, SG•46, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>TE 3: 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 4: 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•51, UR•52–UR•53</p>	

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K-5 ELA/Literacy

		<p>TE 5: SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 6: 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>	
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>SE 1: 22–23, 38, 113, 135, 253, 399 SE 2: 156, 230–231, 436</p> <p>TE 1: 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m, UR•11, UR•12, UR•32–UR•33</p> <p>TE 2: 189a, 212c–212d, 220–221a, 248–249a, 252–253a</p> <p>TE 3: 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73</p> <p>TE 4: 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a</p> <p>TE 5: 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33</p> <p>TE 6: 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39</p>	
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>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).</p>	<p>SE 1: 22–23, 80–81, 199, 397 SE 2: 23, 143, 156, 231, 246, 306</p> <p>TE 1: 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>TE 2: 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29</p> <p>TE 3: 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49</p> <p>TE 4: 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 5: 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53</p> <p>TE 6: 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p>	

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Craft and Structure	Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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., <i>Herculean</i>).	SE 1: 82–83, 114–115, 348–349 SE 2: 24–25, 144–145, 232–233, 306 TE 1: 53a, 86–87a, 113a, 114–115 TE 2: 206–207a, SG•25, 238–239a, 242–243a TE 3: 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a TE 4: 24–25, 32–33a, 144–145, 153a TE 5: 232–233, 306–307 TE 6: 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b	
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	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.	SE 1: 166–167, 248, 252–253, 310–311, 460–461 SE 2: 166–167, 316–317, 436, 474–475 TE 1: 166–167a, 169a TE 2: 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a TE 3: 339b, 460–461a, 462–463a TE 4: 166–167a, 168–169a TE 5: 316–317a, 318–319a TE 6: SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a	
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	SE 1: 29, 100, 188 TE 1: 24d, 28–29, 45i, 52–53, 68–69, 98–99 TE 3: 376d, 388–389a, 401i TE 5: 292d, 296–297a, 315i TE 6: 408c–408d	
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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.	SE 1: 45, 401 SE 2: 139, 199, 443 TE 1: 42–43a, 44–45a, 66–67a, 118–119a TE 2: 208–209a, 214–215, 242c–242d TE 6: 428–429, 432–433, 433a, 437b	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	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.	SE 1: 134–135, 392, 399 TE 1: 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 TE 2: 224–225a, 246–247, SG•31 TE 3: 392–393, 96c, 396–397, 397a, 398–399 TE 4: 21c–23, 51h TE 6: UR•41	
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	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.	SE 1: 44, 76, 108 TE 1: 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a TE 2: 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a TE 3: 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a TE 4: 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a TE 5: 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a TE 6: 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a	

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To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Literature from grade 3 to grade 4.

Students in Grade 3 and Grade 4 *Reading Street* are introduced to a variety of literature, from fables to tall tales to trickster tales to myths, poems, realistic fiction, and drama. The Grade 3 and Grade 4 literature selections in the Student Edition are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple readings of each main selection, lay the foundation for the close, critical reading students will do not only in Grade 3 and Grade 4 but throughout the program.

In both Grade 3 and Grade 4, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend literature. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Grade 3 and Grade 4, reflecting the vertical progression of the Common Core State Standards, Grade 3 and Grade 4 students progress from simpler to more complex skills. For example, in Grade 3, students are asked to explain how characters’ actions contribute to, or affect, the events in a story (SE G3.1 pages EI•12–EI•13, 24, 46; TE G3 U1 pages 24a, 34–35, 35a, 38–39, 40–41, 41a, 44–45, 45a, 46–47). In Grade 4, students progress from explaining how the characters affect the events to describing a character, setting, or event in depth, using specific text details (SE G4.1 pages EI•11, 80, 100; TE G4 U1 pages 79c, 90–91, 91a, 96–97, 97a, 100–101).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Informational Texts, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

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CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Reading Informational Texts (RI)	Reading Informational Texts (RI)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Key Ideas and Details	Key Ideas and Details		
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420</p> <p>SE 2: 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290–291, 310–313, 325, 342, 353, 372, 416–417, 447, 464</p> <p>TE 1: 42–43a, SG•15, SG•16, 47c, 48–49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104–105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79</p> <p>TE 2: 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53</p> <p>TE 3: 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71, UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 4: 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16, 53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81l–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43</p>	

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		<p>TE 5: 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39</p> <p>TE 6: 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53</p>	
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>SE 1: 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457</p> <p>SE 2: 54–55, 72, 175, 192, 258–259, 278, 352–353, 372</p> <p>TE 1: 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 2: 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 3: 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12</p> <p>TE 4: SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22</p> <p>TE 5: 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 6: 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22</p>	

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<p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>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.</p>	<p>SE 2: 46–49, 84–85, 104, 108–109, 324–325, 342 TE 1: 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a TE 2: 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 TE 3: 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80 TE 4: 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33 TE 5: 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 TE 6: 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p>	
<p>Craft and Structure</p>	<p>Craft and Structure</p>		
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>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>.</p>	<p>SE 1: 20–21 TE 1: SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a TE 2: 192c, 259a, 260e, 260–261 TE 3: 319a, 326–327, 347a, 424a–424b, 427a, SG•69 TE 4: 81h, 81i, 109a, 161a TE 5: SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c TE 6: 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>	
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>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.</p>	<p>SE 1: 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454 SE 2: 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468 TE 1: 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52 TE 2: 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a TE 3: 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43 TE 4: 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33 TE 5: 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42 TE 6: 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13</p>	

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<p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>SE 1: 163, 341 SE 2: 225, 285, 347</p> <p>TE 1: 163a TE 3: 340-341 TE 5: 201c, 212-213a, 214c-214d, 223a, 224-225a, 227h, 227l-227m, SG•21, SG•26, UR•18-UR•19, UR•21 TE 6: 346-347</p>	
<p>Integration of Knowledge and Ideas</p>		<p>Integration of Knowledge and Ideas</p>	
<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>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.</p>	<p>SE 1: 104-107, 192-193, 318-319, 326, 328, 332, 334, 336, 352, 368, 410, 420 SE 2: 46, 76-77, 78-79, 97, 109, 114-115, 120, 130, 185, 224, 285, 313, 370-371, 446-447, 453, 458, 461, 464</p> <p>TE 1: 39c, 72c-72d, 74-75, 75a, SG•21, 93b, 104c-104d, 104-105, 105a, 106-107a, 109b, 131d, 152c-152d, 160-161a, SG•69, SG•74 TE 2: 189c, 192-193a, SG•5, SG•10, 221c, 224c-224d, 224-225a, SG•21, 249c, 266-267a, 268c, 270-271a, 275c, 281a, 303c, SG•69, SG•79 TE 3: 317c, 318-319, 322-323a, 326-327a, 328-329a, 332-333, 334-335a, 336-337, 343h, 343l-343m, SG•2, SG•6, SG•7, SG•12, 352-353, 358-359a, 366-367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408-409a, 410-411, 411a, 412-413, 416-417a, 420-421, 421c, 424c-424d, SG•53, SG•63, UR•8-UR•9, UR•11, UR•12-UR•13 TE 4: 43c, 46c, 46-47a, 48-49a, 58-59a, 60-61, 70-71, 73c, 76c-76d, 76-77a, 78-79a, SG•21, SG•26, 92-93a, 96-97a, 105c, 108-109a, SG•37, 113c, 114-115, 120-121a, 122-123a, 130-131, 134-135, 135a, 139h, 139l-139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38-UR•39, UR•41, UR•42-UR•43 TE 5: 184-185a, 193c, 219c, 222-223a, 224-225, 247c, 250c-250d, SG•38, 262-263a, 269b, 270-271a, 278-279, 279c, 282-283a, 284-285a, SG•53, SG•58, 307c, 310-311a, 312-313a, SG•69, SG•70, SG•74 TE 6: 364c-364d, 368-369, 370-371, 371a, 373c, 378-379, 379a, SG•26, 437c, 445c, 446-447, 452-453, 453a, 454-455, 457a, 458-459, 460c, 461a, 462-463, 464-465, 468c-468d, 468-469, 469a, 470-471, 471a, 473h, 473l-473m, UR•48-UR•49, UR•51, UR•52-UR•53</p>	
<p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>SE 1: 42-43, 192-193, 259, 306-307 SE 2: 72, 161, 174-175, 192, 196-197, 223, 440-441</p> <p>TE 1: 42c-42d, 42-43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48-49, 77h, 77l-77m, SG•34, SG•44, 154-155, 160c TE 2: 192-193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258-259, 266-267a, 268c-268d, 283h, 283l-283m, SG•50, SG•54, SG•55, 306-307, 307a, UR•38-UR•39, UR•40-UR•41, UR•42-UR•43 TE 3: 345c, 346-347, 456-457a, UR•18-UR•19, UR•20-UR•21 TE 4: 48-49a, 66-67a, 69a, 76-77a, SG•30, SG•44, 160c-160d, 160-161, 161a, 162-163, 163a TE 5: 173c, 174-175, 178-179a, 180-181a, 182-183a, 186c, 190-191, 192-193a, 196c-196d, 196-197a, 199h, 199l-199m, SG•5, SG•15, 222c-222d, 222-223a, 264-265a, 276-277a, UR•8-UR•9, UR•10-UR•11, UR•12-UR•13 TE 6: 364c, 376c-376d, 376-377a, SG•19, SG•23, SG•29, 440c-440d, 440-441a, UR•19</p>	

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<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 75, 163, 307, 341 SE 2: 79, 109, 197, 225, 285, 313, 379</p> <p>TE 1: 74–75a, 105a, 107a, 162–163a TE 2: 300–301, 306–307a, SG•74 TE 3: 340–341a, 368–369, 369a, UR•15 TE 4: 48–49a, 78–79a, 108–109a, SG•37, 162–163a TE 5: 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a TE 6: SG•15, 378–379a, 441a, UR•11</p>	
<p style="text-align: center;">Range of Reading and Level of Text Complexity</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p>		
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>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.</p>	<p>SE 1: 141, 143, 164, 259, 282, 287, 308</p> <p>TE 1: 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165 TE 2: 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309 TE 3: 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80 TE 4: 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a TE 5: 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a TE 6: 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Informational Texts from grade 3 to grade 4.

Students in Grade 3 and Grade 4 *Reading Street* are introduced to a variety of informational texts, from expository texts to procedural texts to persuasive texts to magazine articles, biographies, autobiographies, and online sources. The Grade 3 and Grade 4 informational text selections in the Student Editions are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple readings of each main selection, lay the foundation for the close, critical reading students will do not only in Grade 3 and Grade 4 but throughout the program.

In both Grade 3 and Grade 4, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend informational texts, including how to determine the meanings of academic and domain-specific vocabulary. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Grade 3 and Grade 4, reflecting the vertical progression of the Common Core State Standards, Grade 3 and Grade 4 students progress from simpler to more complex skills. For example, in Grade 3, students are asked to determine the main idea of a text, recount the key details, and tell how they support the main idea (SE G3.1 pages EI•9, 204, 222; TE G3 U2 pages 204a, 210–211, 211a, 218–219, 219a, 222–223). In Grade 4, students are asked to determine the main idea of a text, recount the key details, tell how they support the main idea, and summarize the text (SE G4.1 pages EI•12, 140, 156; TE G4 U1 pages 139c, 146–147, 147a, 156–157, 157a).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Foundational Skills, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards was not found.

Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.

Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Reading Foundational Skills (RF)	Reading Foundational Skills (RF)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Phonics and Word Recognition	Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. 	SE 1: 24, 50, 142, 176, 232, 406 SE 2: 116, 204, 260, 326 TE 1: 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143 TE 2: 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30 TE 3: 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 TE 4: 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i TE 5: 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43 TE 6: 326c–326d, 326–327, 354c–354d	
Fluency	Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. 	4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. 	<i>Align materials to the lettered items below.</i>	
		SE 1: See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433 TE 1: 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a TE 2: 227j–227k, 242d TE 3: 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79 TE 4: 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75 TE 5: 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a TE 6: 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53	

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<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SE 1: 44, 76, 108, 136, 164</p> <p>TE 1: 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 165–165, 165j–165k, UR•13, UR•33, UR•43</p> <p>TE 2: 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 318–319, 320–321, 337b, 342–343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 4: 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a, SG•66, SG•67, UR•12–UR•13, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 5: 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, SG•34, SG•35, SG•48, 258–259, 260–261, 279b, 286–287, 287j–287k, SG•50, SG•51, 290–291, 292–293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 6: 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43</p>	
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400</p> <p>SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p>TE 1: 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a</p> <p>TE 2: 221b, SG•52, SG•57, 292–293, 293a</p> <p>TE 3: 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377</p> <p>TE 4: 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a</p> <p>TE 5: 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h</p> <p>TE 6: 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Reading: Foundational Skills from grade 3 to grade 4.

Phonics, word recognition, and fluency are central components in Grade 3 *Reading Street*. Students review and apply the spelling-sound correspondences they learned in earlier grades, such as vowel digraphs and diphthongs and consonant blends and patterns (SE G3.1 pages 124, 162, 302, 504; TE G3 U1 pages 124a, 124–125, 128c, 162a, 162–163, 166c, U2 pages 302a, 302–303, 306c, U3 pages 504a, 504–505, 508c), and learn more complex spelling-sound correspondences, such as the letters for the schwa sound and the vowel patterns *ei*, *igh* (SE G3.2 pages 290, 396; TE G3 U5 pages 290a, 290–291, 294c, U6 pages 396a, 396–397, 400c). Students expand their word analysis skills as they focus on recognizing and using syllable patterns (SE G3.1 page 202, G3.2 page 432; TE G3 U2 pages 202a, 202–203, 206c, U6 pages 432a, 432–433, 436c) and prefixes, suffixes, and their meanings (SE G3.1 pages 406, 470; TE G3 U3 pages 406a, 406–407, 410c, 470a, 470–471, 474c) to help them decode multisyllable words. Students practice using these foundational skills as they read grade-level texts with accuracy, fluency, and understanding (SE G3.1 page 230; TE G3 U2 pages 203b, 204–205, 206–207, 216d, 223b, 226f, 230–231).

In Grade 4 *Reading Street*, students practice applying all the letter-sound correspondences they learned in earlier grades as they decode words in their reading. Students continue to expand and strengthen the word analysis skills they can use to help them read multisyllabic words accurately. They learn additional affixes and their meanings, for example, the suffixes *-ist*, *-ism*, *-ous*, *-able*, and *-ible* (TE G4 U4 pages 24c–24d, 51i, U5 pages 204c–204d, 227i). They learn to recognize and use Spanish, Latin, French, and German word origins (TE G4 U2 pages 200c–200d, 227i, U3 pages 320c–320d, 343i, U5 pages 176c–176d, 199i, 292c–292d, 315i) and Greek and Latin prefixes and roots (TE G4 U3 pages 348c–348d, 371i, 406c–406d,

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429i, U4 pages 116c–116d, 139i, 144c–144d, 165i, U6 pages 326c–326d, 349i, 354c–354d, 381i). They study words with a shared root or base word to understand how the words are related (TE G4 U1 pages 142c–142d, 165i, U3 pages 376c–376d, 401i, U5 pages 232c–232d, 255i, U6 pages 418c–418d, 443i). In Grade 4, students use all the foundational skills they have acquired as they continue to read grade-level texts with ever-increasing accuracy, fluency, and understanding (SE G4.1 page 44; TE G4 U1 pages 22–23, 24–25, 39b, 44–45).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Writing, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards was not found.

Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.

Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Writing (W)	Writing (W)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Text Types and Purposes	Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>Align materials to the lettered items below.</i>	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	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.	SE 1: 304–305 SE 2: 132–133, 280–281 TE 1: 108–109, 109a, 156–157, 157a TE 2: 287e–287f, 297d–297e, 304–305, 305a, 305b–305c TE 4: 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e TE 5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5 TE 6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q	
b. Provide reasons that support the opinion.	b. Provide reasons that are supported by facts and details.	SE 1: 304–305 SE 2: 132–133, 280–281 TE 1: 157a TE 2: 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d TE 4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q TE 5: 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 TE 6: 363d–363e, 381p–381q	
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	SE 1: 304–305 SE 2: 280–281 TE 2: 297d, 304–305, 309d TE 4: 139d TE 5: 280–281, 281a, 281b–281c, 287d–287e, WP•7	
d. Provide a concluding statement or section.	d. Provide a concluding statement or section related to the opinion presented.	SE 1: 304–305 SE 2: 132–133 TE 2: 287e–287f, 304–305, 309d TE 4: 132–133, 133b–133c, 139d–139e TE 5: 281b–281c, WP•4–WP•5	

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><i>Align materials to the lettered items below.</i></p>		
	<p>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.</p>	<p>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423 SE 2: 106–107, 344–345</p> <p>TE 1: 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c TE 2: 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 TE 3: 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7 TE 4: 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e TE 6: 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7</p>		
	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 70–71, 222–223, 276–277 SE 2: 344–345, 466–467</p> <p>TE 1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q TE 2: 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 TE 3: 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5 TE 4: SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e TE 5: SG•36 TE 6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5</p>		
	<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>SE 2: 106–107, 344–345</p> <p>TE 1: SG•73 TE 2: 223b–223c TE 3: WP•2, WP•6 TE 4: 85e–85f, 106–107a, 107b–107c, 111d–111e TE 6: 325e–325f, 344–345a, WP•7</p>		
	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE 1: 222–223, 364–365, 422–423 SE 2: 344–345</p> <p>TE 2: 222–223a, 224c–224d, 283d–283e, WP•7 TE 3: 347e–347f, 364–365, 415d–415e, 422–423, 459p TE 5: SG•36 TE 6: 325e–325f, 344–345, 349d–349e, 375b–375c</p>		
	<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE 1: 276–277 SE 2: 344–345</p> <p>TE 1: 49e–49f, 77d–77e TE 2: 199e–199f, 276–277, WP•6 TE 6: 344–345, 349d, 379a, WP•6</p>		

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CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Writing (W), cont.	Writing (W), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<i>Align materials to the lettered items below</i>	
	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395 SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5 TE 2: 248–249, 249a TE 3: 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e TE 4: 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5 TE 5: 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e TE 6: 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</p>	
	<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>SE 1: 40–41, 132–133, 158–159, 338–339 SE 2: 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 40–41, 41b–41c, 158–159 TE 2: 195i TE 3: 394–395a TE 4: 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7 TE 5: 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d TE 6: 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q</p>	
	<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>SE 1: 304 SE 2: 280</p> <p>TE 1: 165d–165e, 165p–165q, WP•6–WP•7, WP•10 TE 2: 304–305 TE 4: 165d–165e TE 5: 195b, 227d–227e, 280–281, 308–309a, 315d TE 6: 459d</p>	
	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>SE 1: 40–41, 102–103, 338–339 SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407</p> <p>TE 1: 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10 TE 2: 195d–195e, 232d, 250–251a, 255d–255e TE 3: 338–339a, 343p TE 4: 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e, WP•6 TE 5: 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p TE 6: 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d</p>	

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	e. Provide a conclusion that follows from the narrated experiences or events.	<p>SE 1: 132–133 SE 2: 44–45</p> <p>TE 1: 31d–31e TE 4: 44–45a, 51d–51e, 158–159a, 165d–165e TE 5: 195b, 213e, 308–309, 315d TE 6: 427e, 443d, 459d, 466–467</p>	
Production and Distribution of Writing	Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)	<p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159</p> <p>TE 1: 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69</p> <p>TE 2: 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69</p> <p>TE 3: 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a, UR•15</p> <p>TE 4: 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d–151e, 159b–159c, 165d–165e, 165p–165q</p> <p>TE 5: 199p–199q, 213d–213e, 227p–227q, 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10</p> <p>TE 6: 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55</p>	
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 3 on page 29.)	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 on page 29.)	<p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159</p> <p>TE 1: 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 2: 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 3: 339b–339c, 343d–343e, 371d–371e, 401d–401e, 401p–401q, 429d–429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 4: 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 81d–81e, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 5: 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d–255e, 255p–255q, 287d–287e, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9, WP•10</p> <p>TE 6: 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9</p>	
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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.	<p>TE 1: 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10</p> <p>TE 2: 255b, 278c–278d, 278–279a, WP•9, WP•10</p> <p>TE 3: 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10</p> <p>TE 4: 51b, 134c–134d, 165b, WP•9, WP•10</p> <p>TE 5: 301b, 315b, WP•9, WP•10</p> <p>TE 6: 349b, 437c–437d, 471a, WP•9, WP•10</p>	

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Research to Build and Present Knowledge	Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>TE 1: 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80</p> <p>TE 2: 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79</p> <p>TE 3: 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78</p> <p>TE 4: 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77</p> <p>TE 5: 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77</p> <p>TE 6: 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p>	
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	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.	<p>SE 1: 156, 220, 336, 450</p> <p>TE 1: 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5</p> <p>TE 2: 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b</p> <p>TE 3: 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5</p> <p>TE 4: 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3</p> <p>TE 5: 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79</p> <p>TE 6: 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5</p>	

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CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Writing (W), cont.	Writing (W), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).	SE 1: 38, 68, 100, 130, 188, 220, 248, 392, 450 SE 2: 42, 156, 246, 306, 404, 436 TE 1: 38–39a, 42c–42d, 68–69, 100–101, 130–131a TE 2: 188–189a, 220–221a, 248–249 TE 3: 362–363a, 392–393, 450–451a TE 4: 45b–45c, 156–157a TE 5: 227d–227e, 306–307a TE 6: 404–405, 436–437, 443p–443q	
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).	SE 1: 156, 274, 302, 336, 362, 420 SE 2: 72, 104, 130, 192, 218, 278, 342, 372, 464 TE 1: 72–73, 73a, 156–157 TE 2: 274–275, 302–303a TE 3: 336–337, 362–363a, UR•15 TE 4: 72–73, 104–105, 130–131 TE 5: 192–193, 218–219, 246–247a, 278–279 TE 6: 342–343a, 372–373, 464–465	
Range of Writing	Range of Writing		
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.	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 1: 24–25, 38, 40–41, 43 TE 1: 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, SG•12, SG•31, SG•46, SG•48, 113e–113f, SG•63, SG•64, 151d–151e, SG•80, UR•10, UR•35, UR•45, U•54 TE 2: 175e–175f, 183d–183e, SG•5, 220–221, 221a, SG•27, SG•28, 231e–231f, 250–251, 251a, 251b–251c, SG•37, 259e–259f, 297d–297e, 309b, 313a, UR•15, UR•25, UR•35, UR•45, UR•55 TE 3: 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, SG•44, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a, UR•15 TE 4: 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, SG•37, SG•47, 139d–139e, SG•64, 151d–151e, 158–159, 159a, 168–169, 169a, UR•15, UR•35, UR•45, UR•55 TE 5: 194–195, 195a, SG•16, 203e–203f, 213d–213e, SG•31, SG•47, 269d–269e, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 315p–315q, SG•74 TE 6: 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Writing from grade 3 to grade 4.

In *Reading Street*, students in Grade 3 and Grade 4 write every day. The writing strand in Grade 3 follows the steps of a writing process across the five Days and at the end of the Unit. Students learn the key features of a specific opinion, informative/explanatory, or narrative writing form; examine a model text; and read a writing prompt before they plan, draft, revise, edit, and present their own writing in the form. For example, in Unit 3, Week 4, students learn about the key features of a news article and examine a model news article. The writing prompt asks them to write a news article about an event in their town or neighborhood. Students choose a topic and answer the questions *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* about the topic. After they read and evaluate a student’s news article in their Student Edition, they draft their own news articles. They then revise by combining sentences to better show how ideas are related. Finally, they edit their drafts, looking for errors in grammar and mechanics; make final drafts, and present them to the class (SE G3.1 pages 494–495; TE G3 U3 pages 473e–473f, 485d–485e, 494–495, 495a, 495b–495c, 501d–501e, 501p–501q).

In addition, the research and inquiry strand in Grade 3 requires students to conduct over the course of each Week a short research project tied to that Week’s concept. For example, in Unit 3, Week 4, students first write inquiry questions about the topic of endangered animals. Then they gather information about the topic from print and digital encyclopedias. After taking

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notes and organizing the information, students write an informational article and read it aloud to a small group (TE G3 U3 pages 473b, 485b, 493d, 501b, 501n).

The writing strand in Grade 4 also follows the steps of a writing process across the five Days and at the end of the Unit. Each time, students plan, draft, revise, edit, and present their own writing in a specific opinion, informative/explanatory, or narrative writing form. For example, in Unit 5, Week 2, students learn about writing a legend. The writing prompt asks them to write a legend about Hiram Bingham and the discovery of Machu Picchu, the topic of the Week's main selection. Students look for key features in model legends. Then they plan the great deeds they will tell about Hiram Bingham doing and write a first draft of their legend. Next, they revise their drafts by clarifying the order of the events. Finally, they edit their drafts and present them to the class (SE G4.2 pages 220–221; TE G4 U5 pages 203e–203f, 213d–213e, 220–221, 221a, 221b–221c, 227d–227e, 227p–227q). Students in Grade 4 follow the same writing process steps as students in Grade 3. However, fourth graders are expected to write longer, more complex pieces with less guidance and support. Their development, organization, and language are appropriate to the type and purpose of their writing.

As in Grade 3, the research and inquiry strand in Grade 4 asks students to conduct a short research project tied to the Week's concept. For example, in Unit 5, Week 2, students first write inquiry questions about the topic of archaeological expeditions and the surprises that can occur on them. Then students look for information about the topic in sources at the library and on the Internet. After writing facts and details as well as their own reactions and thoughts about the topic, students organize their information on an outline, use the outline to write a journal entry, and read aloud the journal entry to the class (TE G4 U5 pages 203b, 213b, 219d, 227b, 227n).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Speaking and Listening, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

Standards Alignment Evaluation Rubric

No Alignment (N) – ELA/Literacy content as described in the Standards was not found.

Marginal Alignment (M) – ELA/Literacy content as described in the Standards is barely or partially addressed.

Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Speaking and Listening (SL)	Speaking and Listening (SL)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Comprehension and Collaboration	Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1a. SE 1: 45, 309 SE 2: 287, 349, 413</p> <p>TE 1: 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a TE 2: 188–189a, 227n, 268a–268b, 278a–278b, 308–309a TE 3: 371n, SG•64, 459n, SG•80 TE 4: 76a–76b, SG•48 TE 5: 286–287a TE 6: 348–349a, 349n, 412–413, 443n</p> <p>1b. SE 1: 45, 77, 109, 137, 165, 283, 309 SE 2: 199, 413</p> <p>TE 1: 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n TE 2: 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n TE 3: 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80 TE 4: 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n TE 5: 198–199a, 227n, 286–287a, 287n, 315n, SG•80 TE 6: 348–349a, 349n, 381n, 412–413a, 413n, 473n</p> <p>1c. SE 1: 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459 SE 2: 20, 52–53, 80–81, 82–83, 110–111, 112–113, 139, 140, 200, 255, 256, 287, 288, 315, 322, 349, 350, 382–383, 413, 414, 444, 473</p> <p>TE 1: 23a–23b, 45a, SG•14, 47a–47b, 49a–49b, 77a, 78j–79, 110–111, SG•20, SG•21, SG•23, SG•34, SG•35, SG•36, SG•37, SG•39, 111a–111b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•66, SG•67, SG•68, SG•69, SG•71, 136–137, 164–165 TE 2: 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a TE 3: 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n TE 4: 20–21, 21a–21b, SG•7, 52–53, 56a–56b, 80–81a, 81n, 82–83, SG•18, SG•19, SG•23, SG•28, 110–111a, 112–113a, SG•55, SG•60, 140–141, 141a–141b, UR•16 TE 5: 173a–173b, 175b, SG•12, 200–201, 201a, 222c, SG•20, SG•21, SG•30, SG•31, 229a, 255a, 256–257, SG•36, SG•37, SG•46, SG•47, 259a, 259b, 286–287, 287a, 288–289, 291b, 314–315, 315a, SG•69, SG•71, SG•78, SG•79</p>	

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		<p>TE 6: 322–323, 323a, 348–349, 349a, 349n, 350–351, 382–383, 412–413, 414–415, 415a, 428a–428b, 443a, 444–445, 472–473</p> <p>1d. SE 1: 255, 309 SE 2: 255, 287, 349, 381, 413</p> <p>TE 1: 23a, 24a–24b, 32c–32d, 42a–42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b TE 2: 254–255, 308–309, SG•7, SG•50, SG•54, SG•55 TE 3: 406b TE 4: 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47 TE 5: 254–255, 286–287 TE 6: 348–349, 349a, 380–381, 412–413</p>	
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE 1: 22</p> <p>TE 1: 21c, 22–23, SG•74 TE 2: 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a TE 4: 68c–68d, 126c–126d, 131a, 165n TE 5: 250–251, 251a, 252–253, 253a TE 6: 336c–336d, 342a, SG•9</p>	
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SE 2: 51, 349, 413</p> <p>TE 1: SG•22, SG•23, SG•27, SG•32, 136–137a, 165a TE 2: 221a, SG•55, SG•59, SG•64 TE 4: 42–43, 51a, 139q TE 6: SG•70, SG•71, SG•74, SG•75, SG•80</p>	
Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>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.</p>	<p>SE 1: 137, 195, 227, 309, 343, 401, 429, 459 SE 2: 81, 111, 139, 165, 227, 255, 287, 381, 473</p> <p>TE 1: 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80 TE 2: 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80 TE 3: 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80 TE 4: 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80 TE 5: 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80 TE 6: 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80</p>	
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE 1: 109, 137, 165, 429, 459 SE 2: 51, 81, 227, 255</p> <p>TE 1: 45q, 77q, 137q, 164–165a, SG•70 TE 2: 189d, 195q, 227q TE 3: 429a, 458–459a, SG•70, SG•75, SG•79 TE 4: 50–51a, 80–81a TE 5: 226–227, 254–255 TE 6: 380–381a, SG•32</p>	

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CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Speaking and Listening (SL), cont.	Speaking and Listening (SL), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>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 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>SE 1: 77, 195, 429</p> <p>TE 1: 45a, 76–77a, 137a</p> <p>TE 2: 194–195a, SG•11, 227a, 242a</p> <p>TE 3: 320d, 334–335, 343i, 428–429</p>	

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Speaking and Listening from grade 3 to grade 4.

Students in Grade 3 have many opportunities to practice speaking and listening skills throughout each Week, beginning with the concept and vocabulary talk at the beginning of each Day and continuing through the Wrap Up discussion at the end of the Week. *Reading Street* provides a listening and speaking strand with activities that focus specifically on strengthening the skills students need to be good speakers and listeners in a variety of situations, including book review, drama, panel discussion, commercial, weather forecast, and talk show. For example, in Unit 2, Week 2, students write and present a persuasive speech about why someone should read the main selection. In Unit 3, Week 5, students prepare and give an oral report that answers a question about an animal in the main selection. In Unit 6, Week 1, students write and make an announcement about the unveiling of a new sculpture in their community. Each Week the Student Edition and the Teacher’s Edition offer tips to help speakers make effective presentations and to help listeners be good audience members (SE G3.1 pages 265, 537, G3.2 page 393; TE G3 U2 page 265a, U3 page 537a, U6 page 393a).

Students in Grade 4 also have many opportunities to practice speaking and listening skills. These opportunities are woven into the instruction as the whole class, small groups, and partners participate in collaborative activities and discussions throughout the Week. The listening and speaking strand in *Reading Street* continues to offer activities that help students practice the habits and develop the abilities of good speakers and listeners in different situations, including travel show, sportscast, Readers’ Theater, interview, how-to demonstration, and debate. For example, in Unit 1, Week 1, students give a dramatic retelling of a scene from the main selection from one character’s point of view. In Unit 5, Week 2, students make a radio announcement to persuade volunteers to join the expedition at Machu Picchu. In Unit 6, Week 5, students present an informational speech about an astronaut, using information from the main selection. As in Grade 3, the Student Edition and the Teacher’s Edition give tips intended to help speakers be more effective speakers and listeners be better listeners and audience members (SE G4.1 page 45, G4.2 pages 227, 473; TE G4 U1 page 45a, U5 page 227a, U6 page 473a).

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CCSS ELA/Literacy Standards Alignment (Tool 1)—Language, Grade 4

Title of Textbook and Publisher Scott Foresman Reading Street, Savvas Learning Company

Date of Copyright 2013

Key: SE=Student Edition; TE=Teacher’s Edition; EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

Standards Alignment Evaluation Rubric

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Acceptable Alignment (A) – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

High Alignment (H) – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Language (L)	Language (L)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Conventions of Standard English	Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Align materials to the lettered items below.</i>	
	a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	TE 1: 141d, 151c, 157e TE 5: 199d, 221b, 248–249, 280–281 TE 6: 374–375, 438–439	
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	SE 1: 365 TE 1: 76–77a TE 3: 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24	
	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	TE 3: 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c	
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	TE 5: 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14	
	e. Form and use prepositional phrases.	SE 2: 309 TE 5: 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55	
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	SE 1: 103, 159, 453 SE 2: 195, 221, 309, 375 TE 1: 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9 TE 2: 297d–297e TE 3: 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p TE 4: WP•8 TE 5: 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a TE 6: 363e, 374–375, 375a, 375b–375c, 381d–381e	
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	SE 2: 176, 198 TE 3: 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 TE 5: 301c, UR•13	

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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>Align materials to the lettered items below.</i></p>		
	<p>a. Use correct capitalization.</p>	<p>SE 1: 191 SE 2: 375, 467</p> <p>TE 1: 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o TE 2: 175d, 183c, 190–191, 195p, 283d–283e TE 3: 433d, 459d TE 6: 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54</p>		
	<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>SE 2: 158–159, 438–439</p> <p>TE 1: 159b TE 2: 176d, 260d TE 4: 158–159 TE 6: 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44</p>		
	<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>SE 1: 132–133 SE 2: 407</p> <p>TE 1: 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 TE 6: 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35</p>		
	<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TE 1: 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 2: 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54 TE 4: 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54 TE 5: 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291d, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 6: 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, SG•58, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p>		

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CCSS ELA/Literacy Gr. 3	CCSS ELA/Literacy Grade 4		
Language (L), cont.	Language (L), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Knowledge of Language	Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.*	<i>Align materials to the lettered items below.</i>	
	a. Choose words and phrases to convey ideas precisely.*	SE 1: 40–41, 77, 190–191, 250–251 SE 2: 45, 74–75, 248–249, 406–407 TE 1: 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132–133a, 137d–137e, 159b–159c TE 2: 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c TE 3: 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7 TE 4: 41a, 44–45, 45a, 45b–45c, 51d–51e, 56d, 60–61, 74–75, 75a, 75b, 81d–81e, 81i, 143d, 158–159, 159a, WP•6–WP•7 TE 5: 176d, 196c–196d, 199i, 231e–231f, 232c–232d, 248–249, 249b–249c, 259d, 260d, 268–269a, 274–275a, 279e, 287i, UR•22, WP•6–WP•7 TE 6: 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e	
	b. Choose punctuation for effect.*	SE 1: 71 TE 1: 31c, 39e, 40–41, 45c, 45o, 45p–45q, 70–71, 77o, 137d–137e, UR•14 TE 5: 304–305	
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).	SE 1: 132, 364, 422 SE 2: 132 TE 1: 113e–113f, 132–133, 133b–133c, 159b–159c TE 2: 227a, 279a, 281a TE 3: 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51 TE 4: 132–133 TE 5: 314–315a		
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	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.	<i>Align materials to the lettered items below.</i>	
	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400 SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472 TE 1: SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43 TE 2: 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206–207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51 TE 3: 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348–349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384–385a, 396a, 401a, 401h, SG•36, SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51	

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		<p>TE 4: 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56–57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144–145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53</p> <p>TE 5: 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c–204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266–267, 267a, 270a, 282a–282b, SG•52, SG•62, 289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51, UR•52–UR•53</p> <p>TE 6: SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p>	
	<p>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>).</p>	<p>SE 1: 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435</p> <p>SE 2: 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348</p> <p>TE 1: 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53</p> <p>TE 2: 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i, UR•10–UR•11, UR•30–UR•31, UR•33</p> <p>TE 3: 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i, 376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i, 434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43</p> <p>TE 4: 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d, 116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c, 144c–144d, 165i, UR•40–UR•41, UR•43</p> <p>TE 5: 204c–204d, 204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c, 255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273, 273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34, UR•40–UR•41, UR•43</p> <p>TE 6: 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i, 354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i, UR•10–UR•11, UR•13, UR•24</p>	
	<p>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.</p>	<p>SE 1: 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308</p> <p>SE 2: 86–87, 110, 176–177, 198, 354–355, 380</p> <p>TE 1: SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33</p> <p>TE 2: 200c, 200e, 200–201, 203a, 204–205, 206–207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a, 282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a, SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50, UR•53</p> <p>TE 3: SG•25, 401h</p> <p>TE 4: 86e, 86–87, 89a, 96–97, 110–111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31, UR•33, UR•51, WP•9</p> <p>TE 5: 176c–176d, 176e, 176–177, 188–189, 189a, 198–199, 199a, 199h, 199i, 292c–292d, UR•10–UR•11, UR•13, UR•30–UR•31</p> <p>TE 6: 326c, 349a, 354c, 354e, 354–355, 357a, 358–359, 359a, 364–365, 381a, 386c–386d, 386e, 386–387, 405c, 413d, 413h, 413i, UR•20, UR•23</p>	

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<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Align materials to the lettered items below.</i></p>	
	<p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>SE 1: 252–253, 310–311, 392 SE 2: 166–167, 346–347</p> <p>TE 1: 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d TE 2: 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a TE 3: 390–391, 391a, 392–393 TE 4: 144d, 165i, 166–167, 167a TE 5: 302a TE 6: 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i</p>	
	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>SE 2: 50, 164, 412</p> <p>TE 1: 32a, 61a TE 2: 252a TE 4: 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a TE 5: 295a TE 6: 412–413, 413a, 448d, 473i</p>	
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>SE 1: 114–115, 136 SE 2: 24–25, 144–145, 292–293, 314</p> <p>TE 1: 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43 TE 2: 184a, SG•9, 242a, 252a–252b, 298a, SG•68 TE 3: 366a TE 4: 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53 TE 5: 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53 TE 6: SG•12</p>		
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>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).</p>	<p>TE 1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 2: 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, SG•50, SG•51, SG•55, SG•56, SG•58, SG•61, 431a–431b, 434a–434b, 444a–444b, 454a–454b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p>	

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		<p>TE 4: 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 113a–113b, 116a–116b, 126a–126b, 134a–134b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 5: 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3, SG•5, SG•7, SG•10, SG•13, SG•15, 201a–201b, 204a–204b, 214a–214b, 222a–222b, SG•18, SG•19, SG•21, SG•22, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 229a–229b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, 257a–257b, 260a–260b, 270a–270b, 282a–282b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•58, SG•60, SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p>
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Note: “Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 [of the CCSS for ELA/Literacy] for a complete list and Appendix A for an example of how these skills develop in sophistication.”

To be completed by the publisher:

Describe how the materials reflect the vertical progression of the CCSS for Language from grade 3 to grade 4.

Reading Street addresses the Common Core State Standards for Language in the Conventions, Vocabulary, and Spelling strands as well as in the Oral Vocabulary and Selection Vocabulary sections of each Week. Students in Grade 3 demonstrate their command of English grammar/usage, capitalization, punctuation, and spelling conventions in many ways including the following. They know what abstract nouns (TE G3 U2 pages 205d, 215c, 223c) and coordinating and subordinating conjunctions (TE G3 U5 pages 325d, 339c, 351e) are. They write and use regular and irregular plural nouns (TE G3 U2 pages 237d, 247c, 257e, 271d, 281c, 291e) and regular and irregular verbs (TE G3 U3 pages 437d, 485c, 493e, 507d, 517c, 529e) correctly. They know how to form and when to use comparative and superlative adjectives and adverbs (TE G3 U5 pages 227d, 237c, 293d, 303c). They learn more uses for capital letters and commas (TE G3 U6 pages 371d, 381c, 387e, 465d, 477c, 487e). They use what they have learned about spelling patterns and generalizations when they write words (TE G3 U2 pages 205c, 215c, 223e, U3 pages 473c, 485c, 493e, U6 pages 499c, 511c, 521e). Students in Grade 3 deepen their knowledge of language when they choose words for effect (TE G3 U2 pages 206d, 225b, 231i, 272d, 299i, 340d, 363i, 364–365, 365a, 366–367, 367a) and recognize and follow the different conventions for spoken and written English (SE G3.1 pages 89, 159, G3.2 pages 53, 149, 253; TE G3 U1 pages 89a, 159a, U4 pages 53a, 149a, 253a). Students develop additional strategies they can use to understand words, such as recognizing the differences between words and phrases used literally and those used nonliterally (TE G3 U2 pages 225b, 311a, 315a, U3 pages 386–387, 444c, 452–453, 463a, 464–465, 465a, 467i, U6 pages 400d, 413a, 417a, 436c, 459i). They add to their vocabulary by acquiring conversational, academic, and domain-specific words (SE G3.1 pages 206, 230; TE G3 U2 pages 201a–201b, 205a, 206b, 206e, 216b, 226b, 231a, 231g, 231h).

Students in Grade 4 continue to expand their knowledge of English grammar/usage, capitalization, punctuation, and spelling conventions and their ability to use these conventions correctly. They use relative pronouns and adverbs and modal auxiliaries (TE G4 U3 pages 415c, 429c, 429o, U5 pages 248–249, 280–281, U6 pages 374–375, 438–439) in their sentences. They write and use progressive verb tenses (TE G4 U3 pages 347d, 357c, 363e, 371o), prepositional phrases (TE G4 U5 pages 291d, 301c, 307e), and frequently confused words (TE G4 U3 pages 347c, 357c, 363e) correctly. They know

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when to use capital letters (TE G4 U6 pages 353d, 363c, 373e), and they learn more uses for commas and quotation marks (TE G4 U6 pages 385d, 395c, 405e, 417d, 427c, 437e). They continue to produce complete sentences (TE G4 U1 pages 81d, 93c, 101e, 109p, 113d, 123c, 131e, 137p, 141d, 151c, 157e, 165p), using increasingly difficult constructions, and to spell words correctly (TE G4 U1 pages 23c, 31c, 39e, 45c, U3 pages 319c, 329c, 337e, 343c, U5 175c, 185c, 193e, 199c), using spelling knowledge and reference materials to help them. Students in Grade 4 further deepen their knowledge of language when they use punctuation for effect (TE G4 U5 pages 215a, 304–305, U6 pages 394–395, 409a) and recognize when formal or informal English is appropriate (SE G4.1 pages 132–133, 422–423; TE G4 U1 pages 113e–113f, 133b–133c, U2 pages 278–279, 281a, U3 pages 320d, 405d–405e, 423b–423c). Students continue to develop strategies for understanding words, such as using Greek and Latin affixes and roots as clues to meaning (TE G4 U6 pages 326c–326d, 349i, 354c–354d, 381i, 448c–448d, 473i); explaining the meanings of similes, metaphors, and idioms (SE G4.2 page 412; TE G4 U2 pages 200d, 227i, U4 pages 144d, 165i, U6 pages 386d, 413a, 413i, 448d, 473i); and relating words to their antonyms and synonyms (SE G4.1 pages 114, 136; TE G4 U1 pages 114e, 137a). They work to further increase their vocabulary by acquiring general academic and domain-specific words (SE G4.1 pages 24, 44; TE G4 U1 pages 21a–21b, 24b, 24e, 32b, 42b, 23a, 45a, 45g, 45h).

Also describe how the materials reflect the integration of the Common Core State Standards for English Language Arts and Literacy across the various strands in grade 4.

Reading Street provides literacy instruction that integrates reading, writing, speaking, and listening throughout every lesson in Grade 4. As they read each Week’s main selection and paired selection, students use what they have learned about literary and informational genres (Reading Literature and Informational Texts) and what they have learned about phonics, word recognition, and fluency (Foundational Skills) to read with purpose and understanding. While reading the main selection twice, students answer text-dependent and text-specific questions (Speaking and Listening) (TE G4 U1 pages 28–31a, 32–37a). After reading the main selection the second time, students answer additional text-based questions; retell the selection in their own words (Speaking and Listening); and write to a prompt about the text (Writing), using evidence from the text (SE G4.1 page 38; TE G4 U1 pages 38–39, 39a). As students progress through Grade 4, the texts increase in complexity, as do the questions, activities, and prompts based on the texts.

Students practice the Conventions skills they are learning (Language) by using those skills in the works they create (Writing), such as the product of the Week’s writing process. The writing process lessons, which appear in all five Days, present a specific opinion, informative/explanatory, or narrative writing form; ask students to write about a topic tied to the main selection’s topic using that form (Writing); and encourage them to discuss the steps in the process (Speaking and Listening) (SE G4.1 pages 40–41; TE G4 U1 pages 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 45d–45e, 45p–45q). A research and inquiry project, which students complete during the course of the Week, is also tied to the main selection and asks students not only to create a final product (Writing) but to discuss how they accomplish their work (Speaking and Listening) (TE G4 U1 pages 23b, 31b, 39d, 45b, 45n).