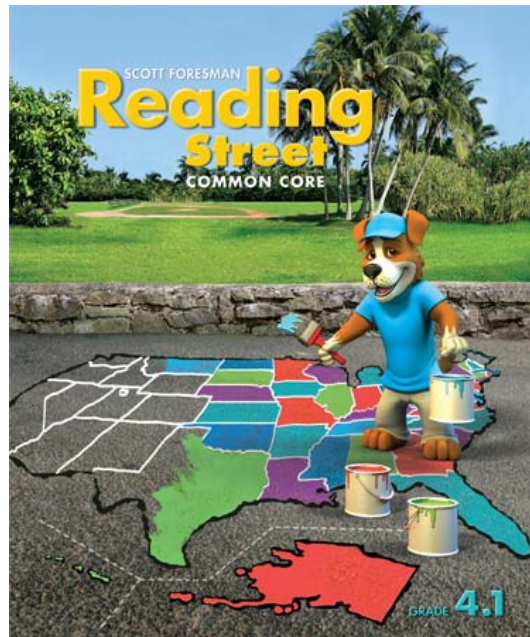


A Correlation of

**Scott Foresman  
Reading Street  
Common Core**

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to the

**Utah Core State Standards  
for English Language Arts  
Grade 4**

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## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Utah Core State Standards for English Language Arts. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Teaching *Scott Foresman Reading Street, Common Core* is teaching the Common Core. *Reading Street* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

*Scott Foresman Reading Street, Common Core* is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of *Reading Street*—and the Utah Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

### Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing.

Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

### Differentiated Instruction for Small Group Time

*Reading Street* instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

### ELL Instruction

Daily support for English language learners can be found throughout the *Reading Street* Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

### 21st Century Skills

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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**Key:** **SE**=Student Edition; **TE**=Teacher's Edition  
**SG**=Small Group, **UR**=Unit Review, **WP**=Written Processing

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to the  
Utah Core State Standards for English Language Arts  
Grade 4

Table of Contents

Reading Standards for Literature .....	4
Reading Standards for Informational Texts .....	11
Reading Standards for Foundational Skills .....	20
Writing Standards .....	27
Speaking and Listening Standards .....	40
Language Standards .....	46

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>SE 1:</b> 22–23, 38, 68, 80–81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450</p> <p><b>SE 2:</b> 23, 42, 143, 156, 246, 306, 385, 404, 436</p> <p><b>TE 1:</b> 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><b>TE 2:</b> 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>

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to the  
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Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued)  <b>Literature 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>TE 3:</b> 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><b>TE 4:</b> 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> <p><b>TE 5:</b> 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><b>TE 6:</b> 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–</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Literature 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43
<b>Literature 2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>SE 1:</b> 22–23, 38, 113, 135, 253, 399 <b>SE 2:</b> 156, 230–231, 436  <b>TE 1:</b> 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 <b>TE 2:</b> 189a, 212c–212d, 220–221a, 248–249a, 252–253a <b>TE 3:</b> 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73 <b>TE 4:</b> 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a <b>TE 5:</b> 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33 <b>TE 6:</b> 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39
<b>Literature 3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	<b>SE 1:</b> 22–23, 80–81, 199, 397 <b>SE 2:</b> 23, 143, 156, 231, 246, 306  <b>TE 1:</b> 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,

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Literature 3.</b> 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>UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> 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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Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Craft and Structure</b>	
<b>Literature 4.</b> 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> ).	<b>SE 1:</b> 82–83, 114–115, 348–349 <b>SE 2:</b> 24–25, 144–145, 232–233, 306  <b>TE 1:</b> 53a, 86–87a, 113a, 114–115 <b>TE 2:</b> 206–207a, SG•25, 238–239a, 242–243a <b>TE 3:</b> 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a <b>TE 4:</b> 24–25, 32–33a, 144–145, 153a <b>TE 5:</b> 232–233, 306–307 <b>TE 6:</b> 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b
<b>Literature 5.</b> 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.	<b>SE 1:</b> 166–167, 248, 252–253, 310–311, 460–461 <b>SE 2:</b> 166–167, 316–317, 436, 474–475  <b>TE 1:</b> 166–167a, 169a <b>TE 2:</b> 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 <b>TE 3:</b> 339b, 460–461a, 462–463a <b>TE 4:</b> 166–167a, 168–169a <b>TE 5:</b> 316–317a, 318–319a <b>TE 6:</b> SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a
<b>Literature 6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.	<b>SE 1:</b> 29, 100, 188  <b>TE 1:</b> 24d, 28–29, 45i, 52–53, 68–69, 98–99 <b>TE 3:</b> 376d, 388–389a, 401i <b>TE 5:</b> 292d, 296–297a, 315i <b>TE 6:</b> 408c–408d



**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> 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.	<b>SE 1:</b> 45, 401 <b>SE 2:</b> 139, 199, 443  <b>TE 1:</b> 42–43a, 44–45a, 66–67a, 118–119a <b>TE 2:</b> 208–209a, 214–215, 242c–242d <b>TE 6:</b> 428–429, 432–433, 433a, 437b
<b>8.</b> (Not applicable to literature)	Not applicable according to the Utah Core State Standards for English Language Arts
<b>Literature 9.</b> 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.	<b>SE 1:</b> 134–135, 392, 399  <b>TE 1:</b> 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 <b>TE 2:</b> 224–225a, 246–247, SG•31 <b>TE 3:</b> 392–393, 96c, 396–397, 397a, 398–399 <b>TE 4:</b> 21c–23, 51h <b>TE 6:</b> UR•41

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> 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.	<p><b>SE 1:</b> 44, 76, 108</p> <p><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a</p> <p><b>TE 3:</b> 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a</p> <p><b>TE 4:</b> 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a</p> <p><b>TE 5:</b> 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a</p> <p><b>TE 6:</b> 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a</p>

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Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<p><b>Informational Text 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>SE 1:</b> 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420</p> <p><b>SE 2:</b> 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><b>TE 1:</b> 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><b>TE 2:</b> 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><b>TE 3:</b> 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–</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

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<p>(Continued)</p> <p><b>Informational Text 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>UR•39, UR•40–UR•41, UR•42–UR•43</p> <p><b>TE 4:</b> 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> <p><b>TE 5:</b> 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><b>TE 6:</b> 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,</p>

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Grade 4**

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<p>(Continued)</p> <p><b>Informational Text 1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>370–371a, 372–373a, 381h, 381i–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, 443i–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><b>Informational Text 2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>SE 1:</b> 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457  <b>SE 2:</b> 54–55, 72, 175, 192, 258–259, 278, 352–353, 372</p> <p><b>TE 1:</b> 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165i–165m, UR•48–UR•49, UR•51, UR•52–UR•53  <b>TE 2:</b> 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309i–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Informational Text 2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>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 <b>TE 6:</b> 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>
<p><b>Informational Text 3.</b> 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><b>SE 1:</b> 72–75, 224–225 <b>SE 2:</b> 46–49, 84–85, 104, 108–109, 324–325, 342 <b>TE 1:</b> 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a <b>TE 2:</b> 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 <b>TE 6:</b> 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
(Continued) <b>Informational Text 3.</b> 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.	360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>SE 1:</b> 20–21  <b>TE 1:</b> SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a <b>TE 2:</b> 192c, 259a, 260e, 260–261 <b>TE 3:</b> 319a, 326–327, 347a, 424a–424b, 427a, SG•69 <b>TE 4:</b> 81h, 81i, 109a, 161a <b>TE 5:</b> SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c <b>TE 6:</b> 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a
<b>Informational Text 5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>SE 1:</b> 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454 <b>SE 2:</b> 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468  <b>TE 1:</b> 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 <b>TE 2:</b> 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a <b>TE 3:</b> 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

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<p>(Continued) <b>Informational Text 5.</b> 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><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 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</p> <p><b>TE 6:</b> 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>
<p><b>Informational Text 6.</b> 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><b>SE 1:</b> 163, 341 <b>SE 2:</b> 225, 285, 347</p> <p><b>TE 1:</b> 163a <b>TE 3:</b> 340–341 <b>TE 5:</b> 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21 <b>TE 6:</b> 346–347</p>



**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Integration of Knowledge and Ideas</b>	
<p><b>Informational Text 7.</b> 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><b>SE 1:</b> 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420</p> <p><b>SE 2:</b> 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><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 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</p> <p><b>TE 3:</b> 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</p> <p><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 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</p> <p><b>TE 6:</b> 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,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Informational Text 7.</b> 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>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><b>Informational Text 8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>SE 1:</b> 42–43, 192–193, 259, 306–307 <b>SE 2:</b> 72, 161, 174–175, 192, 196–197, 223, 440–441</p> <p><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 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</p> <p><b>TE 3:</b> 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21</p> <p><b>TE 4:</b> 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a</p> <p><b>TE 5:</b> 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</p> <p><b>TE 6:</b> 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Informational Text 9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>SE 1:</b> 75, 163, 307, 341  <b>SE 2:</b> 79, 109, 197, 225, 285, 313, 379</p> <p><b>TE 1:</b> 74–75a, 105a, 107a, 162–163a  <b>TE 2:</b> 300–301, 306–307a, SG•74  <b>TE 3:</b> 340–341a, 368–369, 369a, UR•15  <b>TE 4:</b> 48–49a, 78–79a, 108–109a, SG•37, 162–163a  <b>TE 5:</b> 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a  <b>TE 6:</b> SG•15, 378–379a, 441a, UR•11</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>Informational Text 10.</b> 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><b>SE 1:</b> 141, 143, 164, 259, 282, 287, 308</p> <p><b>TE 1:</b> 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165  <b>TE 2:</b> 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  <b>TE 3:</b> 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Informational Text 10.</b> 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.	340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 4)	Not applicable according to the Utah Core State Standards for English Language Arts
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 4)	Not applicable according to the Utah Core State Standards for English Language Arts
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TE 1:</b> 24c, 32–33a, 45a, 45i, 50c, 76–77a, 82c–82d, 142c, 165i <b>TE 2:</b> 176c–176d, 200d, 232c–232d, 259c, 260c–260d, 288c–288d, 297c, 309i <b>TE 3:</b> 343j–343k, 348c–348d, 375c, 376c–376d, 434c–434d, 459 <b>TE 4:</b> 24c–24d, 56c–56d, 86c–86d, 115a, 116c–116d <b>TE 5:</b> 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 291c <b>TE 6:</b> 326c–326d, 353a, 354c–354d, 386c–386d, 413i, 418c–418d

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Foundational Skills 3.a.</b> 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.</p>	<p><b>SE 1:</b> 24, 50, 142, 176, 232, 406 <b>SE 2:</b> 116, 204, 260, 326</p> <p><b>TE 1:</b> 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143 <b>TE 2:</b> 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30 <b>TE 3:</b> 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 <b>TE 4:</b> 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i <b>TE 5:</b> 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43 <b>TE 6:</b> 326c–326d, 326–327, 354c–354d</p>
<b>Fluency</b>	
<p><b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>SE 1:</b> 76, 108, 164, 400, 458 <b>SE 2:</b> 80, 138, 198, 314, 348, 442, 472</p> <p><b>TE 1:</b> 39b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 48–49, 69b, 76–77, 77j–77k, SG•18, SG•19, SG•26, SG•27, SG•28, SG•29, 101b, 108–109, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 131b, SG•50, SG•1, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 140–141, 142–143, 157b, 164–165, 165j–165k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•53 <b>TE 2:</b> 195j–195k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•14, SG•15, SG•16, 200–201, 221b, 227j–227k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•31, SG•32, 249b,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, SG•50, SG•51, SG•52, SG•53, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•66, SG•67, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80</p> <p><b>TE 3:</b> 343j–343k, 343l–343m, SG•2, SG•3, SG•4, SG•5, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 363b, 371j–371k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373c, 374–375, 376–377, 393b, 400–401, 401j–401k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 404–405, 406–407, 421b, 428–429, 429j–429k, SG•50, SG•51, SG•60, SG•61, SG•64, 432–433, 434–435, 451b, 458–459, 459j–459k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•13</p> <p><b>TE 4:</b> 43b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 54–55, 56–57, 73b, 80–81, 81j–81k, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 105b, 111j–111k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 114–115, 139j–139k, SG•50, SG•51, SG•58, SG•59, SG•60, SG•61, SG•64, 157b, 164–165, 168–169, 169a, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•43</p> <p><b>TE 5:</b> 176–177, 193b, 198–199, 199j–199k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 255l–255m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44,</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SG•45, SG•48, 287j–287k, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 290–291, 307b, 314–315, 315j–315k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23</p> <p><b>TE 6:</b> 324–325, 326–327, 343b, 348–349, 349j–349k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 381j–381k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 405b, 413j–413k, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 443l–443m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 446–447, 448–449, 472–473, 473j–473k, 473l–473m, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•13, UR•43</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.</p>	<p><b>SE 1:</b> See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433</p> <p><b>TE 1:</b> 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a</p> <p><b>TE 2:</b> 227j–227k, 242d</p> <p><b>TE 3:</b> 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</p> <p><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a</p> <p><b>TE 6:</b> 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53</p>



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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Foundational Skills 4.b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>SE 1:</b> 44, 76, 108, 136, 164</p> <p><b>TE 1:</b> 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><b>TE 2:</b> 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><b>TE 3:</b> 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><b>TE 4:</b> 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><b>TE 5:</b> 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><b>TE 6:</b> 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<p>(Continued) <b>Foundational Skills 4.b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>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><b>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SE 1:</b> 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400  <b>SE 2:</b> 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><b>TE 1:</b> 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a  <b>TE 2:</b> 221b, SG•52, SG•57, 292–293, 293a  <b>TE 3:</b> 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377  <b>TE 4:</b> 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a  <b>TE 5:</b> 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h  <b>TE 6:</b> 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>Writing 1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p><b>SE 1:</b> 42–43, 304–305, 343  <b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 1:</b> 42–43, 43a, SG•16  <b>TE 2:</b> 220–221, SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e  <b>TE 3:</b> 342–343a  <b>TE 4:</b> 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, SG•55, SG•59, SG•64  <b>TE 5:</b> 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q, SG•50, WP•2–WP•3, WP•6–WP•7, WP•8–WP•9  <b>TE 6:</b> 353e–353f, 381p–381q, SG•39, SG•43, SG•48, SG•53, SG•54, SG•58, SG•64, UR•35</p>
<b>Writing 1.a.</b> 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.	<p><b>SE 1:</b> 304–305  <b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 1:</b> 108–109, 109a, 156–157, 157a  <b>TE 2:</b> 287e–287f, 297d–297e, 304–305, 305a, 305b–305c  <b>TE 4:</b> 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e  <b>TE 5:</b> 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5  <b>TE 6:</b> 353e–353f, 363d–363e, 374–375, 375a, 381p–381q</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Writing 1.b.</b> Provide reasons that are supported by facts and details.	<b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133, 280–281  <b>TE 1:</b> 157a <b>TE 2:</b> 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d <b>TE 4:</b> 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q <b>TE 5:</b> 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 <b>TE 6:</b> 363d–363e, 381p–381q
<b>Writing 1.c.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	<b>SE 1:</b> 304–305 <b>SE 2:</b> 280–281  <b>TE 2:</b> 297d, 304–305, 309d <b>TE 4:</b> 139d <b>TE 5:</b> 280–281, 281a, 281b–281c, 287d–287e, WP•7
<b>Writing 1.d.</b> Provide a concluding statement or section related to the opinion presented.	<b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133  <b>TE 2:</b> 287e–287f, 304–305, 309d <b>TE 4:</b> 132–133, 133b–133c, 139d–139e <b>TE 5:</b> 281b–281c, WP•4–WP•5
<b>Writing 2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>SE 1:</b> 70–71, 222–223, 276–277, 364–365, 422–423 <b>SE 2:</b> 106–107, 344–345, 466–467  <b>TE 1:</b> 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q <b>TE 2:</b> 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2–WP•3, WP•6–WP•7 <b>TE 3:</b> 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<p>(Continued) <b>Writing 2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55  <b>TE 4:</b> 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25  <b>TE 5:</b> SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55  <b>TE 6:</b> 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3</p>
<p><b>Writing 2.a.</b> 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><b>SE 1:</b> 70–71, 222–223, 276–277, 364–365, 422–423  <b>SE 2:</b> 106–107, 344–345    <b>TE 1:</b> 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e  <b>TE 6:</b> 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Writing 2.b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>SE 1:</b> 70–71, 222–223, 276–277  <b>SE 2:</b> 344–345, 466–467</p> <p><b>TE 1:</b> 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q  <b>TE 2:</b> 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  <b>TE 3:</b> 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5  <b>TE 4:</b> SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e  <b>TE 5:</b> SG•36  <b>TE 6:</b> 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5</p>
<p><b>Writing 2.c.</b> Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p>	<p><b>SE 2:</b> 106–107, 344–345</p> <p><b>TE 1:</b> SG•73  <b>TE 2:</b> 223b–223c  <b>TE 3:</b> WP•2, WP•6  <b>TE 4:</b> 85e–85f, 106–107a, 107b–107c, 111d–111e  <b>TE 6:</b> 325e–325f, 344–345a, WP•7</p>
<p><b>Writing 2.d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>SE 1:</b> 222–223, 364–365, 422–423  <b>SE 2:</b> 344–345</p> <p><b>TE 2:</b> 222–223a, 224c–224d, 283d–283e, WP•7  <b>TE 3:</b> 347e–347f, 364–365, 415d–415e, 422–423, 459p  <b>TE 5:</b> SG•36  <b>TE 6:</b> 325e–325f, 344–345, 349d–349e, 375b–375c</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Writing 2.e.</b> Provide a concluding statement or section related to the information or explanation presented.	<p><b>SE 1:</b> 276–277 <b>SE 2:</b> 344–345</p> <p><b>TE 1:</b> 49e–49f, 77d–77e <b>TE 2:</b> 199e–199f, 276–277, WP•6 <b>TE 6:</b> 344–345, 349d, 379a, WP•6</p>
<b>Writing 3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p><b>SE 1:</b> 40–41, 102–103, 158–159, 338–339, 394–395 <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, WP•2–WP•3, WP•6, WP•10 <b>TE 3:</b> 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a, SG•38, SG•43, UR•35, UR•45 <b>TE 4:</b> 23e–23f, 44–45a, 45b–45c, 51d–51e, 55e–55f, 67d–67e, 74–75, 75a, 75b–75c, 81d–81e, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–156e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 <b>TE 5:</b> 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 308–309a, 315d, UR•25, UR•35 <b>TE 6:</b> 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, SG•37, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e, SG•68, UR•45</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Writing 3.a.</b> Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>SE 1:</b> 40–41, 102–103, 158–159, 338–339, 394–395</p> <p><b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 248–249, 249a</p> <p><b>TE 3:</b> 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e</p> <p><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 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</p> <p><b>TE 6:</b> 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</p>



**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Writing 3.b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<p><b>SE 1:</b> 40–41, 132–133, 158–159, 338–339  <b>SE 2:</b> 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 40–41, 41b–41c, 158–159  <b>TE 2:</b> 195i  <b>TE 3:</b> 394–395a  <b>TE 4:</b> 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7  <b>TE 5:</b> 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d  <b>TE 6:</b> 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q</p>
<b>Writing 3.c.</b> Use a variety of transitional words and phrases to manage the sequence of events.	<p><b>SE 1:</b> 304  <b>SE 2:</b> 280</p> <p><b>TE 1:</b> 165d–165e, 165p–165q, WP•6–WP•7, WP•10  <b>TE 2:</b> 304–305  <b>TE 4:</b> 165d–165e  <b>TE 5:</b> 195b, 227d–227e, 280–281, 308–309a, 315d  <b>TE 6:</b> 459d</p>
<b>Writing 3.d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p><b>SE 1:</b> 40–41, 102–103, 338–339  <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407</p> <p><b>TE 1:</b> 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10  <b>TE 2:</b> 195d–195e, 232d, 250–251a, 255d–255e  <b>TE 3:</b> 338–339a, 343p  <b>TE 4:</b> 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e,</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Writing 3.d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>WP•6</b> <b>TE 5:</b> 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 <b>TE 6:</b> 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d
<b>Writing 3.e.</b> Provide a conclusion that follows from the narrated experiences or events.	<b>SE 1:</b> 132–133 <b>SE 2:</b> 44–45  <b>TE 1:</b> 31d–31e <b>TE 4:</b> 44–45a, 51d–51e, 158–159a, 165d–165e <b>TE 5:</b> 195b, 213e, 308–309, 315d <b>TE 6:</b> 427e, 443d, 459d, 466–467
<b>Production and Distribution of Writing</b>	
<b>Writing 4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159  <b>TE 1:</b> 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, <b>SG•6</b> , <b>SG•11</b> , <b>SG•16</b> , 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, <b>SG•37</b> , 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, <b>SG•53</b> , 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, <b>SG•69</b> <b>TE 2:</b> 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, <b>SG•22</b> , <b>SG•27</b> , <b>SG•32</b> , 231e–231f, 241d–241e, 250–251a, 255p–255q, <b>SG•53</b> , <b>SG•59</b> , <b>SG•63</b> , 304–305, 305a, 305b–305c, 309p–309q, <b>SG•69</b> <b>TE 3:</b> 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, <b>SG•22</b> , <b>SG•27</b> , <b>SG•32</b> , 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a,

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Writing 4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>UR•15 <b>TE 4:</b> 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 <b>TE 5:</b> 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 <b>TE 6:</b> 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55</p>
<p><b>Writing 5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159 <b>TE 1:</b> 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 <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 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,</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
(Continued) <b>Writing 5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	WP•10 <b>TE 6:</b> 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
<b>Writing 6.</b> 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.	<b>TE 1:</b> 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10 <b>TE 2:</b> 255b, 278c–278d, 278–279a, WP•9, WP•10 <b>TE 3:</b> 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10 <b>TE 4:</b> 51b, 134c–134d, 165b, WP•9, WP•10 <b>TE 5:</b> 301b, 315b, WP•9, WP•10 <b>TE 6:</b> 349b, 437c–437d, 471a, WP•9, WP•10
<b>Research to Build Knowledge</b>	
<b>Writing 7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>TE 1:</b> 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 <b>TE 2:</b> 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79 <b>TE 3:</b> 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 <b>TE 4:</b> 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77 <b>TE 5:</b> 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 <b>TE 6:</b> 325b, 335b, SG•12, SG•13,

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Writing 7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	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
<b>Writing 8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<b>SE 1:</b> 156, 220, 336, 450  <b>TE 1:</b> 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 <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79 <b>TE 6:</b> 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

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<b>Writing 9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>SE 1:</b> 38, 68, 100, 130, 156, 220, 248, 274, 302, 336, 362, 392, 420, 450  <b>SE 2:</b> 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464</p> <p><b>TE 1:</b> 38–39a, 68–69a, 100–101a, 107a, SG•46, 130–131a, SG•54, SG•55, SG•59, SG•64, 156–157, 157a  <b>TE 2:</b> 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d  <b>TE 3:</b> 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a  <b>TE 4:</b> 42–43a, 72–73a, 104–105a, 130–131a, 156–157a  <b>TE 5:</b> 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a  <b>TE 6:</b> SG•12, SG•13, 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a</p>
<b>Writing 9.a.</b> Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).	<p><b>SE 1:</b> 38, 68, 100, 130, 188, 220, 248, 392, 450  <b>SE 2:</b> 42, 156, 246, 306, 404, 436</p> <p><b>TE 1:</b> 38–39a, 42c–42d, 68–69, 100–101, 130–131a  <b>TE 2:</b> 188–189a, 220–221a, 248–249  <b>TE 3:</b> 362–363a, 392–393, 450–451a  <b>TE 4:</b> 45b–45c, 156–157a  <b>TE 5:</b> 227d–227e, 306–307a  <b>TE 6:</b> 404–405, 436–437, 443p–443q</p>
<b>Writing 9.b.</b> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	<p><b>SE 1:</b> 156, 274, 302, 336, 362, 420  <b>SE 2:</b> 72, 104, 130, 192, 218, 278, 342, 372, 464</p> <p><b>TE 1:</b> 72–73, 73a, 156–157  <b>TE 2:</b> 274–275, 302–303a  <b>TE 3:</b> 336–337, 362–363a, UR•15  <b>TE 4:</b> 72–73, 104–105, 130–131  <b>TE 5:</b> 192–193, 218–219, 246–247a,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Writing 9.b.</b> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	278–279 <b>TE 6:</b> 342–343a, 372–373, 464–465
<b>Range of Writing</b>	
<b>Writing 10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>SE 1:</b> 24–25, 38, 40–41, 43  <b>TE 1:</b> 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 <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 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 <b>TE 6:</b> 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p><b>Speaking/Listening 1.</b> 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><b>SE 1:</b> 20–21, 26–27, 255 <b>SE 2:</b> 51</p> <p><b>TE 1:</b> 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•16, 47a–47b, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•24, SG•29, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 2:</b> 173a–173b, 176a–176b, 184a–184b, 192a–192b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 197a–197b, 200a–200b, 212a–212b, 224a–224b, SG•18, SG•19, SG•22, SG•23, SG•28, SG•32, 229a–229b, 232a–232b, 242a–242b, 252a–252b, 254–255, 257a–257b, 260a–260b, 268a–268b, 278a–278b, 278c–278d, 278–279, 279a, 285a–285b, 287a, 287b, 288a–288b, 298a–298b, 303a, 306a–306b, 309a, SG•66, SG•71, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 3:</b> 317a–317b, 320a–320b, 330a–330b, 340a–340b, 348a–348b, 358a–358b, 366a–366b, 371n, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, SG•62, SG•63, 431a–431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n, SG•66, SG•70, SG•75, SG•79, SG•80, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 4:</b> 24a–24b, 26, 36a–36b, 46a–46b, SG•6, SG•7, SG•10, SG•11, SG•16, 50–51, 56a–56b, 68a–68b, 76a–76b,</p>



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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Speaking/Listening 1.</b> 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>80–81, 81a, 86a–86b, 96a–96b, 108a–108b, SG•38, SG•39, SG•42, SG•43, SG•48, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•75, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p><b>TE 5:</b> 173a–173b, 176a–176b, 186a–186b, 186–187, 187a, 196a–196b, 199n, SG•2, SG•6, SG•7, SG•15, 204a–204b, 214a–214b, 222a–222b, 222d, 227n, 232a–232b, 242a–242b, 250a–250b, 250c–250d, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 309c, 310a–310b, SG•74, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p><b>TE 6:</b> 326a–326b, 336a–336b, 346a–346b, 349a, 349n, 351a, 354a–354b, 364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 418a–418b, 428a–428b, 440a–440b, 448a–448b, 460a–460b, 468a–468b, 473n, SG•70, SG•71, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>
<p><b>Speaking/Listening 1.a.</b> 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>SE 1:</b> 45, 309 <b>SE 2:</b> 287, 349, 413</p> <p><b>TE 1:</b> 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a <b>TE 2:</b> 188–189a, 227n, 268a–268b, 278a–278b, 308–309a <b>TE 3:</b> 371n, SG•64, 459n, SG•80 <b>TE 4:</b> 76a–76b, SG•48 <b>TE 5:</b> 286–287a <b>TE 6:</b> 348–349a, 349n, 412–413, 443n</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Speaking/Listening 1.b.</b> Follow agreed upon rules for discussions and carry out assigned roles.</p>	<p><b>SE 1:</b> 45, 77, 109, 137, 165, 283, 309 <b>SE 2:</b> 199, 413</p> <p><b>TE 1:</b> 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n <b>TE 2:</b> 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n <b>TE 3:</b> 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80 <b>TE 4:</b> 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n <b>TE 5:</b> 198–199a, 227n, 286–287a, 287n, 315n, SG•80 <b>TE 6:</b> 348–349a, 349n, 381n, 412–413a, 413n, 473n</p>
<p><b>Speaking/Listening 1.c.</b> 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><b>SE 1:</b> 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459 <b>SE 2:</b> 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><b>TE 1:</b> 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 <b>TE 2:</b> 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a <b>TE 3:</b> 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n <b>TE 4:</b> 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</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Speaking/Listening 1.c.</b> 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><b>TE 5:</b> 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 <b>TE 6:</b> 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><b>Speaking/Listening 1.d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>SE 1:</b> 255, 309 <b>SE 2:</b> 255, 287, 349, 381, 413 <b>TE 1:</b> 23a, 24a–24b, 32c–32d, 42a–42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b <b>TE 2:</b> 254–255, 308–309, SG•7, SG•50, SG•54, SG•55 <b>TE 3:</b> 406b <b>TE 4:</b> 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47 <b>TE 5:</b> 254–255, 286–287 <b>TE 6:</b> 348–349, 349a, 380–381, 412–413</p>
<p><b>Speaking/Listening 2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SE 1:</b> 22 <b>TE 1:</b> 21c, 22–23, SG•74 <b>TE 2:</b> 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a <b>TE 4:</b> 68c–68d, 126c–126d, 131a, 165n <b>TE 5:</b> 250–251, 251a, 252–253, 253a <b>TE 6:</b> 336c–336d, 342a, SG•9</p>

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Grade 4**

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<p><b>Speaking/Listening 3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>SE 2:</b> 51, 349, 413</p> <p><b>TE 1:</b> SG•22, SG•23, SG•27, SG•32, 136–137a, 165a</p> <p><b>TE 2:</b> 221a, SG•55, SG•59, SG•64</p> <p><b>TE 4:</b> 42–43, 51a, 139q</p> <p><b>TE 6:</b> SG•70, SG•71, SG•74, SG•75, SG•80</p>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>Speaking/Listening 4.</b> 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><b>SE 1:</b> 137, 195, 227, 309, 343, 401, 429, 459</p> <p><b>SE 2:</b> 81, 111, 139, 165, 227, 255, 287, 381, 473</p> <p><b>TE 1:</b> 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80</p> <p><b>TE 2:</b> 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80</p> <p><b>TE 3:</b> 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</p> <p><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 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</p> <p><b>TE 6:</b> 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>

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Grade 4**

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<p><b>Speaking/Listening 5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SE 1:</b> 109, 137, 165, 429, 459  <b>SE 2:</b> 51, 81, 227, 255</p> <p><b>TE 1:</b> 45q, 77q, 137q, 164–165a, SG•70  <b>TE 2:</b> 189d, 195q, 227q  <b>TE 3:</b> 429a, 458–459a, SG•70, SG•75, SG•79  <b>TE 4:</b> 50–51a, 80–81a  <b>TE 5:</b> 226–227, 254–255  <b>TE 6:</b> 380–381a, SG•32</p>
<p><b>Speaking/Listening 6.</b> 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.</p>	<p><b>SE 1:</b> 77, 195, 429</p> <p><b>TE 1:</b> 45a, 76–77a, 137a  <b>TE 2:</b> 194–195a, SG•11, 227a, 242a  <b>TE 3:</b> 320d, 334–335, 343i, 428–429</p>

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Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<p><b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>SE 1:</b> 133, 159, 191, 277, 395, 423, 453  <b>SE 2:</b> 45, 75, 107, 133, 159, 309, 345</p> <p><b>TE 1:</b> 24c–24d, SG•11, SG•16, 49d, 50c, 61c, 69e, 77c, 77o, SG•22, SG•27, SG•32, 81d, 82c–82d, 109i, 113d, 123c, 123d–123e, 131e, 132–133, 133a, 137c, 137d–137e, 137o, 137p–137q, 141d, 151c, 157e, 158–159, 165c, 165o, 165p–165q, SG•70, SG•75, SG•80, UR•44–UR•45, UR•54–UR•55  <b>TE 2:</b> 175d, SG•6, 190–191, 211c, 220–221a, 227p, SG•32, 241c, 255c, 255o, SG•38, 259d, 267c, 275e, 276–277a, 283c, 283o, SG•54, SG•64, 287d, 297b, 303e, 304–305a, 309c, 309p–309q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55  <b>TE 3:</b> 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, SG•43, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, SG•54, SG•59, SG•64, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55  <b>TE 4:</b> 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, SG•6, SG•11, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, SG•18, SG•22, SG•27, SG•29, SG•32, 85d, 95c, 105e, 106–107, 111c, 111o, SG•38, SG•43, SG•48, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, SG•54, SG•59, 151c, 157e, 158–159a, 165c, 165o, 165p–165q, SG•75, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) <b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TE 5:</b> 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, SG•6, SG•11, SG•16, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p–227q, SG•22, SG•23, SG•27, SG•32, 231d, 241c, 247e, 255c, 255o, 255p–255q, SG•34, SG•35, SG•38, SG•43, SG•48, 259d, 269c, 279e, 280–281a, 287c, 287o, SG•54, SG•59, SG•64, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45 <b>TE 6:</b> 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, SG•11, SG•27, SG•43, 443n, 443o, SG•58, SG•59, SG•74, SG•75, UR•14
<b>Language 1.a.</b> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<b>TE 1:</b> 141d, 151c, 157e <b>TE 5:</b> 199d, 221b, 248–249, 280–281 <b>TE 6:</b> 374–375, 438–439
<b>Language 1.b.</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	<b>SE 1:</b> 365  <b>TE 1:</b> 76–77a <b>TE 3:</b> 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24
<b>Language 1.c.</b> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>TE 3:</b> 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c
<b>Language 1.d.</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	<b>TE 5:</b> 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14
<b>Language 1.e.</b> Form and use prepositional phrases.	<b>SE 2:</b> 309  <b>TE 5:</b> 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Language 1.f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p><b>SE 1:</b> 103, 159, 453 <b>SE 2:</b> 195, 221, 309, 375</p> <p><b>TE 1:</b> 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 <b>TE 2:</b> 297d–297e <b>TE 3:</b> 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p <b>TE 4:</b> WP•8 <b>TE 5:</b> 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a <b>TE 6:</b> 363e, 374–375, 375a, 375b–375c, 381d–381e</p>
<b>Language 1.g.</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	<p><b>SE 2:</b> 176, 198</p> <p><b>TE 3:</b> 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 <b>TE 5:</b> 301c, UR•13</p>
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>SE 1:</b> 41, 71, 133, 191, 251, 305 <b>SE 2:</b> 375, 407, 467</p> <p><b>TE 1:</b> 23c, 23d, 39e, 40–41, 45c, 45o, 45p–45q, SG•6, 49c, 49d, 61c, 69e, 70–71, 71a, 77c, 77p–77q, 81d, 132–133a, 133b–133c, SG•59, SG•64, 159b–159c, SG•75, UR•14–UR•15, UR•24–UR•25, WP•8–WP•9 <b>TE 2:</b> 175c, 175d, 183c, 189e, 190–191, 195c, 195o, 195p–195q, SG•11, SG•16, 199c, 199d, 211c, 221e, 222–223, 223a, 227c, 227o, SG•27, 231c, 231d, 249e, 250–251, 255p–255q, SG•43, 259c, 287c, 304–305, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54 <b>TE 3:</b> 319c, 343p–343q, 371p–371q, SG•22, SG•27, SG•32, 429p–429q, 433c, 443c, 443e, 451e, 459c, 459d–459e, 459o</p>



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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

<b>Utah Core State Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<p>(Continued) <b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>TE 4:</b> 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10  <b>TE 5:</b> 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9  <b>TE 6:</b> 325d, 335c, 349c, SG•6, SG•11, SG•16, 353d, 363c, 373e, 374–375, 381c, 381o, 381p–381q, 385c, 385d, 395c, 405e, 406–407, 413c, 413p–413q, 417c–417d, 437e, 443c, 443d–443e, 447d, 459c, 466–467, 467a, SG•80, UR•34, UR•44, UR•54</p>
<p><b>Language 2.a.</b> Use correct capitalization.</p>	<p><b>SE 1:</b> 191  <b>SE 2:</b> 375, 467</p> <p><b>TE 1:</b> 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o  <b>TE 2:</b> 175d, 183c, 190–191, 195p, 283d–283e  <b>TE 3:</b> 433d, 459d  <b>TE 6:</b> 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>Language 2.b.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p><b>SE 2:</b> 158–159, 438–439</p> <p><b>TE 1:</b> 159b  <b>TE 2:</b> 176d, 260d  <b>TE 4:</b> 158–159  <b>TE 6:</b> 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44</p>

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Grade 4**

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<b>Language 2.c.</b> Use a comma before a coordinating conjunction in a compound sentence.	<p><b>SE 1:</b> 132–133 <b>SE 2:</b> 407</p> <p><b>TE 1:</b> 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 <b>TE 6:</b> 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>
<b>Language 2.d.</b> Spell grade-appropriate words correctly, consulting references as needed.	<p><b>TE 1:</b> 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 <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 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 <b>TE 6:</b> 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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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Knowledge of Language</b>	
<b>Language 3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p><b>SE 1:</b> 222–223, 227</p> <p><b>TE 1:</b> 38–39a, 40–41a, 44–45a, 68–69a, 70–71a, 76–77a, 77i, 100–101a, 102–103, 108–109a, 130–131a, 132–133a, 136–137a, 156–157a, 158–159, 164–165a</p> <p><b>TE 2:</b> 175c–175d, 183c, 183d–183e, 186–187, 188–189, 189a, 190–191, 191b–191c, 194–195, SG•11, 220–221, 221a, 222–223, 223a, 223b–223c, 224–225a, 226–227, 227a, 227p, SG•27, 248–249, 249a, 250–251, 251a, 254–255, 255a, SG•42, SG•43, 274–275, 274–275, 275a, 276–277, 277a, 283a, 283p–283q, SG•59, SG•75, UR•14–UR•15, WP•9</p> <p><b>TE 3:</b> SG•10, SG•11, 347d, 357d–357e, 363e, 364–365a, 365c, SG•26, 392–393a, 394–395a, 443d–443e, 459p–459q, UR•24, UR•25</p> <p><b>TE 4:</b> 44–45a, 73a, 74–75a, 80–81a, 104–105a, 106–107a, 130–131a, 132–133a, 138–139a, 143d, 158–159a, SG•70</p> <p><b>TE 5:</b> 194–195a, 203d, 231d, 241c, 278–279a, 280–281a, 287a, 306–307a, 308–309a, 314–315a</p> <p><b>TE 6:</b> 381n, 381o</p>

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to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Language 3.a.</b> Choose words and phrases to convey ideas precisely.	<p><b>SE 1:</b> 40–41, 77, 190–191, 250–251  <b>SE 2:</b> 45, 74–75, 248–249, 406–407</p> <p><b>TE 1:</b> 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132–133a, 137d–137e, 159b–159c  <b>TE 2:</b> 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c  <b>TE 3:</b> 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e</p>
<b>Language 3.b.</b> Choose punctuation for effect.	<p><b>SE 1:</b> 71</p> <p><b>TE 1:</b> 31c, 39e, 40–41, 45c, 45o, 45p–45q, 70–71, 77o, 137d–137e, UR•14  <b>TE 5:</b> 304–305</p>
<b>Language 3.c.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p><b>SE 1:</b> 132, 364, 422  <b>SE 2:</b> 132</p> <p><b>TE 1:</b> 113e–113f, 132–133, 133b–133c, 159b–159c  <b>TE 2:</b> 227a, 279a, 281a  <b>TE 3:</b> 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51  <b>TE 4:</b> 132–133  <b>TE 5:</b> 314–315a</p>

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Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Vocabulary Acquisition and Use</b>	
<p><b>Language 4.</b> 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.</p>	<p><b>SE 1:</b> 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177, 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349, 376–377, 400, 406–407, 428, 434–435, 458</p> <p><b>SE 2:</b> 24–25, 50, 56–57, 80, 86–87, 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261, 286, 292–293, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419, 448–449, 472</p> <p><b>TE 1:</b> 23a, 24e, 24–25, 32–33a, 44–45, 45a, SG•4, 49a, 50e, 50–51, 76–77, 77a, SG•19, SG•28, SG•29, 81a, 82e, 86–87, 87a, 95a, 108–109, 109a, 109h, SG•35, SG•36, SG•38, SG•41, SG•45, 113a, 114c–114d, 114e, 114–115, 136–137, 137i, SG•51, SG•52, SG•55, SG•56, SG•57, SG•61, 141a, 142e, 142–143, 150–151, 165a, SG•66, SG•68, SG•71, SG•73, SG•77, SG•78, UR•20–UR•21, UR•23, UR•30–UR•31, UR•32–UR•33</p> <p><b>TE 2:</b> 173a–173b, 175a, 176e, 176–177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 255a, SG•34, SG•35, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h, 283i, SG•50, SG•51, SG•57, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h, SG•78, UR•20, UR•23, UR•30, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p><b>TE 3:</b> 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348–349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 401a, 401h, 401i, SG•34, SG•35, 403a–403b, 405a, 406e, 406–407, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Language 4.</b> 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.</p>	<p>459a, 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•40–UR•41, UR•42–UR•43, UR•51, UR•52–UR•53</p> <p><b>TE 4:</b> 21a–21b, 23a, 24a–24b, 24e, 24–25, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33</p> <p><b>TE 5:</b> 173a–173b, 175a, 176e, 176–177, 198–199, 199a, 199h, SG•2, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, SG•24, SG•25, SG•28, SG•29, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, SG•41, 257a–257b, 259a, 260e, 260–261, 286–287, 287a, SG•57, 289a–289b, 291a, 292–293, 298–299, 299a, 314–315, 315a, 315h, 315i, UR•30–UR•31, UR•33</p> <p><b>TE 6:</b> 323a–323b, 326e, 326–327, 336–337a, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 381a, 381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, SG•34, SG•35, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448–449, 460–461a, 472–473, 473a, 473h, UR•20–UR•21, UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Language 4.a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>SE 1:</b> 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400  <b>SE 2:</b> 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><b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Language 4.a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>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 <b>TE 6:</b> 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>Language 4.b.</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><b>SE 1:</b> 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435 <b>SE 2:</b> 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348 <b>TE 1:</b> 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53 <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 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>



**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Language 4.b.</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><b>TE 6:</b> 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><b>Language 4.c.</b> 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><b>SE 1:</b> 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308 <b>SE 2:</b> 86–87, 110, 176–177, 198, 354–355, 380</p> <p><b>TE 1:</b> SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33 <b>TE 2:</b> 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 <b>TE 3:</b> SG•25, 401h <b>TE 4:</b> 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 <b>TE 5:</b> 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 <b>TE 6:</b> 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>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<b>Language 5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>SE 1:</b> 114–115, 190–191, 310–311 <b>SE 2:</b> 176–177, 198</p> <p><b>TE 1:</b> 24a–24b, SG•4, 50d, 60–61, 61a, 77i, 85a, 103b–103c, 109i, 114e, 114–115, 118–119a, 137h, 142d <b>TE 2:</b> 191b, 195d–195e, 251b–251c, 252c, 288c, 293a, 309i, 310–311a, 312–313 <b>TE 3:</b> 338–339, 343d, 382–383a, 406d, 429i, 434d, 439a, 444c, 444–445a, 446–447a, 459i, 462–463a, UR•40–UR•41 <b>TE 5:</b> 176d, 176–177, 198–199, 232c–232d, 255i, 316–317, 317a, 318–319, 319a <b>TE 6:</b> 326d, 337a, 346–347a, SG•13, SG•21, 386d, 448c–448d</p>
<b>Language 5.a.</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<p><b>SE 1:</b> 252–253, 310–311, 392 <b>SE 2:</b> 166–167, 346–347</p> <p><b>TE 1:</b> 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d <b>TE 2:</b> 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a <b>TE 3:</b> 390–391, 391a, 392–393 <b>TE 4:</b> 144d, 165i, 166–167, 167a <b>TE 5:</b> 302a <b>TE 6:</b> 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i</p>
<b>Language 5.b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>SE 2:</b> 50, 164, 412</p> <p><b>TE 1:</b> 32a, 61a <b>TE 2:</b> 252a <b>TE 4:</b> 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a <b>TE 5:</b> 295a <b>TE 6:</b> 412–413, 413a, 448d, 473i</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p><b>Language 5.c.</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>SE 1:</b> 114–115, 136  <b>SE 2:</b> 24–25, 144–145, 292–293, 314</p> <p><b>TE 1:</b> 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43  <b>TE 2:</b> 184a, SG•9, 242a, 252a–252b, 298a, SG•68  <b>TE 3:</b> 366a  <b>TE 4:</b> 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  <b>TE 5:</b> 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53  <b>TE 6:</b> SG•12</p>
<p><b>Language 6.</b> 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><b>TE 1:</b> 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  <b>TE 2:</b> 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,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) <b>Language 6.</b> 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>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 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3,</p>

**Scott Foresman Reading Street Common Core, ©2013  
to the  
Utah Core State Standards for English Language Arts  
Grade 4**

Utah Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued)</p> <p><b>Language 6.</b> 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>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><b>TE 6:</b> 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>