

A Correlation of

**Scott Foresman**

**Reading Street Common Core**

**Grade 4, ©2013**



To the

**Indiana Academic Standards**

**English/Language Arts (2014)**

**Grade 4**

# A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Indiana Academic Standards English/Language Arts, Grade 4

## Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. 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 Common 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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<b>READING</b>	
<b>READING: Foundations</b>	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
In Reading: Foundations, students are expected to do the following:	
<b>RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS</b>	
<b>Develop, build, and apply knowledge of foundational reading skills</b>	
<b>GRADE 4</b>	
<b>4.RF.1:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.	<p><b>SE 1:</b> 44–45, 76–77, 108–109, 136–137, 164–165, 194–195, 226–227, 254–255, 282–283, 308–309, 342–343, 370–371, 400–401, 428–429, 458–459</p> <p><b>SE 2:</b> 50–52, 80–81, 110–111, 138–139, 164–165, 198–199, 226–227, 254–255, 286–287, 314–315, 348–349, 380–381, 412–413, 442–443, 472–473</p> <p><b>TE 1:</b> 21c, 22–23, 24–25, 26–27, 27a, 32c–32d, 39b, 44–45, 45h, 47c, 48–49, 50–51, 52–53, 53a, 62c–62d, 69b, 76–77, 77h, 79c, 80–81, 82–83, 84–85, 85a, 94c–94d, 101b, 108–109, 109h, 111, 112–113, 114–115, 116–117, 117a, 124c–124d, 131b, 136–137, 137h, 139c, 140–141, 142–143, 144–145, 145a, 152c–152d, 157b, 164–165, 165h</p> <p><b>TE 2:</b> 173c, 174–175, 176–177, 178–179, 179a, 184c–184d, 189b, 194–195, 195h, 197c, 198–199, 200–201, 202–203, 203a, 212c–212d, 221b, 226–227, 227h, 229c, 230–231, 232–233, 234–235, 235a, 242c–242d, 249b, 254–255, 255h, 257c, 258–259, 260–261, 262–263, 263a, 268c–268d, 282–283, 283h, 285c, 286–287, 288–289, 290–291, 291a, 298c–298d, 303b, 308–309, 309h</p> <p><b>TE 3:</b> 317c, 318–319, 320–321, 322–323, 323a, 330c–330d, 337b, 342–343, 343h, 345c, 346–347, 348–349, 350–351, 351a, 358c–358d, 363b, 370–371, 371h, 373c, 374–375, 376–377, 378–379, 379a, 388c–388d, 393b, 400–401, 401h, 403c, 404–405, 406–407, 408–409, 409a, 416c–416d, 421b, 428–429, 429h, 431c, 432–433, 434–435, 436–437, 437a, 444c–444d, 451b, 458–459, 459h</p> <p><b>TE 4:</b> 21c, 22–23, 24–25, 26–27, 27a, 36c–36d, 43b, 50–51, 51h, 53c, 54–55, 56–57, 58–59, 59a, 68c–68d, 73b, 80–81, 81h, 83c, 84–85, 86–87, 88–89, 89a, 96c–96d, 105b, 110–111, 111h, 113c, 114–115, 116–117, 118–119, 119a, 126c–126d, 131b, 138–139, 139h, 141c, 142–143, 144–145, 146–147, 147a, 152c–152d, 157b, 164–165, 165h</p>

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<p><b>(Continued)</b>  <b>4.RF.1:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.</p>	<p><b>(Continued)</b>  <b>TE 5:</b> 173c, 174–175, 176–177, 178–179, 179a, 186c–186d, 193b, 198–199, 199h, 201c, 202–203, 204–205, 206–207, 207a, 214c–214d, 219b, 226–227, 227h, 229c, 230–231, 232–233, 234–235, 235a, 242c–242d, 247b, 254–255, 255h, 257c, 258–259, 260–261, 262–263, 263a, 270c–270d, 279b, 286–287, 287h, 289c, 290–291, 292–293, 294–295, 295a, 302c–302d, 307b, 314–315, 315h  <b>TE 6:</b> 323c, 324–325, 326–327, 328–329, 329a, 336c–336d, 343b, 348–349, 349h, 351c, 352–353, 354–355, 356–357, 357a, 364c–364d, 373b, 380–381, 381h, 383c, 384–385, 386–387, 388–389, 389a, 396c–396d, 405b, 412–413, 413h, 415c, 416–417, 418–419, 420–421, 421a, 428c–428d, 437b, 442–443, 443h, 445c, 446–447, 448–449, 450–451, 451a, 460c–460d, 465b, 472–473, 472h</p>
<p><b>RF.2: PRINT CONCEPTS</b>  <b>Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</b></p>	
<p><b>4.RF.2.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously. See for example:  <b>TE 6:</b> 323c, 349h, 349l–349m, 383c, 383h, 383l–383m</p>
<p><b>4.RF.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>4.RF.2.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>4.RF.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>RF.3: PHONOLOGICAL AWARENESS</b>  <b>Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</b></p>	
<p><b>4.RF.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously. See for example:  <b>TE 4:</b> 55c, 73e, 81o, 95c, 105e, UR•44</p>

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<b>4.RF.3.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>4.RF.3.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>4.RF.3.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>4.RF.3.5:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>RF.4: PHONICS</b> <b>Decode and read words by applying phonics and word analysis skills</b>	
<b>4.RF.4.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 4:</b> 67c, 81c, 111c, 125c, 139c, UR•24
<b>4.RF.4.2:</b> Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	<b>TE 1:</b> 23c, 31c, 39e, 45c, 45o <b>TE 4:</b> 55c, 67c, 73e, 81c, 81o
<b>4.RF.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>4.RF.4.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.
<b>4.RF.4.5:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.

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<p><b>4.RF.4.6:</b> Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in 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>
<p><b>RF.5: FLUENCY</b>  <b>Demonstrate accuracy and fluency when reading</b></p>	
<p><b>4.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</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, 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>

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<p><b>(Continued)</b>  <b>4.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>(Continued)</b>  <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  <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  <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, 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  <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>



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<p><b>READING: Literature</b> There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>In Reading: Literature, students are expected to do the following:</p>	
<p><b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b></p>	
<p><b>Read and comprehend a variety of literature independently and proficiently</b></p>	
<p><b>4.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 4–5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>SE 1:</b> 26, 52, 84, 116, 134, 178, 202, 234, 252, 378, 396, 436  <b>SE 2:</b> 26, 146, 234, 294, 346, 388, 420  <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  <b>TE 2:</b> 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a  <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  <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  <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  <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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<p><b>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT</b>  <b>Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</b></p>	
<p><b>4.RL.2.1:</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>SE 1:</b> 22–23, 38, 68, 80–81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450  <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> <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>

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<p><b>(Continued)</b>  <b>4.RL.2.1:</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b>  <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  <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  <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–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>
<p><b>4.RL.2.2:</b> Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p>	<p><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</p>

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<p><b>4.RL.2.3:</b> Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p><b>SE 1:</b> 22–23, 80–81, 199, 397  <b>SE 2:</b> 23, 143, 156, 231, 246, 306</p> <p><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, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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>
<p><b>4.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street, Grade 4</b> offers students opportunities to build upon and continue applying concepts learned previously.</p>

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<b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b>	
<b>4.RL.3.1:</b> Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	<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>4.RL.3.2:</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
<b>RL.4: CONNECTION OF IDEAS</b> <b>Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning</b>	
<b>4.RL.4.1:</b> Describe how visual and multimedia presentations and representations can enhance the meaning of a 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>4.RL.4.2:</b> Compare and contrast the treatment of similar themes and topics and patterns of events 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  <b>Writing to Sources:</b> <b>Unit 3:</b> 80–81

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<p><b>READING: Nonfiction</b> There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>In Reading: Nonfiction, students are expected to do the following:</p>	
<p><b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b></p>	
<p><b>Read and comprehend a variety of nonfiction independently and proficiently</b></p>	
<p><b>4.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4–5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>SE 1:</b> 42, 72, 104, 144, 160, 224, 262, 278, 290, 306, 322, 340, 350, 366, 408, 424, 454  <b>SE 2:</b> 46, 58, 76, 88, 108, 118, 134, 160, 178, 196, 206, 222, 250, 262, 282, 310, 328, 356, 376, 405, 440, 450, 468</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, 340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a</p>

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<p><b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b> <b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b></p>	
<p><b>4.RN.2.1:</b> Refer to details and examples in a text when explaining what a 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  <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–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>

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<p><b>(Continued)</b>  <b>4.RN.2.1:</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b>  <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  <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, 370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53</p>



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<p><b>4.RN.2.2:</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, 165l–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, 309l–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, 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>Writing to Sources:</b>  <b>Unit 6:</b> 172–173</p>

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<p><b>4.RN.2.3:</b> Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, 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</p> <p><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, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p>

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<p><b>RN.3: FEATURES AND STRUCTURES</b> <b>Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective</b></p>	
<p><b>4.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).</p>	<p><b>SE 1:</b> 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420  <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  <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  <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  <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  <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  <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, 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>

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<p><b>4.RN.3.2:</b> Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i>) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><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</p> <p><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  <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  <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  <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>4.RV.3.3:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.</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>

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<b>RN.4: CONNECTION OF IDEAS</b> <b>Build understanding of nonfiction texts by verifying points and making connections between topics and ideas</b>	
<b>4.RN.4.1:</b> Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	<p><b>SE 1:</b> 42–43, 192–193, 258–259, 274, 306–307, 346–347, 362–363  <b>SE 2:</b> 72, 161, 174–175, 192, 196–197, 223, 352–353, 372–373, 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  <b>TE 2:</b> 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 264–265, 265a, 266–267a, 268c–268d, 272–273, 274–275, 279a, 283h, 283l–283m, SG•50, SG•54, SG•55, 300–301, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43  <b>TE 3:</b> 330–331, 331a, 345c, 346–347, 352–353, 353a, 358c, 360–361, 362–363, 371h, 371l–371m, 456–457a, UR•18–UR•19, UR•20–UR•21, UR•22, UR•23  <b>TE 4:</b> 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a  <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, 251a, 253a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13  <b>TE 6:</b> 351c, 360–361, 361a, 364c, 366–367, 372–373, 376c–376d, 376–377a, 381h, 381l–381m, SG•19, SG•23, SG•29, 440c–440d, 440–441a, 455a, UR•19, UR•21, UR•23</p>
<b>4.RN.4.2:</b> Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	<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> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 24–25  <b>Unit 3:</b> 72–73, 84–85  <b>Unit 4:</b> 108–109, 112–113, 116–117  <b>Unit 5:</b> 136–137, 140–141, 148–149  <b>Unit 6:</b> 168–169, 172–173, 184–185</p>

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<b>4.RN.4.3:</b> <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.
<b>READING: Vocabulary</b>	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary and Literary and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
In Reading: Vocabulary, students are expected to do the following:	
<b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b>	
<b>Build and apply vocabulary using various strategies and sources</b>	
<b>4.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.	<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>RV.2: VOCABULARY BUILDING</b>	
<b>Use strategies to determine and clarify words and understand their relationships</b>	
<b>4.RV.2.1:</b> Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i> ) and text features (e.g., <i>charts, headings/subheadings, font/format</i> ) to determine the meanings of unknown words.	<b>SE 1:</b> 376–377, 400–401 <b>SE 2:</b> 232–233, 254–255, 386–387, 412–413, 418–419, 442–443  <b>TE 2:</b> 216–217 <b>TE 3:</b> 376e, 384–385, 401a, 401h, UR•30, UR•32, UR•33, UR•35 <b>TE 5:</b> 232e, 238–239, 255a, 255h, UR•32, UR•33, UR•35 <b>TE 6:</b> 386e, 390–391, 391a, 396–397, 413a, 413h, 418e, 426–427, 434–435, 443a, 443h, UR•32, UR•33, UR•35, UR•42, UR•43, UR•45

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<p><b>4.RV.2.2:</b> Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p>	<p><b>SE 1:</b> 108–109, 114–115, 136–137, 320–321, 348–349, 370–371  <b>SE 2:</b> 24–25, 56–57, 80–81, 144–145, 176–177, 292–293, 314–315, 354–355, 380–381, 448–449, 472–473</p> <p><b>TE 1:</b> 32a, 72a, 82e, 86–87, 87a, SG•4, SG•20, 104a–104b, 109a, 109h, 114e, 114–115, 117a, 122–123, 125a, 134a, 136–137, 137a, 137h, UR•30, UR•31, UR•32, UR•33, UR•35, UR•40–UR•41, UR•43  <b>TE 2:</b> 184a, SG•9, 242a, 252a–252b, 298a, SG•68  <b>TE 3:</b> 320e, 328–329, 343h, 348e, 356–357, 366a, 371a, 371h, UR•12, UR•13, UR•22, UR•23, UR•25  <b>TE 4:</b> 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, 56e, 64–65, 65a, 68–69, 69a, 77a, 81a, 81h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•22, UR•23, UR•25, UR•50–UR•51, UR•52, UR•53, UR•55  <b>TE 5:</b> 176e, 188–189, 199h, 292e, 292–293, 298–299, 215a, 302–303, 315h, UR•12, UR•13, UR•50–UR•51, UR•52, UR•53, UR•55  <b>TE 6:</b> 354e, 358–359, 359a, 381a, 381h, 448e, 460–461, 473a, 473h, UR•22, UR•23, UR•25, UR•52, UR•53, UR•55</p>
<p><b>4.RV.2.3:</b> <i>Standard begins at sixth grade.</i></p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.</p>

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<p><b>4.RV.2.4:</b> Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.</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</p> <p><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  <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>4.RV.3.5:</b> Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of 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>



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<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b> <b>Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses</b>	
<b>4.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i> ).	<b>SE 1:</b> 114–115, 190–191, 310–311 <b>SE 2:</b> 176–177, 198  <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
<b>4.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade 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>4.RV.3.3:</b> Explain the meanings of proverbs, adages, and idioms in context.	<b>SE 2:</b> 50, 164, 412  <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

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<b>WRITING</b>	
<b>WRITING:</b> There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
<b>Note:</b> the teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to <u>read</u> cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., <i>historical documents, letters, etc.</i> ).	
In Writing, students are expected to do the following:	
<b>W.1: LEARNING OUTCOME FOR WRITING</b> <b>Write effectively for a variety of tasks, purposes, and audiences</b>	
<b>4.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<p><b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159, 190–191, 222–223, 250–251, 276–277, 304–305, 338–339, 364–365, 394–395, 422–423, 452–453</p> <p><b>SE 2:</b> 44–45, 74–75, 106–107, 132–133, 158–159, 194–195, 220–221, 248–249, 280–281, 308–309, 344–345, 374–375, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69</p> <p><b>TE 2:</b> 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69</p> <p><b>TE 3:</b> 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a, UR•15</p> <p><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</p> <p><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</p> <p><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>

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<p><b>(Continued)</b>  <b>4.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 1:</b> 8–9, 12–13, 16–17, 20–21, 26–27, 30–33, 34–35, 198–199, 200–201, 228–229  <b>Unit 2:</b> 40–41, 44–45, 48–49, 52–53, 62–65, 66–67, 206–207, 208–209, 210–211, 234–235, 236–237  <b>Unit 3:</b> 72–73, 76–77, 80–81, 84–85, 94–97, 98–99, 218–219, 220–221, 240–241</p>
<p><b>W.2: HANDWRITING</b>  <b>Demonstrate the ability to write legibly</b></p>	
<p><b>4.W.2.1:</b> Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p><b>TE 1:</b> 23d, 49d, 81d, 113d, 141d  <b>TE 2:</b> 175d, 199d, 231d, 259d, 287d  <b>TE 3:</b> 319d, 347d, 375d, 405d, 433d  <b>TE 4:</b> 23d, 55d, 85d, 115d, 143d  <b>TE 5:</b> 175d, 203d, 231d, 259d, 291d  <b>TE 6:</b> 325d, 353d, 385d, 417d, 447d</p>
<p><b>4.W.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 4 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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<b>PERSUASIVE</b>	
<b>W.3: WRITING GENRES</b> Develop writing skills by writing for different purposes and to specific audiences or people	
<b>4.W.3.1:</b> Write persuasive compositions in a variety of forms that –	<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> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 200–201 <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 206–207, 208–209, 210–211 <b>Unit 3:</b> 218–219, 220–221 <b>Unit 4:</b> 212–213, 214–215, 216–217 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 162–163, 202–203, 204–205 <b>Unit 6:</b> 222–223, 224–225, 226–227</p>

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<ul style="list-style-type: none"> <li>In an introductory statement, clearly state an opinion to a particular audience.</li> </ul>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133, 280–281, 374–375</p> <p><b>TE 2:</b> 287e–287f, 297d–297e, 304–305, 305a <b>TE 4:</b> 115e–115f, 132–133, 133a, 133b–133c, 139e–139f <b>TE 5:</b> 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, 287d–298e, WP•2, WP•4, WP•5 <b>TE 6:</b> 353e–353f, 363d–363e, 374–375, 375a</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 200–201, 202–203 <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–61, 62–65, 66–67, 206–207, 208–209, 210–211 <b>Unit 3:</b> 218–219, 220–221 <b>Unit 4:</b> 212–213, 214–215, 216–217 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–157, 158–161, 162–163 <b>Unit 6:</b> 224–225, 226–227</p>
<ul style="list-style-type: none"> <li>Support the opinion with facts and details from various sources, including texts.</li> </ul>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133, 280–281</p> <p><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</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 200–201 <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 162–163</p>
<ul style="list-style-type: none"> <li>Use an organizational structure to group related ideas that support the purpose.</li> </ul>	<p><b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 2:</b> 297d–297e, 305a, 305b–305c <b>TE 4:</b> 115e–115f, 132–133, 133a, 133b–133c, 139e–139f <b>TE 5:</b> 280–281, 281a, 287d–287e, W•P4, WP•5</p> <p><b>Writing to Sources</b> <b>Unit 2:</b> 46–47, 48–49, 58–61, 66–67 <b>Unit 3:</b> 220–221 <b>Unit 5:</b> 154–157, 162–163, 202–203, 204–205</p>

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<ul style="list-style-type: none"> <li>• Connect opinion and reasons using words and phrases.</li> </ul>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 280–281</p> <p><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</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 200–201 <b>Unit 2:</b> 38–39, 42–43, 46–47, 48–49, 50–51 <b>Unit 5:</b> 134–135, 138–139, 142–143, 146–147, 152–153, 154–155, 162–163</p>
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section related to the position presented.</li> </ul>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133</p> <p><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</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 200–201 <b>Unit 2:</b> 44–45, 52–53, 54–55, 56–57 <b>Unit 5:</b> 136–137, 140–141, 144–145, 148–149, 150–151, 154–155</p>

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<p><b>INFORMATIVE</b></p>	
<p><b>4.W.3.2:</b> Write informative compositions on a variety of topics that –</p>	<p><b>SE 1:</b> 70–71, 222–223, 276–277, 364–365, 422–423  <b>SE 2:</b> 106–107, 344–345, 466–467</p> <p><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–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 to Sources:</b>  <b>Unit 1:</b> 228–229  <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67, 234–235, 236–237  <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 240–241  <b>Unit 4:</b> 238–239  <b>Unit 5:</b> 230–231, 232–233  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 242–243, 244–245</p>

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<ul style="list-style-type: none"> <li>• Provide an introductory paragraph with a clear main idea.</li> </ul>	<p><b>SE 1:</b> 70–71, 222–223, 276–277, 452–453 <b>SE 2:</b> 344–345, 378–379</p> <p><b>TE 1:</b> 49e–49f, 70–71, 71a, 71b–71c, 77d–77e, 131c <b>TE 2:</b> 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 227d–227e, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, 283d–283e, WP•4, WP•5, WP•6 <b>TE 3:</b> 405e–405f, 433e–433f, 443e, 452–453, 453a, 459d–459e, WP•4, WP•5, WP•6, WP•7 <b>TE 6:</b> 344–345, 345a, 345b–345c, 349d–349e, 378–379, 379a, WP•6</p> <p><b>Writing to Sources</b> <b>Unit 1:</b> 228–229 <b>Unit 2:</b> 234–235, 236–237 <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 96–97, 98, 240–241 <b>Unit 4:</b> 238–239 <b>Unit 5:</b> 230–231, 232–233 <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 192–193, 242–243, 244–245</p>
<ul style="list-style-type: none"> <li>• Provide supporting paragraphs with topic and summary sentences.</li> </ul>	<p><b>SE 1:</b> 70–71, 222–223, 276–277 <b>SE 2:</b> 344–345, 378–379</p> <p><b>TE 1:</b> 49e–49f, 70–71, 71a, 71b–71c, 77d–77e, 131c <b>TE 2:</b> 199e–199f, 222–223, 223b–223c, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•4, WP•5, WP•6 <b>TE 3:</b> 405e–405f, 433e–433f, 452–453, 453a, 459d–459e, WP•4, WP•5, WP•6, WP•7 <b>TE 6:</b> 344–345, 345a, 345b–345c, 349d–349e, 378–379, 379a, WP•6</p> <p><b>Writing to Sources</b> <b>Unit 1:</b> 228–229 <b>Unit 2:</b> 234–235, 236–237 <b>Unit 3:</b> 96–97, 98, 240–241 <b>Unit 4:</b> 238–239 <b>Unit 5:</b> 230–231, 232–233 <b>Unit 6:</b> 186–187, 192–193, 242–243, 244–245</p>



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<p>• Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</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 to Sources:</b> <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67 <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99 <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>
<p>• Connect ideas using words and phrases.</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 to Sources:</b> <b>Unit 2:</b> 58–59, 66–67 <b>Unit 3:</b> 72–73, 76–77, 78–79, 86–87, 90–91, 98–99 <b>Unit 6:</b> 168–169, 170–171, 176–177, 180–181, 184–185, 186–187, 194–195</p>

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<ul style="list-style-type: none"> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.</li> </ul>	<p><b>SE 1:</b> 364–365, 422–423 <b>SE 2:</b> 106–107</p> <p><b>TE 1:</b> 49e–49f, 77d–77e, 131c <b>TE 2:</b> 189d, 199e–199f, 222–223, SG•22, SG•7, 259e–259f, WP•6 <b>TE 3:</b> 347e–347f, 364–365, 405e–405f, 422–423, 423a, 423b <b>TE 4:</b> 81b, 85e–85f, 95d–95e, 106–107, 107b, 111d–111e <b>TE 6:</b> 413b</p>
<ul style="list-style-type: none"> <li>• Use language and vocabulary appropriate for audience and topic.</li> </ul>	<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> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 58–59, 66–67 <b>Unit 3:</b> 70–71, 74–75, 82–83, 84–85, 88–89, 90–91, 94–97, 98–99 <b>Unit 6:</b> 166–167, 172–173, 174–175, 178–179, 182–183, 186–187, 192–193, 194–195</p>
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section.</li> </ul>	<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> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 58–59 <b>Unit 3:</b> 90–91 <b>Unit 6:</b> 186–187</p>

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<p><b>4.W.3.3:</b> Write narrative compositions in a variety of forms that –</p>	<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> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35  <b>Unit 4:</b> 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131</p>

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<ul style="list-style-type: none"> <li>• Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.</li> </ul>	<p><b>SE 1:</b> 102–103, 158–159, 248–249, 338–339, 394–395</p> <p><b>SE 2:</b> 42–43, 44–45, 158–159, 194–195, 220–221, 308–309, 406–407, 438–439</p> <p><b>TE 1:</b> 23e–23f, 102–103, 103a, 123d–123e, 151d–151e, 158–159, 159a</p> <p><b>TE 2:</b> 248–249, 249a</p> <p><b>TE 3:</b> 319e–319f, 329d–329e, 338–339, 339a, 375e–375f, 387d–398e, 394–395, 395a, 395b–395c</p> <p><b>TE 4:</b> 23e–23f, 42–43, 43a, 44–45, 45a, 143e–143f, 151d–151e, 158–159, 159a, 165d–165e, WP•4, WP•5</p> <p><b>TE 5:</b> 175e–175f, 185d–185e, 194–195, 195a, 195b–195c, 203d–203f, 213d–213e, 220–221, 221a, 308–309, 309a, 315d–315e</p> <p><b>TE 6:</b> 385e–385f, 395d–395e, 406–407, 407a, 417e–417f, 427d, 438–439, 439a, 447e–447f</p> <p><b>Writing to Sources</b></p> <p><b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–33, 34–35</p> <p><b>Unit 4:</b> 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 130–131</p>

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<p>• Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p>	<p><b>SE 1:</b> 40–41, 304, 338–339  <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 280, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31e, 40–41, 41a, 93d–93e, 102–103, 103a, 141e–141f, 158–159, 159a, 165d–165e, 165p–165q, WP•4, WP•5, WP•6–WP•7, WP•10  <b>TE 2:</b> 304–305  <b>TE 3:</b> 319e–319f, 329d–329e, 338–339, 339a, 395b–395c, 401d–401e  <b>TE 4:</b> 35d–35e, 44–45, 45a, 45b–45c, 74–75, 75a, 151d–151e, 158–159, 159a, 159b–159c, 165d–165e, WP•4, WP•5  <b>TE 5:</b> 185d–185e, 194–195, 195a, 195b–195c, 213d–213e, 220–221, 221a, 221b, 227d–227e, 248–249, 280–281, 291e–291f, 308–309a, 315d–315e  <b>TE 6:</b> 406–407, 407a, 417e–417f, 427e, 438–439, 439a, 439b–439c, 447e–447f, 459d, 466–447, 467a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 24–25, 26–27, 34–35  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 102–103, 104–105, 106–107, 116–117, 118–119, 122–123, 124–125, 126–129, 130–131</p>
<p>• Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations.</p>	<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> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–33, 34–35  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 102–103, 104–105, 106–107, 108–109, 110–111, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129, 130–131</p>

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<ul style="list-style-type: none"> <li>• Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</li> </ul>	<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, WP•6  <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</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 8–9, 12–13, 14–15, 16–17, 18–19, 22–23, 26–27, 28–29, 34–35  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 118–119, 120–121, 122–123, 124–125, 130–131</p>
<ul style="list-style-type: none"> <li>• Provide an ending that follows the narrated experiences or events.</li> </ul>	<p><b>SE 1:</b> 132–133  <b>SE 2:</b> 44–45</p> <p><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</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 104–105, 116–117, 122–123</p>

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<p><b>W.4: THE WRITING PROCESS</b> <b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b></p>	
<p><b>4.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).</li> </ul>	<p><b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159, 190–191, 222–223, 250–251, 276–277, 304–305, 338–339, 364–365, 394–395, 422–423, 452–453</p> <p><b>SE 2:</b> 44–45, 74–75, 106–107, 132–133, 158–159, 194–195, 220–221, 248–249, 280–281, 308–309, 344–345, 374–375, 406–407, 438–439, 466–467</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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, WP•10</p> <p><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</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 1:</b> 30–33, 198–199, 200–201, 228–229</p> <p><b>Unit 2:</b> 62–65, 206–207, 208–209, 210–211, 234–235, 236–237</p> <p><b>Unit 3:</b> 94–97, 218–219, 220–221, 240–241</p> <p><b>Unit 4:</b> 126–129, 212–213, 214–215, 216–217, 238–239</p> <p><b>Unit 5:</b> 158–161, 202–203, 204–205, 230–231, 232–233</p> <p><b>Unit 6:</b> 190–193, 222–223, 224–225, 226–227, 242–243, 244–245</p>

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<p>• Use technology to interact and collaborate with others to publish legible documents.</p>	<p><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</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67, 206–207  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131, 212–213, 214–215, 216–217, 238–239  <b>Unit 5:</b> 162–163, 202–203, 204–205, 230–231, 323–233  <b>Unit 6:</b> 194–195, 224–225, 226–227, 242–243, 244–245</p>



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<b>FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>	
<b>STANDARD 5: THE RESEARCH PROCESS</b>	
<b>W.5: Build knowledge about the research process and the topic under study by conducting short research</b>	
<b>4.W.5:</b> Conduct short research on a topic.	<p><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</p> <p><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</p> <p><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</p> <p><b>TE 4:</b> 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77</p> <p><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</p> <p><b>TE 6:</b> 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•1–WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 24–25  <b>Unit 3:</b> 72–73, 84–85  <b>Unit 4:</b> 108–109, 112–113, 116–117  <b>Unit 5:</b> 136–137, 140–141, 148–149  <b>Unit 6:</b> 168–169, 172–173, 184–185</p>
<ul style="list-style-type: none"> <li>Identify a specific question to address (e.g., <i>what is the history of the Indy 500?</i>).</li> </ul>	<p><b>TE 1:</b> 23b, SG•12, 49b, SG•28, 81b, SG•44, 113b, SG•60, 151b, SG•76</p> <p><b>TE 2:</b> 175b, SG•12, 199b, SG•28, 231b, SG•44, 259b, SG•60, 287b, SG•76</p> <p><b>TE 3:</b> 319b, SG•12, 347b, SG•28, 375b, SG•44, 405b, SG•60, 433b, SG•76</p> <p><b>TE 4:</b> 23b, SG•12, 55b, SG•28, 85b, SG•44, 115b, SG•60, 143b, SG•76</p> <p><b>TE 5:</b> 175b, SG•12, 203b, SG•28, 231b, SG•44, 259b, SG•60, 291b, SG•76</p> <p><b>TE 6:</b> 325b, SG•12, 353b, SG•28, 385b, SG•44, 417b, SG•60, 447b, SG•76, WP•2–WP•3</p>

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<ul style="list-style-type: none"> <li>• Use organizational features of print and digital sources to efficiently to locate further information.</li> </ul>	<p><b>SE 1:</b> 160–161, 162–163, 282–283, 308–309, 424–425, 426–427</p> <p><b>TE 1:</b> 31b, 39c, SG•13, SG•14, 61b, SG•29, SG•30, 82e, 93b, 101c, SG•45, SG•46, 123b, SG•61, SG•62, 151b, 157c, 160c, 160–163, 163a, SG•77, SG•78</p> <p><b>TE 2:</b> 183b, SG•13, SG•14, 211b, 221c, SG•29, SG•30, 241b, SG•45, SG•46, 267b, 260e, 282–283, 283a, 283h, SG•61, SG•62, 288e, 297b, 308–309, 309a, 309h, SG•77, SG•78</p> <p><b>TE 3:</b> 320e, 329b, 337c, SG•13, SG•14, 357b, 363c, 363d, SG•29, SG•30, 387b, 393c, 393d, SG•45, SG•46, 415b, 421c, 424c–424d, 424–427, 427a, SG•61, SG•62, 443b, SG•77, SG•78</p> <p><b>TE 4:</b> 35b, 43c, SG•13, SG•14, 67b, SG•29, SG•30, 95b, SG•45, SG•46, 125b, 131c, SG•61, SG•62, 151b, 157c, 157d, SG•77, SG•78</p> <p><b>TE 5:</b> 185b, SG•13, SG•14, 213b, SG•29, SG•30, 241b, SG•45, SG•46, 269b, SG•61, SG•62, 301b, SG•77, SG•78</p> <p><b>TE 6:</b> 335b, SG•13, SG•14, 363b, 373c, SG•29, SG•30, 395b, 405c, SG•45, SG•46, 427b, 437c, SG•61, SG•62, 459b, 465c, SG•77, SG•78, WP•3</p>
<ul style="list-style-type: none"> <li>• Determine the reliability of the sources.</li> </ul>	<p><b>TE 1:</b> SG•13, SG•29, 93b, SG•45, SG•61, SG•77</p> <p><b>TE 2:</b> 183b, SG•13, SG•29, SG•45, 267b, SG•61, 297b, SG•77</p> <p><b>TE 3:</b> 329b, SG•13, 357b, SG•29, SG•45, 415b, SG•61, 443b, SG•77</p> <p><b>TE 4:</b> 35b, SG•13, SG•29, 95b, SG•45, SG•61, 151b, SG•77</p> <p><b>TE 5:</b> SG•13, SG•29, 241b, SG•45, SG•61, 301b, SG•77</p> <p><b>TE 6:</b> SG•13, SG•29, SG•45, SG•61, SG•77</p>
<ul style="list-style-type: none"> <li>• Summarize and organize information in their own words, giving credit to the source.</li> </ul>	<p><b>TE 1:</b> 45b, 61b, 77b, 93b, 109b, 137b, 165b</p> <p><b>TE 2:</b> 183b, 195b, 227b, 241b, 255b, 267b, 283b, 297b, 309b</p> <p><b>TE 3:</b> 329b, 343b, 357b, 371b, 387b, 401b, 415b, 429b, 443b, 459b</p> <p><b>TE 4:</b> 51b, 81b, 95b, 111b, 139b, 151b, 165b</p> <p><b>TE 5:</b> 185b, 199b, 227b, 241b, 255b, 287b, 315b</p> <p><b>TE 6:</b> 349b, 381b, 413b, 443b, 459b, 473b, WP•3, WP•5–WP•8</p>

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<ul style="list-style-type: none"> <li>Present the research information, choosing from a variety of formats.</li> </ul>	<p><b>TE 1:</b> 45n, SG•16, 77n, SG•32, 109n, SG•48, 137n, SG•64, 165n, SG•80  <b>TE 2:</b> 195n, SG•16, 227n, SG•32, 255n, SG•48, 283n, SG•64, 309n, SG•80  <b>TE 3:</b> 343n, SG•16, 371n, SG•32, 401n, SG•48, 429n, SG•64, 459n, SG•80  <b>TE 4:</b> 51n, SG•16, 81n, SG•32, 111n, SG•48, 139n, SG•64, 165n, SG•80  <b>TE 5:</b> 199n, SG•16, 227n, SG•32, 255n, SG•48, 287n, SG•64, 315n, SG•80  <b>TE 6:</b> 349n, SG•16, 381n, SG•32, 413n, SG•48, 443n, SG•64, 473n, SG•80, WP•10</p>
<b>GRAMMAR AND USAGE</b>	
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>Demonstrate command of the conventions of standard English</b>	
<p><b>4.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</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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<p><b>(Continued)</b>  <b>4.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>(Continued)</b>  <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</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 34–35  <b>Unit 2:</b> 38–39, 42–43, 46–47, 48–49, 54–55, 66–67  <b>Unit 3:</b> 70–71, 74–75, 78–79, 82–83, 86–87, 98–99  <b>Unit 4:</b> 102–103, 106–107, 110–111, 114–115, 118–119, 130–131  <b>Unit 5:</b> 134–135, 138–139, 142–143, 146–147, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 174–175, 178–179, 182–183, 194–195</p>
<p><b>4.W.6.1a: Nouns/Pronouns –</b>  Writing sentences that include relative pronouns (e.g., <i>who</i>, <i>which</i>) and reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and explaining their functions in the sentence.</p>	<p><b>SE 2:</b> 74–75</p> <p><b>TE 1:</b> 141d, 151c, 157e  <b>TE 4:</b> 55d, 67c, 73e, 74–75, 81c, 81o, 81p, SG•22, SG•27, SG•32  <b>TE 5:</b> 199d, 221b, 248–249  <b>TE 6:</b> 374–375, 438–439</p>
<p><b>4.W.6.1b: Verbs –</b>  • Writing sentences that use the progressive verb tenses.</p>	<p><b>SE 1:</b> 365</p> <p><b>TE 1:</b> 76–77a  <b>TE 3:</b> 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24</p>
<p>• Recognizing and correcting inappropriate shifts in verb tense.</p>	<p><b>SE 1:</b> 422–423, 452–453</p> <p><b>TE 2:</b> 227p  <b>TE 3:</b> 371p, 401d, 401p, 405d, 415c, 421e, 422–423, 429c, 429o, 429p, SG•54, SG•59, SG•64, 433d, 443c, 451e, 452–453, 459c, 459o, SG•70, SG•75, SG•80</p>

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<ul style="list-style-type: none"> <li>• Using modal auxiliaries (e.g., <i>can, may, must</i>).</li> </ul>	<p><b>SE 1:</b> 365</p> <p><b>TE 3:</b> 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c</p>
<p><b>4.W.6.1c: Adjectives/ Adverbs</b> –Writing sentences using relative adverbs (e.g., <i>where, when</i>) and explaining their functions in the sentence.</p>	<p><b>TE 1:</b> 141d, 151c, 157e</p> <p><b>TE 5:</b> 199d, 280–281</p>
<p><b>4.W.6.1d: Prepositions</b> – Writing sentences that include prepositions, explaining their functions in the sentence.</p>	<p><b>SE 2:</b> 309</p> <p><b>TE 5:</b> 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55</p>
<p><b>4.W.6.1e: Usage</b> – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).</p>	<p><b>SE 1:</b> 40–41, 70–71, 132–133, 158–159</p> <p><b>TE 1:</b> 23d, 31c, 39e, 40–41, 45c, 45o, 45p, SG•6, SG•11, SG•16, 49d, 61c, 69e, 70– 71, 77c, 77o, 77p, SG•22, SG•27, SG•32, 113d, 123c, 131e, 132–133, 137c, 137o, 137p, SG•54, SG•59, SG•64, 141d, 151c, 157e, 158–159, 165c, 165o, 165p, SG•70, SG•75, SG•80, UR•14, UR•44, UR•45, UR•54, UR•55</p>

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<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>	
<b>4.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<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</p> <p><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</p> <p><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> <p><b>TE 4:</b> 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10</p> <p><b>TE 5:</b> 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9</p> <p><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>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>
<b>4.W.6.2a: Capitalization</b> – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	<p><b>SE 2:</b> 466–467</p> <p><b>TE 6:</b> 373e, 381o, 443c, 443o, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80</p>
<b>4.W.6.2b: Punctuation</b> – <ul style="list-style-type: none"> <li>Correctly using apostrophes to form possessives and contractions.</li> </ul>	<p><b>SE 1:</b> 276–277, 304–305 <b>SE 2:</b> 158–159</p> <p><b>TE 2:</b> 259d, 267c, 275e, 276–277, 283c, 283o, 283p, SG•54, SG•59, SG•64, 287d, 303e, 304–305, 309c, 309o, 309p, SG•70, SG•75, SG•80, UR•44, UR•54</p> <p><b>TE 4:</b> 143d, 151c, 157e, 158–159, 165c, 165o, 165p, SG•70, SG•75, SG•80</p>

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<ul style="list-style-type: none"> <li>• Correctly using quotation marks and commas to mark direct speech.</li> </ul>	<p><b>SE 2:</b> 158–159, 438–439</p> <p><b>TE 1:</b> 159b</p> <p><b>TE 2:</b> 176d, 260d</p> <p><b>TE 4:</b> 158–159</p> <p><b>TE 6:</b> 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44</p>
<ul style="list-style-type: none"> <li>• Using a comma before a coordinating conjunction in a compound sentence.</li> </ul>	<p><b>SE 1:</b> 132–133</p> <p><b>SE 2:</b> 407</p> <p><b>TE 1:</b> 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7</p> <p><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>
<p><b>4.W.6.2c: Spelling –</b> Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.</p>	<p><b>TE 1:</b> 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 93c, 101e, 109c, 109o, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 2:</b> 175c, 183c, 189e, 195c, 195o, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 255o, 259c, 267c, 275e, 283c, 283o, 287c, 297c, 303e, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 3:</b> 319c, 329c, 337e, 343c, 343o, 347c, 357c, 363e, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><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•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 5:</b> 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291c, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 6:</b> 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p>

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<b>SPEAKING AND LISTENING</b>	
<b>SPEAKING AND LISTENING:</b> There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
In Speaking and Listening, students are expected to do the following:	
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> <b>Develop and apply effective communication skills through speaking and active listening</b>	
<b>4.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	<b>SE 1:</b> 44–45, 76–77, 108–109, 136–137, 164–165, 194–195, 226–227, 254–255, 282–283, 308–309, 342–343, 370–371, 400–401, 428–429, 458–459 <b>SE 2:</b> 50–51, 80–81, 110–111, 138–139, 164–165, 198–199, 226–227, 254–255, 286–287, 314–315, 348–349, 380–381, 412–413, 442–443, 472–473  <b>TE 1:</b> 45a, 77a, 109a, 137a, 165a <b>TE 2:</b> 195a, 227a, 255a, 283a, 309a <b>TE 3:</b> 343a, 371a, 401a, 429a, 459a <b>TE 4:</b> 51a, 81a, 111a, 139a, 165a <b>TE 5:</b> 199a, 227a, 255a, 287a, 315a <b>TE 6:</b> 349a, 381a, 413a, 443a, 473a
<b>SL.2: DISCUSSION AND COLLABORATION</b> <b>Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</b>	
<b>4.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	<b>SE 1:</b> 20–21, 26–27, 255 <b>SE 2:</b> 51  <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 <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



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<p><b>(Continued)</b>  <b>4.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>(Continued)</b>  <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  <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, 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  <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  <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  <b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 30–33, 34–35  <b>Unit 2:</b> 58–59, 62–65, 66–67  <b>Unit 3:</b> 90–91, 94–97, 98–99  <b>Unit 4:</b> 122–123, 126–129, 130–131  <b>Unit 5:</b> 154–155, 158–161, 162–163  <b>Unit 6:</b> 186–187, 190–193, 194–195</p>

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<p><b>4.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.</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>
<p><b>4.SL.2.3:</b> Demonstrate knowledge and use of 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>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 2:</b> 66–67 <b>Unit 3:</b> 98–99 <b>Unit 4:</b> 130–131 <b>Unit 5:</b> 162–163 <b>Unit 6:</b> 194–195</p>

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<p><b>4.SL.2.4:</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  <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>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

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<b>4.SL.2.5:</b> Review the key ideas expressed and explain personal ideas in reference to the discussion.	<p><b>SE 1:</b> 255, 309  <b>SE 2:</b> 255, 287, 349, 381, 413</p> <p><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>Writing to Sources:</b>  <b>Unit 5:</b> 162–163</p>
<b>SL.3: COMPREHENSION</b>	
<b>Develop and apply active listening and interpretation skills using various strategies</b>	
<b>4.SL.3.1:</b> Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>SE 1:</b> 22</p> <p><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> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 130–131</p>
<b>4.SL.3.2:</b> Identify and use evidence a speaker provides to support particular points.	<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  <b>TE 2:</b> 221a, SG•55, SG•59, SG•64  <b>TE 4:</b> 42–43, 51a, 139q  <b>TE 6:</b> SG•70, SG•71, SG•74, SG•75, SG•80</p> <p><b>Writing to Sources:</b>  <b>Unit 5:</b> 162–163</p>

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<p><b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b> <b>Develop and apply speaking skills to communicate ideas effectively in a variety of situations</b></p>	
<p><b>4.SL.4.1:</b> Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p>	<p><b>SE 1:</b> 137, 195, 227, 309, 343, 401, 429, 459 <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 <b>TE 2:</b> 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–309a, 309n, SG•80 <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 <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 <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 <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> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 2:</b> 66–67 <b>Unit 3:</b> 98–99 <b>Unit 4:</b> 130–131 <b>Unit 5:</b> 162–163 <b>Unit 6:</b> 194–195</p>
<p><b>4.SL.4.2:</b> Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</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>Writing to Sources:</b> <b>Unit 4:</b> 130–131</p>

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<b>4.SL.4.3:</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 4 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>SE 2:</b> 226–227, 254–255, 314–315, 380–381, 412–413, 472–473  <b>TE 5:</b> 227a, 255a, 315a <b>TE 6:</b> 381a, 413a, 473a
<b>MEDIA LITERACY</b>	
<b>MEDIA LITERACY:</b> By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
In Media Literacy, students are expected to do the following:	
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b> <b>Develop an understanding of media and the roles and purposes of media</b>	
<b>4.ML.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<b>SE 1:</b> 108–109, 160–161, 162–163, 164–165, 194–195, 226–227, 342–343, 370–371, 428–429 <b>SE 2:</b> 50–51, 80–81, 164–165, 226–227, 314–315, 380–381, 412–413  <b>TE 1:</b> 31b, 61b, 93b, 108–109, 109a, 151b, 157c, 160c–160d, 160–163, 163a, 164–165, 165a <b>TE 2:</b> 183b, 194–195, 195a, 211b, 221c, 226–227, 227a, 241b, 267b, 297b <b>TE 3:</b> 329b, 342–343, 343a, 357b, 370–371, 371a, 387b, 415b, 428–429, 429a, 443b <b>TE 4:</b> 35b, 50–51, 51a, 80–81, 81a, 95b, 125b, 151b, 164–165, 165a <b>TE 5:</b> 185b, 213b, 226–227, 227a, 241b, 301b, 314–315, 315a <b>TE 6:</b> 335b, 363b, 373c, 380–381, 381a, 395b, 412–413, 413a
<b>ML.2: MEDIA LITERACY</b> <b>Recognize the purposes of media and the ways in which media can have influences</b>	
<b>4.ML.2.1:</b> Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<b>SE 1:</b> 108–109, 342–343 <b>SE 2:</b> 50–51, 80–81, 412–413  <b>TE 1:</b> 108–109a <b>TE 3:</b> 342–343, 343a <b>TE 4:</b> 50–51, 51a, 80–81, 81a <b>TE 6:</b> 412–413, 413a
<b>4.ML.2.2:</b> <i>Standard begins in fifth grade.</i>	This standard begins at fifth grade according to the Indiana Academic Standards English/Language Arts.