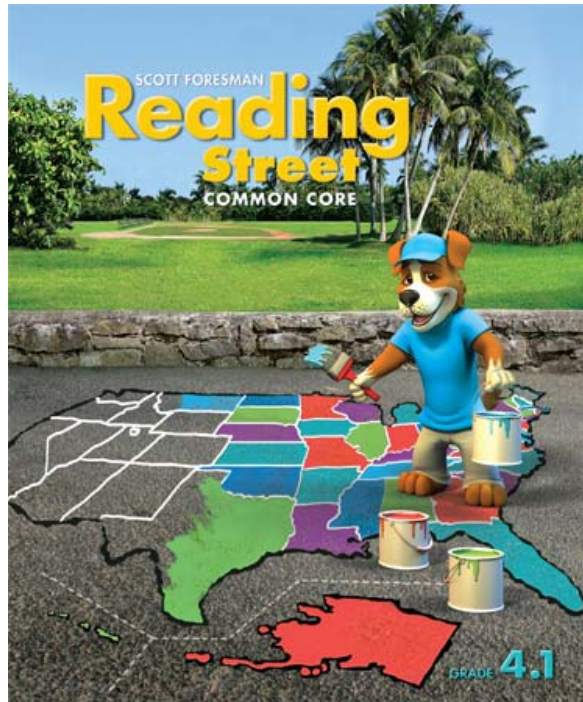


A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



To the
**Nebraska
Academic Standards
for Language Arts
Grade 4**

**Scott Foresman Reading Street Common Core, Grade 4, ©2013
to the Nebraska Academic Standards for Language Arts**

INTRODUCTION

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

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

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

At the heart of *Reading Street*—and the 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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Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 4
Grade 4	
Reading	
LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.	
LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	
LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell	<p>4.1: 49c, 61c, 69e, 77c, 77o, 81c, 93c, 101e, 109c, 109o, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54</p> <p>4.2: 259c, 267c, 275e, 283c, 283o, UR•46</p> <p>4.3: 375c, 387c, 393e, 401c, 401o, UR•36</p> <p>4.4: 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, UR•37, UR•46</p> <p>4.5: 203c, 2213c, 219e, 227c, 227o, UR•26</p> <p>4.6: 325c, 335c, 343e, 349c, 349o, 447c, 459c, 465e, 473c, 473o, UR•16, UR•56</p>
LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	<p>4.1: 24e-24f, 32-33, 33a, 45a, 45h, 50c, 77i, 114c, 142c, 142e, 137i, 150-151, 165a, 165h, 165i, UR•8-UR•13, UR•23</p> <p>4.2: 176c, 176e, 184-185, 185a, 195h, 195i, 232c, 232e, 232-233, 242c, 260c, 283i, 288c, 309i UR•10, UR•12, UR•13</p> <p>4.3: 405c, 415c, 421e, 429c, 429o, 434e, 442-443, 459a, 459h, UR•52-UR•53, UR•55</p> <p>4.4: 23c, 24c, 35c, 43e, 51, 51o, 51i, 86c, 111i, 115a, 116c, 139i, 143d, 144c, 165i, UR•12, UR•13, UR•32, UR•33, UR•35</p> <p>4.5: 175a, 204c, 227i, 231c, 241c, 247e, 255o, 259c, 260c, 260e, 260-261, 266-267, 267a, 270c, 272-273, 273a, 287a, 287h, 287i</p> <p>4.6: 385c, 395c, 405c, 413c, 413o, 417c, 427c, 437e, 443c, 443o, UR•36, UR•48</p>

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Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 4
LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	
LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	<p>4.1: 21b, 22-23, 24-25, 39b, 44-45, 111b, 112-113, 114-115, 131b, 136-137, UR•14, UR•43</p> <p>4.2: 221b, 232-233, 249b, 254-255, 257b, 258-259, 260-261, 275b, 282-283, 286-287, 288-289, 303b, 308-309, UR•33, UR•43, UR•53</p> <p>4.3: 317b, 318-319, 320-321, 337b, 342-343, 345b, 346-347, 348-349, 363b, 370-371, UR•13, UR•23, UR•25</p> <p>4.4: 22-23, 24-25, 43b, 50-51, 83b, 84-85, 86-87, 105b, 110-111, 141b, 142-143, 144-145, 157b, 164-165, 169a, UR•35, UR•55</p> <p>4.5: 230-231, 232-233, 242a, 247b, 254-255, 257b, 258-259, 260-261, 279b, 286-287, UR•35, UR•45</p> <p>4.6: 352-353, 354-355, 373b, 380-381, 384-385, 386-387, 405b, 412-413, UR•25, UR•35</p>
LA 4.1.4.b Read words and phrases accurately and automatically	<p>4.1: 45j-45k, 77j-77k, 80-81, 82-83, 101b, 108-109, 109j-109k, 137j-137k, 165j-165k, UR•33</p> <p>4.2: 195j-195k, 227j-227k, 255j-255k, 283j-283k, 309j-309k</p> <p>4.3: 343j-343k, 370-371, 371j-371k, 401j-401k, 429j-429k, 459j-459k</p> <p>4.4: 51j-51k, 81j-81k, 111j-111k, 138-139, 139j-139k, 164-165, 167j-165k</p> <p>4.5: 176-177, 193b, 198-199, 199j-199k, 227j-227k, 255j-255k, 287j-287k, 290-291, 292-293, 307b, 314-315, 315j-315k, UR•53</p> <p>4.6: 348-349, 349j-349k, 381j-381k, 412-413, 413j-413k, 443j-443k, 446-447, 448-449, 465b, 472-473, 473j-473k, UR•53</p>

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LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text	<p>4.1: 21b, 22-23, 24-25, 39b, 44-45, 111b, 112-113, 114-115, 131b, 136-137, UR•14, UR•43</p> <p>4.2: 221b, 232-233, 249b, 254-255, 257b, 258-259, 260-261, 275b, 282-283, 286-287, 288-289, 303b, 308-309, UR•33, UR•43, UR•53</p> <p>4.3: 317b, 318-319, 320-321, 337b, 342-343, 345b, 346-347, 348-349, 363b, 370-371, UR•13, UR•23, UR•25</p> <p>4.4: 22-23, 24-25, 43b, 50-51, 83b, 84-85, 86-87, 105b, 110-111, 141b, 142-143, 144-145, 157b, 164-165, 169a, UR•35, UR•55</p> <p>4.5: 230-231, 232-233, 242a, 247b, 254-255, 257b, 258-259, 260-261, 279b, 286-287, UR•35, UR•45</p> <p>4.6: 352-353, 354-355, 373b, 380-381, 384-385, 386-387, 405b, 412-413, UR•25, UR•35</p>
LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	<p>4.1: 80-81, 82-83, 101b, 108-109, UR•33</p> <p>4.2: 174-175, 232-233</p> <p>4.3: 343j-343k, 463a</p> <p>4.4: 51j-51k, 130j-130k, 165j-165k</p> <p>4.5: 174-175, 176-177, 193b, 198-199, 255j-255k, 287j-287k, 290-291, 292-293, 307b, 314-315, 315j-315k, 319a, UR•55</p> <p>4.6: 381j, 413j-413k, 443j-443k, 446-447, 448-449, 465b, 472-473, UR•55</p>

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Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 4
LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	
LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	<p>4.2: 175d, 183c, 189e, 190-191, 195c, 195o, 195p, 199d, 222-223, 227c, 227o, 227p, 221c, 221e, 231d, 241c, 249e, 250-251, 255c, 255o, 255p, 259d, 267c, 275e, 276-277, 283c, 283o, 283p, 287d, 297c, 303e, 3304-305, 309c, 309o, 309p, UR•14, UR•16, UR•24, UR•26, UR•34, UR•44, UR•46, UR•54, UR•56</p> <p>4.3: 443c, 451e, 459c, 459o, UR•56</p> <p>4.4: 143c, 151c, 157e, 165c, 165o, UR•56</p> <p>4.5: 291c, 301c, 307e, 315c, 315o, UR•56</p> <p>4.6: 353c, 363a, 373a, 381c, 380o, 385c, 395c, 405c, 413c, 413o, 417c, 427c, 437e, 443c, 443o, UR•26, UR•36, UR•46</p>
LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	<p>3.1: 24a, 24-25, 126a, 126-127, 132-133, 140-141, 148-149, 150-151</p> <p>3.2: 346-347, 347a, 348-349</p> <p>3.3: 388e-388f, 390-391, 392-393, 398g-398h, 452e, 480-481</p> <p>3.4: 32-33, 34-35, 40-41, 104-105, 132e, 138-139</p> <p>3.5: 315a, 317a, 324a, 324-325, 350-351</p> <p>3.6: 378-379, 425a, 427a, 443a, 448e, 450-451</p>
LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words	<p>4.1: 82e, 86-87, 87a, 109a, 109h, 157c, 160c, UR•28-UR•33</p> <p>4.2: 204-205, 293a</p> <p>4.3: 320e, 328-329, 343e, 366c, 366-367, 367a, 368-369, 369a, 376e, 376-377, 384-385, 385a, 388c, 389a, 393c, 401a, 401h, UR•30, UR•33, UR•35</p> <p>4.4: 76c, 86d</p> <p>4.5: 193c, 232e, 232-233, 235a, 238-239, 255a, 255h, 277a, 310-311, UR•32, UR•33, UR•35</p> <p>4.6: 386e, 386-387, 389a, 390-391, 391a, 393a, 396c, 396-397, 397a, 413a, 413h, 418e, 418-419, 423a, 426-427, 427a, 428c, 434-435, 435a, 443a, 443h, UR•32-UR•33, UR•35, UR•42-UR•43, UR•45</p>

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<p>LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)</p>	<p>4.1: 82e, 86-87, 109a, 109h, 114e, 117a, 122-123, 125a, 134a, 137a, 137h, UR•38-UR•43 4.2: 183c, 189e, 195c 4.3: 320e, 320-321, 327a, 328-329, 329a, 330c, 331a, 343h, 348e, 348-349, 356-357, 358c, 359a, 371a, 371h, UR•12-UR•13, UR•22-UR•23 4.4: 24e, 24-25, 32-33, 33a, 36-37, 37a, 51h, 65a, 131c, 144e, 144-145, 147a, 149a, 150-151, 151a, 153a, 165h, UR•12-UR•13, UR•52-UR•53, UR•55 4.5: 176e, 176-177, 186c, 188-189, 189a, 199h, 292e, 298-299, 299a, 302c, 303a, 315a, 315h, UR•12, UR•13, UR•52-UR•53, UR•55 4.6: 354e, 358-359, 359a, 361a, 363a, 364c, 365a, 367a, 381a, 381h, 448e, 448-449, 460c, 460-461, 461a, 473a, 473h, UR•22-UR•23, UR•25, UR•52-UR•53</p>
<p>LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)</p>	<p>4.1: 82e, 86-87, 109a, 109h, UR•32, UR•35 4.2: 200e, 206-207, 207a, 216-217, 217a, 227a, 227h, 260e, 268c, 268-269, 269a, 283a, 283h, 292-293, 293a, 295a, 299a, 309a, 309h, UR•22, UR•23, UR•25, UR•42, UR•43, UR•45, UR•52, UR•53, UR•55 4.3: 389a 4.4: 39a, 56e, 56-5786e, 86-87, 91a, 94-95, 95a, 96c, 96-97, 111a, 111h, 131c, UR•32, UR•33, UR•35 4.6: 354e, 358-359, 361a, 363a, 364c, 365a, 367a, 381a, 381h, 405c, 448e, 448-449, UR•23, UR•25, UR•52</p>

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Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 4
LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	
LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	<p>4.1: 47c, 48-49, 54-55, 62c, 64-65, 68-69, 77h, 77l-77m, 111c, 112-113, 118-119, 119a, 124c, 124-125, 125a, 130-131, 131a, 137h, 137l-137m, 152-153, 156a, UR•18, UR•22, UR•23, UR•38, UR•42, UR•43</p> <p>4.2: 189a, 193a, 208-209, 209a, 214-215, 215a, 221a, 248-249, 249a, 275a, 302-303, 303a, 307a</p> <p>4.3: 336-337, 337a, 362-363, 363a, 392-393, 393a, 419a, 421a, 445a, 449a, 451a</p> <p>4.4: 42-43, 43a, 71a, 72-73, 73a, 97a, 105a, 130-131, 131a, 157a, 161a</p> <p>4.5: 173c, 174-175, 182-183, 183a, 186c, 190-191, 193a, 197a, 199h, 199l-199m, 244-245, 245a, 265a, 277a, 311a, UR•11, UR•12</p> <p>4.6: 343a, 359a, 373a, 379a, 393a, 405a, 409a, 411a, 437a, 441a, 453a, 465a</p>
LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	<p>4.1: 31a, 37a, 79c, 80-81, 81e, 84-85, 87a, 90-91, 91a, 96-97, 97a, 100-101, 101a, 102-103, 103a, 103b, 109h, 109i-109m, 114d, 120-121, 127a, 128-129, 129a, 134c, 135a, UR•28-UR•33, UR•34, UR•35</p> <p>4.2: 186-187, 187a, 219a, 247a</p> <p>4.3: 399a, 434d, 441a, 449a</p> <p>4.4: 31a, 35a, 141c, 142-143, 148-149, 149a, 151d, 153a, 156-157, 157b, 165d, 165h, 165l-165m, UR•50, UR•51, UR•54, UR•55</p> <p>4.5: 214-215, 215a, 229c, 230-231, 232d, 234-235, 237a, 240-241, 241a, 244-245, 255h, 255l-255m, 303a, 304-305, 305a, UR•30, UR•31, UR•33, UR•34, UR•35</p> <p>4.6: 397a, 401a, 418d, 426-427, 427d, 431a, 434a, 439b</p>
LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details	<p>4.1: 30-31, 32c, 36-37, 38-39, 122-123, 126-127, 135a, 137l, UR•12</p> <p>4.2: 255j</p> <p>4.6: 362-363,</p>

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LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	<p>4.1: 50d, 77i, 82d, 109i, 142d, 165i, 168-169, 169a</p> <p>4.2: 191a, 191d, 200d, 227i, 310-311, 311a</p> <p>4.3: 383a, 406d, 413a, 417a, 429i, 434d, 441a, 447a, 459i</p> <p>4.4: 24d, 51a, 51i, 116d, 123a, 139i, 144d, 165a, 165i, 166-167, 169a</p> <p>4.5: 232d, 241a, 248-249, 249b, 255i, 317a</p> <p>4.6: 386d, 391a, 413i, 448d, 473i, 476-477, 477a</p>
LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details	<p>4.1: 21c, 22-23</p> <p>4.2: 255j, 255n</p> <p>4.4: 53c, 54-55, 60-61, 61a, 62-63, 70-71, 72-73, 81h, 93a, UR•24</p> <p>4.6: 351c, 364c, 368-369, 369a, 370-371, 371a, 372-373</p>
LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	<p>4.1: 34-35, 35a, 67a, 73a, 129a, 160c, 161a, 162-163, 163a</p> <p>4.2: 173c, 174-175, 182-183, 183a, 188-189, 195h, 195i-195m, 240-241, 281a, UR•8, UR•12, UR•13</p> <p>4.3: 335a, 369a, 385a, 387a, 397a, 403c, 403-404, 410-411, 413a, 418-419, 420-421, 429h, 429i-429m, 454-455, 455a, UR•38, UR•42, UR•43, UR•45</p> <p>4.4: 34-35, 35a, 37a, 40-41, 41a, 43c, 46c, 46-49, 49a, 99a, 105c, 106c, 108c, 108d, 109a, 155a</p> <p>4.5: 191a, 201c, 202-203, 208-209, 209a, 212-213, 213a, 214c, 217a, 219a, 225a, 311a</p> <p>4.6: 323c, 324-325, 323c, 330-331, 334-335, 335d, 335e, 336c, 337a, 339a, 342-343, 344-345, 345a, 345b, 349d, 349e, 349h, 349i-349m, 349p-349q</p>
LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)	<p>4.1: 75a, 119a, 123b, 131c, 131d, 137b, 139c, 157c, 160c, 160-161</p> <p>4.2: 189c, 214-215, 275c, 303c</p> <p>4.3: 317c, 318-319, 363a, 366c, 366-367, 367a, 368-369, 369a, 393c, 406d</p> <p>4.4: 43c, 56d, 61a, 71a, 76c, 76-77, 78-79, 86d, 118-119, 120-121, 121a, 127a</p> <p>4.5: 193c, 222a, 260d, 275a, 277a, 310-311</p>

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<p>LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</p>	<p>4.1: 42-43, 52-67, 72c, 72-75, 75a, 88-99, 134c, 134-135, 135a, 144-145, 160c, 160-161, 161a, 162-163, 163a, 166-169, 169a 4.2: 175e, 178-187, 202-219, 224c, 224-225, 225a, 234-247, 252c, 252-253, 253a, 262-273, 290-301, 306c, 306-307, 307a 4.3: 322-335, 340c, 340-341, 341a, 350-361, 366c, 366-369, 369a, 375e, 378-391, 396-399, 399a, 401d, 401p, 408-419, 419a, 454c, 454-457, 457a 4.4: 58-71, 76c-76d, 76-79, 79a, 88-95, 108c, 108-109, 109a, 118-129, 160-163, 163a 4.5: 178-191, 196c, 196-197, 197a, 206-217, 222c, 222-226, 225a, 262-277, 282c, 282-285, 310c, 310-313, 313a 4.6: 328-341, 356-371, 376c, 376-379, 379a, 408c, 408-411, 411a, 420-435, 440-441, 450-463</p>
<p>LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective</p>	<p>4.1: 72-73, 73a 4.2: 202-211 4.3: 350-361, 378-381, 396-399 4.4: 58-71, 88-103, 118-129, 134-137 4.5: 206-217, 222-225 4.6: 328-341, 356-371, 388-403, 420-435</p>
<p>LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text</p>	<p>4.1: 34-35, 36-37, 54-55, 56-57, 88-89, 92-93, 120-121, 122-123, 148-149, 150-151 4.2: 180-181, 182-183, 204-205, 206-207, 236-237, 238-239, 264-265, 266-267, 292-293, 294-295 4.3: 324-325, 326-327, 352-353, 354-355, 380-381, 382-383, 410-411, 412-413, 438-439, 440-441 4.4: 28-29, 30-31, 60-61, 62-63, 90-91, 92-93, 120-121, 122-123, 148-149, 150-151 4.5: 180-181, 182-183, 208-209, 210-211, 236-237, 238-239, 264-265, 266-267, 296-297, 298-299 4.6: 330-331, 332-333, 358-359, 360-361, 390-391, 392-393, 422-423, 424-425, 452-453, 454-455</p>

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LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	<p>4.1: 26-27, 27a, 52-53, 53a, 84-85, 85a, 116-117, 117a, 144-145, 145a 4.2: 178-179, 179a, 202-203, 203a, 234-235, 235a, 262-263, 263a 4.3: 322-323, 323a, 350-351, 351a, 378-379, 379a, 408-409, 409a, 436-437, 437a 4.4: 26-27, 27a, 58-59, 59a, 89a, 118-119, 119a, 146-147, 147a 4.5: 178-179, 179a, 206-207, 207a, 234-235, 235a, 262-263, 263a, 294-295, 295a 4.6: 328-329, 329a, 356-357, 357a, 388-389, 389a, 420-421, 421a, 450-451, 451a</p>
LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	<p>4.1: 38-39, 68-69, 130-131, 156-157 4.2: 188-189, 248-249 4.3: 329a, 330c, 336-337, 337a, 357a, 358c, 362-363, 363a, 387a, 388c, 392-393, 393a, 415a, 416c, 443a, 450-451, 451a 4.4: 35a, 36c, 42-43, 67a, 68c, 72-73, 73a, 95a, 96c, 105a, 125a, 126c, 130-131, 151a, 152c, 156-157, 157a 4.5: 185a, 186c, 192-193, 213a, 214c, 241a, 242c, 269a, 278-279, 285a, 306-307 4.6: 335a, 336c, 342-343, 343a, 363a, 364c, 372-373, 373a, 395a, 396c, 404-405, 405c, 427a, 428c, 459a, 460c, 465a</p>

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<p>LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct</p>	<p>4.1: 26-27, 30-31, 31a, 34-35, 35a, 52-53, 58-59, 62-63, 63a, 84-85, 87a, 88-89, 89a, 118-119, 119a, 124-125, 125a, 126-127, 127a</p> <p>4.2: 178-179, 180-181, 181a, 184-185, 185a, 186-187, 187a, 202-203, 204-205, 205a, 206-207, 207a, 208-209, 209a, 212-213, 213a</p> <p>4.3: 378-379, 379a, 380-381, 381a, 382-383, 383a, 384-385, 385a, 436-437, 437a, 438-439, 439a, 440-441, 441a, 448-449, 449a, 450-451, 451a</p> <p>4.4: 26-27, 27a, 28-29, 29a, 30-31, 31a, 34-35, 35a, 38-39, 39a, 146-147, 147a, 148-149, 149a, 150-151, 151a</p> <p>4.5: 234-235, 235a, 236-237, 237a, 238-239, 239a, 240-241, 241a, 242-243, 243a, 244-245, 245a, 294-295, 296-297, 297a, 298-299, 299a, 300-301, 301a</p> <p>4.6: 388-389, 389a, 390-391, 391a, 392-393, 393a, 394-395, 395a, 398-399, 399a, 420-421, 422-423, 423a, 424-425, 425a, 426-427, 427a</p>
<p>LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)</p>	<p>4.1: 26-27, 31a, 37a, 52-53, 53a, 61a, 67a, 84-85, 93a, 99a, 116-117, 123a, 129a, 144-145, 151a, 155a</p> <p>4.2: 178-179, 183a, 187a, 202-203, 211a, 219a, 234-235, 241a, 247a, 262-263, 267a, 273a, 290-291, 297a</p> <p>4.3: 322-323, 329a, 335a, 350-351, 357a, 361a, 378-379, 387a, 391a, 408-409, 415a, 419a, 437-438, 443a, 449a</p> <p>4.4: 26-27, 35a, 41a, 58-59, 67a, 71a, 88-89, 95a, 103a, 118-119, 125a, 129a, 146-147, 151a, 155a</p> <p>4.5: 178-179, 185a, 191a, 206-207, 213a, 217a, 234-235, 241a, 245a, 262-263, 269a, 277a, 294-295, 301a, 305a</p> <p>4.6: 328-329, 335a, 341a, 356-357, 363a, 371a, 388-389, 395a, 403a, 420-421, 427a, 435a, 450-451, 459a, 463a</p>

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<p>LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation</p>	<p>4.1: 30-31, 32-33, 34-35, 35a, 89a, 91a, 118-119, 119a, 120-121, 126-127, 127a, 149a 4.2: 197c, 198-199, 204-205, 205a, 212-213, 213a, 227h, 227l-227m, 229c, 230-231, 238-239, 242-243, 246-247, 247a, 255h, 255l-255m, 285c, 286-287, 296-297, 297a, 302-303, 307a, UR•18, UR•22, UR•23, UR•28, UR•29, UR•31, UR•32, UR•33, UR•52 4.3: 324-325, 354-355, 357a, 388c, 388-389, 389a, 397a, 414-415, 431c, 439a, 440-441, 444c, 446-447, 448-449, 450-451, 455a, UR•52 4.4: 36-37, 67a, 94-95, 100-101, 121a, 122-123 4.5: 210-211, 244-245, 245a, 265a, 267a, 276-277, 283a, 285a, 289c, 290-291, 298-299, 300-301, 302-303, 304-305, 306-307, 315h, 315l-315m 4.6: 363a, 364-365, 366-367, 383c, 384-385, 392-393, 393a, 396c, 399a, 400-401, 403a, 422-423, 430-431, UR•49, UR•51</p>
<p>LA 4.1.6.p Respond to text verbally, in writing, or artistically</p>	<p>4.1: 38-39, 39a, 68-69, 69a, 100-101, 101a, 130-131, 131a, 156-157, 157a 4.2: 188-189, 189a, 220-221, 221a, 248-249, 249a, 274-275, 275a, 302-303, 303a 4.3: 336-337, 337a, 362-363, 363a, 392-393, 393a, 420-421, 421a, 450-451, 451a 4.4: 42-43, 43a, 72-73, 73a, 104-105, 105a, 130-131, 131a, 156-157, 157a 4.5: 192-193, 193a, 218-219, 219a, 246-247, 247a, 278-279, 279a, 306-307, 307a 4.6: 342-343, 343a, 372-373, 373a, 404-405, 405a, 436-437, 437a, 464-465, 465a</p>

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Writing	
LA 4.2 Students will learn and apply writing skills and strategies to communicate.	
LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	
LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)	4.1: 31d–31e, 61d–61e, 93d–93e, 123d–123e, 151d–151e, WP•2–WP•5 4.2: 183d–183e, 211d–211e, 267d–267e, 297d–297e, WP•2–WP•5 4.3: 329d–329e, 357d–357e, 387d–387e, 415d–415e, 443d–443e, WP•2–WP•5 4.4: 35d–35e, 67d–67e, 95d–95e, 125d–125e, 151d–151e, WP•2–WP•5 4.5: 185d–185e, 213d–213e, 241d–241e, 269d–269e, 301d–301e, WP•2–WP•5 4.6: 335d–335e, 363d–363e, 395d–395e, 427d–427e, 459d–459e, WP•2–WP•5
LA 4.2.1.b Generate a draft by:	
-Selecting and organizing ideas relevant to topic, purpose, and genre	4.1: 31d–31e, 61d–61e, 71a–71b, 93d–93e, 103a, 123d–123e, WP•4 4.2: 183d-183e, 211d-211e, 241d-241e, 267d-2673, 297d-297e, WP•2-WP•5 4.3: 329d–329e, 339a-339b, 357d–357e, 365a-365b, 395a-395b, 415d–415e, 423a-423b, 453a-453b, WP•3 4.4: 35d, 45a-45b, 75a-75b, 95d–95e, 107a–107b, 133a-133b, 159a-159b, WP•6 4.5: 185d, 185e, 195a-195b, 213c–213d, 221a-221b, 241d–241e, 249a-249b, 281a-281b, 301d, WP•4-WP•6 4.6: 345a-345b, 363d, 375a-375b, 395d–395e, 407a-407b, 429d–427e, 439a-439b, 467a-467b, WP•3-WP•6
-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)	4.1: 23d, 31c, 39e, 40-41, 45c, 45o, 45p, 49d, 61c, 69e, 70-71, 77c, 77o, 77p, 113d, 123c, 131e, 132-133, 137c, 137o, 141d, 151c, 157e, 158-159, 165c, 165o, 165p, UR•14, UR•23, UR•24, UR•44, UR•45, UR•54, UR•55, WP•5, WP•7 4.2: UR•26, WP•5, WP•7 4.3: WP•5, WP•7 4.4: WP•5, WP•7 4.5: WP•5, WP•7 4.6: WP•5, WP•7

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-Developing introductory and concluding paragraphs	<p>4.1: 68–69, 71b, 77b, 77d, 77e, WP•4 4.2: WP•1, WP•5, 276-277, 283d, 297d 4.3: WP•6 4.4: 133b, 139d, 139e 4.5: WP•4 4.6: 345b, 349e, 379a, WP•6</p>
LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	<p>4.1: 45d-45e, 77d-77e, 109d-109e, 137d-137e, 165d-165e, 165p-165q, WP•7, WP•8, WP•9 4.2: 195d-195e, 227d-227e, 255d-255e, 283d-283e, 309p-309q, WP•8, WP•9 4.3: 343d-343e, 343p, 371d-371e, 401d-401e, 429d-429e, 459d-459e, WP•8, WP•9 4.4: 51d-51e, 81d-81e, 111d-111e, 139d-139e, 165p-165q, WP•8, WP•9 4.5: 199d-199e, 227d-227e, 255d-255e, 287d-287e, 315d-315e, WP•7, WP•8, WP•9 4.6: 349d-349e, 381d-381e, 413d-413e, 443d-443e, 473d-473e, WP•9</p>
LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	<p>4.1: 45e, 77e, 109e, 137d-137e, 165e, WP•10 4.2: 227e, 255e, 283e, WP•10 4.3: 343e, 371e, 401e, 429d, 429e, 459e, WP•10 4.4: 51e, 81d, 111e, 139d, WP•10 4.5: 199e, 227e, 255e, 287d-287e, 315e, WP•10 4.6: 349e, 381e, 413e, 443e, 473e, WP•10</p>
LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	<p>4.1: 45p, 77p-77q, 109p-109q, 137p-137q, 165p-165q, WP•9 4.2: 195p-195q, 227p-227q, 255p-255q, 283p-283q, 309p-309q, WP•9 4.3: 343p-343q, 371p-371q, 401p-401q, 429p-429q, 459p-459q, WP•9 4.4: 51p-51q, 81p-81q, 111p-111q, 139p-139q, 165p-165q, WP•9 4.5: 199p-199q, 227p-227q, 255p-255q, 287p-287q, 315p-315q, WP•9 4.6: 349p-349q, 381p-381q, 413p-413q, 443p-443q, 473p-473q, WP•9</p>

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LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)	4.1: 45q, 77q, 109q, 137q, 165a, 165q, WP•10 4.2: 195q, 227q, 255q, 283q, WP•10 4.3: 343q, 371q, 401q, 429q, 459q, WP•10 4.4: 51q, 81q, 111q, 139q, WP•10 4.5: 199q, 227q, 255q, 287q, 315q, WP•10 4.6: 349q, 381q, 413q, 443q, 473q, WP•10
LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	
LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	4.1: 23e-23f, 26-37, 40-41, 41a-41c, 45d-45e, 49e-49f, 61d-61e, 70-71, 71a-71c, 77d-77e 4.2: 175c-175f, 183d-183e, 190-191, 191a-191c, 195d-195e, 287e-287f, 297d-297e, 305a, 305c, 309d-309e, 309p-309q 4.3: 319e-319f, 329d-329e, 338-339, 339a-339c, 343d-343e, 396c, 396-399, 399a 4.4: 55e-55f, 67d-67e, 74-75, 75a-75c, 81d-81e, 115e-115f, 125d-125e, 132-133, 133a-133c, 139d-139e, 139p-139q 4.5: 175e-175f, 185d-185e, 194-195, 195a-195c, 259e-259f, 269d-269e, 280-281, 281a-281c, 287d-287e 4.6: 325e-325f, 335d-335e, 344-345, 349d-349e, 349p-349q, 353e-353f, 363d-363e, 374-375, 375a-375c, 381d-381e
LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind	4.1: 77d, 123d, 133c, WP•1 4.2: 199e, 222-223, 227d, 283d, 287e, 304-305, 309d, WP•1 4.3: 347e, 357d, 364-365, 371d, 405e, 415d, 422-423, 429d, WP•1 4.4: 85e, 95d, 106-107, 111d, WP•1 4.5: 231e, 241d, 248-249, 249b, 255d, 259e, 269d, 280-281, 281b, 287d, WP•1 4.6: 353e, 374-375, WP•1
LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)	4.1: 41b, 103b, WP•6, WP•8 4.2: WP•8 4.3: 357d-357e, WP•8 4.4: 45a-45b, 75a-75b, 143e-143f, WP•8 4.5: 241d-241e, 249a-249b, WP•8 4.6: 407a-407b, 439a-439b, WP•8

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LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)	<p>4.1: 31d-31e, 61d-61e, 71a-71b, 93d-93e, 103a, 123d-123e, WP•8</p> <p>4.2: 267d-267e, 287e-287f</p> <p>4.3: 329d-329e, 339a, 415d-415e, WP•6, WP•8</p> <p>4.4: 95d-95e, WP•6, WP•8</p> <p>4.5: 185d, 195a, 213d-213d, 221a, 249a, 281a, 301d, WP•8</p> <p>4.6: 363d-363e, 395d-395e, 427d-427e, WP•6, WP•8</p>
LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece	<p>4.1: 40-41, 70-71, 102-103, 132-133, 158-159</p> <p>4.2: 191a, 222-223, 250-251, 276-277, 304-305</p> <p>4.3: 338-339, 364-365, 394-395, 422-423, 452-453</p> <p>4.4: 44-45, 74-75, 106-107, 132-133, 158-159</p> <p>4.5: 194-195, 220-221, 248-249, 280-281, 308-309</p> <p>4.6: 345b, 375a, 407a, 438-439, 466-467</p>

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Speaking & Listening	
4.3 Students will learn and apply speaking and listening skills and strategies to communicate.	
LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	
LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting	4.1: 45a, 45n, 45q, 77a, 77n, 109a, 109n, 137a, 137b, 137n, 165a, 165n, SG•80 4.2: 195n, 227a, 227n, 227q, 255n, 283n, 309n 4.3: 343a, 371b, 371n, 401n, 429a, 429n, 459a, 459n 4.4: 43d, 51a, 51n, 81n, 111n, 139n, 165a, 165n 4.5: 199n, 199q, 227n, 255a, 255n, 287n, 315b, 315n, SG79, SG80 4.6: 349b, 349n, 380–381, 381a, 381b, 381n, 413b, 413n, 443n, 472–473, 473a, 473b, 473n
LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	4.1: 45a, 45n, 45q, 77a, 77n, 109a, 109n, 137a, 137b, 137n, 165a, 165n, SG•80 4.2: 195n, 227a, 227n, 227q, 255n, 283n, 309n 4.3: 343a, 371b, 371n, 401n, 429a, 429n, 459a, 459n 4.4: 43d, 51a, 51n, 81n, 111n, 139n, 165a, 165n 4.5: 199n, 199q, 227n, 255a, 255n, 287n, 315b, 315n, SG79, SG80 4.6: 349b, 349n, 380–381, 381a, 381b, 381n, 413b, 413n, 443n, 472–473, 473a, 473b, 473n
LA 4.3.1.c Utilize available media to enhance communication(e.g., presentation software, poster)	4.1: 45n, 77n, 109a, 109n, 137n, 165a, 165n 4.2: 195a, 195n, 227a, 227n, 255n, 283n, 309n 4.3: 343n, 371n, 401n, 429a, 429n, 459n 4.4: 51a, 51n, 81a, 81n, 111n, 139n, 165a, 165n 4.5: 199n, 227a, 227n, 255n, 287n, 315a, 315n 4.6: 349n, 381n, 413n, 443n, 473n

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LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.	
LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	<p>4.1: 44-45, 45a, 45n, 45q, 77a, 77n, 108-109, 109a, 109n, 137a, 137b, 137n, 165a, 165n, SG•80</p> <p>4.2: 195n, 227a, 227n, 227q, 255n, 283n, 309n</p> <p>4.3: 343a, 371b, 371n, 401n, 429a, 429n, 459a, 459n</p> <p>4.4: 43d, 51a, 51n, 81n, 111n, 139n, 165a, 165n</p> <p>4.5: 199n, 199q, 227n, 255a, 255n, 287n, 315b, 315n, SG79, SG80</p> <p>4.6: 349b, 349n, 380-381, 381a, 381b, 381n, 413b, 413n, 443n, 472-473, 473a, 473b, 473n</p>
LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information	<p>4.1: 44-45, 45n, 77a, 77n, 108-109, 109a, 109n, 137n, 165n</p> <p>4.2: 195n, 227n, 255n, 283a, 283n, 309n</p> <p>4.3: 343n, 371a, 371n, 401n, 429n, 459n</p> <p>4.4: 51n, 81n, 111a, 111n, 139n, 165n</p> <p>4.5: 199n, 227a, 227n, 255n, 287n, 314-315, 315n</p> <p>4.6: 348-349, 349n, 381n, 412-413, 413n, 442-443, 443n, 472-473, 473n</p>
LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated	<p>4.1: 21c, 22-23, 30-31, 32c, 36-37, 38-39, 43a, 45a, 122-123, 126-127, 135a</p> <p>4.2: 255j, 255n</p> <p>4.4: 53c, 54-55, 60-61, 61a, 62-63, 70-71, 72-73, 81h, 93a, 139a</p> <p>4.6: 351c 362-363, 364c, 368-369, 369a, 370-371, 371a, 372-373</p>

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LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.	
LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	4.1: 82e, 86-87, 87a, 109a, 109h, UR•28-UR•33 4.3: 320e, 328-329, 343a, 343h, 348e, 351a, 356-357, 371a, 371h 4.4: 56e, 56-57, 64-65, 65a, 68c, 68-69, 69a, 77a, 81a, 81h 4.6: 354e, 354-355, 357a, 358-359, 361a, 381a, 381h, 448e, 448-449, 460-461, 461a, 473a, 473h
LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	4.1: 77a, 109a 4.2: 195a, 227a, 255a, 283a, 309a 4.3: 343a, 371a, 401a, 459a 4.4: 111a, 139a, 165a 4.5: 287a, 315a 4.6: 349a, 381a, 413a, 443a, 473a
LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	4.1: 45a, 77a, 109a, 137a, 165a, 4.2: 195a, 227a, 255a, 283a, 309a 4.3: 343a, 371a, 401a, 429a, 459a 4.4: 51a, 81a, 109a, 139a, 165a 4.5: 199a, 227a, 255a, 287a, 315a 4.6: 349a, 381a, 413a, 443a, 473a

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Multiple Literacies	
LA 4.4 Students will identify, locate, and evaluate information.	
LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).	
LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)	4.1: 31b, 39c, 61b, 69c, 93b, 109b, 123b, 151b, 157c 4.2: 183b, 211b, 221c, 241b, 255b, 267b, 297b, 303d 4.3: 329b, 337c-337d, 357b, 363c, 387b, 393c, 415b, 443b 4.4: 35b, 67b, 95b, 125b, 151b, 157c 4.5: 185b, 193c, 213b, 241b, 269b, 279d, 30ab, 307d 4.6: 335b, 363b, 373c, 395b, 427b, 459b, 465c, 465d
LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	4.1: 93b, 165b 4.2: 183b, 241b, 267b, 297b 4.3: 329b, 415b, 421d, 443b 4.4: 35b, 134c, 134-137, 137a, 151b, 157c 4.5: 241b, 250c, 250-253, 253a, 301b
LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	This standard can be addressed in connection with the following activities: 4.1: 31b, 61b, 93b, 131c, 137a, 151b 4.2: 183b, 189d, 211b, 241b, 267b, 278c, 278-281, 281a, 297b 4.3: 329b, 337d, 357b, 387b, 405b, 415b, 424c-424d, 424-427, 427a, 443b 4.4: 35b, 95b, 125b, 134c, 134-137, 137a, 151b 4.5: 185b, 213b, 241b, 250c, 250-253, 253a, 301b 4.6: 335b
LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	This standard can be addressed in connection with the following activities: 4.2: 278c, 278-281, 281a 4.5: 213b
LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	This standard can be addressed in connection with the following activities: 4.2: 192c, 192-193, 193a

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LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	This standard can be addressed in connection with the following activities: 4.2: 278c, 278-281, 281a, 283a 4.3: 371a 4.4: 111a 4.5: 213b
LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	4.1: 20c, 46c, 78c, 110c, 138c 4.2: 172c, 196c, 228c, 284c 4.3: 316c, 344c, 372c 4.4: 20c, 52c, 82c, 112c, 140c 4.5: 172c, 200c, 228c, 256c, 288c 4.6: 322c, 350c, 382c, 414c, 444c