

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students read "The First Lady of the Air" and review their understanding of connotations, summarizing, using maps, and compare and contrast.	smre_pp_00194
		Students will read the informational text "Chinampas" and answer Right There questions, make inferences, identify the main idea of the text, determine the author's purpose, and identify comparative and superlative adjectives.	smre_itr_02332
		Students learn to identify the main idea and supporting details of a passage.	smre_di_00126
		Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage.	smre_itr_02338
		Students listen to or read the nonfiction encyclopedia entry "Life in the Everglades." They categorize words by specificity and hierarchy, answer inferential questions, and identify the author's viewpoint and main idea.	smre_ip_00542
		Students listen to or read the informational text, "A Walk in the Rain Forest." Students also identify the main idea of paragraphs, draw conclusions, compare and contrast, and answer literal questions.	smre_ip_00412
		Students read "A Little Help from New Friends" and complete a story map. They identify story elements such as characters, setting, problem, solution, and theme.	smre_pp_00153
		Students learn about identifying the theme of a text.	smre_di_00138
		Students summarize text.	smre_ip_00448
		Students read "An Apple's Journey" and summarize the steps in the text.	smre_pp_00170
		Students read the informational text, "Dogs to the Rescue!" Students will then make inferences, use chapter headings to locate information, identify the main idea, draw valid conclusions, and answer literal questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02382
		Students listen to or read the literary text, "The Greatest Reward." Students also answer questions about setting, characters' actions, emotions, traits, and feelings, sequence events, and summarize text.	smre_ip_00549
		Students will read the informational text "The Rock Cycle" and answer Right There and Think and Search questions; make inferences; identify cause-and-effect relationships; identify the main idea of the passage; and identify simple and complete subjects and predicates.	smre_itr_02336

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias.	smre_pp_00163
		Students learn to compare themes of two passages.	smre_di_00156
		Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases.	smre_itr_02334
		Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences.	smre_pp_00168
		Students read "Electromagnets" and summarize the multistep instructions in the text.	smre_pp_00169
		Students read "Condoleeza Rice" and summarize the text.	smre_pp_00174
		Students summarize text.	smre_ip_00492
		Students read "The All-Time Greatest Female Athlete," identify the main idea, and paraphrase information from the text.	smre_pp_00173
		Students will read the informational text "Masters of Disguise" and compare and contrast, answer Right There questions, make inferences, identify the main idea of the text, and identify conjunctions.	smre_itr_02335
		Students listen to or read the informational text, "The California Gold Rush." Students also identify explicit and implicit main ideas, identify the meaning of multiple-meaning words, and draw conclusions.	smre_ip_00463
		Students learn about the difference between explicit and implicit main ideas.	smre_di_00130
		Students listen to or read the informational text, "Warning! Hot Earth!" Students also paraphrase information, draw conclusions, identify cause-and-effect relationships, identify the main idea of the text, and identify the author's viewpoint.	smre_ip_00416
		Students read "Avi, an Author of Children's Books" and review their understanding of main idea, supporting details, sequence of events, cause and effect, and generalizations.	smre_pp_00176
		Students listen to or read two poems, "The Show-Off" and "My Little Brother." They use connotation to determine meaning, compare themes, and answer literal and inferential questions.	smre_ip_00506
		Students learn about the purpose and placement of main-idea sentences in a passage. They also learn to identify supporting details.	smre_di_00111

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the informational text, "Charles Henry Turner: Insect Scientist." Students also summarize the text, answer literal and inferential questions, distinguish fact and opinion, and identify the main idea of the passage.	smre_ip_00504
		Students listen to or read the informational text, "George de Mestral Really Stuck to His Invention!" Students also identify the main idea and supporting details of the text and paraphrase information.	smre_ip_00459
		Students listen to or read the persuasive letter, "Gym Class: Good for the Body and the Brain." Students identify the author's viewpoint and distinguish the main ideas and supporting details.	smre_ip_00417
		Students read "Alexander Fleming, An Amazing Scientist" and identify the correct sequence of events.	smre_pp_00175
		Students listen to or read the informational text, "Water, Water Everywhere?" Students also answer inferential and evaluative questions, identify the author's viewpoint, identify main ideas, and summarize text.	smre_ip_00508
		Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes.	smre_pp_00154
		Students read "Smitty 'Gold Rush' Jones" and identify the explicit and implicit main ideas in each paragraph.	smre_pp_00178
		Students listen to or read the informational text, "Wild Animals in the Neighborhood." Students also draw conclusions, make generalizations, and identify cause-and-effect relationships, and identify the main idea.	smre_ip_00509
4R3	In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	Students learn to identify character characteristics, setting, problem, solution, and theme of a passage.	smre_di_00112
		Students listen to or read the literary text, "Moving to France." Students also use textual evidence to describe characters' changing feelings, answer literal and inferential questions.	smre_ip_00551
		Students read the journal entries and review their understanding of characters' feelings and homonyms.	smre_pp_00216
		Students listen to or read the literary text, "An Arch Worth Anything." Students also identify character traits, draw valid conclusions, and make generalizations.	smre_ip_00462

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters.	smre_ip_00411
		Students read "Lost in Africa" and complete a graphic organizer. They identify the effects of setting on the mood, events, and characters of the text.	smre_pp_00210
		Students identify the settings of short passages.	smre_ip_00538
		Students will read the literary text, "Voyage to the Sun," and answer questions about setting and plot, draw conclusions, and identify subject and verb agreement.	smre_itr_02337
		Students read "A Little Help from New Friends" and complete a story map. They identify story elements such as characters, setting, problem, solution, and theme.	smre_pp_00153
		Students read the diary entries and identify facts, the character's feelings, and the correct use of homonyms in context.	smre_pp_00214
		Students will read the literary text, "Anasazi Escape," and answer Right There questions; make inferences; identify the correct sequence of events; identify characters' actions, motives, emotions, traits, and feelings; and spell related words.	smre_itr_02340
		Students listen to or read the literary text, "The Greatest Reward." Students also answer questions about setting, characters' actions, emotions, traits, and feelings, sequence events, and summarize text.	smre_ip_00549
		Students learn to describe a character's changing feelings.	smre_di_00155
		Students read "Time Travel" and review their understanding of elements of plot, setting, and figurative and literal language.	smre_pp_00212
		Students listen to or read the literary text, "The Little Girl Who Cried Crocodile Tears." Students also compare and contrast ideas and answer questions about cause-and-effect relationships related to characters and events in the story.	smre_ip_00502
		Students read "A Giant Leap" and review their understanding of synonyms, antonyms, historical fiction, character's feelings, main idea, and making inferences.	smre_pp_00168
		Students learn about the setting of a passage and how it can affect the mood of the characters.	smre_di_00153
		Students read the diary entries and describe the character's feelings.	smre_pp_00213

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students will read the literary passage "A Rare Find" and answer Right There questions, analyze how characters deal with conflict and find solutions, draw conclusions, analyze cause-and-effect relationships, and spell words with silent consonants.	smre_itr_02342
		Students listen to or read the literary text, "In Search of the Pink Dolphins." Students answer questions about main characters, setting, theme, and plot, identify main ideas, and draw conclusions.	smre_ip_00413
	Craft and Structure		
4R5	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	Students read "Mr. Water's Class Can Teach Us All." They complete a graphic organizer and identify cause-and-effect relationships.	smre_pp_00195
		Students read the informational text, "Oceans." Then students summarize text, identify cause-and-effect relationships, draw valid conclusions, and answer literal questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02386
		Students read "Remember Fire Safety" and review their understanding of main idea, cause and effect, and inferential and evaluative questions.	smre_pp_00199
		Students read "The First Lady of the Air" and review their understanding of connotations, summarizing, using maps, and compare and contrast.	smre_pp_00194
		Students will read the informational text "The Marine Biome" and answer Right There questions, compare and contrast, identify cause-and-effect relationships, determine the author's purpose, and spell words that have the schwa sound.	smre_itr_02341
		Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias.	smre_pp_00163
		Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases.	smre_itr_02334
		Students read "The People of the Corn" and review their understanding of facts and opinions, text structure, historical features, and drawing conclusions.	smre_pp_00150
		Students will read the informational text "Let Freedom Ring" and answer Right There questions, identify the correct sequence of events, draw conclusions, identify cause-and-effect relationships, and identify common and proper nouns.	smre_itr_02329

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students read "United States History" and review their understanding of text structure, idioms, compare and contrast, and paraphrasing information.	smre_pp_00186
		Students read "Becoming a United States Citizen" and use text structure answer questions.	smre_pp_00183
		Students read "The Battle at the Little Bighorn River" and review their understanding of author's viewpoint and bias, comparing and contrasting, drawing conclusions, and paraphrasing.	smre_pp_00158
		Students listen to or read the poem, "Shining Sword." Students also recognize figurative language and use the structural elements of poetry to demonstrate understanding.	smre_ip_00546
		Students learn about identifying cause-and-effect relationships in text.	smre_di_00142
		Students will read the informational text "Deborah Sampson: A Revolutionary Woman" and answer Right There questions, identify the correct sequence of events, make inferences, identify cause-and-effect relationships, and identify different types of pronouns.	smre_itr_02330
4RF	Foundational Skills		
	Phonics and Word Recognition		
4RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
4RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Students listen to or read the nonfiction magazine article "Scientists Study the Everglades." They identify the meaning of words by examining base and root words, answer literal questions, and draw conclusions.	smre_ip_00543
		Students build words with prefixes and use knowledge of syntax to complete sentences.	smre_ip_00399
		Students use word parts to build multisyllabic words.	smre_ip_00405
		Students learn to use prefixes and base words to identify the meaning of unknown words.	smre_di_00110
		Students listen to or read the realistic fiction passage "A Little Bit Boring." They use prefixes to identify the meaning of words and they answer questions about characters.	smre_ip_00411
		Students match words with Greek and Latin roots to corresponding pictures.	smre_ip_00532
		Students read "Saving the Wetlands" and review their understanding of root words, persuasive vocabulary, and categorizing words.	smre_pp_00204
		Students complete sentences, using words with affixes.	smre_ip_00407
		Students build multisyllabic words and use knowledge of syntax to complete sentences.	smre_ip_00486

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students read the magazine article "Eating the Rainbow" and review their understanding of suffixes, main idea, synonyms and antonyms, cause and effect, and author's viewpoint and bias.	smre_pp_00163
		Students read "The Lesson Learned" and identify the meaning of prefixes un-, dis-, and non-.	smre_pp_00151
		Students read the magazine article "Bicycle Safety" and determine the meaning of words with suffixes.	smre_pp_00161
		Students learn to identify the meaning of words by examining root words.	smre_di_00147
		Students build words with suffixes.	smre_ip_00540
		Students read "Knowing Your Future" and review their understanding of main idea and supporting details, story elements, and prefixes.	smre_pp_00154
		Students read "Protecting the Florida Everglades" and identify words with Greek and Latin roots.	smre_pp_00202
		Students learn to use suffixes and base words to identify the meaning of unknown words.	smre_di_00118
	Fluency		
4RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.		
4RF4a	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	Students read with phrasing.	smre_ip_00779
		Students learn to read with expression and feeling.	smre_di_00119
		Students are prompted to fluently read the fiction passage "The Little Girl Who Cried Crocodile Tears" or the nonfiction passage "Water, Water Everywhere?" Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00436
		Students learn to read more quickly while still maintaining comprehension of the text.	smre_di_00132
		Students read with phrasing.	smre_ip_00769
		Students practice fluency while reading "A Walk in the Rain Forest" or "Keep It Pumping."	smre_pp_00162
		Students are prompted to read one of two informational texts: "Wild Animals in the Neighborhood" or "Surf's Up, California." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00523
		Students are prompted to fluently read the informational text, "Kartchner Caverns," or the literary text, "A Grand Adventure." Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00481

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students are prompted to read the informational text, "Charles Henry Turner: Insect Scientist" or the literary text, "Moving to France." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00526
		Students read with phrasing.	smre_ip_00776
		Students are prompted to read one of two fiction passages: "The Greatest Reward" or "Two Cousins." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00388
		Students read with phrasing.	smre_ip_00772
		Students are prompted to listen to or read one of two nonfiction passages: "Counting the Cost" or "A Toy's Trip." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00478
		Students read with phrasing.	smre_ip_00766
		Students read with phrasing.	smre_ip_00770
		Students practice fluency while reading "Wild Animals in the Neighborhood" and "Water, Water Everywhere?"	smre_pp_00198
		Students read with phrasing.	smre_ip_00778
		Students are prompted to listen to or read one of two literary texts: "Anasazi Escape" or "An Arch Worth Anything." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00433
		Students read with phrasing.	smre_ip_00768
		Students practice fluency while reading "The Lindy Hop" and "An Arch Worth Anything."	smre_pp_00180
		Students read with phrasing.	smre_ip_00775
		Students read with phrasing.	smre_ip_00777
		Students are prompted to fluently read one of two nonfiction passages: "George de Mestral Really Stuck to His Invention!" or "A Walk in the Rain Forest." Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00479
		Students read with phrasing.	smre_ip_00773
		Students are prompted to fluently read one of two literary texts: "Iggy Gets a Grip" or "The Lindy Hop." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00524

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students are prompted to fluently read one of two informational texts, "Scientists Study the Everglades" or "Warning! Hot Earth!" Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00391
		Students are prompted to read one of two literary texts: "In Search of the Pink Dolphins" or "An Inca Adventure." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00480
		Students read with phrasing.	smre_ip_00767
		Students read with phrasing.	smre_ip_00780
		Students are prompted to fluently read the informational text, "Masters of Disguise," or the literary text, "Gus Disappears." Readings are recorded and the students are prompted to save the best recording for teacher assessment.	smre_ip_00389
		Students are prompted to fluently read one of two poems: "Shining Sword" or "I Guess I'll Keep Her." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00525
		Students learn to pronounce words correctly and to reread any mispronounced words while reading aloud.	smre_di_00145
		Students practice fluency while reading "The Greatest Reward" and "Moving to France."	smre_pp_00215
		Students are prompted to read one of two informational texts: "Travel World Magazine" or "Immigrants Make America Home." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00434
		Students are prompted to fluently read one of two informational texts: "Mae Jemison Is Out of This World!" or "The Surprising Lives of Salmon." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00390
		Students are prompted to listen to or read one of two informational texts: "Elizabeth Blackwell: A Pioneer in Medicine" or "Secrets of the Pyramids." They record their retells of the passage. Each student is prompted to save the best recording for teacher assessment.	smre_ip_00435
		Students learn to read with an appropriate pace and with expression.	smre_di_00157
		Students read with phrasing.	smre_ip_00771
		Students read with phrasing.	smre_ip_00765

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students read with phrasing.	smre_ip_00774
4W	Writing		
	Text Types and Purposes		
4W1	Write an argument to support claim(s), using clear reasons and relevant evidence.	Students use a graphic organizer to brainstorm ideas about their community and reasons why people should come to visit. Students will then use their ideas and at least two academic vocabulary words from the lesson to write a travel guide.	smre_pp_02385
4W2	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	Students use a graphic organizer to write an article about how to raise a puppy. Students must use at least two academic vocabulary words from the lesson in their articles.	smre_pp_02383
		Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson.	smre_pp_02387
4L	Language		
	Conventions of Academic English/Language for Learning		
4L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
4L1a	Produce simple, compound, and complex sentences.		
4L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.	Students will learn about adverbs ending in -ly.	smre_di_02333
		Students will determine whether or not sentences are correct, and then fix incorrect sentences using the correct verb tense.	smre_ip_02331
		Students will complete sentences using adverbs that end in -ly.	smre_ip_02333
		Students will underline adverbs in sentences.	smre_pp_02333

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
4L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.	Students will complete sentences using the correct conjunction.	smre_ip_02335
		Students will learn about prepositions and prepositional phrases.	smre_di_02334
		Students will circle prepositions and underline prepositional phrases in sentences.	smre_pp_02334
		Students will circle conjunctions in sentences.	smre_pp_02335
		Students will learn about conjunctions.	smre_di_02335
		Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases.	smre_itr_02334
		Students will identify prepositions and prepositional phrases.	smre_ip_02334
4L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Students will underline verbs in sentences and then determine whether the verbs are past tense, present tense, or future tense.	smre_pp_02331
4L1m	Ensure subject-verb and pronoun-antecedent agreement.	Students will learn about subject and verb agreement in sentences.	smre_di_02337
		Students will read the literary text, "Voyage to the Sun," and answer questions about setting and plot, draw conclusions, and identify subject and verb agreement.	smre_itr_02337
		Students will determine whether or not sentences use correct subject and verb agreement and fix sentences that do not.	smre_ip_02337
		Students will underline the subjects in sentences and then circle the verb that agrees with the subject.	smre_pp_02337
4L1o	Use and identify prepositional phrases.	Students will learn about prepositions and prepositional phrases.	smre_di_02334
		Students will circle prepositions and underline prepositional phrases in sentences.	smre_pp_02334
		Students will read the informational text "Sarah Emma Edmonds" and answer Right There questions, make inferences, summarize, identify cause-and-effect relationships, and identify prepositions and prepositional phrases.	smre_itr_02334
		Students will identify prepositions and prepositional phrases.	smre_ip_02334
4L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
4L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.	Students will identify sentences that use commas correctly.	smre_ip_02338

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students will read sentences and add commas where they are needed.	smre_pp_02338
		Students will read the informational text "The Supreme Court" and answer Right There questions, make inferences, identify the main idea of the passage, and identify correct comma usage.	smre_itr_02338
		Students will learn to use commas to set apart names and in direct quotations.	smre_di_02338
4L2e	Use a comma before a coordinating conjunction in a compound sentence.	Students will identify sentences that use commas correctly.	smre_ip_02338
		Students will read sentences and add commas where they are needed.	smre_pp_02338
4L2g	Use punctuation to separate items in a series.	Students will identify sentences that use commas correctly.	smre_ip_02338
	Vocabulary Acquisition and Use		
4L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
4L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Students match words with Greek and Latin roots to corresponding pictures.	smre_ip_00532
		Students read "Protecting the Florida Everglades" and identify words with Greek and Latin roots.	smre_pp_00202
4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
4L5a	Explain the meaning of simple similes and metaphors in context.	Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms.	smre_ip_00503
		Students listen to or read the poem, "Iggy Gets a Grip." They determine the meaning of similes and idioms, answer literal, "why" and "how" questions, identify cause and effect relationships, and identify characteristics and structural elements of poetry.	smre_ip_00545
		Students determine the meaning of similes and idioms.	smre_ip_00534
		Students learn how to determine the meaning of similes and idioms.	smre_di_00149
		Students read the poem "Nighttime" and identify the use of meter, sensory words, similes, and personification.	smre_pp_00206
		Students determine the meaning of similes and idioms.	smre_ip_00491
		Students read the poem, "Pomegranate" and identify the use of rhyme and imagery. They also identify the meaning of similes and idioms.	smre_pp_00205

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
4L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Students listen to or read the folktales, "The Greedy Fisherman" and "One Small Gift." Students also answer questions about the theme in each story and determine the meaning of similes and idioms.	smre_ip_00503
		Students match idioms to their correct meanings.	smre_ip_00488
		Students listen to or read the poem, "Iggy Gets a Grip." They determine the meaning of similes and idioms, answer literal, "why" and "how" questions, identify cause and effect relationships, and identify characteristics and structural elements of poetry.	smre_ip_00545
		Students determine the meaning of similes and idioms.	smre_ip_00534
		Students learn how to determine the meaning of similes and idioms.	smre_di_00149
		Students determine the meaning of similes and idioms.	smre_ip_00491
		Students listen to or read the literary text, "Gus Disappears." Students also determine the meaning of idioms.	smre_ip_00500
		Students read the poem, "Pomegranate" and identify the use of rhyme and imagery. They also identify the meaning of similes and idioms.	smre_pp_00205
		Students read "The Parrot Who Talked Too Much" and identify the meaning of idioms, the main idea, and the theme of the text.	smre_pp_00189
		Students match idioms to their meanings.	smre_ip_00539
		Students read "United States History" and review their understanding of text structure, idioms, compare and contrast, and paraphrasing information.	smre_pp_00186
		Students learn how to use the context of a passage to determine the meaning of idioms.	smre_di_00135
		Students read "Jericho's Pine Seeds" and identify the meaning of idioms.	smre_pp_00185
4L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Students complete sentences using academic vocabulary words.	smre_ip_02385
		Students learn about word relationships to understand the meaning of academic vocabulary terms.	smre_di_02387
		Students learn the meaning of academic vocabulary terms.	smre_di_02385
		Students complete sentences using academic vocabulary words.	smre_ip_02382
		Students identify grade-level content words, using text, image, and audio clues.	smre_ip_00474
		Students learn about word relationships to understand the meaning of academic vocabulary terms.	smre_di_02384

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 4	SuccessMaker Item Descriptions	Item IDs
		Students identify grade-level content words by using text, image, and audio clues.	smre_ip_00432
		Students learn the meaning of academic vocabulary terms.	smre_di_02382
		Students use a graphic organizer to brainstorm ideas about ways to protect our oceans. Students will then write a newspaper article using at least two academic vocabulary words from the lesson.	smre_pp_02387
		Students practice using context clues to better understand the meaning of academic vocabulary words. Students also use a graphic organizer to list the advantages of owning a cat and a dog, using at least two of the academic vocabulary words from the lesson.	smre_pp_02382
		Students complete sentences using grade-level content words.	smre_ip_00559
		Students complete sentences, using grade-level content words.	smre_ip_00554
		Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02384
		Students use word relationships to match words to sentences.	smre_ip_02387