

A Correlation of
Scott Foresman Reading Street
Common Core Edition
Grade 4, ©2013



To the
Pennsylvania Core Standards
for English Language Arts (2014)
Grade 4

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Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013, meets the **Pennsylvania Core Standards English Language Arts**, approved 2014. Correlation references are to the Teacher’s Edition and are cited by grade, unit and page. Lessons in the annotated Teacher’s Edition contain facsimile Student Edition and ancillary pages.

Reading Street Common Core is a comprehensive reading program 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 are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core 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.

At the heart of ***Reading Street***—and the Common Core State Standards—is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students’ higher-order thinking skills. *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.

The **Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of ***Reading Street Common Core***. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within ***Reading Street Common Core*** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street Common Core* instruction for all learners** 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 Common Core follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. Daily support for English language learners can be found throughout the Teacher’s Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

***Reading Street Common Core* standards-based assessment** program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, and *Unit/End of Year Benchmark Tests* assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within ***Reading Street Common Core*** echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it’s fun to learn.

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonological Awareness	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonics and Word Recognition	
CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	<p>SE/TE: 4.1: 24c, 24e, 24–25, 32–33a, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 82c–82d, 113a, 114c–114d, 142c, 142e, 142–143, 165i 4.2: 165i, 176c–176d, 176e, 176–177, 200d, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 259c, 260c–260d, 288c–288d, 297c, 309i 4.3: 343j–343k, 348c–348d, 375c, 376c–376d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459, 459i 4.4: 24c–24d, 24e, 24–25, 56c–56d, 86c–86d, 111i, 115a, 116c–116d, 116e, 116–117, 144c–144d, 165i 4.5: 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 291c, 315i 4.6: 326c–326d, 326–327, 353a, 354c–354d, 386c–386d, 413i, 418c–418d</p>

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Fluency	
CC.1.1.4.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>See all the main and paired selections. For specific fluency activities, see pp.</p> <p>SE/TE:</p> <p>4.1: 26–27, 27a, 39b, 48–49, 52–53, 53a, 69b, 76–77, 77j–77k, 84–85, 85a, 101b, 108–109, 116–117, 117a, 131b, 140–141, 142–143, 144–145, 145a, 157b, 164–165, 165j–165k</p> <p>4.2: 195j–195k, 200–201, 221b, 227j–227k, 242d, 249b</p> <p>4.3: 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343j–343k, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 363b, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 401j–401k, 404–405, 406–407, 421b, 428–429, 429j–429k, 432–433, 434–435, 451b, 458–459, 459j–459k</p> <p>4.4: 26–27, 27a, 43b, 54–55, 56–57, 73b, 80–81, 81j–81k, 105b, 111j–111k, 114–115, 119a, 126c–126d, 138, 139j–139k, 144–145, 152a, 157b, 164–165, 168–169, 169a</p> <p>4.5: 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, 255l–255m, 287j–287k, 287l–287m, 290–291, 307b, 314–315, 315j–315k, 318–319, 319a</p> <p>4.6: 324–325, 326–327, 343b, 348–349, 349j–349k, 354–355, 381j–381k, 386–387, 405b, 413j–413k, 416–417, 418e, 418–419, 437b, 440–441, 441a, 442–443, 443j–443k, 443l–443m, 446–447, 448–449, 472–473, 473j–473k, 473l–473m</p>

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<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>SE/TE:</p> <p>4.1: 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 164–165, 165j–165k</p> <p>4.2: 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a</p> <p>4.3: 318–319, 320–321, 337b, 342–343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a</p> <p>4.4: 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a</p> <p>4.5: 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, 258–259, 260–261, 279b, 286–287, 287j–287k, 290–291, 292–293, 307b, 314–315, 315j–315k</p> <p>4.6: 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k</p>

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<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>SE/TE: 4.1: 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a 4.2: 221b, 292–293, 293a 4.3: 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377, 400 4.4: 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, 144–145, 164–165a 4.5: 232–233, 254–255, 292e, 292–293, 298–299, 299a, 314, 315a, 315h 4.6: 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 448–449, 472–473</p>

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<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.2</p>	<p>SE/TE: 4.1: 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m 4.2: 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m 4.3: 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a 4.4: 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, 126c–126d, 130–131, 131a, 160c–160d, 160–161a 4.5: 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m 4.6: 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. E04.B-K.1.1.1</p>	<p>SE/TE: 4.1: 42–43a, 47c, 48–49, 70–71a, 72–73a, 104–105a, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h 4.2: 173c, 174–175, 224–225, 225a, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a 4.3: 324–325a, 330–331a, 336–337a, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, 454–455a, 456–457a 4.4: 43c, 46–47a, 48–49a, 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, 92–93a, 98–99a, 100–101a, 104–105a, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, 160c–160d, 160–161a, 162–163a 4.5: 182–183a, 188–189a, 192–193a, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, 289c, 290–291, 292–293, 310–311a, 312–313a 4.6: 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381l–381m, 410–411, 411a, 416–417, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a</p>

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<p>CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. E04.B-K.1.1.3</p>	<p>SE/TE: 4.1: 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a 4.2: 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 4.3: 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m 4.4: 43c, 46c–46d, 46–47a, 48–49a, 53c, 54–55, 62–63a, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, , 124–125a, 126c–126d, 134c–134d 4.5: 206–207, 207a, 210–211a, 222–223 4.6: 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view. E04.B-C.2.1.1</p>	<p>SE/TE: 4.1: 163, 163a 4.3: 340–341 4.5: 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, 285 4.6: 346–347</p>

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Craft and Structure Text Structure	
<p>CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). E04.B-C.2.1.2</p>	<p>SE/TE: 4.1: 72–73a, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a 4.2: 173c–175, 221c, 224–225a, 273a, 306–307a 4.3: 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, 454c–454d, 454–455a, 456–457a 4.4: 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, 160c–160d, 160–161a, 162–163a 4.5: 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a 4.6: 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 468, 469a, 471a</p>
Craft and Structure Vocabulary	
<p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.B-V.4.1.1 E04.B-V.4.1.2</p>	<p>SE/TE: 4.1: 20–21, 139a–139b, 142a–142b, 152a–152b, 153a, 160a 4.2: 192c, 259a, 260e, 260–261 4.3: 319a, 326–327, 347a, 424a–424b, 427a 4.4: 81h, 81i, 109a, 161a 4.5: 203a, 216–217, 272–273a, 307c 4.6: 325a, 349h, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>

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<p>Integration of Knowledge and Ideas Diverse Media</p>	
<p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. E04.B-C.3.1.3</p>	<p>SE/TE: 4.1: 39c, 72c–72d, 74–75, 75a, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c–152d, 160–161a 4.2: 189c, 192–193a, 221c, 224c–224d, 224–225a, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c 4.3: 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, 352–353, 358–359a, 366–367, 367a, 368, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d 4.4: 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, 92–93a, 96–97a, 105c, 108–109a, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m 4.5: 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, 307c, 310–311a, 312–313a 4.6: 364c–364d, 368–369, 370–371, 371a, 373c, 378–379, 379a, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a, 461, 462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m</p>

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Integration of Knowledge and Ideas Evaluating Arguments	
<p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.1</p>	<p>SE/TE: 4.1: 42c–42d, 42–43a, 47c, 48–49, 77h, 77l–77m, 154–155, 160c 4.2: 192–193a, 249c, 257c, 258–259, 266–267a, 268c–268d, 283h, 283l–283m, 306–307, 307a 4.3: 345c, 346–347, 456–457a 4.4: 48–49a, 66–67a, 69a, 72, 76–77a, 160c–160d, 160–161, 161a, 162–163, 163a 4.5: 173c, 174–175, 178–179a, 180–181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, 222c–222d, 222–223a, 264–265a, 276–277a 4.6: 364c, 376c–376d, 376–377a, 440c–440d, 440–441a</p>
Integration of Knowledge and Ideas Analysis Across Texts	
<p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic. E04.B-C.3.1.2 E04.B-C.3.1.3</p>	<p>SE/TE: 4.1: 74–75a, 105a, 107a, 162–163a 4.2: 300–301, 306–307a 4.3: 340–341a, 368–369, 369a 4.4: 48–49a, 78–79a, 108–109a, 162–163a 4.5: 196–197, 219c, 224–225a, 284–285a, 312–313a 4.6: 378–379a, 441a</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.B-V.4.1.1 E04.B-V.4.1.2</p>	<p>SE/TE: 4.1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b 4.2: 173a–173b, 176b, 184b, 192b, 197a–197b, 199a, 200b, 212b, 224b, 229a–229b, 231a, 232b, 242b, 252a–252b, 257a–257b, 260b, 268b, 278a–278b, 285a–285b, 287a, 288a–288b, 298a–298b, 306b 4.3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, 431a–431b, 434a–434b, 444a–444b, 454a–454b 4.4: 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, 113a–113b, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b 4.5: 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, 201a–201b, 204a–204b, 214a–214b, 222a–222b, 229a–229b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b 4.6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, 351a–351b, 354a–354b, 364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, 445a–445b, 448a–448b, 460a–460b, 468a–468b</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E04.B-V.4.1.1</p>	<p>SE/TE: 4.1: 20–21, 139a–139b, 142a–142b, 152a–152b, 153a, 160a 4.2: 192c, 259a, 260e, 260–261 4.3: 319a, 326–327, 347a, 424a–424b, 427a 4.4: 81h, 81i, 109a, 161a 4.5: 203a, 216–217, 272–273a, 307c 4.6: 325a, 349h, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>
Range of Reading	
<p>CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: 4.1: 72c–72d, 140–141, 143.144–145a, 154–155a, 160–161a, 162–163a, 164–165 4.2: 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309 4.3: 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a 4.4: 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a 4.5: 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a 4.6: 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a</p>

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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts, Grade 4</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text. E04.A-K.1.1.2</p>	<p>SE/TE: 4.1: 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m 4.2: 189a, 212c–212d, 220–221a, 248–249a, 252–253a 4.3: 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a 4.4: 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a 4.5: 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305 4.6: 402–403, 404–405a, 436–437a</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences. E04.A-K.1.1.1</p>	<p>SE/TE: 4.1: 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m 4.2: 173b, 180–181a, 182–183a, 184c–184d, 188–189a, 195h, 195l–195m, 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, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m 4.3: 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m 4.4: 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a 4.5: 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, , 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m 4.6: 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h</p>

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<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. E04.A-K.1.1.3</p>	<p>SE/TE: 4.1: 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, 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 4.2: 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, 237a, 240–241, 244–245, 248–249a 4.3: 384–385a, 386–387a, 396–397a, 398–399a, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a 4.4: 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m 4.5: 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a 4.6: 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, 415c, 416–417, 418d, 424–425a, 432–433a</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.3.4.D Compare and contrast an event or topic told from two different points of view. E04.A-C.2.1.1</p>	<p>SE/TE: 4.1: 24d, 28–29, 45i, 52–53, 68–69, 98–99, 100, 188 4.3: 376d, 388–389a, 401i 4.5: 292d, 296–297a, 315i 4.6: 408c–408d</p>

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Craft and Structure Text Structure	
CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	SE/TE: 4.1: 166–167a, 169a 4.2: 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a 4.3: 339b, 460–461a, 462–463a 4.4: 166–167a, 168–169a 4.5: 316–317a, 318–319a 4.6: 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a
Craft and Structure Vocabulary	
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language. E04.A-V.4.1.1 E04.A-V.4.1.2	SE/TE: 4.1: 53a, 82–83, 86–87a, 113a, 114–115 4.2: 206–207a, 238–239a, 242–243a 4.3: 348–349, 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a 4.4: 24–25, 32–33a, 144–145, 153a 4.5: 232–233, 306–307 4.6: 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b
Integration of Knowledge and Ideas Sources of Information	
CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	SE/TE: 4.1: 42–43a, 44–45a, 66–67a, 118–119a 4.2: 208–209a, 214–215, 242c–242d 4.3: 401 4.4: 139, 199 4.6: 428–429, 432–433, 433a, 437b, 443
Integration of Knowledge and Ideas Text Analysis	
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures. E04.A-C.3.1.1	SE/TE: 4.1: 128–129a, 134c–134d, 134–135a, 137l–137m 4.2: 224–225a, 246–247 4.3: 392–393, 96c, 396–397, 397a, 398–399 4.4: 21c–23, 51h

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<p>Vocabulary Acquisition and Use Strategies</p>	
<p>CC.1.3.4.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E04.A-V.4.1.1</p>	<p>SE/TE: 4.1: 23a, 24e, 24–25, 32–33a, 44–45, 45a, 49a, 50e, 50–51, 76–77, 77a, 81a, 82e, 82–83, 86–87, 87a, 95a, 108–109, 109a, 109h, 113a, 114c–114d, 114e, 114–115, 136–137, 137i, 141a, 142e, 142–143, 150–151, 164, 165a 4.2: 173a–173b, 175a, 176e, 176–177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 254, 255a, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h, 283i, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h 4.3: 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348–349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 400, 401a, 401h, 401i, 403a–403b, 405a, 406e, 406–407, 428, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459, 459a 4.4: 21a–21b, 23a, 24a–24b, 24e, 24–25, 50, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a 4.5: 173a–173b, 175a, 176e, 176–177, 198–199, 199a, 199h, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, 257a–257b, 259a, 260e, 260–261, 286–287, 287a, 289a–289b, 291a, 292–293, 298–299, 299a, 314–315, 315a, 315h, 315i 4.6: 323a–323b, 326e, 326–327, 336–337a, 348, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 380, 381a, 381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448–449, 460–461a, 472–473, 473a, 473h</p>

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Vocabulary Acquisition and Use	
<p>CC.1.3.4.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. E04.A-V.4.1.1 E04.A-V.4.1.2</p>	<p>SE/TE: 4.1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b 4.2: 173a–173b, 176b, 184b, 192b, 197a–197b, 199a, 200b, 212b, 224b, 229a–229b, 231a, 232b, 242b, 252a–252b, 257a–257b, 260b, 268b, 278a–278b, 285a–285b, 287a, 288a–288b, 298a–298b, 306b 4.3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, 431a–431b, 434a–434b, 444a–444b, 454a–454b 4.4: 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, 113a–113b, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b 4.5: 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, 201a–201b, 204a–204b, 214a–214b, 222a–222b, 229a–229b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b 4.6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, 351a–351b, 354a–354b, 364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, 445a–445b, 448a–448b, 460a–460b, 468a–468b</p>

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Range of Reading	
<p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>SE/TE: 4.1: 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 76, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a 4.2: 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a 4.3: 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a 4.4: 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a 4.5: 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a 4.6: 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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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE/TE: 4.1: 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q 4.2: 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c 4.3: 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q 4.4: 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e 4.5: 309c 4.6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, 466–467
Informative/Explanatory Focus	
CC.1.4.4.B Identify and introduce the topic clearly. E04.C.1.2.1 E04.E.1.1.1	SE/TE: 4.1: 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c 4.2: 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e 4.3: 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e 4.4: 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e 4.6: 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b

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Informative/Explanatory Content	
<p>CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E04C.1.2.2 E04E.1.1.2</p>	<p>SE/TE: 4.1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q 4.2: 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e 4.3: 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e 4.4: 85e–85f, 106–107, 107a, 111d–111e 4.6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, 466–467</p>
Informative/Explanatory Organization	
<p>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. E04.C.1.2.1 E04.C.1.2.3 E04.C.1.2.5 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5</p>	<p>SE/TE: 4.1: 49e–49f, 77d–77e 4.2: 199e–199f, 223b–223c, , 276–277 4.3: 405e–405f, 415d–415e, 423a, 423b, 429d, WP•6 4.4: 85e–85f, 106–107a, 107b–107c, 111d–111e 4.6: 325e–325f, 344–345a, 349d, 379a</p>
Informative/Explanatory Style	
<p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic. E04.C.1.2.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4</p>	<p>SE/TE: 4.2: 222–223a, 224c–224d, 283d–283e 4.3: 347e–347f, 364–365, 415d–415e, 422–423, 459p 4.6: 325e–325f, 344–345, 349d–349e, 375b–375c</p>

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Informative/Explanatory Conventions of Language	
<p>CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>4.1: 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q</p> <p>4.2: 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c</p> <p>4.3: 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q</p> <p>4.4: 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e</p> <p>4.5: 309c</p> <p>4.6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, 466–467</p>
Opinion/Argumentative	
<p>CC.1.4.4.G Write opinion pieces on topics or texts.</p>	<p>SE/TE:</p> <p>4.1: 42–43, 43a</p> <p>4.2: 220–221, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e</p> <p>4.3: 342–343a</p> <p>4.4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e</p> <p>4.5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q</p> <p>4.6: 353e–353f, 381p–381q</p>
Opinion/Argumentative Focus	
<p>CC.1.4.4.H Introduce the topic and state an opinion on the topic.</p> <p>E04.C.1.1.1 E04.E.1.1.1</p>	<p>SE/TE:</p> <p>4.1: 108–109, 109a, 156–157, 157a</p> <p>4.2: 287e–287f, 297d–297e, 304–305, 305a, 305b–305c</p> <p>4.4: 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e</p> <p>4.5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e</p> <p>4.6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q</p>

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Opinion/Argumentative Content	
CC.1.4.4.I Provide reasons that are supported by facts and details. E04.C.1.1.2 E04.E.1.1.2	SE/TE: 4.1: 157a 4.2: 220–221, 221a, 287e–287f, 297d– 297e, 304–305, 309d 4.4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q 4.5: 259e–259f, 269d–269e, 280–281, 281a, 281b–281c 4.6: 363d–363e, 381p–381q
Opinion/Argumentative Organization	
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1 E04.C.1.1.3 E04.C.1.1.4 E04.E.1.1.1 E04.E.1.1.3 E04.E.1.1.5	SE/TE: 4.1: 108–109, 109a, 156–157, 157a 4.2: 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, 309d 4.4: 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e 4.5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e 4.6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q
Opinion/Argumentative Style	
CC.1.4.4.K Choose words and phrases to convey ideas precisely. E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3 E04.E.1.1.4	SE/TE: 4.2: 297d, 304–305, 309d 4.4: 139d 4.5: 280–281, 281a, 281b–281c, 287d– 287e

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Opinion/Argumentative Conventions of Language	
CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4	These pages provide opportunities for children to meet this standard. SE/TE: 4.1: 42–43, 43a 4.2: 220–221, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e 4.3: 342–343a 4.4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e 4.5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q 4.6: 353e–353f, 381p–381q
Narrative	
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	SE/TE: 4.1: 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 102–103, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e 4.3: 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a 4.4: 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–165e 4.5: 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, 291e–291f, 301d–301e, 308–309a, 315d 4.6: 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e

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Narrative Focus	
<p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E04C.1.3.1</p>	<p>SE/TE: 4.1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q 4.2: 248–249, 249a 4.3: 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e 4.4: 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e 4.5: 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e 4.6: 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</p>
Narrative Content	
<p>CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E04.C.1.3.2 E04.C.1.3.4</p>	<p>SE/TE: 4.1: 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 132–133, 142b, 158–159, 169a 4.2: 195d–195e, 195i, 232d, 250–251a, 255d–255e 4.3: 338–339, 343p, 394–395a 4.4: 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e 4.5: 194–195a, 199d, 204d, 213c, 214c, 220–221, 221a, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p 4.6: 346c–346d, 381d–381e, 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q, 466–467, 473d</p>

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Narrative Organization	
<p>CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>E04.C.1.3.1 E04.C.1.3.3 E04.C.1.3.5</p>	<p>SE/TE:</p> <p>4.1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 132–133, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q</p> <p>4.2: 248–249, 249a</p> <p>4.3: 304–305, 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e</p> <p>4.4: 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51d–51e, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e</p> <p>4.5: 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 280–281, 291e–291f, 308–309a, 315d–315e</p> <p>4.6: 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 443d, 447e–447f, 459d, 466–467a</p>
Narrative Style	
<p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>E04.C.1.3.4 E04.D.2.1.1 E04.D.2.1.2 E04.D.2.1.3</p>	<p>SE/TE:</p> <p>4.1: 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a</p> <p>4.2: 195d–195e, 232d, 250–251a, 255d–255e</p> <p>4.3: 338–339a, 343p</p> <p>4.4: 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e</p> <p>4.5: 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p</p> <p>4.6: 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d</p>

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Narrative Conventions of Language	
<p>CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E04.D.1.1.1 E04.D.1.1.2 E04.D.1.1.3 E04.D.1.1.4 E04.D.1.1.5 E04.D.1.1.6 E04.D.1.1.7 E04.D.1.1.8 E04.D.1.2.1 E04.D.1.2.2 E04.D.1.2.3 E04.D.1.2.4</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>4.1: 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 102–103, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e</p> <p>4.3: 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a</p> <p>4.4: 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–165e</p> <p>4.5: 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, 291e–291f, 301d–301e, 308–309a, 315d</p> <p>4.6: 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e</p>
Response to Literature	
<p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p>	<p>SE/TE:</p> <p>4.1: 38–39a, 68–69a, 100–101a, 107a, 130–131a, 156–157, 157a</p> <p>4.2: 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d</p> <p>4.3: 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a</p> <p>4.4: 42–43a, 72–73a, 104–105a, 130–131a, 156–157a</p> <p>4.5: 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a</p> <p>4.6: 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a</p>

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Production and Distribution of Writing Writing Process	
<p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>SE/TE: 4.1: 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, 70–71, 77d–77e, 77p–77q, 102–103, 103b–103c, 109d–109e, 132–133, 137d–137e, 158–159 4.2: 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q 4.3: 339b–339c, 343d–343e, 371d–371e, 401d–401e, 401p–401q, 429d–429e, 452–453, 453a, 459p–459q 4.4: 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 81d–81e, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q 4.5: 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d–255e, 255p–255q, 287d–287e 4.6: 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q</p>
Technology and Publication	
<p>CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>SE/TE: 4.1: 45b, 77b, 137b 4.2: 255b, 278c–278d, 278–279a 4.3: 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a 4.4: 51b, 134c–134d, 165b 4.5: 301b, 315b 4.6: 349b, 437c–437d, 471a</p>

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Conducting Research	
<p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>SE/TE: 4.1: 23b, 31b, 39d, 45b, 45n, 49b, 61b, 69d, 77b, 81b, 101d, 109b, 113b, 123b, 131c, 131d, 137b, 141b, 151b, 157d, 165b 4.2: 175b, 189d, 195b, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, , 297b, 303d, 309b 4.3: 319b, 329b, 337c, 337d, 343b, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b 4.4: 23b, 55b, 67b, 85b, 95b, 115b, 125b, 131d, 143b, 151b, 165n 4.5: 175b, 185b, 203b, 213b, 259b, 269b, 291b 4.6: 325b, 335b, 353b, 363b, 385b, 395b, 417b, 427b, 437c, 447b, 459b, 465c</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>SE/TE: 4.1: 31b, 39d, 45b, 61d–61e, 69c, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b 4.2: 175b, 183b, 189d, 195b, 199b, 211b, 220–221, 227b, 231b, 241b, 249d, 255b, 259b, 267b, 275d, 297b, 303d, 309b 4.3: 336–337, 343b, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b 4.4: 23b, 35b, 43d, 51b, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b 4.5: 185b, 193d, 199b, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, 301b, 307d, 315b 4.6: 335b, 343c, 343d, 363b, 373d, 395b, 405d, 413b, 437d, 443b, 459b, 465c, 465d, 473b</p>

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<p>Range of Writing</p>	
<p>CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>SE/TE: 4.1: 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, 113e–113f, 151d–151e 4.2: 175e–175f, 183d–183e, 220–221, 221a, 231e–231f, 250–251, 251a, 251b–251c, 259e–259f, 297d–297e, 309b, 313a 4.3: 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a 4.4: 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, 139d–139e, 151d–151e, 158–159, 159a, 168–169, 169a 4.5: 194–195, 195a, 203e–203f, 213d–213e, 269d–269e, 291e–291f, 301d–301e, 315p–315q 4.6: 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, 353e–353f, 413b, 443p–443q</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>SE/TE: 4.1: 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, 47a–47b, 50a–50b, 62a–62b, 72a–72b, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b 4.2: 173a–173b, 176a–176b, 184a–184b, 192a–192b, 197a–197b, 200a–200b, 212a–212b, 224a–224b, 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 4.3: 317a–317b, 320a–320b, 330a–330b, 340a–340b, 348a–348b, 358a–358b, 366a–366b, 371n, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, 431a–431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n 4.4: 24a–24b, 26, 36a–36b, 46a–46b, 50–51, 56a–56b, 68a–68b, 76a–76b, 80–81, 81a, 86a–86b, 96a–96b, 108a–108b, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b 4.5: 173a–173b, 176a–176b, 186a–186b, 186–187, 187a, 196a–196b, 199n, 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 4.6: 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</p>

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to the
Pennsylvania Core Standards for English Language Arts (2014)
Grade 4**

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Comprehension and Collaboration Critical Listening	
CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE/TE: 4.1: 21c, 22–23 4.2: 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a 4.4: 68c–68d, 126c–126d, 131a, 165n 4.5: 250–251, 251a, 252–253, 253a 4.6: 336c–336d, 342a
Comprehension and Collaboration Evaluating Information	
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	SE/TE: 4.1: 136–137a, 165a 4.2: 221a 4.4: 42–43, 51, 51a, 139q 4.5: 349 4.6: 413
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	SE/TE: 4.1: 32c–32d, 77n, 109n, 111b, 136–137a, 137n, 165n 4.2: 194–195, 195a, 195n, 226–227, 227a, 227n, 227q, 255n, 283n, 308–309a, 309n 4.3: 330c–330d, 337d, 342–343a, 343n, 371b, 371n, 388d, 392–393a, 400–401a, 401n, 429, 429n, 450–451a, 458–459a, 459n 4.4: 51n, 72–73, 73a, 80–81, 81a, 81n, 96c–96d, 105a, 110–111a, 111n, 138–139a, 139n, 157a, 164–165a, 165n 4.5: 193a, 199n, 226–227a, 227n, 242c–242d, 247d, 254–255a, 255n, 270c–270d, 287, 287n, 302c–302d, 307a, 315n 4.6: 349n, 364c–364d, 373a, 380–381a, 381n, 396c–396d, 413n, 428c–428d, 443n, 465d, 473a, 472–473, 473n
Presentation of Knowledge and Ideas Context	
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	SE/TE: 4.1: 45a, 76–77a, 137a 4.2: 194–195a, 227a, 242a 4.3: 320d, 334–335, 343i, 428–429

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Integration of Knowledge and Ideas Multimedia	
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SE/TE: 4.1: 45q, 77q, 109, 137, 137q, 164–165a 4.2: 189d, 195q, 227q 4.3: 429, 429a, 458–459a 4.4: 50–51a, 80–81a 4.5: 226–227, 254–255 4.6: 380–381a
Conventions of Standard English	
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	SE/TE: 4.1: 24c–24d, 49d, 50c, 61c, 69e, 77c, 77o, 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 4.2: 175d, 190–191, 211c, 220–221a, 227p, 241c, 255c, 255o, 259d, 267c, 275e, 276–277a, 283c, 283o, 287d, 297b, 303e, 304–305a, 309c, 309p–309q 4.3: 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q 4.4: 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, 85d, 95c, 105e, 106–107, 111c, 111o, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, 151c, 157e, 158–159a, 165c, 165o, 165p–165q 4.5: 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p–227q, 231d, 241c, 247e, 255c, 255o, 255p–255q, 259d, 269c, 279e, 280–281a, 287c, 287o, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q 4.6: 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, 443n, 443o

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