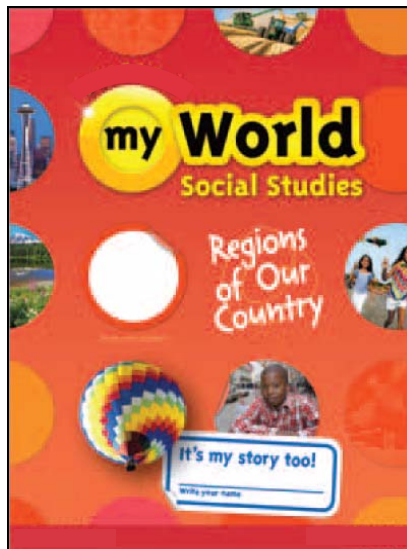


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to the

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Reading Standards for Informational Texts	
Key Ideas and Details	
4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>SE: Draw Conclusions, SSH7, 22, 66, 163, 188, 254, 259, 262, 271, 272, 273, 275, 277, 279, 282, 287; also see: Review and Assessment, 31–32, 71–72, 99–100, 133–134, 173–174, 213–214, 247–248, 287–288, 327–328; Critical Thinking: Identify Primary and Secondary Sources, 84–85</p> <p>TG: Infer & Draw/Make Inferences, SSH2, SSH5, SSH6, 3, 8, 16, 17, 20, 21, 22, 32, 37, 41, 45, 46, 50, 57, 70, 71, 72, 82, 88, 92, 95, 96, 103, 114, 119, 125, 132, 136, 146, 151, 166, 170, 191, 199, 220, 232, 233, 236</p>
4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>SE: Main Idea and Details, xiv, 29, 57, 67, 111, 119, 125, 157, 194, 204, 209; Summarize, SSH6, 23, 51, 55, 83, 91, 97, 100, 185, 199, 223, 228, 230, 233, 238, 239, 240, 244, 267, 285, 299, 325</p> <p>TG: Summarize, 32, 37, 41, 47, 49, 50, 57, 60, 66, 70, 71, 83, 93, 110, 119, 136, 141, 142, 164, 174, 190, 195, 199, 201, 208, 215, 219; Main Idea and Details, 11, 17, 21, 22, 33, 42, 43, 49, 57, 78, 82, 88, 92, 93, 95, 107, 110, 115, 118, 135, 142, 146, 149, 153, 155, 171, 172, 175, 178, 180, 186, 195, 205, 207, 208, 215, 218, 222, 224, 229, 238</p>

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<p>4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>SE: Cause and Effect, SSH2, 7, 9, 15, 27, 29, 32, 48, 53, 56, 58, 63, 131, 148, 161, 163, 171, 174, 191, 203, 220, 241, 257, 270, 283, 288, 297, 305; also see: Review and Assessment, 31–32, 71–72, 99–100, 133–134, 173–174, 213–214, 247–248, 287–288, 327–328</p> <p>TG: Recognize/Identify Cause and Effect, 6, 10, 11, 17, 20, 21, 28, 31, 32, 37, 38, 41, 42, 45, 47, 50, 60, 62, 67, 68, 78, 81, 88, 89, 91, 92, 93, 95, 97, 107, 108, 114, 116, 119, 120, 135, 137, 141, 142, 143, 145, 150, 151, 165, 172, 174, 175, 176, 179, 186, 190, 195, 196, 197, 200, 204, 207, 209, 219, 220, 223, 224, 233, 236, 238</p>
Craft and Structure	
<p>4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>SE: Vocabulary, 5, 11, 19, 25, 39, 47, 53, 59, 65, 79, 87, 93, 107, 115, 121, 127, 141, 147, 153, 159, 167, 181, 189, 195, 201, 207, 221, 229, 235, 241, 255, 263, 269, 275, 281, 295, 301, 309, 315, 321</p> <p>TG: Academic Vocabulary, SSH2, 3, 32, 50, 147; Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236</p>

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<p>4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>SE: Cause and Effect, SSH2, 7, 9, 15, 27, 29, 32, 48, 53, 56, 58, 63, 131, 148, 161, 163, 171, 174, 191, 203, 220, 241, 257, 270, 283, 288, 297, 305; Compare and Contrast, SSH3, 15, 21, 50, 60, 184, 198, 225, 245, 266, 279, 299, 305, 313, 319, 328; Sequence, SSH4, 40, 43, 47, 52, 61, 69, 71, 83, 91, 99, 146, 157, 201; Timelines, 44–45</p> <p>TG: Recognize/Identify Cause and Effect, 6, 10, 11, 17, 20, 21, 28, 31, 32, 37, 38, 41, 42, 45, 47, 50, 60, 62, 67, 68, 78, 81, 88, 89, 91, 92, 93, 95, 97, 107, 108, 114, 116, 119, 120, 135, 137, 141, 142, 143, 145, 150, 151, 165, 172, 174, 175, 176, 179, 186, 190, 195, 196, 197, 200, 204, 207, 209, 219, 220, 223, 224, 233, 236, 238; Compare and Contrast, 215, 218, 222, 223, 229, 230, 232, 233, 236, 237; Problem and Solution, 38, 46, 88, 111, 119, 120, 142, 143, 165, 175, 178, 196, 204, 207, 209, 228, 229, 237, 238; Sequence, 3, 28, 32, 38, 42, 47, 50, 111, 115, 118, 126, 136, 145, 150, 154, 175, 203; Differentiated Instruction: Timeline, 35: L3–L4, 47: L4, 151: L3</p>
<p>4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85</p>

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Integration of Knowledge and Ideas	
<p>4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Media and Technology: Search for Information on the Internet, 260–261; Graphic Organizers 23, 29, 32, 45, 56, 69, 94, 110, 131, 148, 161, 171, 174, 191, 225, 257, 279, 283, 288, 305; Map Skills, 16–17, 186–187, 306–307; Compare Line and Bar Graphs, 112–113; Use a Timeline, 44–45</p> <p>TG: Analyze Diagrams, 6, 11, 67, 223 Analyze Charts, 88, 141; Analyze Globes, SSH3; Analyze Graphs, 7, 85, 208; Analyze Images, 3, 154, 233; Analyze Maps, SSH2, SSH3, SSH4, SSH5, SSH6, SSH7, 7, 8, 10, 11, 21, 32, 96, 97, 106, 107, 111, 118, 125, 136, 142, 146, 165, 171, 189, 190, 191, 204, 218, 219, 229, 232, 237 Analyze Tables, 230; Analyze Visuals, 103, 132, 161, 186, 215</p>
<p>4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>SE: Main Idea and Details, xiv, 29, 57, 67, 111, 119, 125, 157, 194, 204, 209; Critical Thinking: Identify Primary and Secondary Sources, 84–85</p> <p>TG: Determine Author’s Purpose, 136; also see: Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4</p>

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<p>4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE: Critical Thinking: Identify Primary and Secondary Sources, 84–85; Media and Technology: Search for Information on the Internet, 260–261</p> <p>TG: Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4</p>
Range of Reading and Level of Text Complexity	
<p>4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE: Chapter opening story, 1–3, 34–37, 74–77, 102–105, 136–139, 176–179, 216–219, 250–253, 290–293; Got It! 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 111, 119, 125, 131, 145, 151, 157, 163, 171, 185, 193, 199, 205, 211, 225, 233, 239, 245, 259, 267, 273, 279, 285, 299, 305, 313, 319, 325; Review and Assessment, 31–32, 71–72, 99–100, 133–134, 173–174, 213–214, 247–248, 287–288, 327–328; Critical Thinking, 84–85</p> <p>TG: Check Comprehension (examples), SSH2, SSH4, SSH5, SSH6, SSH7, 6, 7, 8, 11, 16, 18, 22, 31, 32, 38, 41, 42, 46, 50, 51, 57, 60, 61, 62, 66, 70, 71, 72, 81, 83, 87, 89, 91, 92, 96, 103, 106, 107, 110, 111, 115, 120, 124, 125, 135, 137, 142, 146, 149, 150, 153, 154, 155, 161, 164, 166, 170, 171, 175, 176, 179, 180, 189, 190, 196, 200, 201, 203, 204, 205, 209, 215, 218, 223, 228, 229, 233, 234, 237</p>

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Writing Standards	
Text Types and Purposes	
<p>4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>SE: Writing process, SSH8; myStory Spark, myStory Book: Persuasive (Something you want to change), 73; Advertisement, 215</p>
<p>4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE: Writing process, SSH8; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book: Informative, 33, 101, 135, 249, 289</p> <p>TG: Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4</p>

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<p>4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE: Writing process, SSH8; myStory Spark, 34; myStory Book: Narrative (How a move affected you), 175</p> <p>TG: Differentiated Instruction: Skit, 122; L3</p>
Production and Distribution of Writing	
<p>4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>SE: Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4; Writing Activity, 23, 52, 73, 98, 127, 156, 181, 210, 239</p>

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<p>4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>SE: Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329 TG: Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4; Writing Activity, 23, 52, 73, 98, 127, 156, 181, 210, 239</p>
<p>4.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>SE: Media and Technology: Search for Information on the Internet, 260–261; also see: myStory Book 33, 73, 101, 135, 215, 249, 289, 329 TG: Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4; also see: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4</p>

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Research to Build and Present Knowledge	
4.W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: Media and Technology: Search for Information on the Internet, 260–261 TG: Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4
4.W.8. 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.	SE: myStory Book 33, 73, 101, 135, 215, 249, 289, 329; Media and Technology: Search for Information on the Internet, 260–261; Graphic Organizers 23, 29, 32, 45, 56, 69, 94, 110, 131, 148, 161, 171, 174, 191, 225, 257, 279, 283, 288, 305; also see: Summarize, SSH6, 23, 51, 55, 83, 91, 97, 100, 185, 199, 223, 228, 230, 233, 238, 239, 240, 244, 267, 285, 299, 325 TG: Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4

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<p>4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>SE: Write & myStory Ideas (based on lesson content), 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Book 33, 73, 101, 135, 215, 249, 289, 329; Media and Technology: Search for Information on the Internet, 260–261</p> <p>TG: Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4; Differentiated Instruction: Research (examples), 12:L4, 18:L4, 22: L3, 33: L3–L4, 35: L4, 43: L4, 68: L2–L3, 97: L3, 108: L4, 112: L4, 116: L4, 126: L4, 133: L4, 137: L3–L4, 143: L4, 147: L4, 151: L3, 155: L2–L4, 166: L4, 180: L2–L4, 224: L4</p>

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Range of Writing	
<p>4.WR.10. 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: Writing process, SSH8; Writing traits, SSH8; also see: Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4; Writing Activity, 23, 52, 73, 98, 127, 156, 181, 210, 239</p>

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Many opportunities exist in Savvas myWorld Social Studies for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p>SE: Collaboration and Creativity: Work in Teams, 164–165</p> <p>TG: Big Question, 25, 54, 75, 100, 129, 158, 183, 212, 241;</p> <p>Differentiated Instruction: Discussion (examples), 22: L1–L2, 20: L2–L4, 39: L3, 51: L1–L4, 58: L4, 62: L4, 68: L4, 72: L2–L3, 79: L2–L4, 83: L2–L4, 93: L1–L3, 120: L2–L4, 126: L3, 162: L4, 176: L1–L4, 191: L2–L4, 205: L2–L4</p>
<p>4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE: myStory Video (illustrations, photos, and connection to online video), 1–3, 34–37, 74–77, 102–105, 136–139, 176–179, 216–219, 250–253, 290–293; Summarize, SSH6, 23, 51, 55, 83, 91, 97, 100, 185, 199, 223, 228, 230, 233, 238, 239, 240, 244, 267, 285, 299, 325</p> <p>TG: Analyze Diagrams, 6, 11, 67, 223; Analyze Images, 3, 154, 233; Analyze Tables, 230; Analyze Visuals, 103, 132, 161, 186, 215; also see: Summarize, 32, 37, 41, 47, 49, 50, 57, 60, 66, 70, 71, 83, 93, 110, 119, 136, 141, 142, 164, 174, 190, 195, 199, 201, 208, 215, 219</p>

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<p>4.SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SE: For related material see: Summarize, SSH6, 23, 51, 55, 83, 91, 97, 100, 185, 199, 223, 228, 230, 233, 238, 239, 240, 244, 267, 285, 299, 325 TG: Differentiated Instruction: Discussion, 22:L1–L2, 20: L2–L4, 39: L3, 51: L1–L4, 58: L4, 62: L4, 68: L4, 72: L2–L3, 79: L2–L4, 83: L2–L4, 93: L1–L3, 120: L2–L4, 126: L3, 162: L4, 176: L1–L4, 191: L2–L4, 205: L2–L4; also see: Summarize, 32, 37, 41, 47, 49, 50, 57, 60, 66, 70, 71, 83, 93, 110, 119, 136, 141, 142, 164, 174, 190, 195, 199, 201, 208, 215, 219</p>
Presentation of Knowledge and Ideas	
<p>4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SE: Collaboration and Creativity: Work in Teams, 164–165; Give an Effective Presentation, 226–227; also see: Writing process: share, SSH8 TG: Differentiated Instruction: Presentation, 18:L3, 33:L3–L4, 116: L2–L4, 122: L4, 126: L4, 143: L4, 155: L4; Discussion (examples), 22: L1–L2, 20: L2–L4, 39: L3, 51: L1–L4, 58: L4, 62: L4, 68: L4, 72: L2–L3, 79: L2–L4, 83: L2–L4, 93: L1–L3, 120: L2–L4, 126: L3, 162: L4, 176: L1–L4, 191: L2–L4, 205: L2–L4; Sharing, 22:L3</p>
<p>4.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE: Collaboration and Creativity: Give an Effective Presentation, 226–227 TG: Differentiated Instruction: Presentation, 18:L3, 33:L3–L4, 116: L2–L4, 122: L4, 126: L4, 143: L4, 155: L4</p>

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<p>4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>SE: Collaboration and Creativity: Give an Effective Presentation, 226–227; also see: Writing process: share, SSH8</p> <p>TG: Differentiated Instruction: Presentation, 18:L3, 33:L3–L4, 116: L2–L4, 122: L4, 126: L4, 143: L4, 155: L4; Discussion (examples), 22:L1–L2, 20: L2–L4, 39: L3, 51: L1–L4, 58: L4, 62: L4, 68: L4, 72: L2–L3, 79: L2–L4, 83: L2–L4, 93: L1–L3, 120: L2–L4, 126: L3, 162: L4, 176: L1–L4, 191: L2–L4, 205: L2–L4; Sharing, 22:L3</p>

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Language Standards	
Conventions of Standard English	
<p>4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in Savvas myWorld Social Studies.</p> <p>SE: Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236; Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4</p>

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<p>4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed</p>	<p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in Savvas <i>myWorld Social Studies</i>.</p> <p>SE: Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236; Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4</p>

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Knowledge of Language	
<p>4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>SE: Vocabulary, 5, 11, 19, 25, 39, 47, 53, 59, 65, 79, 87, 93, 107, 115, 121, 127, 141, 147, 153, 159, 167, 181, 189, 195, 201, 207, 221, 229, 235, 241, 255, 263, 269, 275, 281, 295, 301, 309, 315, 321; Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 15, 23, 29, 43, 51, 57, 63, 69, 83, 91, 97, 99, 111, 119, 125, 131, 145, 151, 157, 161, 163, 171, 185, 187, 193, 199, 201, 205, 207, 211, 225, 227, 233, 239, 245, 259, 265, 267, 273, 277, 279, 285, 299, 301, 305, 313, 319, 325, 327; myStory Spark, 1, 34, 74, 102, 136, 176, 216, 250, 290; myStory Book 33, 73, 101, 135, 215, 249, 289, 329</p> <p>TG: Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236; Differentiated Instruction: Write a Report, 43: L4; Write a Paragraph, 58: L3; Write a Description, 137: L3, 155: L3, 166: L3, 180: L3–L4</p>

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Vocabulary Acquisition and Use	
<p>4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>SE: Vocabulary, 5, 11, 19, 25, 39, 47, 53, 59, 65, 79, 87, 93, 107, 115, 121, 127, 141, 147, 153, 159, 167, 181, 189, 195, 201, 207, 221, 229, 235, 241, 255, 263, 269, 275, 281, 295, 301, 309, 315, 321</p> <p>TG: Academic Vocabulary, SSH2, 3, 32, 50, 147; Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236</p>
<p>4.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Vocabulary activities in Savvas' <i>myWorld Social Studies</i> reinforce classroom language arts instruction.</p> <p>SE: Vocabulary, 5, 11, 19, 25, 39, 47, 53, 59, 65, 79, 87, 93, 107, 115, 121, 127, 141, 147, 153, 159, 167, 181, 189, 195, 201, 207, 221, 229, 235, 241, 255, 263, 269, 275, 281, 295, 301, 309, 315, 321</p> <p>TG: Academic Vocabulary, SSH2, 3, 32, 50, 147; Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236</p>

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<p>4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Students acquire new vocabulary in each lesson of Savvas' <i>myWorld Social Studies</i>. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p>SE: Vocabulary, 5, 11, 19, 25, 39, 47, 53, 59, 65, 79, 87, 93, 107, 115, 121, 127, 141, 147, 153, 159, 167, 181, 189, 195, 201, 207, 221, 229, 235, 241, 255, 263, 269, 275, 281, 295, 301, 309, 315, 321</p> <p>TG: Academic Vocabulary, SSH2, 3, 32, 50, 147; Content and Language (examples), 6, 10, 16, 20, 31, 37, 41, 45, 49, 60, 66, 70, 81, 87, 91, 95, 106, 110, 114, 124, 135, 141, 145, 149, 153, 164, 170, 174, 178, 189, 195, 199, 203, 207, 218, 222, 228, 232, 236</p>