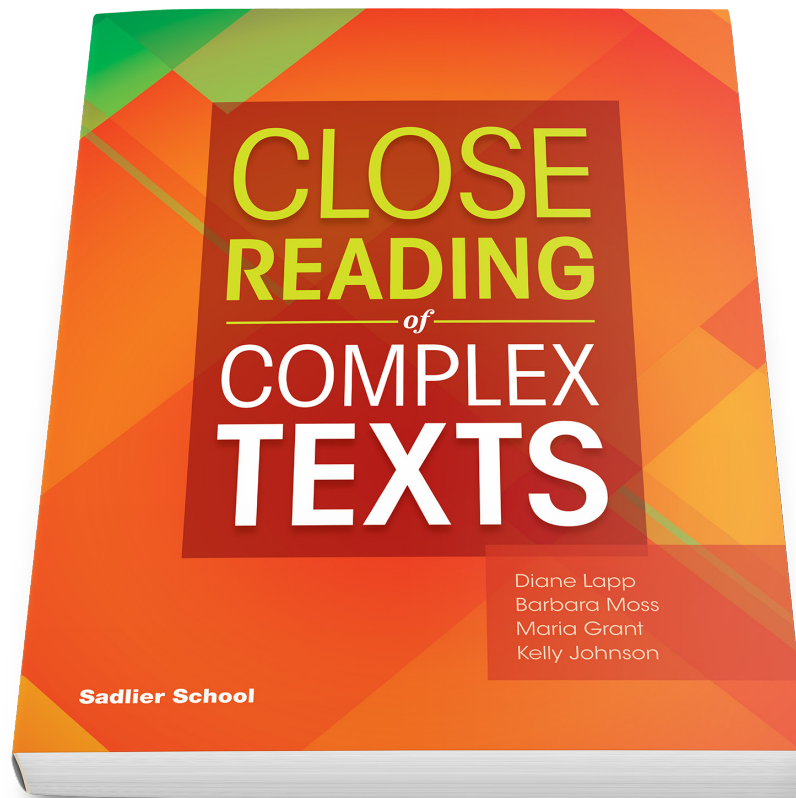


# *Close Reading of Complex Texts*

Correlation to the Common Core State Standards for  
English Language Arts

Grade 4



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**READING: LITERATURE**

<b>Grade 4 ELA Standards</b>	<b>Close Reading of Complex Texts, Grade 4</b>
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**Key Ideas and Details**

**CCSS.ELA-LITERACY.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

**Reading Closely**

- 1<sup>st</sup> Read: Key Ideas and Details (determine what the text is about), p. 6
- 3<sup>rd</sup> Read: Connections and Inferences, p. 7

**Annotating a Text**

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

**Self-Monitoring Strategies**

- Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11

**Annotation Notes: Literature Selections**

- Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 19, 21, 83, 85, 121, 137

**Return to the Text: Literature Selections**

- Comprehension Check (answer questions about the text), pp. 22, 86, 122, 138

TEACHER'S EDITION

**Annotating a Text**

- 1<sup>st</sup> Read/3<sup>rd</sup> Read (mark text, write notes/questions, use annotation symbols), pp. 8-9

**1<sup>st</sup> Read: Literature Selections**

- Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 18-19, 82-83, 120, 136

**3<sup>rd</sup> Read: Literature Selections**

- Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 21, 85, 121, 137

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, pp. 68-69

**CCSS.ELA-LITERACY.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STUDENT EDITION

**Reading Closely**

- 3<sup>rd</sup> Read: Connections and Inferences, p. 7

**Annotating a Text**

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

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READING: LITERATURE	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart (Characters/Conflict/Main Events), pp. 12-13</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Connections and Inferences (analyze message, theme), pp. 19, 21, 83, 85, 121, 137</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>3<sup>rd</sup> Read: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 21, 85, 121, 137</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>Differentiation: Graphic Organizers, TE pp. 26-27</li> <li>Differentiation: Scaffolding with Graphic Organizers, TE pp. 42-43</li> </ul>
<p><b>CCSS.ELA-LITERACY.RL.4.3</b> 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><u>STUDENT EDITION</u></p> <p><b>Reading Closely</b></p> <ul style="list-style-type: none"> <li>1<sup>st</sup> Read: Key Ideas and Details (Who are the characters?/What happens?), p. 6</li> </ul> <p><b>Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Visualize (visualize characters, events), pp. 10-11</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart/Story Map (Characters/Conflict), pp. 12-13</li> </ul> <p><b>Annotation Notes: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 19, 21, 121, 137</li> </ul> <p><b>Return to the Text: Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Story Map/Summary, pp. 22, 86, 122, 138</li> <li>Comprehension Check, pp. 23, 87, 123, 139</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>2<sup>nd</sup> Read: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (reveal information about characters), TE p. 137</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>Self-Monitoring Strategies (visualize characters and actions), pp. 10-11</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING: LITERATURE**

**Grade 4 ELA Standards**

**Close Reading of Complex Texts, Grade 4**

- Graphic Organizers, TE pp. 12–13, 54–55
- Annotations: Annotation Notes (character, event, or theme), TE pp. 20–21
- Differentiation: Graphic Organizers, TE pp. 26–27
- Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43

**Craft and Structure**

**CCSS.ELA-LITERACY.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**STUDENT EDITION**

**Annotation Notes: Literature Selections**

- Language and Text Structure, pp. 19, 21, 83, 85, 121, 137

**Return to the Text: Literature Selections**

- Respond to Reading: Reflect (words and phrases), pp. 22, 86, 122, 138

**TEACHER'S EDITION**

**2<sup>nd</sup> Read: Literature Selections**

- Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 20, 84, 121, 137

**Vocabulary**

- Context Clues, TE p. 20
- Idioms, TE pp. 36, 132
- Multiple-Meaning Words (discuss contextual meanings), TE pp. 52, 68
- Figurative Language, TE p. 84
- Compound Words, TE p. 100
- Suffixes, TE p. 116

**TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT**

- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109

**CCSS.ELA-LITERACY.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**STUDENT EDITION**

**Annotation Notes: Literature Selections**

- Language and Text Structure, pp. 19, 21, 83, 85, 121, 137

**Return to the Text: Literature Selections**

- Respond to Reading, pp. 22, 86, 122, 138

**TEACHER'S EDITION**

**2<sup>nd</sup> Read: Literature Selections**

- Text-Dependent Questions/Partner Talk (structure), TE pp. 20, 84, 121, 137

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READING: LITERATURE	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108-109</li> </ul>
<p><b>CCSS.ELA-LITERACY.RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Return to the Text: Literature Selections</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (point of view), pp. 23, 87, 123, 139</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>2<sup>nd</sup> Read: Literature Selection</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (first person point of view/narrator), TE p. 84</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Reflect (different perspectives/points of view), TE p. 92</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44-45</li> <li>Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 76-77</li> <li>Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 124-125</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>CCSS.ELA-LITERACY.RL.4.7</b> 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.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Visual Text</b></p> <ul style="list-style-type: none"> <li>Photograph: Magura Cave Painting, pp. 16-17</li> <li>Painting: George Washington at Valley Forge, pp. 48-49</li> <li>Photograph: Balloon attracting cat's fur, pp. 112-113</li> <li>Photograph: Blizzard, pp. 128-129</li> </ul> <p><b>Literature Selections</b></p> <ul style="list-style-type: none"> <li>Illustrations, pp. 20, 84</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 16-17</li> </ul>

**READING: LITERATURE**

Grade 4 ELA Standards	<i>Close Reading of Complex Texts, Grade 4</i>
<p><b>CCSS.ELA-LITERACY.RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>STUDENT EDITION</b>  <b>Reading Closely</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Read: Connections and Inferences (What is the theme of the text?), p. 7</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question (make connections), pp. 29, 92, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question: Connect Texts/ Reflect, TE pp. 29, 92, 124, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Text Complexity (theme), TE pp. 6-7</li> <li>• Self-Monitoring Strategies: Reread to Clarify, TE pp. 18-19</li> <li>• Text Complexity: Quantitative vs. Qualitative Features, TE pp. 86-87</li> <li>• Annotations: Connections, TE pp. 96-97</li> <li>• Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 108-109</li> </ul>

**Range of Reading and Level of Text Complexity**

<p><b>CCSS.ELA-LITERACY.RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>STUDENT EDITION</b>  <b>Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Fable: How the Camel Got His Hump, pp. 18-23</li> <li>• Novel: My Ántonia, pp. 82-87</li> <li>• Short Story: The Raging Roller, pp. 120-121</li> <li>• Short Story: Eustace and the Blizzard, pp. 136-137</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Quantitative (Lexile reader measures), Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Text Complexity, TE pp. 6-7</li> <li>• Text Complexity: How to Manage Challenges, TE pp. 16-17</li> <li>• Text Complexity: Reader and Task Factors, TE pp. 86-87</li> <li>• Text Complexity: High-Knowledge Demands, TE pp. 104-105</li> </ul>
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**READING: INFORMATIONAL TEXT**

**Grade 4 ELA Standards**

**Close Reading of Complex Texts, Grade 4**

**Key Ideas and Details**

**CCSS.ELA-LITERACY.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

**Reading Closely**

- 1<sup>st</sup> Read: Key Ideas and Details (determine what the text is about), p. 6
- 3<sup>rd</sup> Read: Connections and Inferences, p. 7

**Annotating a Text**

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

**Self-Monitoring Strategies**

- Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11

**Annotation Notes: Informational Text Selections**

- Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133

**Return to the Text: Informational Text Selections**

- Comprehension Check (answer questions about the text), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135

TEACHER'S EDITION

**Annotating a Text**

- 1<sup>st</sup> Read/3<sup>rd</sup> Read (mark text, write notes/questions, use annotation symbols), pp. 8-9

**1<sup>st</sup> Read: Informational Text Selections**

- Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 24, 34-35, 40, 50-51, 56, 66-67, 72, 88, 98-99, 104, 114-115, 130-131

**3<sup>rd</sup> Read: Informational Text Selections**

- Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 89, 101, 105, 117, 133

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 68-69

**CCSS.ELA-LITERACY.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STUDENT EDITION

**Reading Closely**

- 1<sup>st</sup> Read: Key Ideas and Details (determine what the text is about), p. 6
- 3<sup>rd</sup> Read: Connections and Inferences, p. 7

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READING: INFORMATIONAL TEXT	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>Annotating a Text</b></p> <ul style="list-style-type: none"> <li>Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9</li> </ul> <p><b>Self-Monitoring Strategies</b></p> <ul style="list-style-type: none"> <li>Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>Summary Chart/Story Map, pp. 12-13</li> </ul> <p><b>Annotation Notes: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details, pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Summary Chart/Summary Paragraph, pp. 26, 38, 42, 54, 58, 70, 74, 90, 102, 106, 118, 134</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>2nd Read: Informational Text Selection</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions (main idea), TE p. 100</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Differentiation: Graphic Organizers (identify main ideas), TE pp. 26-27</li> <li>Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 42-43, 60-61</li> <li>Annotations: Important or Surprising Information, TE pp. 88-89</li> <li>Annotations: Connections (more than one main idea), TE pp. 96-97</li> <li>Differentiation: Multiple Graphic Organizers, TE pp. 106-107</li> </ul>
<p><b>CCSS.ELA-LITERACY.RI.4.3</b> 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><b>STUDENT EDITION</b></p> <p><b>Introduce the Unit</b></p> <ul style="list-style-type: none"> <li>Focus Question/Texts for Close Reading, pp. 15, 31, 47, 63, 79, 95, 111</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140</li> </ul> <p style="text-align: right;"><i>continued</i></p>



**READING: INFORMATIONAL TEXT**

**Grade 4 ELA Standards**

**Close Reading of Complex Texts, Grade 4**

**Write**

- Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141

TEACHER'S EDITION

**Analyze and Synthesize Across Texts**

- Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Intertextual Analysis: Making Thematic Connections, TE pp. 24-25

**Craft and Structure**

**CCSS.ELA-LITERACY.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

STUDENT EDITION

**Annotating a Text**

- Annotation Notes (mark unfamiliar words/key words and phrases), pp. 8-9

**Annotation Notes: Informational Text Selections**

- Language and Text Structure, pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133

TEACHER'S EDITION

**Vocabulary**

- Domain-Specific Words, TE p. 105
- Additional vocabulary instruction, TE pp. 20, 36, 52, 68, 84, 132, 116

**2<sup>nd</sup> Read: Informational Text Selections**

- Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 25, 36, 41, 52, 57, 68, 73, 89, 100, 105, 116, 132

**Analyze and Synthesize Across Texts**

- Return to the Focus Question: Connect Texts (academic language), TE pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Collaboration: Small Groups, TE pp. 22-23
- Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 24-25
- Productive Conversation: Revoicing Students' Responses, TE pp. 102-103
- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108-109
- Scaffolding: Sentence Frames, TE pp. 130-131
- Academic Language: Language Frames, TE pp. 136-137

READING: INFORMATIONAL TEXT	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
<p><b>CCSS.ELA-LITERACY.RI.4.5</b> 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><b>STUDENT EDITION</b>  <b>Reading Closely</b></p> <ul style="list-style-type: none"> <li>2<sup>nd</sup> Read: Language and Structure (text organization/cause and effect), pp. 7–8</li> </ul> <p><b>Annotation Notes: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure, pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>2<sup>nd</sup> Read: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions/Partner Talk (text structure), TE pp. 25, 36, 41, 52, 57, 68, 73, 89, 100, 105, 116, 132</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 24–25</li> <li>Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43, 60–61</li> <li>Graphic Organizers, TE pp. 54–55</li> <li>Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75</li> <li>Differentiation: Multiple Graphic Organizers (cause-and-effect chart), TE pp. 106–107</li> </ul>
<p><b>CCSS.ELA-LITERACY.RI.4.6</b> 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><b>STUDENT EDITION</b>  <b>Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Newspaper Article: Doughboys Lose Cooties, pp. 50–55</li> <li>Memoir: A Camp for Wounded Men, pp. 56–57</li> </ul> <p><b>Annotation Notes: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details (identify textual evidence)/ Language and Text Structure/Connections and Inferences (analyze meaning), pp. 51, 53, 57</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>Respond to Reading (text structure: compare and contrast), pp. 54, 58</li> <li>Comprehension, pp. 55, 59</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question, p. 60</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>Write About the Focus Question, p. 61</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>1<sup>st</sup> Read/2<sup>nd</sup> Read/3<sup>rd</sup> Read: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions/Partner Talk, TE pp. 51–53, 56–57</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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READING: INFORMATIONAL TEXT	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44–45</li> <li>• Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75, 90–91</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>CCSS.ELA-LITERACY.RI.4.7</b> 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><b>STUDENT EDITION</b>  <b>Reading a Visual Text</b></p> <ul style="list-style-type: none"> <li>• At School by Jean-Marc Cote, p. 14</li> </ul> <p><b>Visual Texts</b></p> <ul style="list-style-type: none"> <li>• Photograph: Magura Cave Painting, pp. 16–17</li> <li>• Painting: The Scream, pp. 32–33</li> <li>• Painting: George Washington at Valley Forge, pp. 48–49</li> <li>• Photograph: A Desert Oasis in Sahara, Libya, pp. 64–65</li> <li>• Photograph: Prairie Settlement, pp. 80–81</li> <li>• Photograph: Migration in East Africa, pp. 96–97</li> <li>• Photograph: Balloon attracting cat's fur, pp. 112–113</li> <li>• Photograph: Blizzard, pp. 128–129</li> </ul> <p><b>Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>• Illustrations/diagrams, pp. 20, 50, 56, 82, 84, 116</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>2<sup>nd</sup> Read: Informational Text Selection</b></p> <ul style="list-style-type: none"> <li>• Text-Dependent Questions (use a diagram), TE p. 57</li> <li>• Partner Talk (use a diagram), TE p. 57</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Visual Text: Visual Learners, TE pp. 32–33</li> <li>• Visual Text: ELL, TE pp. 64–65</li> <li>• Visual Text: ELL, TE pp. 80–81</li> </ul>
<p><b>CCSS.ELA-LITERACY.RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>STUDENT EDITION</b>  <b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• Summary Chart, p. 12</li> </ul> <p><b>Annotations: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details (identify textual evidence), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>Return to the Text: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Comprehension Check (identify evidence to support points), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>1<sup>st</sup> Read: Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Set a Purpose/Text-Dependent Questions/Partner Talk (textual evidence), TE pp. 18–19, 24, 34–35, 40, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 104, 114–115, 120, 130–131, 136</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
<p><b>CCSS.ELA-LITERACY.RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>2<sup>nd</sup> Read</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 16–17</li> <li>Intertextual Analysis: Making Thematic Connections, TE pp. 24–25</li> <li>Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44–45</li> <li>Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 48–49</li> <li>Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 74–75</li> <li>Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 90–91</li> <li>Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 108–109</li> <li>Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>

**READING: INFORMATIONAL TEXT**

**Grade 4 ELA Standards**

**Close Reading of Complex Texts, Grade 4**

**Range of Reading and Level of Text Complexity**

**CSS.ELA-LITERACY.RI.4.10** 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.

STUDENT EDITION

**Informational Text Selections**

- Explanatory Text: The Legacy of Aesop, pp. 24–25
- Online Article: Got Butterflies? Find Out Why, pp. 34–39
- Fact Sheet: It Makes You Think, pp. 40–41
- Newspaper Article: Doughboys Lose Cooties, pp. 50–55
- Memoir: A Camp for Wounded Men, pp. 56–57
- Fact Sheet: 10 Interesting Things About Water, pp. 66–71
- Graphic: The Water Cycle, pp. 72–73
- Explanatory Text: Why Did People Move to the Prairies?, pp. 88–89
- Fact Sheet: Migration and Overwintering, pp. 98–103
- Explanatory Text: On the Move, pp. 104–105
- Q&A Sheet: Why Don't I Fall Out When a Roller Coaster Goes Upside Down?, pp. 114–119
- Newspaper Article: The Blizzard of 1888/Buried City, pp. 130–135

TEACHER'S EDITION

**Text Complexity**

- Quantitative (Lexile reader measures), Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6–7
- Text Complexity: How to Manage Challenges, TE pp. 16–17
- Text Complexity: Reader and Task Factors, TE pp. 86–87
- Text Complexity: High-Knowledge Demands, TE pp. 104–105

READING: FOUNDATIONAL SKILLS	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
<b>Fluency</b>	
<b>CCSS.ELA-LITERACY.RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.	
<b>CCSS.ELA-LITERACY.RF.4.4.A</b> Read grade-level text with purpose and understanding.	<p><b>STUDENT EDITION</b>  <b>Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>Grade-level texts, pp. 18–23, 24–25, 34–39, 40–41, 50–55, 56–57, 66–71, 72–73, 82–87, 88–89, 98–103, 104–105, 114–119, 120–121, 130–135, 136–137</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Text Complexity</b></p> <ul style="list-style-type: none"> <li>Quantitative (Lexile reader measures), Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity, TE pp. 6–7</li> <li>Text Complexity: How to Manage Challenges, TE pp. 16–17</li> <li>Text Complexity: Reader and Task Factors, TE pp. 86–87</li> <li>Text Complexity: High-Knowledge Demands, TE pp. 104–105</li> </ul>
<b>CCSS.ELA-LITERACY.RF.4.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	<p><b>STUDENT EDITION</b>  <b>Literature Selections</b></p> <ul style="list-style-type: none"> <li>Grade-level prose, pp. 6–8, 18–23, 34–39, 82–87, 120–123, 136–139</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Text Complexity</b></p> <ul style="list-style-type: none"> <li>Quantitative (Lexile reader measures), Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity, TE pp. 6–7</li> <li>Text Complexity: How to Manage Challenges, TE pp. 16–17</li> <li>Text Complexity: Reader and Task Factors, TE pp. 86–87</li> <li>Text Complexity: High-Knowledge Demands, TE pp. 104–105</li> </ul>
<b>CCSS.ELA-LITERACY.RF.4.4.C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TEACHER'S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Context Clues, TE p. 20</li> </ul>

WRITING	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
<b>Text Types and Purposes</b>	
<b>CCSS.ELA-LITERACY.W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Debate an Issue, TE pp. 45, 77</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>Differentiation: End-of-Unit Writing Assignment, pp. 76–77</li> </ul>
<b>CCSS.ELA-LITERACY.W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p><u>STUDENT EDITION</u>  <b>Write</b></p> <ul style="list-style-type: none"> <li>Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</li> </ul>
<b>CCSS.ELA-LITERACY.W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Write Beyond (imagined experience/assume role), TE p. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>Differentiation: End-of-Unit Writing Assignment, pp. 76–77</li> </ul>
<b>Production and Distribution of Writing</b>	
<b>CCSS.ELA-LITERACY.W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><u>STUDENT EDITION</u>  <b>Write</b></p> <ul style="list-style-type: none"> <li>Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul>
<b>CCSS.ELA-LITERACY.W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	<p><u>STUDENT EDITION</u>  <b>Write</b></p> <ul style="list-style-type: none"> <li>Writing About the Focus Question: Text Monitor/ Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><b>Self-Assess and Reflect</b></p> <ul style="list-style-type: none"> <li>Writing Rubric, pp. 30, 46, 62, 78, 94, 110, 126, 142</li> </ul>

<b>WRITING</b>	
<b>Grade 4 ELA Standards</b>	<b>Close Reading of Complex Texts, Grade 4</b>
<p><b>CCSS.ELA-LITERACY.W.4.6</b> 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><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Create a Visual Text (use a computer or digital device), TE pp. 61</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>• Differentiation (use a computer to create the assignment), pp. 140-141</li> </ul>
<b>Research to Build and Present Knowledge</b>	
<p><b>CCSS.ELA-LITERACY.W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Research, TE pp. 29, 45, 61, 93, 109, 125, 141</li> </ul> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>• Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44-45</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124-125</li> </ul>
<p><b>CCSS.ELA-LITERACY.W.4.8</b> 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><u>STUDENT EDITION</u>  <b>Annotating a Text</b></p> <ul style="list-style-type: none"> <li>• Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/marking text and questions while you read/making notes/sample annotations), pp. 8-9</li> </ul> <p><b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details/Language and Text Structure/Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• Summary Chart/Story Map, pp. 12-13</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>• Respond to Reading/Comprehension Check, pp. 22-23, 26-27, 38-39, 42-43, 54-55, 58-59, 70-71, 74-75, 86-87, 90-91, 102-103, 106-107, 118-119, 122-123, 134-135, 138-139</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>• Return to the Focus Question: Graphic organizer, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Research, TE pp. 29, 61, 93, 109, 125</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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WRITING	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Annotations, TE pp. 8–9</li> <li>• Graphic Organizers, TE pp. 12–13</li> <li>• Annotations: Annotation Notes, TE pp. 20–21</li> <li>• Differentiation: Graphic Organizers, TE pp. 26–27</li> <li>• Annotations: Key Words of Phrases, TE pp. 36–37</li> <li>• Differentiation: Scaffolding with Graphic Organizers, TE pp. 42–43</li> <li>• Annotations, TE pp. 50–51</li> <li>• Graphic Organizers, TE pp. 54–55</li> <li>• Differentiation: Scaffolding with Graphic Organizers, TE pp. 60–61</li> <li>• Annotations: Clear Up Confusions, TE pp. 84–85</li> <li>• Annotations: Important or Surprising Information, TE pp. 88–89</li> <li>• Annotations: Connections, TE pp. 96–97</li> <li>• Differentiation: Multiple Graphic Organizers, TE pp. 106–107</li> <li>• Annotations: Avoiding Over-Annotating, TE pp. 120–121</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124–125</li> </ul>
<p><b>CCSS.ELA-LITERACY.W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>CCSS.ELA-LITERACY.W.4.9.A</b> Apply <i>grade 4 Reading standards</i> 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>STUDENT EDITION</b> <b>Literature Selections</b></p> <ul style="list-style-type: none"> <li>• Fable: How the Camel Got His Hump, pp. 18–23</li> <li>• Novel: My Ántonia, pp. 82–87</li> <li>• Short Story: The Raging Roller, pp. 120–123</li> <li>• Short Story: Eustace and the Blizzard, pp. 136–139</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Read Beyond (literature), TE pp. 29, 93</li> </ul>
<p><b>CCSS.ELA-LITERACY.W.4.9.B</b> Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>STUDENT EDITION</b> <b>Informational Text Selections</b></p> <ul style="list-style-type: none"> <li>• Explanatory Text: The Legacy of Aesop, pp. 24–27</li> <li>• Online Article: Got Butterflies? Find Out Why, pp. 34–39</li> <li>• Fact Sheet: It Makes You Think, pp. 40–43</li> <li>• Newspaper Article: Doughboys Lose Cooties, pp. 50–55</li> <li>• Memoir: A Camp for Wounded Men, pp. 56–59</li> <li>• Fact Sheet: 10 Interesting Things About Water, pp. 66–71</li> </ul> <p style="text-align: right;"><i>continued</i></p>

<b>WRITING</b>	
<b>Grade 4 ELA Standards</b>	<b>Close Reading of Complex Texts, Grade 4</b>
	<ul style="list-style-type: none"> <li>Graphic: The Water Cycle, pp. 72-75</li> <li>Explanatory Text: Why Did People Move to the Prairies?, pp. 88-91</li> <li>Fact Sheet: Migration and Overwintering, pp. 98-103</li> <li>Explanatory Text: On the Move, pp. 104-107</li> <li>Q&amp;A Sheet: Why Don't I Fall Out When a Roller Coaster Goes Upside Down?, pp. 114-127</li> <li>Q&amp;A Sheet: The Blizzard of 1888/Buried City, pp. 128-131</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Read Beyond (informational text), TE p. 61</li> </ul>
<b>Range of Writing</b>	
<p><b>CCSS.ELA-LITERACY.W.4.10</b> 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><b>STUDENT EDITION</b> <b>Annotation Notes</b></p> <ul style="list-style-type: none"> <li>Key Ideas and Details/Language and Text Structure/Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>Visual Text</b></p> <ul style="list-style-type: none"> <li>Visual Text (answer the questions), pp. 16-17, 64-65, 128-129, 112-113, 32-33, 96-97, 48-49, 80-81</li> </ul> <p><b>Respond to the Text</b></p> <ul style="list-style-type: none"> <li>Respond to Reading/Reflect, pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138</li> <li>Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141</li> <li>Research, TE pp. 29, 61, 77, 93, 109, 125</li> </ul>

**SPEAKING & LISTENING**

**Grade 4 ELA Standards**

**Close Reading of Complex Texts, Grade 4**

**Comprehension and Collaboration**

**CCSS.ELA-LITERACY.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**TEACHER’S EDITION**

**Partner Talk**

- TE pp. 19, 20, 21, 24, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137

**Return to the Text**

- Respond to Reading: Collaborate (review and discuss partners’ summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138

**TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT**

- Productive Conversation: Extending, pp. 22–23
- Collaboration: Small Groups, pp. 28–29
- Productive Conversation: Examples, pp. 34–35
- Classroom Management: Partner Work, pp. 38–39
- Productive Conversation, pp. 58–59
- Collaboration: Working with Partners, pp. 70–71
- Productive Conversation: Providing Appropriate Wait Time, pp. 72–73
- Classroom Management: Peer Leadership in Small-Group Activities, pp. 102–103
- Productive Conversations: Revoicing and Restating, pp. 104–105
- Collaboration: Whole Class, pp. 112–113
- Collaboration: Purposeful Partner Talk, pp. 118–119
- Productive Conversation: Reasoning, pp. 132–133
- Classroom Management: Discussions, pp. 134–135

**CCSS.ELA-LITERACY.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**STUDENT EDITION**

**Reading a Visual Text**

- Painting: At School by Jean-Marc Cote, p. 14

**Summarizing**

- Summary Chart, pp. 11–12

**Visual Texts**

- Photograph: Magura Cave Painting, pp. 16–17
- Painting: The Scream, pp. 32–33
- Painting: George Washington at Valley Forge, pp. 48–49
- Photograph: A Desert Oasis in Sahara, Libya, pp. 64–65
- Photograph: Prairie Settlement, pp. 80–81
- Photograph: Migration in East Africa, pp. 96–97
- Photograph: Balloon attracting cat’s fur, pp. 112–113
- Photograph: Blizzard, pp. 128–129

*continued*

<b>SPEAKING &amp; LISTENING</b>	
<b>Grade 4 ELA Standards</b>	<b>Close Reading of Complex Texts, Grade 4</b>
	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 48-49</li> <li>• Academic Language: Conversation (paraphrase), pp. 122-123</li> </ul>
<p><b>CCSS.ELA-LITERACY.SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• Summary Chart (use text evidence to support ideas), pp. 11-12</li> </ul> <p><b>Return to the Text</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (evidence to support a claim), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Productive Conversation: Examples, TE pp. 34-35</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44-45</li> <li>• Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 124-125</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>CCSS.ELA-LITERACY.SL.4.4</b> 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><b>TEACHER'S EDITION</b></p> <p><b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Debate an Issue, TE pp. 45, 77</li> <li>• Research (oral report), TE p. 93</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Differentiation (preparing a presentation), TE pp. 140-141</li> </ul>
<p><b>CCSS.ELA-LITERACY.SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>• Create a Visual Text, TE pp. 29, 45, 61, 77, 93, 109, 141</li> <li>• Design a Brochure, TE p. 125</li> </ul>
<p><b>CCSS.ELA-LITERACY.SL.4.6</b> 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. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Academic Language: Language Frames, TE pp. 66-67</li> <li>• Academic Language, TE pp. 128-129</li> <li>• Academic Language: Conversation (appropriate formal/less formal language), TE pp. 122-123</li> <li>• Academic Language: ELL, TE pp. 138-139</li> </ul>

LANGUAGE	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
<b>Vocabulary Acquisition and Use</b>	
<b>CCSS.ELA-LITERACY.L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
<b>CCSS.ELA-LITERACY.L.4.4.A</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p><b>TEACHER'S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Context Clues, TE p. 20</li> <li>Idioms (phrases in context), TE pp. 36, 132</li> <li>Multiple-Meaning Words (words in context), TE pp. 52, 68</li> </ul> <p><b>Partner Talk</b></p> <ul style="list-style-type: none"> <li>Context, TE p. 116</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (using context), TE pp. 116-117</li> </ul>
<b>CCSS.ELA-LITERACY.L.4.4.B</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><b>TEACHER'S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Suffixes, TE p. 116</li> </ul> <p><b>Partner Talk</b></p> <ul style="list-style-type: none"> <li>Word parts, TE p. 116</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (analyzing word parts), TE pp. 116-117</li> <li>Academic Language: ELL (Latin-based roots/word parts), pp. 138-139</li> </ul>
<b>CCSS.ELA-LITERACY.L.4.4.C</b> 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><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (consulting a dictionary or knowledgeable person), TE pp. 116-117</li> </ul>

LANGUAGE	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
<b>CCSS.ELA-LITERACY.L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>CCSS.ELA-LITERACY.L.4.5.B</b> Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>TEACHER'S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Idioms, TE pp. 36, 132</li> </ul> <p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Academic Language: ELL (idioms), pp. 138-139</li> </ul>
<b>CCSS.ELA-LITERACY.L.4.5.C</b> 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><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Text Complexity: High-Knowledge Demands (academic language/consulting a dictionary or knowledgeable person), TE pp. 116-117</li> </ul>
<b>CCSS.ELA-LITERACY.L.4.6</b> 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation</i> , and <i>endangered</i> when discussing animal preservation).	<p><b>STUDENT EDITION</b>  <b>Annotating a Text</b></p> <ul style="list-style-type: none"> <li>Annotation Notes (mark unfamiliar words/key words and phrases), pp. 8-9</li> </ul> <p><b>Annotation Notes: Text Selections</b></p> <ul style="list-style-type: none"> <li>Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Domain-Specific Words, TE p. 105</li> <li>Additional vocabulary instruction, TE pp. 20, 36, 52, 68, 84, 116, 132,</li> </ul> <p><b>2<sup>nd</sup> Read: Text Selections</b></p> <ul style="list-style-type: none"> <li>Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</li> </ul> <p><b>Analyze and Synthesize Across Texts</b></p> <ul style="list-style-type: none"> <li>Return to the Focus Question: Connect Texts (academic language), TE pp. 28, 44, 60, 76, 92, 108, 124, 140</li> </ul> <p><b>Differentiate and Extend</b></p> <ul style="list-style-type: none"> <li>Debate an Issue (use academic language), TE p. 77</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 4 ELA Standards	Close Reading of Complex Texts, Grade 4
	<p><b>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Productive Conversation (model academic language), TE pp. 58-59</li> <li>• Visual Text: ELL(model academic language), TE pp. 64-65</li> <li>• Academic Language: Language Frames, TE pp. 66-67</li> <li>• Self-Monitoring Strategies: Drawing Conclusions, TE pp. 100-101</li> <li>• Text Complexity: High-Knowledge Demands (domain-specific vocabulary), TE pp. 116-117</li> <li>• Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 118-119</li> <li>• Academic Language: Conversation, TE pp. 122-123</li> <li>• Academic Language, TE pp. 128-129</li> <li>• Scaffolding: Sentence Frames, TE pp. 130-131</li> <li>• Productive Conversation: Reasoning, TE pp. 132-133</li> <li>• Academic Language: ELL, TE pp. 138-139</li> </ul>