

**Grade 4**  
**Common Core State Standards for English Language Arts**  
**Correlation to Delta Science Readers**

Grade 4 Standard	Page References for Delta Science Readers
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>All DSR titles</b>  <b>TG:</b> Discussion questions throughout Guide the Reading (see page numbers below) call for students to explain what the text says explicitly and to draw inferences from the text.  <b>Dinosaurs and Fossils</b> TG 107–112; SKB 1  <b>Earth Movements</b> TG 121–127  <b>Electrical Circuits</b> TG 106–110  <b>Food Chains and Webs</b> TG 113–118  <b>Magnets</b> TG 93–98  <b>Plant and Animal Life Cycles</b> TG 126–131  <b>Solar System</b> TG 121–128; SKB 1  <b>Sound</b> TG 117–122; SKB 1  <b>Water Cycle</b> TG 126–130  <b>Weather Instruments</b> TG 114–118</p>
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>All DSR titles</b>  <b>TG:</b> Guide the Reading embedded discussion questions ask students to determine main ideas and details in text and to summarize content. The After Reading section includes a Summarize feature in which students recall, synthesize, and summarize the main ideas.  <b>Dinosaurs and Fossils</b> TG 108–109, 112  <b>Earth Movements</b> TG 122–123, 127  <b>Electrical Circuits</b> TG 108, 111  <b>Food Chains and Webs</b> TG 114, 118; SKB 1  <b>Magnets</b> TG 94, 96, 98  <b>Plant and Animal Life Cycles</b> TG 126–127, 129–131  <b>Solar System</b> TG 123, 128  <b>Sound</b> TG 118, 122  <b>Water Cycle</b> TG 126–127, 130  <b>Weather Instruments</b> TG 118; SKB 1</p>
<p><b>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>Dinosaurs and Fossils</b> TG 108–109, 111–112  <b>Earth Movements</b> TG 123–127; SKB 1  <b>Electrical Circuits</b> TG 106–108  <b>Food Chains and Webs</b> TG 115–118  <b>Magnets</b> TG 94–98  <b>Plant and Animal Life Cycles</b> TG 126, 128–129; SKB 1  <b>Solar System</b> TG 122, 123, 124, 125, 127  <b>Sound</b> TG 117–122  <b>Water Cycle</b> TG 126–129; SKB 1  <b>Weather Instruments</b> TG 114–117</p>

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<b><i>Craft and Structure</i></b>	
<p><b>RI.4.4</b> 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><b>All DSR titles</b>  <b>SE:</b> Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p><b>TG:</b> Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p><b>Dinosaurs and Fossils</b> TG 107  <b>Earth Movements</b> TG 121  <b>Electrical Circuits</b> TG 105  <b>Food Chains and Webs</b> TG 113  <b>Magnets</b> TG 92–93  <b>Plant and Animal Life Cycles</b> TG 125  <b>Solar System</b> TG 121  <b>Sound</b> TG 117  <b>Water Cycle</b> TG 125  <b>Weather Instruments</b> TG 113</p> <p><b>SKB:</b> All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p><b>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>Dinosaurs and Fossils</b> TG 107–110; SKB 1  <b>Earth Movements</b> TG 122–127; SKB 1  <b>Electrical Circuits</b> TG 106–110  <b>Food Chains and Webs</b> TG 114–118  <b>Magnets</b> TG 94–97  <b>Plant and Animal Life Cycles</b> TG 126–131  <b>Solar System</b> TG 123–127  <b>Sound</b> TG 117–118, 120  <b>Water Cycle</b> TG 126–130; SKB 1  <b>Weather Instruments</b> TG 114–117</p>

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<b><i>Integration of Knowledge and Ideas</i></b>	
<p><b>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>Dinosaurs and Fossils</b> TG 107–112; SKB 1  <b>Earth Movements</b> TG 122–125, 127  <b>Electrical Circuits</b> TG 106–108, 110  <b>Food Chains and Webs</b> TG 113–115, 117–118  <b>Magnets</b> TG 93–98; SKB 1  <b>Plant and Animal Life Cycles</b> TG 126–131; SKB 1  <b>Solar System</b> TG 121–127  <b>Sound</b> TG 118–121; SKB 1  <b>Water Cycle</b> TG 126–130  <b>Weather Instruments</b> TG 114–118</p>
<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Electrical Circuits</b> SKB 1 (opportunity)</p>
<b><i>Range of Reading and Level of Text Complexity</i></b>	
<p><b>RI.4.10</b> By the end of the 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><b>All DSR titles</b> TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

**Reading Standards: Foundational Skills**

***Phonics and Word Recognition***

<p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>See below.</i></p>
<p><b>RF.4.3.a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Dinosaurs and Fossils</b> TG 108–112  <b>Earth Movements</b> TG 122–127  <b>Electrical Circuits</b> TG 106–108, 110  <b>Food Chains and Webs</b> TG 114–117  <b>Magnets</b> TG 95–96  <b>Plant and Animal Life Cycles</b> TG 126, 128  <b>Solar System</b> TG 122–124, 126–127  <b>Sound</b> TG 119–121  <b>Water Cycle</b> TG 126–130  <b>Weather Instruments</b> TG 114–117</p>

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<b>Fluency</b>	
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>ALL DSR titles</b> <b>TG:</b> The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.
<b>RF.4.4.a</b> Read on-level text with purpose and understanding.	<b>ALL DSR titles</b> <b>TG:</b> The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. <b>Dinosaurs and Fossils</b> TG 106–107 <b>Earth Movements</b> TG 120–121 <b>Electrical Circuits</b> TG 104–105 <b>Food Chains and Webs</b> TG 112–113 <b>Magnets</b> TG 92–93 <b>Plant and Animal Life Cycles</b> TG 124–125 <b>Solar System</b> TG 120–121 <b>Sound</b> TG 116–117 <b>Water Cycle</b> TG 124–125 <b>Weather Instruments</b> TG 112–113
<b>RF.4.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>All DSR titles</b> <b>TG:</b> Preview the Vocabulary and Tips for Reading in the Before Reading section include context clue guidelines.

**Writing Standards**

**Text Types and Purposes**

<b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Writing Links/Critical Thinking features in the following provide opportunities for students to write opinion pieces on topics or texts: <b>Dinosaurs and Fossils</b> TG 113 <b>Earth Movements</b> TG 128 <b>Electrical Circuits</b> TG 111 <b>Magnets</b> TG 99 <b>Sound</b> TG 123 <b>Water Cycle</b> TG 131
<b>W.4.1.a</b> 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.	<b>Food Chains and Webs</b> SKB 3 <b>Magnets</b> SKB 3 <b>Water Cycle</b> SKB 3

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<b>W.4.1.b</b> Provide reasons that are supported by facts and details.	<b>Food Chains and Webs</b> SKB 3 <b>Magnets</b> SKB 3 <b>Water Cycle</b> SKB 3
<b>W.4.1.c</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<b>Food Chains and Webs</b> SKB 3 (opportunity) <b>Magnets</b> SKB 3 <b>Water Cycle</b> SKB 3
<b>W.4.1.d</b> Provide a concluding statement or section related to the opinion presented.	<b>Food Chains and Webs</b> SKB 3 <b>Magnets</b> SKB 3 (opportunity) <b>Water Cycle</b> SKB 3 (opportunity)
<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Links/Critical Thinking features in the following provide opportunities to write informative/explanatory texts: <b>Earth Movements</b> TG 128 <b>Electrical Circuits</b> TG 111 <b>Food Chains and Webs</b> TG 119 <b>Magnets</b> TG 99 <b>Plant and Animal Life Cycles</b> TG 132 <b>Solar System</b> TG 129 <b>Sound</b> TG 123 <b>Water Cycle</b> TG 130 <b>Weather Instruments</b> TG 118
<b>W.4.2.a</b> 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.	<b>Earth Movements</b> SKB 3 <b>Solar System</b> SKB 3 <b>Weather Instruments</b> SKB 3
<b>W.4.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Earth Movements</b> SKB 3 <b>Solar System</b> SKB 3 <b>Weather Instruments</b> SKB 3
<b>W.4.2.c</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>Earth Movements</b> SKB 3 (opportunity) <b>Solar System</b> SKB 3 (opportunity) <b>Weather Instruments</b> SKB 3 (opportunity)
<b>W.4.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Earth Movements</b> SKB 3 <b>Solar System</b> SKB 3 (opportunity) <b>Weather Instruments</b> SKB 3
<b>W.4.2.e</b> Provide a concluding statement or section related to the information or explanation presented.	<b>Earth Movements</b> SKB 3 <b>Solar System</b> SKB 3 <b>Weather Instruments</b> SKB 3

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<b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Writing Links/Critical Thinking features in the following DSR TGs provide opportunities to write narratives: <b>Dinosaurs and Fossils</b> TG 113 <b>Food Chains and Webs</b> TG 119
<b>W.4.3.a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Dinosaurs and Fossils</b> SKB 3 <b>Electrical Circuits</b> SKB 3 <b>Sound</b> SKB 3
<b>W.4.3.b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>Dinosaurs and Fossils</b> SKB 3 <b>Electrical Circuits</b> SKB 3 <b>Sound</b> SKB 3
<b>W.4.3.c</b> Use a variety of transitional words and phrases to manage the sequence of events.	<b>Dinosaurs and Fossils</b> SKB 3 (opportunity) <b>Electrical Circuits</b> SKB 3 <b>Sound</b> SKB 3 (opportunity)
<b>W.4.3.d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Dinosaurs and Fossils</b> SKB 3 (opportunity) <b>Electrical Circuits</b> SKB 3 (opportunity) <b>Sound</b> SKB 3
<b>W.4.3.e</b> Provide a conclusion that follows from the narrated experiences or events.	<b>Dinosaurs and Fossils</b> SKB 3 <b>Electrical Circuits</b> SKB 3 (opportunity) <b>Sound</b> SKB 3
<b><i>Production and Distribution of Writing</i></b>	
<b>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.)	<b>All DSR titles</b> TG Writing Links/Critical Thinking; SKB 3
<b>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.)	<b>All DSR titles</b> TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising, editing, and rewriting)

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<b>Research to Build and Present Knowledge</b>	
<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Dinosaurs and Fossils</b> TG 112 <b>Earth Movements</b> TG 127 <b>Electrical Circuits</b> TG 108, 111 <b>Food Chains and Webs</b> TG 118 <b>Magnets</b> TG 98 <b>Plant and Animal Life Cycles</b> TG 131; SKB 3 <b>Solar System</b> TG 128 <b>Sound</b> TG 122 <b>Water Cycle</b> TG 130 <b>Weather Instruments</b> TG 118
<b>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.	<b>Dinosaurs and Fossils</b> TG 112 <b>Earth Movements</b> TG 127 <b>Electrical Circuits</b> TG 108, 111 <b>Food Chains and Webs</b> TG 118 <b>Magnets</b> TG 98 <b>Plant and Animal Life Cycles</b> TG 131; SKB 3 <b>Solar System</b> TG 128 <b>Sound</b> TG 122 <b>Water Cycle</b> TG 130 <b>Weather Instruments</b> TG 118
<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>See below.</i>
<b>W.4.9.b</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.”).	<i>See RI.4.1–RI.4.10.</i>
<b>Range of Writing</b>	
<b>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.	<b>All DSR titles</b> <b>SE and TG:</b> The Writing standards met above comprise shorter time frames. Students write routinely over extended time frames in their science notebooks, recording observations and ideas, conducting research, organizing information, and answering questions. <b>SKB 3</b> always focuses on writing, usually for shorter timeframes.

**Language Standards**

**Conventions of Standard English**

<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>All DSR titles</b> SKB 2
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<b>L.4.1.a</b> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<b>Earth Movements</b> SKB 2 <b>Water Cycle</b> SKB 2
<b>L.4.1.b</b> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<b>Dinosaurs and Fossils</b> SKB 2
<b>L.4.1.c</b> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<b>Dinosaurs and Fossils</b> SKB 2
<b>L.4.1.d</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>Weather Instruments</b> SKB 2 (opportunity)
<b>L.4.1.e</b> Form and use prepositional phrases.	<b>Water Cycle</b> SKB 2 (opportunity)
<b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Electrical Circuits</b> SKB 2 <b>Food Chains and Webs</b> SKB 2 <b>Magnets</b> SKB 2 <b>Plant and Animal Life Cycles</b> SKB 2 <b>Solar System</b> SKB 2 <b>Sound</b> SKB 2
<b>L.4.2.a</b> Use correct capitalization.	<b>Solar System</b> SKB 2
<b>L.4.2.b</b> Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Magnets</b> SKB 2
<b>Knowledge of Language</b>	
<b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>All DSR titles</b> Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing.
<b>L.4.3.b</b> Choose punctuation for effect.	<b>Electrical Circuits</b> SKB 2
<b>Vocabulary for Acquisition and Use</b>	
<b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	<b>Earth Movements</b> TG 125 <b>Electrical Circuits</b> TG 107; SKB 4 <b>Magnets</b> SKB 4 <b>Solar System</b> TG 122, 124 <b>Water Cycle</b> SKB 4 <b>Water Cycle</b> TG 128



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<p><b>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>	<p><b>All DSR titles</b>  <b>TG:</b> Preview the Vocabulary and Tips for Reading features in the Before Reading section</p> <p>In addition, see the following:  <b>Earth Movements</b> SKB 4  <b>Plant and Animal Life Cycles</b> SKB 4 (opportunity)</p>
<p><b>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., telegraph, photograph, autograph).</p>	<p><b>Dinosaurs and Fossils</b> SE 13; SKB 4  <b>Earth Movements</b> TG 126  <b>Electrical Circuits</b> TG 110; SKB 4  <b>Food Chains and Webs</b> SKB 4  <b>Magnets</b> SKB 4  <b>Plant and Animal Life Cycles</b> TG 128  <b>Solar System</b> SKB 4  <b>Water Cycle</b> TG 136 (opportunity), 128, 129, 130  <b>Weather Instruments</b> TG 116 (opportunity)</p>
<p><b>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>	<p><b>All DSR titles</b>  SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following:  <b>Electrical Circuits</b> TG 105; SKB 4  <b>Solar System</b> SKB 4  <b>Water Cycle</b> SKB 4</p>
<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Earth Movements</b> TG 127  <b>Electrical Circuits</b> TG 106; SKB 4  <b>Magnets</b> SKB 4  <b>Plant and Animal Life Cycles</b> TG 126  <b>Solar System</b> TG 129  <b>Sound</b> TG 118 (opportunity)  <b>Weather Instruments</b> SKB 4</p>
<p><b>L.4.5.a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p><b>Magnets</b> TG 95 (opportunity)</p>
<p><b>L.4.5.b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Weather Instruments</b> SKB 4</p>
<p><b>L.4.5.c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Sound</b> SKB 4  <b>Water Cycle</b> TG 130 (opportunity)  <b>Weather Instruments</b> TG 117 (opportunity)</p>

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<p><b>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., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>All DSR titles</b> TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 provides an opportunity to acquire and use accurately domain-specific words.</p>