Standards Correlated to **TIME FOR KIDS® Nonfiction Readers: Advanced Plus 15675**

New York State P-12 Common Core Learning Standards
Grade 4

Language Arts

STRAND / DOMAIN NY.CC.4.RI. Reading Standards for Informational Text

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Correlated Lessons:
Objective 11: Summarizes and paraphrases information in text
Lesson 3 (p. 66); Lesson 4 (p. 79); Lesson 8 (p. 125); Lesson 14 (p. 195)
Objective 7: Uses text organizers to determine the main ideas and to locate information in a text
Lesson 7 (p. 114); Lesson 13 (p. 184)

CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.

Correlated Lessons:
Objective 12: Understands level-appropriate reading vocabulary
All lessons

STANDARD	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.

Correlated Lessons:
Objective 9: Understands structural patterns or organization in informal texts
Lesson 2 (p. 55); Lesson 9 (p. 136); Lesson 12 (p. 171); Lesson 15 (p. 206)

CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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.

Correlated Lessons:
Objective 8: Uses the various parts of a book to locate information
Lesson 3 (p. 66); Lesson 10 (p. 149)

CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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.

Correlated Lessons:
Objective 1: Monitors own reading strategies and makes modifications as needed
Lesson 5 (p. 90); Lesson 6 (p. 101); Lesson 9 (p. 136); Lesson 11 (p. 160); Lesson 13 (p. 184)

STRAND / DOMAIN	NY.CC.4.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.

Correlated Lessons:
Objective 1: Monitors own reading strategies and makes modifications as needed
Lesson 5 (p. 90); Lesson 6 (p. 101); Lesson 9 (p. 136); Lesson 11 (p. 160); Lesson 13 (p. 184)
Objective 2: Establishes a purpose for reading
Lesson 1 (p. 44); Lesson 8 (p. 125); Lesson 15 (p. 206)

STRAND / DOMAIN NY.CC.4.SL. Speaking and Listening Standards

CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	4.SL.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.
EXPECTATION	4.SL.1.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.

Correlated Lessons:
Objective 13: Uses a variety of verbal communication skills
All lessons

EXPECTATION	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

Correlated Lessons:
Objective 13: Uses a variety of verbal communication skills
All lessons

EXPECTATION	4.SL.1.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.

Correlated Lessons:
Objective 13: Uses a variety of verbal communication skills
All lessons

STANDARD	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Correlated Lessons:
Objective 11: Summarizes and paraphrases information in text
Lesson 3 (p. 66); Lesson 4 (p. 79); Lesson 8 (p. 125);

Lesson 14 (p. 195)

CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	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.
		Correlated Lessons: **Objective 13: Uses a variety of verbal communication skills** All lessons
STANDARD	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.
		Correlated Lessons: **Objective 13: Uses a variety of verbal communication skills** All lessons
STRAND / DOMAIN	NY.CC.4.L.	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	4.L.3.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).
		Correlated Lessons: **Objective 13: Uses a variety of verbal communication skills** All lessons
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Correlated Lessons:
Objective 12: Understands level-appropriate reading vocabulary
All lessons