

Houghton Mifflin Harcourt
***Escalate English* ©2017**
Grade 4

correlated to the

Common Core State Standards
English Language Arts
Grade 4

Standard	Descriptor	Citations
Reading Standards for Literature		
	Key Ideas and Details	
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.	SE: Upload (narrative), 29, 40–41, 60–61, 90–91, 122–123, 136–137, 170–171, 186–187, 220–221, 234–235, 246–247, 267, 280–281 TE: Explore the Topic (narrative, examples), 12–13, 16–17, 20–21, 60–61, 64, 67, 68–69, 74–78, 81–82, 85, 104–106, 19–113, 116, 119, 156–158, 161–163, 172–177, 180–181, 184–185, 188–189, 252–254, 257–262, 265–266, 269, 448–449, 452–453, 456–457, 496–497, 500–501, 504–505, 510–515, 518–519, 522–523, 542–544, 547–553, 556–557, 560–561; Make Inferences (narrative), 110, 112, 113, 258, 261, 449 513, 514, 515, 548, 549, 550, 552, 693, 696, 835, 838, 839
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	SE: Reading Fiction, 116 (Plot, Characters, Setting); Summarize a Story, 137 TE: Folktale themes, 252; Know Before You Go (folktale lesson), 253; Analyze Theme, 262

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RL.4.3	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>SE: Reading Fiction, 116; Talk About Fiction, 122; Write About Fiction, 123; Summarize a Story, 137; Setting a Purpose, 146; Speaking Activity, 211; Parts of Narrative Fiction, 220</p> <p>TE: Character, 13, 16, 67, 69, 105, 109, 111, 112, 116, 174, 258, 260, 261, 262, 307, 360, 366, 367, 368, 410, 449, 496, 512, 513, 515, 526, 547, 549, 653, 689, 693, 694, 696, 795, 797; Plot, 109, 110, 111, 112, 259, 260, 261, 694, 695, 696, 697, 835, 836, 837, 839</p>
Craft and Structure		
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).	<p>SE: Explore Figurative Language, 61; Reading Toolbox (Literary): Author’s Choice of Words, 164; Vocabulary Strategy, 21, 70, 82, 107, 128, 160, 170, 176, 226, 258; Glossary of Academic Vocabulary, R51; also see: Unit Opener: Context Clues, 5; Vocabulary Strategy: Using a Dictionary, 128; Specialized Vocabulary, 258; Context Clues, 17, 74, 75, 200, 205, 208, 217, 259</p> <p>TE: Build Vocabulary (narrative, examples), 14, 18, 22, 62, 65, 70, 79, 83, 86, 107, 114, 117, 120, 159, 164, 178, 182, 186, 190, 255, 263, 267, 270, 450, 454, 458, 498, 502, 506, 516, 520, 524, 545, 554, 558, 562</p>

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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.	<p>SE: Cause and Effect in a Folktale, 23; Graphic Novels and Biographies, 34–41, 84–91, 130–137, 178–187, 228–235, 274–281; Reading Toolbox (Literary): Poetry, 54; Reading Fiction, 116; Summarize a Story, 137; Parts of Narrative Fiction, 220; Response to Literature, 138–141; also see: Pam Muñoz Ryan: Storyteller, 64–71; The Lion’s Whisker (Folktale), 84–91; Mama Goose and Jonathan from A Bear Named Trouble, 116–123; Writing Activity: Write a Scene from a Play, 41; Rewrite Poetry as Prose, 61; Write a Scene from the Graphic Novel, 90; Write About Fiction, 123; Summarize the Story, 137; Speaking Activity: Perform a Scene from a Play, 41; Talk About Fiction, 122; Talk About Narrative Fiction, 220; Tell a Story, 267</p> <p>TE: Response to Literature, 420–421, 424–425, 428–429, 432–433, 436</p>
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>SE: Know Before You Go: Point of View, 130; Collaborative Discussion, 136; Narrator, 24, 54, 162</p> <p>TE: Point of View, 195, 234, 253, 398, 410, 650</p>
Integration of Knowledge and Ideas		
RL.4.7	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>SE: Language Cam Video, 9, 53, 103, 149, 199, 247; Graphic Novels and Biographies, 40–34–41, 84–91, 130–137, 178–187, 228–235, 274–281</p> <p>TE: Compare and Contrast (Language Cam Video), 26, 168–169, 318–319, 462–463, 608, 747; Analyze a Visual Novel, 254; Upload, 265; Staying on Task, 398; First Read, 400; Visuals, 400, 404, 407; Support Reading an Illustrated Story, 689; Analyze a Visual Novel, 689, 831</p>
RL.4.8	(Not applicable to literature)	

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RL.4.9	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>SE: Cause and Effect in a Folktale, 23; Pam Muñoz Ryan: Storyteller, 64–71; The Lion’s Whisker (Folktale), 84–91; Mama Goose and Jonathan from A Bear Named Trouble, 116–123; Response to Literature, 138–141</p> <p>TE: Folktale themes, 252; Know Before You Go (folktale lesson), 253; Analyze Theme, 262; Response to Literature, 420–421, 424–425, 428–429, 432–433, 436</p>
Range of Reading and Level of Text Complexity		
RL.4.10	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>SE: Classic Fiction, 130–137, 228–235, 274–281; Fiction, 24–29, 116–123, 164–171, 214–221, 262–267; Folktale, 84–91, 214, 262–267; Biography, 34–41, 178–187; Poetry, 54–61, 212; Blog, 6–9, 50–53, 100–103, 146–149, 196–199, 244–247; Podcast (Folktale), 22–23; (Personal Narrative), 62–63; (Radio Play), 162–163; (Poetry), 212–213; (Journal), 260–261</p> <p>TE: Explore the Topic (narrative, examples), 12–13, 16–17, 20–21, 60–61, 64, 67, 68–69, 74–78, 81–82, 85, 104–106, 19–113, 116, 119, 156–158, 161–163, 172–177, 180–181, 184–185, 188–189, 252–254, 257–262, 265–266, 269, 448–449, 452–453, 456–457, 496–497, 500–501, 504–505, 510–515, 518–519, 522–523, 542–544, 547–553, 556–557, 560–561</p>

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Standard	Descriptor	Citations
Reading Standards for Informational Text		
Key Ideas and Details		
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.	<p>SE: Upload (informative), 15, 21, 32, 70–71, 76–77, 82–83, 107, 114–115, 128–129, 155, 160–161, 176–177, 205, 210–211, 226–227, 252–253, 258–259, 272–273</p> <p>TE: Explore the Topic (informative, examples), 29–30, 33–36, 39, 42–43, 48–49, 50–51, 52, 56–57, 88–89, 92–95, 198–19, 202–208, 211, 214–215, 220–223, 226–227, 230–231, 234–235, 238–243, 248–249, 466–470, 473–474, 477–478, 481, 486–489, 492–493, 526–527, 530–533; Make Inferences (informative), 487, 488</p>
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>SE: Reading Toolbox (Informational): Main Idea and Details, 72; Writing Activity: Main Idea and Details, 76; Learning to Write an Outline, 150; also see: Analyzing the Text (informational text), 15, 21, 32, 70, 76, 82, 107, 109, 114, 128, 155, 160, 176, 205, 210, 226, 252, 258, 272</p> <p>TE: Main Idea and Details, 214, 215, 220, 221, 222, 223, 227, 291g, 291h, 337, 493, 548, 595, 615, 664, 677, 678, 679, 787, 814</p>
RI.4.3	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>SE: Reading Toolbox (Informational): Author’s Purpose, 10; Finding Facts (Fact and Opinion), 16; Main Idea and Details, 72; Identify Cause-and-Effect Relationships, 110; Learning to Write an Outline, 150; Reading Hard Words, 200; Chronological Order, 248; Collaborative Discussion (informational text), 15, 21, 32, 76, 114, 155, 160, 205, 252, 272</p> <p>TE: Collaborative Discussion, 94, 226, 243, 332, 356, 492, 778, 790</p>

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Craft and Structure		
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.	SE: Context Clues, 17, 74, 75, 200, 205, 208, 259; also see: Vocabulary Strategy, 21, 70, 82, 107, 128, 160, 176, 226, 258; Glossary of Academic Vocabulary, R51 TE: Build Vocabulary (informative, examples), 31, 37, 40, 44, 53, 58, 90, 96, 200, 209, 212, 216, 224, 228, 232, 236, 244, 471, 475, 479, 482, 490, 494, 528, 534
RI.4.5	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.	SE: Reading Toolbox (Informational): Analyze Structure: Text Features, 64; Main Idea and Details, 72; Identify Cause-and-Effect Relationships, 110; Identify Sequence of Events, 206, 210; Compare and Contrast Information, 222; Chronological Order, 248; Reading Diagrams, 254; Problem and Solution, 272 TE: Sequence (informative), 48, 50, 351, 353, 489, 626, 629, 634, 638, 758; Reading Toolbox (Informational), 198, 214, 346, 626, 672, 767, 821
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	SE: Collaborative Discussion (informational text), 15, 32, 76, 82, 252, 258; Reading Toolbox (Informational): Compare and Contrast Information, 222; also see: Solving Problems Around the World, 10–15; What is the Best Way to Help Homeless People? 30–32; Do You Speak Animal?, 72–76; Is a Picture Worth a Thousand Words?, 78–82; John Muir’s Path to Nature, 248–252; The Black Hills, 254–258 TE: Compare and Contrast (Language Cam Video), 26, 168–169, 318–319, 462–463, 608, 747

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Integration of Knowledge and Ideas		
RI.4.7	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>SE: Language Cam Video, 9, 53, 103, 149, 199, 247; Podcasts, 22–23, 62–63, 108–109, 162–163, 212–213, 260–261; Performance Task: Research Report, 188–191; Learning to Write an Outline, 150; Writing Activity: Take Notes, 161</p> <p>TE: Compare and Contrast (Language Cam Video), 26, 168–169, 318–319, 462–463, 608, 747; Podcast, 60–61, 188–189, 336–337, 496–497, 642–643, 790–791; Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Background on Scientific Research, 188; Reading Toolbox, 466, 556; Report, 493</p>
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	<p>SE: Opinion Piece, 78–83; Finding Facts (Fact and Opinion), 16, 20; Performance Task: Opinion Piece, 42–45</p> <p>TE: Fact and Opinion, 50, 52, 55, 142e; also see: Opinion Piece, 124–125, 128–129, 132–133, 136–137, 140–141</p>
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p>SE: Research Report, 188–191; also see: Writing Activity: Learning to Write an Outline, 150; Take Notes, 161; Learn About Search Terms, 177; Research Toolbox, 186</p> <p>TE: Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Gathering Information, 556; Writing Activity: Take Notes, 493; Performance Tasks, 539</p>

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Range of Reading and Level of Text		
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.	SE: Informational Text, 10–15, 16–21, 30–32, 64–71, 72–77, 78–83, 104–107, 110–115, 124–129, 150–155, 156–161, 172–177, 200–205, 206–211, 222–227, 248–253, 254–259, 268–273; Opinion, 78–83; Biography, 34–41, 178–187 TE: Explore the Topic (informative, examples), 29–30, 33–36, 39, 42–43, 48–49, 50–51, 52, 56–57, 88–89, 92–95, 198–19, 202–208, 211, 214–215, 220–223, 226–227, 230–231, 234–235, 238–243, 248–249, 466–470, 473–474, 477–478, 481, 486–489, 492–493, 526–527, 530–533
Reading Standards for Foundational Skills		
Phonics and Word Recognition		
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3a	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	SE: Vocabulary Strategy: Using Prefixes, 21; Identify Suffixes, 70, 160; Prefixes and Root Words, 226; Agents of Change: Prefixes and Suffixes, 195; Prefix, 17, 18, 31, 249; Exploring Language, 205; Suffix, 31, 120; Reading Hard Words, 200; Analyzing Word Structure, R29–R30 TE: Prefix, 58, 141f, 142i, 494, 583f, 591, 640, 684, 698, 818; Suffix, 8, 40, 120, 186, 209, 292g, 334, 376, 479, 492, 670, 728g, 809; Vocabulary Review, 134, 430, 576, 720, 862
Fluency		
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read on-level text with purpose and understanding.	SE: Read Aloud with Expression and Recite a Poem, 60 TE: Fluency, 74, 93, 180, 202, 258, 385, 510, 530, 660, 673, 692, 693, 756, 799

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RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>SE: Read Aloud with Expression and Recite a Poem, 60; Write and Give a Speech, 155, 205</p> <p>TE: Fluency Development: Punctuation, 74, 258, 693, 756; Reader’s Theater, 76; Read Aloud with Expression, 180, 799; Reading Expressively, 510; Emphasizing Key Words, 530; Fluency Development, 93, 692; Pacing and Pronunciation, 202; Punctuation, Phrasing, Clauses, 660; Pronounce Words Accurately, 673; Fluency, 385</p>
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>SE: Unit Opener: Context Clues, 5; Vocabulary Strategy: Using a Dictionary, 128; Specialized Vocabulary, 258; Context Clues, 17, 74, 75, 200, 205, 208, 217, 259; Vocabulary and Spelling, R28</p> <p>TE: Context Clues, 9, 49, 65, 141g, 173, 205, 207, 352, 370, 612, 628, 757; Critical Vocabulary, 14, 31, 62, 70, 90, 107, 154, 178, 216, 236, 255, 304, 348, 362, 386, 401, 450, 471, 506, 524, 545, 596, 617, 674, 690, 741, 761, 784, 800, 812, 832</p>

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Writing Standards		
Text Types and Purposes		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	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.	SE: Opinion Piece: State your opinion, 43; Introduction, 44; What’s My Point? 45; also see: Opinion Paragraph, 33 TE: Opinion Piece: State your opinion, 125; Introduction, 128; What’s my point? 129; also see: Write On! Support, 101
W.4.1b	Provide reasons that are supported by facts and details.	SE: Opinion Piece: Reasons, 43, 44; also see: Opinion Paragraph, 33 TE: Opinion Piece: Reasons, 125, 128; also see: Write On! Support, 101
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	SE: Opinion Piece: Do My Ideas Flow? 45 TE: Opinion Piece: Do My Ideas Flow? 129, 132
W.4.1d	Provide a concluding statement or section related to the opinion presented.	SE: Opinion Piece: Conclusion, 44; Does the Conclusion Tie My Ideas Together? 45 TE: Opinion Piece: Conclusion, 128; Does the Conclusion Tie My Ideas Together? 132
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	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.	SE: Informative Essay: Write Down Your Main Idea, 92, 93; Opening Paragraph, 94; Point of View, 95; Research Report: Choose a Topic, 188; Make an Outline, 189; Main Idea and Supporting Details, 190 TE: Informative Essay: Write Down Your Main Idea, 274, 275; Opening Paragraph, 278; Point of View, 279; Research Report: Choose a Topic, 566; Make an Outline, 567; Main Idea and Supporting Details, 570

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W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: Informative Essay: Supporting Details, 93, 94; Research Report: Main Idea and Supporting Details, 190 TE: Informative Essay: Supporting details, 275, 278; Research Report: Main Idea and Supporting Details, 570
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	SE: Informative Essay: Vocabulary (include transitional words and phrases), 93; Supporting details, 93; Structure, 95; Research Report: Opening Paragraph, Main Idea and Supporting Details, Conclusion, 190; Structure, 191 TE: Writing Activity: Vocabulary (include transitional words and phrases), 275; Supporting Details, 275; Structure, 279; Research Report: Opening Paragraph, Main idea and Supporting Details, Conclusion, 570; Structure, 571
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: Informative Essay: Vocabulary (include transitional words and phrases), 93; also see: Vocabulary Strategy: Specialized Vocabulary, 258 TE: Writing Activity: Vocabulary (include transitional words and phrases), 275; Vocabulary Strategy: Specialized Vocabulary, 779
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	SE: Informative Essay: Conclusion, 94, 95; Research Report: Conclusion, 190, 191 TE: Informative Essay: Conclusion, 278, 279; Research Report: Conclusion, 570, 571
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: Writing Activity: Narrative, 236–239; also see: Writing Activity: Write a Scene from a Play, 41; Write a Scene from the Graphic Novel, 90 TE: Narrative, 710–711, 714–715, 718–719, 722–724

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W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	SE: Narrative: Decide the Basics (conflict, characters, setting, point of view), 237; Elements of a Narrative, 238; Draft, 239 TE: Narrative: Narrative: Decide the Basics (conflict, characters, setting, point of view), 711; Elements of a Narrative, 714; Draft, 715, 718
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	SE: Narrative: Transitions, 239 TE: Narrative: Transitions, 715, 718
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: Narrative: Descriptive Language, 239 TE: Narrative: Descriptive language, 715, 718
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	SE: Narrative: Ending, 238; Conflict Resolution, 239 TE: Narrative: Conclusion, 714; Resolution of conflict, 715, 718
Production and Distribution of Writing		
W.4.4	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.)	SE: Performance Task, 42–45, 92–95, 138–141, 188–191, 236–239; Writing Activity, 8, 41, 52, 61, 71, 76, 83, 90, 102, 114, 123, 137, 148, 155, 161, 177, 187, 198, 221, 235, 246, 259; Write On! 8, 33, 52, 76, 102, 148, 198, 246 TE: Opinion Piece, 124–125, 128–129, 132–133, 136–137, 140–141; Informative Essay, 274–275, 278–279, 282–283, 286–288, 290–291; Response to Literature, 420–421, 424–425, 428–429, 432–433, 436; Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Narrative, 710–711, 714–715, 718–719, 722–724

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W.4.5	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 on pages 28 and 29.)	SE: Performance Task: Opinion Piece, 42–45; Informative Essay, 92–95; Response to Literature, 138–141; Research Report, 188–191; Narrative, 236–239 TE: Performance Task: Opinion Piece, 124–125, 128–129, 132–133, 136–137, 140–141; Informative Essay, 274–275, 278–279, 282–283, 286–288, 290–291; Response to Literature, 420–421, 424–425, 428–429, 432–433, 436; Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Narrative, 710–711, 714–715, 718–719, 722–724
W.4.6	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.	SE: Writing Activity: Start a Blog, 8; Brainstorm Topics for Your Blog, 52; Designing Your Blog, 102; Helpful Tips for Blog Posts, 198; Share with Other Blogs, 246 TE: Blog, 16, 17, 158, 162, 163, 312, 313, 602, 740, 744, 745
Research to Build and Present Knowledge		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SE: Research Report, 188–191; also see: Writing Activity: Learning to Write an Outline, 150; Take Notes, 161; Learn About Search Terms, 177; Research Toolbox, 186 TE: Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Gathering Information, 556; Writing Activity: Take Notes, 493; Performance Tasks, 539
W.4.8	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: Research Report, 188–191; also see: Writing Activity: Learning to Write an Outline, 150; Take Notes, 161; Learn About Search Terms, 177; Research Toolbox, 186 TE: Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Gathering Information, 556; Writing Activity: Take Notes, 493; Performance Tasks, 539

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W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	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].”).	SE: Response to Literature, 138–141; Give a Review, 136; Writing Activity: Write About Fiction, 123; Summarize the Story, 137 TE: Response to Literature, 420–421, 424–425, 428–429, 432–433, 436
W.4.9b	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”).	SE: Writing Activity: Informational Paragraph, 71; Main Idea and Details, 76; Cause-and-Effect, 114; also see: Response to Literature, 138–141 TE: Upload, 211, 356; Performance Task, 227; also see: Response to Literature, 420–421, 424–425, 428–429, 432–433, 436
	Range of Writing	
W.4.10	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.	SE: Performance Task, 42–45, 92–95, 138–141, 188–191, 236–239; Writing Activity, 8, 41, 52, 61, 71, 76, 83, 90, 102, 114, 123, 137, 148, 155, 161, 177, 187, 198, 221, 235, 246, 259; Write On! 8, 33, 52, 76, 102, 148, 198, 246 TE: Opinion Piece, 124–125, 128–129, 132–133, 136–137, 140–141; Informative Essay, 274–275, 278–279, 282–283, 286–288, 290–291; Response to Literature, 420–421, 424–425, 428–429, 432–433, 436; Research Report, 566–567, 570–571, 574–575, 578–579, 582–583; Narrative, 710–711, 714–715, 718–719, 722–724

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Speaking and Listening Standards		
Comprehension and Collaboration		
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.	
SL.4.1a	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.	SE: Speaking Activity: Sharing Opinions, 15; Giving an Opinion, 15, 21, 77, 129, 187, 234, 273; Follow Class Rules for Participating, 280; Group Discussion, 123; Active Listening, 115; Collaborative Discussion, 15, 21, 29, 32, 40, 70, 76, 82, 90, 107, 109, 114, 122, 128, 136, 155, 160, 170, 176, 186, 205, 210, 220, 226, 234, 246, 252, 258, 267, 272, 280 TE: Active Listening, 21, 119, 269, 357, 685, 783; Listening Toolbox, 357, 842; Comment on a Blog, 17; Performance Task, 85; Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	SE: Follow Class Rules for Participating, 280; Group Discussion, 123; Active Listening, 115; Wait for Your Turn, 117, 221 TE: Listening Toolbox, 357, 842; Comment on a Blog, 17; Performance Task, 85
SL.4.1c	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.	SE: Speaking Activity: Sharing Opinions, 15; Giving an Opinion, 15, 21, 77, 129, 187, 234, 273; Speaking Activity: Discussion, 115, 211; Talk About Fiction, 122; Share Ideas, 171; Talk About Narrative Fiction, 220; Discuss Events and Details, 234 TE: Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842

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Standard	Descriptor	Citations
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p>SE: Collaborative Discussion (literary text), 29, 40, 60, 90, 122, 136, 170, 186, 220, 234, 246, 267, 280; Collaborative Discussion (informational text), 15, 21, 32, 70, 76, 82, 107, 109, 114, 128, 155, 160, 176, 205, 210, 226, 252, 258, 272; Collaborative Discussion (blog), 8, 52, 102, 148, 198, 246</p> <p>TE: Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842</p>
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>SE: Speaking Activity: Talk About Fiction, 122; Talk About Narrative Fiction, 220; Discuss Events and Details, 234; Speak Out1 Retelling, 123; Give a Review, 136; Summarize, 107; Reading Toolbox: Summarize a Story, 137</p> <p>TE: Performance Task: Talk About Fiction,, 375; Talk About Narrative Fiction, 665; Discuss Events and Details, 701; Collaborative Discussion, 664, 700</p>
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	<p>SE: Listening Toolbox: Active Listening, 115, 171, 227; Listening to Others, 221; How Well Did I Understand? 253; Collaborative Discussion (literary text), 29, 40, 60, 90, 122, 136, 170, 186, 220, 234, 246, 267, 280; Collaborative Discussion (informational text), 15, 21, 32, 70, 76, 82, 107, 109, 114, 128, 155, 160, 176, 205, 210, 226, 252, 258, 272</p> <p>TE: Active Listening, 21, 119, 269, 357, 685, 783; Listening Toolbox, 116, 357, 522, 668, 764; Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842</p>

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Standard	Descriptor	Citations
Presentation of Knowledge and Ideas		
SL.4.4	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>SE: Speaking Activity: Talk About Fiction, 122; Report, 161; Talk About Narrative Fiction, 220; Discuss Events and Details, 234; Tell a Story, 267; Speak Out! 15, 21, 60, 77, 107, 123, 129, 136, 155, 187, 205, 227, 234, 259, 273; Performance Task: Narrative Presentation, 282–285</p> <p>TE: Narrative Presentation, 852–853, 856–857, 860–861, 864–866; Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842</p>
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p>SE: For related material see: Writing Activity: Start a Blog, 8; Brainstorm Topics for Your Blog, 52; Designing Your Blog, 102; Helpful Tips for Blog Posts, 198; Share with Other Blogs, 246; Speaking Activity: Perform a Scene from a Play, 41; Report, 161</p> <p>TE: Blog, 16, 17, 158, 162, 163, 312, 313, 602, 740, 744, 745</p>
SL.4.6	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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	<p>SE: Speaking Activity, 15, 29, 41, 77, 91, 115, 122, 161, 171, 211, 220, 234, 267; Speak Out! 15, 21, 60, 77, 107, 123, 129, 136, 155, 187, 205, 227, 234, 259, 273; also see: Collaborative Discussion, 15, 21, 29, 32, 40, 70, 76, 82, 90, 107, 109, 114, 122, 128, 136, 155, 160, 170, 176, 186, 205, 210, 220, 226, 234, 246, 252, 258, 267, 272, 280</p> <p>TE: Active Listening, 21, 119, 269, 357, 685, 783; Listening Toolbox, 116, 357, 522, 668, 764; Speaking Toolbox, 32, 184, 249, 411, 639, 826; Collaborative Discussion, 16, 27, 37, 55, 64, 85, 94, 116, 158, 168, 184, 194, 226, 243, 308, 318, 332, 356, 374, 389, 410, 452, 492, 500, 556, 598, 623, 646, 684, 740, 747, 790, 820, 842</p>

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Standard	Descriptor	Citations
Language Standards		
Conventions of Standard English		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	SE: Relative Pronouns, R13 TE: Pronouns, 171, 179, 183, 197, 201, 210, 213
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	SE: Progressive Tenses, R15 TE: Verbs in the Present Progressive Tense, 397; Verbs in the Past Progressive Tense, 402; Verbs in the Future Progressive Tense, 409; Choose the Correct Progressive Tense, 413
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	SE: See Verbs, R13–R16 TE: Modal Auxiliary Verbs, 345, 349, 355, 359, 373, 377, 381, 387
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	SE: Adjectives, R16–R18 TE: Adjectives, 447, 451, 465, 472
L.4.1e	Form and use prepositional phrases.	SE: Prepositional Phrases, R19–R20 TE: Prepositional Phrases, 589, 593, 597, 601, 610, 618, 622, 625, 637, 641, 645, 649, 663, 667, 671, 675, 687, 691, 699, 703
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	SE: The Structure of Sentences, R22–R23; Writing Complete Sentences, R23–R24; Writing Activity: Revise, 45, 95, 141, 191, 239, 285 TE: Complete and Incomplete Sentences, 54, 59, 63, 66; Revise, 132, 282, 428, 574, 718, 860
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*	SE: Commonly Confused Words, R36–R37 TE: Easily Confused Words, 127, 131, 135, 139, 277, 281, 285, 289, 423, 427, 431, 435, 569, 573, 577, 581, 713, 717, 721, 725, 855, 859, 863, 867

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Standard	Descriptor	Citations
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2a	Use correct capitalization.	SE: Capitalization, R8–R9 TE: Common and Proper Nouns, 147, 151
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	SE: Comma, R5; Writing Activity: Dialogue, 221 TE: Editing and Proofing, 286; Revising, 429, 432; Writing Activity: Dialogue, 669
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	SE: Comma, R5 TE: Sentence Run-ons, 80, 84, 87, 88, 103, 108, 115, 118
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	SE: Vocabulary and Spelling, R28–R37 TE: Spelling (Edit), 17, 136, 286, 432, 578, 722; Weekly Spelling, 6, 27, 53, 79, 102, 126, 146, 170, 196, 224, 250, 276, 296, 320, 344, 372, 396, 422, 442, 464, 490, 516, 540, 568, 588, 609, 636, 662, 686, 712, 732, 754, 780, 805, 828, 854
Knowledge of Language		
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3a	Choose words and phrases to convey ideas precisely.*	SE: Performance Task, 42–45, 92–95, 138–141, 188–191, 236–239; Writing Activity: Informational Paragraph, 71; Write On! Opinion Paragraph, 33 TE: Performance Task: 124–141, 274–291, 420–436, 566–583, 710–724
L.4.3b	Choose punctuation for effect.*	SE: Writing Activity: Write a Scene from the Graphic Novel, 90; Dialogue, 221 TE: Fluency Development: Punctuation, Reading with Expression, 799
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	SE: Formal and Informal Language, 211; Vocabulary (formal tone), 43; Download, 64; Writing Activity: Dialogue, 221 TE: Formal and Informal Language, 639, 669; Writing Activity: Dialogue, 669

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Standard	Descriptor	Citations
	Knowledge of Language	
L.4.4	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.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>SE: Unit Opener: Context Clues, 5; Vocabulary Strategy: Using a Dictionary, 128; Specialized Vocabulary, 258; Context Clues, 17, 74, 75, 200, 205, 208, 217, 259; Vocabulary and Spelling, R28</p> <p>TE: Context Clues, 9, 49, 65, 141g, 173, 205, 207, 352, 370, 612, 628, 757; Critical Vocabulary, 14, 31, 62, 70, 90, 107, 154, 178, 216, 236, 255, 304, 348, 362, 386, 401, 450, 471, 506, 524, 545, 596, 617, 674, 690, 741, 761, 784, 800, 812, 832</p>
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>SE: Vocabulary Strategy: Using Prefixes, 21; Identify Suffixes, 70, 160; Prefixes and Root Words, 226; Agents of Change: Prefixes and Suffixes, 195; Prefix, 17, 18, 31, 249; Exploring Language, 205; Suffix, 31, 120; Reading Hard Words, 200; Analyzing Word Structure, R29–R30</p> <p>TE: Prefix, 58, 141f, 142i, 494, 583f, 591, 640, 684, 698, 818; Suffix, 8, 40, 120, 186, 209, 292g, 334, 376, 479, 492, 670, 728g, 809; Vocabulary Review, 134, 430, 576, 720, 862</p>
L.4.4c	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>SE: Vocabulary Strategy: Using a Dictionary, 128; Using a Glossary or Dictionary, 33, 82, 107, 205, 235, 25, 259; Using Reference Sources, R32–R33</p> <p>TE: Vocabulary Strategy: Using a Dictionary, 394; Using a Print or Digital Dictionary, 112; Using a Dictionary, Glossary, and Thesaurus (examples), 14, 31, 62, 86, 107, 114, 154, 200, 216, 248, 267, 304, 348, 362, 394, 401, 412, 450, 506, 524, 545, 562, 600, 621, 702, 748, 784</p>

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Standard	Descriptor	Citations
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	SE: Explore Figurative Language, 61; Onomatopoeia, 129 TE: Figurative Language, 2k, 75, 77, 78, 83, 141h, 142g, 177, 185, 241, 291b, 512, 513, 514, 648, 727g; Similes, 149; Idioms and Slang, 159; The Language of Poetry, 142e
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	SE: Idioms, 33, 166, 211, 215 TE: Idioms, 18, 100, 113, 141b, 159, 284, 291b, 309, 438e, 438i, 438m, 473, 502, 531, 532, 551, 553
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	SE: Vocabulary Strategy: Antonyms, 82; Synonyms, 107; You Say That Again: Synonyms and Antonyms, 145; Synonyms and Antonyms, R31 TE: Synonyms, 12, 65, 86, 134, 141g, 141h, 212, 223, 284, 320, 333, 380, 390, 430, 437i, 458, 562, 576, 583a, 604, 654, 728i, 805, 844, 862; Antonyms, 248, 259, 445, 583a, 805
L.4.6	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).	SE: Vocabulary Strategy, 21, 70, 82, 107, 128, 160, 170, 176, 226, 258; Glossary of Academic Vocabulary, R51 TE: Build Vocabulary (informative, examples), 31, 37, 40, 44, 53, 58, 90, 96, 200, 209, 212, 216, 224, 228, 232, 236, 244, 471, 475, 479, 482, 490, 494, 528, 534; Build Vocabulary (narrative, examples), 14, 18, 22, 62, 65, 70, 79, 83, 86, 107, 114, 117, 120, 159, 164, 178, 182, 186, 190, 255, 263, 267, 270, 450, 454, 458, 498, 502, 506, 516, 520, 524, 545, 554, 558, 562