

Houghton Mifflin Harcourt
Science and Engineering Leveled Readers ©2014
Grade 4

correlated to the

Common Core State Standards for English Language Arts
Grade 4

Standard	Descriptor	Leveled Reader and Teacher Guide 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.	Unit 1 TG, pp. 2–3, 10 Unit 3 TG, pp. 26–27, 34 Unit 4 TG, pp. 38–39, 46 Unit 5 TG, pp. 50–51, 58 Unit 6 TG, pp. 62–63, 70 Unit 7 TG, pp. 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 TG, pp. 98–99, 106 Unit 10 TG, pp. 110–111, 118 Unit 11 TG, pp. 122–123, 130
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Unit 1 TG, pp. 4, 10 Unit 2 TG, pp. 16, 22 Unit 3 TG, pp. 28, 34 Unit 4 TG, pp. 40, 46 Unit 5 TG, pp. 52, 58 Unit 6 TG, pp. 64, 70 Unit 7 TG, pp. 76, 82

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
		Unit 8 TG, pp. 88, 94 Unit 9 TG, pp. 100, 106 Unit 10 TG, pp. 112, 118 Unit 11 TG, pp. 124, 130
Craft and Structure		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Unit 1 TG, pp. 1, 9 Unit 2 TG, pp. 13, 21 Unit 3 TG, pp. 25, 33 Unit 4 TG, pp. 37, 45 Unit 5 TG, pp. 49, 57 Unit 6 TG, pp. 61, 69 Unit 7 TG, pp. 73, 81 Unit 8 TG, pp. 85, 93 Unit 9 TG, pp. 97, 105 Unit 10 TG, pp. 109, 117 Unit 11 TG, pp. 121, 129
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.	Unit 2 TG, pp. 16, 22 Unit 3 TG, p. 33 Unit 4 TG, p. 45 Unit 6 TG, p. 70
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.	Unit 1 TG, pp. 2–3 Unit 2 TG, pp. 13, 14 Unit 4 TG, pp. 38–39 Unit 5 TG, pp. 49, 50–51 Unit 6 TG, pp. 61, 62 Unit 7 TG, pp. 86–87 Unit 11 TG, p. 122

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Writing Standards		
Text Types and Purposes		
W.4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>Unit 4 EN <i>What Happens Under the Hood?</i>; TG, p. 46 Unit 5 TG, p. 58 Unit 8 TG, p. 88 Unit 10 TG, p. 112</p>
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, 	<p>Unit 1 OL/ES <i>How Do We Use Scientific Investigation and Reasoning?</i>, EN <i>Wild Science: Learning from the Cheetah</i>; TG, pp. 4, 10 Unit 2 EN <i>City Water Tunnel 3</i>; TG, p. 16 Unit 3 OL/ES <i>What Is Matter?</i>, EN <i>Sculpting With Physical Properties</i> Unit 5 OL <i>How Do We Generate and Use Electricity?</i> Unit 6 TG, p. 64 Unit 8 OL <i>How Does the Water Cycle Affect Weather?</i>, EN <i>Hurricane</i>; TG, p. 82 Unit 9 OL/ES <i>What Are Patterns in Space?</i>, EN <i>A Sky Full of Stars</i> Unit 10 OL <i>How Do Organisms Interact with Their Environment?</i>, EN <i>Tiger Sharks in the Seagrass</i>; TG, p. 118 Unit 11 ES/OL <i>How Do Plants and Animals Reproduce and Adapt?</i>, EN <i>Exploring the</i></p>

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	<p>quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Galapagos Islands</i>; TG p. 130</p>
<p>W.4.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Unit 2 TG, p. 22 Unit 3 TG, pp. 28, 34 Unit 4 TG, p. 40 Unit 5 TG, p. 52 Unit 8 TG, p 94</p>

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	e. Provide a conclusion that follows from the narrated experiences or events.	
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.)	Unit 1 OL/ES <i>How Do We Use Scientific Investigation and Reasoning?</i> , EN <i>Wild Science: Learning from the Cheetah</i> Unit 2 EN <i>City Water Tunnel 3</i> Unit 3 OL/ES <i>What Is Matter?</i>
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.)	Unit 2 OL/ES <i>What Is the Engineering Process?</i>
Research to Build and Present Knowledge		
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Unit 1 OL/ES <i>How Do We Use Scientific Investigation and Reasoning?</i> , EN <i>Wild Science: Learning from the Cheetah</i> Unit 2 OL <i>What Is the Engineering Process?</i> , EN <i>City Water Tunnel 3</i> Unit 3 OL/ES <i>What Is Matter?</i> , EN <i>Sculpting With Physical Properties</i> Unit 8 EN <i>Hurricane</i> Unit 9 OL/ES <i>What Are Patterns in Space?</i> , Unit 9 EN <i>A Sky Full of Stars</i> Unit 10 OL/ES <i>How Do Organisms Interact with Their Environment?</i> , EN <i>Tiger Sharks in the Seagrass</i>

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Speaking & Listening Standards		
Comprehension and Collaboration		
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>Unit 1 OL/ES <i>How Do We Use Scientific Investigation and Reasoning?</i> , EN <i>Wild Science: Learning from the Cheetah</i>; TG, pp. 2–3, 10</p> <p>Unit 2 OL/ES <i>What Is the Engineering Process?</i>; TG, pp. 14–15, 22</p> <p>Unit 3 TG, pp. 26–27, 34</p> <p>Unit 4 TG, pp. 38–39, 46</p> <p>Unit 5 TG, pp. 50–51, 58</p> <p>Unit 6 TG, pp. 62–63, 70</p> <p>Unit 7 TG, pp. 74–75, 82</p> <p>Unit 8 EN <i>Hurricane</i>; TG, pp. 86–87, 94</p> <p>Unit 9 OL/ES <i>What Are Patterns in Space?</i>, EN <i>A Sky Full of Stars</i>; TG, pp. 98–99, 106</p> <p>Unit 10 TG, pp. 110–111, 118</p> <p>Unit 11 TG, pp. 122–123, 130</p>

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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.	Unit 3 EN <i>Sculpting With Physical Properties</i> Unit 4 OL <i>How Do We Use Forms of Energy?</i> Unit 5 OL <i>How Do We Generate and Use Electricity?</i> , EN <i>Energy on Demand: Making Electricity</i> Unit 7 TG, p. 76 Unit 8 OL <i>How Does the Water Cycle Affect Weather?</i>