

| Iversen Publishing Ltd Correlation to The Common Core Standards Rev Up Grade 4 Reading Standards | | | Rev Up Sport | Rev Up Extreme | Rev Up Action | Rev Up Science | Rev Up Climate |
|--|--|--|--------------|----------------|---------------|----------------|----------------|
| Literature - Key Ideas and Details | | | | | | | |
| 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | x | x | x | x | x |
| 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. | | x | x | x | x | x |
| Craft and Structure | | | | | | | |
| 6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | x | x | x | x | x |
| Range of Reading and Level of Text Complexity | | | | | | | |
| 10 | By the end of the year, read and comprehend literature, including stories, drama, and poetry, grades 4-5 text complexity band independently and proficiently | | x | x | x | x | x |
| Informational Text -Key Ideas and Details | | | | | | | |
| 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | x | x | x | x | x |
| 2 | Determine the main idea of a text, recount the key details and explain how they support the main idea | | x | x | x | x | x |
| 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. | | x | x | x | x | x |
| Craft and Structure | | | | | | | |
| 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. | | x | x | x | x | x |
| 6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | x | x | x | x | x |
| Integration of Knowledge and Ideas | | | | | | | |

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| 8 | Explain how an author uses reasons and evidence to support particular points in a text. | | x | x | x | x | x |
| 9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | x | x | x | x | x |
| Range of Reading and Level of Text Complexity | | | | | | | |
| 10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range | | x | x | x | x | x |
| Foundation Skills- Fluency | | | | | | | |
| 4 | Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | x | x | x | x | x |
| Writing - Text Types and Purpose | | | | | | | |

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| 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | x | x | x | x | x |
| Writing - Production and Distribution | | | | | | | |
| 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.) | | x | x | x | x | x |
| 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | x | x | x | x | x |
| 6 | With guidance and support, use technology to produce and publish writing, as well as to interact with others | | x | x | x | x | x |
| Writing - Research to build and Present Knowledge | | | | | | | |
| 7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | x | x | x | x | x |
| 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | x | x | x | x | x |
| 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). | | | | | | |

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| Range of Writing | | | | | | |
| 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. | x | x | x | x | x |
| Speaking and Listening - Comprehension and Collaboration | | | | | | |
| 2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | x | x | x | x | x |
| Language - Conventions of Standard English | | | | | | |
| 2 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). | x | x | x | x | x |