

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**Soil Habitats**  
**Shoreline Science**  
**Designing Mixtures**  
**Gravity and Magnetism**  
**Light Energy**  
**Weather and Water**  
**Variation and Adaptation**  
**Digestion and Body Systems**  
**Planets & Moons**  
**Aquatic Ecosystems**  
**Models of Matter**  
**Chemical Changes**

**with the State of Nevada**  
**English Language Arts Standards**  
**for Grade 4**  
**Created March 2009**



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Nevada English/Language Arts Standards – 4th Grade

Nevada English/Language Arts Standards – 4 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>Content Standard 1.0: Word Analysis</b> - Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.												
<b>1.1 Phonological Awareness</b>												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●	●	●	●	●
<b>1.2 Phonemic Awareness</b>												
Demonstrate phonemic awareness of spoken words through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●
<b>1.3 Phonics and Structural Analysis</b>												
Recognize and name upper and lower case letters of the alphabet	●	●	●	●	●	●	●	●	●	●	●	●
Identify letter-sound relationships	●	●	●	●	●	●	●	●	●	●	●	●
Decode words in text using phonics and structural analysis through: base words, suffixes, prefixes, compound words	●	●	●	●	●	●	●	●	●	●	●	●
Decode words in text using phonics and structural analysis through: short/long vowels, digraphs, diphthongs, blends, word families, spelling patterns,	●	●	●	●	●	●	●	●	●	●	●	●

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syllables												
<b>1.4 Vocabulary Development</b>												
Comprehend, build, and extend vocabulary using: syntax, parts of speech pictures, homographs	●	●	●	●	●	●	●	●	●	●	●	●
Comprehend, build, and extend vocabulary using: homophones, synonyms, antonyms, context clues, structural analysis	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Apply alphabetic order to locate words in resources	●	●	●	●	●	●	●	●	●	●	●	●
Use resources to find and/or confirm meaning of unknown words encountered in text	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, use resources to confirm word origins												
Identify connotative and denotative meaning in text	●	●	●	●	●	●	●	●	●	●	●	●
Build vocabulary using: pictures, symbols	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>1.5 Fluency and Comprehension</b>												
Apply knowledge of high frequency words in text to build fluency and comprehension	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, identify content-specific vocabulary in text	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●
Read fluently aloud and/or silently with a focus on: prosody, accuracy, automaticity, reading rate	●	●	●	●	●	●	●	●	●	●	●	●
<b>Content Standard 2.0: Reading Strategies - Students use reading process skills and strategies to build comprehension.</b>												
<b>2.1 Before Reading Strategies</b>												

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Demonstrate concept of print and word	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate voice-to-print match	●	●	●	●	●	●	●	●	●	●	●	●
Identify author and illustrator	●	●	●	●	●	●	●	●	●	●	●	●
Use before reading strategies appropriate to text and purpose to: preview text, access prior Knowledge, build background Knowledge, set purpose for reading, make predictions, determine reading rate, determine text type	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>2.2 During Reading Strategies</b>												
Use during reading strategies appropriate to text and purpose to: use self-correcting strategies, make, confirm, and revise predictions, understand and use key vocabulary, identify main idea and supporting details, make inferences, adjust reading rate, apply knowledge of text type	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>2.3 After Reading Strategies</b>												
Select after reading strategies appropriate to text and purpose to: recall details, restate main ideas, organize information, record information, synthesize text, evaluate text, evaluate the effectiveness of reading strategies	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>Content Standard 3.0: Literary Text - Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.</b>												

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<b>3.1 Setting and Plot</b>												
Explain: setting, sequence of events, conflict, climax, resolution, turning point												
With assistance, describe internal and external conflict												
With assistance, identify and discuss main plot and subplots												
Identify how one event may cause another event												
Make inferences and draw conclusions about setting and plot based on evidence												
<b>3.2 Characterization</b>												
Describe physical and personality traits												
Describe the motivation for a character’s actions												
With assistance, identify the protagonist and antagonist												
Make inferences and draw conclusions about a character(s) based on evidence												
<b>3.3 Theme</b>												
Identify the main idea supported by evidence												
Identify theme												
Identify a lesson learned based on events and/or a character’s actions												
<b>3.4 Point of View</b>												

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Identify first-person point of view												
Identify third-person limited point of view												
With assistance, identify third-person omniscient point of view												
<b>3.5 Language</b>												
Explain how the author uses: imagery, similes, personification, metaphors												
Identify the effects of rhythm and rhyme on text												
Explain how the author uses: idioms, alliteration, sensory words, hyperbole, dialect, slang, formal language, informal language												
<b>3.6 Tone, Mood, and Irony</b>												
Identify words and phrases that reveal tone												
With assistance, explain how words and phrases create mood												
With assistance, identify examples of irony												
<b>3.7 Cultures and Time Periods</b>												
Read and discuss text from different: cultures, time periods												
Compare text from different: cultures, time periods												
With assistance, explain the influence of historical events												

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With assistance, explain the influence of cultures												
With assistance, explain the influence of time periods												
<b>3.8 Predictions</b>												
Make and revise predictions based on evidence												
<b>3.9 Responding to Text</b>												
Make connections to self, other text, and/or the world												
Use information to answer specific questions												
Summarize information												
<b>Content Standard 4.0: Expository Text</b> - Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.												
<b>4.1 Text Features</b>												
Identify the purpose of and gain information from: illustrations, graphs, charts, titles, text boxes, diagrams, headings, maps	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
Identify the purpose of and gain information from: table of contents, glossaries, indices	●●	●●	●●	●●	●●●	●●●	●●	●●●	●●●	●●●	●●	●●
Identify and explain the use of: bold-faced words, underlined words, highlighted words, italicized words,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Identify and explain the use of: abbreviations, acronyms	●	●	●	●	●	●	●	●	●	●	●	●
<b>4.2</b>												
Identify: dialect, slang, alliteration, informal and formal language, idioms	●	●	●	●	●	●	●	●	●	●	●	●

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Explain: similes, metaphors, personification												
With assistance, explain how analogies are used												
Identify words and phrases that reveal tone	●	●	●	●	●	●	●	●	●	●	●	●
Explain how language clarifies ideas and concepts	●	●	●	●	●	●	●	●	●	●	●	●
Identify persuasive and propaganda techniques												
With assistance, identify how language creates: persuasion, propaganda												
With assistance, explain how an author uses concrete examples to explain abstract ideas		●●				●●		●●	●●	●●	●●	●
<b>4.3 Organizational and Structural Patterns</b>												
Distinguish theme from topic	●	●	●	●	●	●	●	●	●	●	●	●
Identify theme												
With assistance, describe the importance of sequential and/or chronological order			●			●		●				●
Describe sequential and/or chronological order	●	●	●●	●	●	●●	●	●●	●	●	●	●●
Explain a cause and its effect on events and/or relationships	●	●●	●●	●●	●	●	●	●	●	●●	●	●
With assistance, analyze a cause and its effect on events and/or relationships in a text	●	●●	●●	●●	●	●	●	●	●	●●	●	●
Explain a problem and its solutions	●	●	●	●	●	●	●	●	●	●	●	●
Describe a main idea based on evidence	●	●	●	●	●●●	●	●	●	●	●	●	●

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With assistance, compare events	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, trace the development of an author’s argument, viewpoint, or perspective	●	●	●	●	●	●	●	●	●	●	●	●
<b>4.4 Cultures and Times</b>												
Compare text from different: cultures, time periods												
With assistance, explain the influence of historical events and cultures												
<b>4.5 Responding to Text</b>												
Make connections to self, other text, and/or the world	●	●	●	●	●	●	●	●	●	●●	●	●
Use information to answer specific questions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, develop hypotheses based on information	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Summarize information	●	●	●	●	●●●	●●	●●	●●	●●	●●	●●	●●
<b>4.6 Predictions, Inferences, and Conclusions</b>												
Make and revise predictions based on evidence	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
Make inferences and draw conclusions based on evidence	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, analyze the accuracy of facts	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish between fact and opinion	●	●	●	●	●	●	●	●	●	●	●	●
<b>4.7 Directions</b>												
Read and follow directions to complete tasks or	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●

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procedures												
<b>Content Standard 5.0: Effective Writing</b> - Students write a variety of texts using the writing process.												
<b>5.1 Prewriting</b>												
Use prewriting strategies to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Choose and narrow a topic to organize ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Explore a topic to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>5.2 Drafting</b>												
Draw or communicate ideas in written form	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Draft multiple paragraph papers about a single topic that address: audience, purpose, supporting details, introduction, conclusion	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, draft multiple paragraph papers about a single topic that address transitions	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
<b>5.3 Revising</b>												
Revise drafts for: organization, focused ideas, voice, audience, purpose, relevant details, word choice, sentence fluency	●	●	●	●	●	●	●	●	●	●	●	●
<b>5.4 Editing for Mechanics</b>												
Edit to ensure correct spelling of first and last names	●	●	●	●	●	●	●	●	●	●	●	●
Edit paragraphs and compositions to ensure correct spelling of: high frequency words, content words,	●	●	●	●	●	●	●	●	●	●	●	●

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patterned words												
Edit capitalization for: beginnings of sentences, months, days of the week, proper nouns, initials, titles, abbreviations	●	●	●	●	●	●	●	●	●	●	●	●
Edit punctuation for: end punctuation, commas, apostrophes, quotation marks	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit punctuation for: abbreviations, colons	●	●	●	●	●	●	●	●	●	●	●	●
<b>5.5 Editing for Usage of Words</b>												
Edit for correct use of: nouns, verbs, pronouns, adjectives, subject/verb agreement, verb tenses, adverbs	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit for correct use of: clauses, phrases, pronoun/antecedent agreement	●	●	●	●	●	●	●	●	●	●	●	●
<b>5.6 Editing for Sentence Structure</b>												
Edit sentences for: complete sentences, combining sentences, compound sentences, complex sentences	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit sentences for the elimination of: fragments, run-ons	●	●	●	●	●	●	●	●	●	●	●	●
<b>5.7 Publishing</b>												
Prepare a legible final draft to display or share	●	●●	●	●	●	●	●	●	●	●	●	●
With assistance, select a publishing format appropriate	●	●●	●	●	●	●	●	●	●	●	●	●

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to the audience and purpose												
<b>Content Standard 6.0: Types of Writing</b> - Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.												
<b>6.1 Expository</b>												
Draw or write to communicate	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Write multiple-paragraph papers which include: a topic sentence, supporting details, a concluding statement, a beginning, middle, and end	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, write multiple-paragraph papers which include: a thesis statement, transitions	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
<b>6.2 Narrative/Descriptive</b>												
Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence, character, setting, plot, dialogue												
With assistance, write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: figurative language, sensory details	●●					●●				●●		
<b>6.3 Poetry</b>												
Listen to and discuss poetry												
Write poetry												

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<b>6.4 Responses to Literature</b>												
Write responses to literary text												
Write responses that demonstrate an understanding of setting												
Summarize information												
With assistance, write responses that demonstrate an understanding of character development and motivation												
<b>6.5 Responses to Expository Text</b>												
Write responses to expository text	●	●	●	●	●	●	●	●	●	●	●	●
Write responses that use specific details from text	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, write responses that analyze the elements of exposition and their effects on text												
<b>6.6 Persuasive</b>												
Draw or communicate an opinion												
Write an opinion statement												
Write persuasive paragraphs that include supporting evidence												
With assistance, write persuasive essays and compositions that include: a thesis statement, supporting evidence, relevant evidence												
<b>6.7 Personal &amp; Professional Communication</b>												

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Draw and/or write personal messages												
Write friendly letters following an established format												
With assistance, write business and professional letters using an established format												
With assistance, write a variety of communications in appropriate formats												
<b>6.8 Directions</b>												
Write directions to complete tasks or procedures			●●									
<b>6.9 Research</b>												
Write research papers by: formulating and recording questions, identifying and collecting information, recording information from sources, paraphrasing and summarizing information, organizing collected information, documenting sources	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Identify: title, author	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, demonstrate an understanding of the difference between original works and plagiarized works	●	●	●	●	●	●	●	●	●	●	●	●
<b>Content Standard 7.0: Listening</b> - Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.												
<b>7.1 Message</b>												
Listen for a variety of purposes including, gaining	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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Nevada English/Language Arts Standards – 4 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
information, being entertained, understanding directions												
Listen for and identify: main idea, purpose, messages, mood, tone	●	●	●	●	●	●	●	●	●	●	●	●
Listen to and summarize ideas and supporting details	●●	●●	●	●	●●	●●	●	●●	●●	●	●●	●●
Listen to and distinguish fact from opinion	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, listen for and identify persuasive techniques												
<b>7.2 Content and Delivery</b>												
Listen to and evaluate content of oral communications	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, listen to and evaluate oral communications for: delivery, point of view, ideas	●	●	●	●	●	●	●	●	●	●	●	●
<b>7.3 Vocabulary Development</b>												
Expand vocabulary through listening	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>7.4 Language</b>												
Listen for and identify dialect												
Listen for and identify the use of formal and informal language	●	●	●	●	●	●	●	●	●	●	●	●
Listen for and identify social and academic language	●	●	●	●	●	●	●	●	●	●	●	●
<b>7.5 Conversations and Group Discussions</b>												
Actively listen to a speaker	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen to and participate in conversations	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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Listen to and evaluate constructive feedback	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Provide constructive feedback	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, focus attention to solve problems by identifying, synthesizing, and evaluating data	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
<b>Content Standard 8.0: Speaking</b> - Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.												
<b>8.1 Giving Directions</b>												
Give directions to complete tasks	●	●	●	●	●	●	●	●	●	●	●	●
Ask questions to clarify directions	●	●	●	●	●	●	●	●	●	●	●	●
<b>8.2 Language</b>												
Use precise language to describe: feelings, experiences, observations, ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Apply Standard English to communicate ideas	●	●	●	●	●	●	●	●	●	●	●	●
<b>8.3 Presentations</b>												
Speak clearly with prosody	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Communicate personal experiences and retell stories	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Communicate information in small and large groups	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use public speaking techniques to deliver presentations with appropriate: prosody, volume, eye contact, enunciation, posture, expressions, audience, purpose	●●	●	●	●	●	●	●	●	●	●●	●	●
Communicate information by: maintaining a clear focus, following a logical sequence, illustrating	●●	●	●	●	●	●	●	●	●	●●	●	●

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	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
information with media aids												
Communicate statements that express an opinion												
Defend a position using evidence	●●	●	●	●	●	●	●	●	●	●●	●	●
<b>8.4 Group Discussions</b>												
Contribute to conversations and discussions about a given topic	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Respond to questions to clarify and extend ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Ask relevant questions to clarify information	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, take a leadership role in conversations and discussions	●●	●●			●●			●●	●●	●●		
With assistance distinguish between relevant and irrelevant information	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
<b>8.5 Phonology</b>												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate phonemic awareness of spoken word through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●

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