

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 4**

Grade 4 • Common Core State Standards	Everyday Literacy® • Grade 4
<p>Reading: Literature Key Ideas and Details</p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.</p>
<p>Craft and Structure</p> <p>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> <p>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> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.</p>
<p>Integration of Knowledge and Ideas</p> <p>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> <p>8. (Not applicable to literature)</p> <p>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>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.</p>
<p>Range of Reading and Complexity of Text</p> <p>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>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.</p>

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<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students refer to details in the text when mastering the explicit and implicit meaning of the realia texts.</p> <p>TC <i>Amazing Animal Facts</i> p. 2 (class examines Record Breakers chart and discusses whether it is a useful feature).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (talking about the features of a travel brochure and the purposes of those features).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (locating different parts of a travel journal and comparing a procedural chart to an information chart).</p> <p>TC <i>Cryptids Club</i> p. 2 (talking about the language used in the brochure to make the club sound exciting, such as “remarkable,” “exclusive,” and “gloriously illustrated”).</p> <p>TC <i>Guide to the Owls of North America</i> p. 2 (discussion of the features of a guidebook and how each page has similar information about a different kind of owl).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 2 (talking about the ad copy text and what it is trying to persuade the reader to do).</p> <p>TC <i>Wonder of the Sea</i> p. 2 (talking about the features of a magazine article and discussing which parts of the article provided the most information).</p> <p>TC <i>Animal Trivia</i> p. 2 (discussing the game’s logo, the information it provides, and the fact that seeing the logo on all parts of the game indicates that the parts all go together).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 2 (understanding from the word “herbivore” in the restaurant name and the pictures on the menu that the restaurant serves primarily plant-based foods).</p> <p>TC <i>Soar with Bats</i> p. 2 (talking about the features of a webpage and how they are used).</p> <p>Within “Discuss the Features” instruction students are guided to identify the main topic and key details.</p> <p>TC <i>Amazing Animal Facts</i> p. 2 (class discussion of the features of the fact book and that the purpose of a reference book is to make it easy to quickly find interesting and unusual facts about a subject or topic).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (discussion of travel brochure features and which features might persuade students to take a safari vacation).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (discussing ways that procedural charts can be helpful and comparing procedural and information charts about photo journals).</p> <p>TC <i>Cryptids Club</i> p. 1-2 (explaining that brochures are designed to convince the reader to buy something or take some action and examining features of this brochure that make</p>
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	<p>the club seem exciting).</p> <p>TC <i>Guide to the Owls of North America</i> p. 1-2 (discussing what students think the writer wanted them to know about owls based on the information in the guidebook).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 1-2 (reminding students that the purpose of an ad is to persuade readers to buy or do something).</p> <p>TC <i>Wonder of the Sea</i> p. 2 (class discussion about which features of the article provided the most information and caught the students’ attention).</p> <p>TC <i>Animal Trivia</i> p. 2 (concluding discussion of game instructions with understanding that good game instructions make learning a new game fun and easy).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 2 (discussing menu sections and items, asking students which foods they recognize and which they would like to order).</p> <p>TC <i>Soar with Bats</i> p. 2-3 (students think through how to navigate the internet site as they build their book about bats).</p> <p>“Discuss the Features” instruction and the “Extension Activities” included on the Teaching Cards support students in their efforts to make connections based on the text.</p> <p>TC <i>Amazing Animal Facts</i> p. 2 (students understand that pages have similar features but each set of pages is about a different group of animals; students discuss their opinion as to the most interesting and helpful feature in the fact book).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (explaining that the text under “Planning Your Trip” presents the procedure and sequence of steps to follow in order to plan the safari trip).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (examining the numbered directions on the chart and understanding that numbering makes it easier to follow the procedure in order).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 2 (studying the features of the ad and how they all work together to persuade the reader to support the elephant sanctuary).</p> <p>TC <i>Animal Trivia</i> p. 2 (examining the numbered steps in the Set Up and To Play sections and understanding that numbering makes it easier to follow the steps in the correct sequence).</p> <p>TC <i>Soar with Bats</i> p. 2 (students use the information about webpage features gained through class to discussion to navigate the site and build their book about bats).</p>
<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia.</p> <p>TC <i>Amazing Animal Facts</i> p. 2 (discussing the text’s glossary).</p> <p><i>Amazing Animal Facts</i> p. 30-31 (glossary).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (describing the types of information found under different headings in the brochure).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (talking about the kinds of information given in</p>

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the “What You Need” section of the chart).
 TC *Cryptids Club* p. 2 (defining parts of a brochure such as selling points, special offers, and order form).
 TC *Guide to the Owls of North America* p. 2 (explaining that Chapter Heads are printed in bold type and are the name of each chapter).
 TC *Namaste Elephant Sanctuary* p. 2 (explaining that selling points are the sentences that give you specific reasons to support the cause).
 TC *Wonder of the Sea* p. 2 (defining layout features of a magazine article such as deck, body copy, and footers).
 TC *Animal Trivia* p. 2 (defining “subheads” feature of the game instructions).
 TC *Harry’s Herbivore Delight* p. 2 (talking about parts of a menu such as course titles and subheads).
 TC *Soar with Bats* p. 2 (talking about names for website features such as Search Box, Icons, and Toolbar).

The materials comprising the *Everyday Literacy* program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify how its overall structure comprises an essential part of the information conveyed.

TC *Amazing Animal Facts* p. 2 (through class discussion, students understand that each set of pages is about a different group of animals, but the same features occur throughout the book to make finding information easy).
 TC *Kalahari Dreams Wildlife Safari* p. 2 (discussing that the text under Planning Your Trip presents the procedures and sequence of steps you must follow to plan a safari trip).
 TC *How to Make a Photo Journal* p. 2 (comparing procedural chart with information chart on the same topic).
 TC *Cryptids Club* p. 2 (examining how the design layout of the brochure and the text both help persuade people to join the club).
 TC *Guide to the Owls of North America* p. 2 (understanding through class discussion that the guidebook provides similar information on each page, but that each page is about a different owl).
 TC *Namaste Elephant Sanctuary* p. 2 (studying the features of the ad and how they all work together to persuade the reader to support the elephant sanctuary).
 TC *Wonder of the Sea* p. 2 (class discussion about how text and photographs in a magazine article are arranged to catch the reader’s attention and make the information engaging).
 TC *Animal Trivia* p. 2 (class discussion concludes with understanding that the purpose of an instruction sheet is to give players the rules of the game and step-by-step

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	<p>instructions on how to play the game). TC <i>Harry's Herbivore Delight</i> p. 2 (understanding that menu is organized by courses). TC <i>Soar with Bats</i> p. 3 (the internet activity site included on the Teaching Card at http://www.scholastic.com/everydayliteracyactivities/grade4 presents information about bats in a clear comparison and contrast format).</p>
<p>Integration of Knowledge and Ideas 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. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text. TC <i>Amazing Animal Facts</i> p. 2 (discussing special features of the fact book that give visual clues to the reader, such as diagrams, photographs and charts). TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (discussing how the photographs included in the brochure help persuade readers to take a safari trip). TC <i>How to Make a Photo Journal</i> p. 2 (understanding that photographs of each step reinforce the numbered directions). TC <i>Cryptids Club</i> p. 2 (examining how the design layout of the brochure and the text both help persuade people to join the club). TC <i>Guide to the Owls of North America</i> p. 2 (maps on each page show where that species of owl lives; photograph of each owl helps with field identification). TC <i>Namaste Elephant Sanctuary</i> p. 2 (discussing how the logo is designed to make the company instantly recognizable and the elephant photograph is included to make readers want to help elephants). TC <i>Wonder of the Sea</i> p. 2 (talking about how photographs of jewel squid and dumbo octopus were chosen to illustrate how strange and interesting deep-sea creatures are). TC <i>Animal Trivia</i> p. 2 (students discuss the game's logo, including both text and illustrations). TC <i>Harry's Herbivore Delight</i> p. 2 (class discussion of the heart icon and the fact that it indicates a dish that is particularly healthy). TC <i>Soar with Bats</i> p. 2 (the Bats internet activity referred to on the Teaching Card presents information comparing bats to other species through both text and photographs).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes examples of several different text types, including procedural texts and persuasive writing. Through "Discuss the Features" instruction and the Extension Activities on every Teaching Card,</p>

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	<p>students will explore how authors use reasons and evidence in creating text. TC <i>Amazing Animal Facts</i> p. 3 (students work as writers and illustrators to create an animal picture dictionary using <i>Amazing Animal Facts</i> as a resource). TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (examining language used the brochure to make the trip sound more exciting). TC <i>How to Make a Photo Journal</i> p. 2 (examining how illustrator provides pictures of each step to support the numbered directions and to make the procedure easy to follow). TC <i>Cryptids Club</i> p. 2 (talking about how precise language was selected for the brochure to make the club sound exciting, such as “remarkable,” “exclusive,” and “gloriously illustrated”). TC <i>Namaste Elephant Sanctuary</i> p. 2 (discussing how the photo and logo grab the reader’s attention and the text includes emotionally appealing language as well as logical reasoning in order to persuade readers to support the sanctuary). TC <i>Wonder of the Sea</i> p. 2 (discussing how title of the article is printed in large type and a bright color to grab the reader’s attention). TC <i>Animal Trivia</i> p. 3 (students write instructions for a favorite game, making sure they are written clearly and in sequential order, in order to be helpful to the reader). TC <i>Harry’s Herbivore Delight</i> p. 3 (students write a restaurant review for a particular dish giving reasons why readers should order or not order the dish). TC <i>Soar with Bats</i> p. (students work in groups to create a fact-filled website about a zoo animal).</p> <p>The ten distinct items in each <i>Everyday Literacy</i> grade-level collection are thematically linked. This provides opportunities for students to compare and contrast multiple texts on the same topic. <i>How to Make a Photo Journal</i> provides a step-by-step procedural chart on one side and an information chart entitled <i>Kinds of Photo Journals</i> on the reverse. TC <i>How to Make a Photo Journal</i> p. 2 (“Discuss the Features” instruction concludes with comparison of the two charts and a discussion of how each was helpful).</p>
<p>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 the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 4 program: <i>Amazing Animal Facts</i> (fact book) <i>Kalahari Dreams Wildlife Safari</i> (travel brochure) <i>How to Make a Photo Journal</i> (chart) <i>Cryptids Club</i> (brochure) <i>Guide to the Owls of North America</i> (guidebook)</p>

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	<p><i>Namaste Elephant Sanctuary</i> (advertisement) <i>Wonder of the Sea</i> (article) <i>Animal Trivia</i> (game instructions) <i>Harry's Herbivore Delight</i> (menu) <i>Soar with Bats</i> (internet screen)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.</p>	<p><i>Teachers can use selected realia to teach or reinforce grade-level phonics and word analysis skills as they determine appropriate to their students.</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Everyday Literacy</i> texts are not leveled, are discontinuous, and are not meant to be read word-for-word. However, texts are designed to be within the students' range, particularly with whole-class instructional support as outlined on the Teaching Card. Students will be able to practice their fluency at many levels, from the discrete instructions for the game to the multiparagraph text of the article. The following texts comprise the Grade 4 program: <i>Amazing Animal Facts</i> (fact book) <i>Kalahari Dreams Wildlife Safari</i> (travel brochure) <i>How to Make a Photo Journal</i> (chart) <i>Cryptids Club</i> (brochure) <i>Guide to the Owls of North America</i> (guidebook) <i>Namaste Elephant Sanctuary</i> (advertisement) <i>Wonder of the Sea</i> (article) <i>Animal Trivia</i> (game instructions) <i>Harry's Herbivore Delight</i> (menu) <i>Soar with Bats</i> (internet screen)</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate</p>	<p>The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.</p>

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<p>fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Teachers can use selected realia to compare the conventions of written and spoken language as they determine appropriate to their students. The <i>Everyday Literacy</i> non-fiction texts provide strong examples of the differences between prose, poetry and the writing students encounter in their everyday lives. In addition, the persuasive pieces included in each <i>Everyday Literacy</i> grade level set offer opportunities for teachers to discuss how authors select words and phrases for effect.</p>
<p>Vocabulary Acquisition and Use</p> <p>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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>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).</p>	<p><i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia.</p> <p>TC <i>Amazing Animal Facts</i> p. 2 (examining how special features such as diagrams, photographs and charts give visual clues to help the reader find information they are interested in).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (students discuss Highlights, Accommodations, and Recommended Time sections of the brochure and the information contained in each section).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (discussing what types of information are provided in the “What You Need” section of the chart).</p> <p>TC <i>Cryptids Club</i> p. 2 (discussing names for sections of a brochure, such as selling point, special offer and order form).</p> <p>TC <i>Guide to the Owls of North America</i> p. 2 (discussing the fact that chapter heads are printed in bold type and give the name of each chapter).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 2 (defining features of the ad, such as selling points and direct appeal).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (students identify interesting words in the article and look them up in a thesaurus to find synonyms).</p>

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	<p>TC <i>Animal Trivia</i> p. 2 (discussing the term “subheads” as a feature of game instructions).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 2 (explaining that “beverages” is another word for drinks).</p> <p>TC <i>Soar with Bats</i> p. 2 (discussing meaning of internet screen terms such as Icons, Search Box, and Toolbar).</p> <p>Nuances in word relationships and meaning are explored through class discussion.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students discuss the fact that veterinarians are doctors that specialize in taking care of animals).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 2 (students discuss the fact that words like “unforgettable” and “adventure” are used to make trip sound exciting).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (explaining that a procedure tells you how to do something in a step-by-step order).</p> <p>TC <i>Cryptids Club</i> p. 2 (discussing words chosen by the author to make the club sound particularly appealing, such as “remarkable,” “exclusive,” and “gloriously illustrated”).</p> <p>TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 3 (students study other ads looking for headlines, taglines, photos and selling points, and determine which ad is the most successful).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (students identify interesting words in the article and look them up in a thesaurus to find synonyms).</p> <p>TC <i>Animal Trivia</i> p. 3 (students write instructions for a favorite game focusing on making the instructions clear and sequential in order to be helpful to the reader).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 3 (students study other menus and evaluate food item descriptions to see if the language used is clear and informative).</p> <p>TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class).</p> <p>Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students work as writers and illustrators to create an alphabetical picture dictionary of animals, using <i>Amazing Animal Facts</i> as a resource).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).</p> <p>TC <i>How to Make a Photo Journal</i> p. 3 (students work in groups to create an illustrated photo journal, discuss how to organize their pages, and create a cover).</p> <p>TC <i>Cryptids Club</i> p. 3 (working in groups, students invent a new club and brainstorm words and phrases they would use to encourage people to join).</p>
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	<p>TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl; students talk about ornithologists and bird behaviors they have observed).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 3 (students study other ads looking for headlines, taglines, photos and selling points; determine which ad is the most successful; and share the ad with the class).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (after class discussion of the deep sea, students write questions they would like the writer to address in a follow-up article).</p> <p>TC <i>Animal Trivia</i> p. 3 (students work in groups to create a TV commercial to advertise the <i>Animal Trivia</i> game, including writing a script, adding sound effects and drawing illustrations).</p> <p>TC <i>Harry's Herbivore Delight</i> p. 3 (students create a radio commercial for <i>Harry's Herbivore Delight</i>; students write a restaurant review for a particular dish).</p> <p>TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class).</p>
<p>Writing Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 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. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to express opinions about the associated realia.</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).</p> <p>TC <i>Cryptids Club</i> p. 3 (students write an opinion essay, including reasons and specific examples, stating whether or not they found the brochure persuasive).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 3 (working in pairs, students choose a not-for-profit organization and list the kind of information they would need in order to create an ad for that organization).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (students write questions about the deep sea that they would like to see addressed in a follow-up magazine article).</p> <p>TC <i>Animal Trivia</i> p. 3 (students write a TV commercial script to advertise the <i>Animal Trivia</i> game).</p> <p>TC <i>Harry's Herbivore Delight</i> p. 3 (students write a restaurant review for a dish they have eaten at a restaurant and give reasons for recommending or not recommending that dish).</p> <p>The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students write a fact sheet about one animal from the text: students work in groups to create an alphabetized picture dictionary of animals;</p>

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<p>Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>students create a labeled diagram of an animal depicted in the fact book). TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students create a Venn diagram comparing and contrasting two place listed in the travel brochure). TC <i>How to Make a Photo Journal</i> p. 3 (students write a recipe for a favorite food; students design a flowchart for the How to Make a Photo Journal procedure). TC <i>Cryptids Club</i> p. 3 (working in groups, students design a brochure for a new club). TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl; students use the guidebook and other sources to write a report about barn owls). TC <i>Namaste Elephant Sanctuary</i> p. 3 (students make their own ad for a bird sanctuary). TC <i>Wonder of the Sea</i> p. 3 (students write their own magazine article). TC <i>Animal Trivia</i> p. 3 (students write instructions for a favorite game). TC <i>Harry's Herbivore Delight</i> p. 3 (students write and perform a radio commercial for <i>Harry's Herbivore Delight</i>). TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class; students create a website about a zoo animal; students research and write about a vertebrate or an invertebrate).</p>
<p>Production and Distribution of Writing 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.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. TC <i>Amazing Animal Facts</i> p. 3 (students write a fact sheet about one animal from the text: students work in groups to create an alphabetized picture dictionary of animals; students create a labeled diagram of an animal depicted in the fact book). TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing). TC <i>How to Make a Photo Journal</i> p. 3 (students write a recipe for a favorite food; students design a flowchart for the How to Make a Photo Journal procedure). TC <i>Cryptids Club</i> p. 3 (students create a persuasive brochure for a new club; students write an opinion piece explaining whether they feel the <i>Cryptids Club</i> brochure was effective). TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl; students use the guidebook and other sources to write a report about barn owls). TC <i>Namaste Elephant Sanctuary</i> p. 3 (students create an ad for a bird sanctuary; students list information they would need to create an ad for a not-for-profit organization). TC <i>Wonder of the Sea</i> p. 3 (students write their own magazine article; students list questions they would like to see answered in a follow-up article about the deep sea). TC <i>Animal Trivia</i> p. 3 (students write instructions for a favorite game; students write a</p>

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	<p>TC commercial script advertising the <i>Animal Trivia</i> game).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 3 (students write a restaurant review for a dish they have eaten at a restaurant and give reasons for recommending or not recommending that dish; students write a radio commercial script).</p> <p>TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class; students create a website about a zoo animal; students research and write about a vertebrate or an invertebrate).</p> <p>The Writing Activities provided on the Teaching Cards include opportunities for students to discuss and reflect upon their writing.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students work in groups to create an alphabetized picture dictionary of animals).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).</p> <p>TC <i>How to Make a Photo Journal</i> p. 3 (students work in groups to create an illustrated photo journal).</p> <p>TC <i>Cryptids Club</i> p. 3 (students work in groups to create a persuasive brochure for a new club).</p> <p>TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl, students exchange the clues and try to decipher the kind of owl indicated).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (students discuss the role of magazine editor and review editing marks).</p> <p>TC <i>Animal Trivia</i> p. 3 (students work in groups to create a TV commercial script advertising the <i>Animal Trivia</i> game).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 3 (students work in groups to write a radio commercial script advertising <i>Harry’s Herbivore Delight</i>).</p> <p>TC <i>Soar with Bats</i> p. 3 (students work in groups to create a website about a zoo animal).</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”).</p>	<p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program.</p> <p>The Teaching Cards suggest activities for shared research and writing projects.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students work in groups to create an alphabetized picture dictionary of animals using <i>Amazing Animal Facts</i> as a resource).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students examine another travel brochure and evaluate how persuasive it is and how it can be improved).</p> <p>TC <i>How to Make a Photo Journal</i> p. 3 (students discuss the role of a copyeditor and review copyediting marks).</p> <p>TC <i>Cryptids Club</i> p. 3 (students compare and contrast other brochures with the <i>Cryptids</i></p>

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Club brochure and make a list of the brochures are alike and different).

TC *Guide to the Owls of North America* p. 3 (students use the guidebook and other sources to write a report about barn owls).

TC *Namaste Elephant Sanctuary* p. 3 (students use the internet to research the not-for-profit organization they have chosen and find the information necessary to create an ad for that group).

TC *Wonder of the Sea* p. 3 (students research facts online for the magazine article they write).

TC *Animal Trivia* p. 3 (students evaluate the instructions for an internet game or a board game and suggest ways that the instructions could be improved).

TC *Harry's Herbivore Delight* p. 3 (students study other menus and evaluate the food item descriptions to see if they language used is clear and informative).

TC *Soar with Bats* p. 3 (students research and write about a vertebrate or an invertebrate).

The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts.

TC *Amazing Animal Facts* p. 3 (students work in groups to create an alphabetized picture dictionary of animals using *Amazing Animal Facts* as a resource).

TC *Kalahari Dreams Wildlife Safari* p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).

TC *How to Make a Photo Journal* p. 3 (students write a recipe for a favorite food).

TC *Cryptids Club* p. 3 (students compare and contrast other brochures with the *Cryptids Club* brochure and make a list of the brochures are alike and different).

TC *Guide to the Owls of North America* p. 3 (students use information in the guidebook to write clues about each species of owl; students use the guidebook and other sources to write a report about barn owls).

TC *Namaste Elephant Sanctuary* p. 3 (students create a headline and tagline for a product displayed by the teacher).

TC *Wonder of the Sea* p. 3 (students research facts online for the magazine article they write).

TC *Animal Trivia* p. 3 (students discuss the role of researcher and discuss the animal categories they would be most interested in researching).

TC *Harry's Herbivore Delight* p. 3 (students study other menus and evaluate the food item descriptions to see if they language used is clear and informative).

TC *Soar with Bats* p. 3 (students research and write about a vertebrate or an invertebrate).

Every Teaching Cards includes Extension Activities designed to encourage analysis and

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	<p>reflection of the realia texts.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students work in groups to create an alphabetized picture dictionary of animals using <i>Amazing Animal Facts</i> as a resource).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students examine another travel brochure and determine how effective it is and how it could be improved).</p> <p>TC <i>How to Make a Photo Journal</i> p. 2 (students compare an informational chart).</p> <p>TC <i>Cryptids Club</i> p. 3 (students compare and contrast other brochures with the <i>Cryptids Club</i> brochure and make a list of how the brochures are alike and different).</p> <p>TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl; students use the guidebook and other sources to write a report about barn owls).</p> <p>TC <i>Namaste Elephant Sanctuary</i> p. 3 (students study other ads looking for headlines, taglines, photos and selling points, and determine which ad is the most successful).</p> <p>TC <i>Wonder of the Sea</i> p. 3 (class discussion about the article author’s careful choice of words to make the article engaging; students find synonyms for words that interest them in the article).</p> <p>TC <i>Animal Trivia</i> p. 3 (students read the instructions for an internet game or a board game and suggests ways that the instructions could be improved).</p> <p>TC <i>Harry’s Herbivore Delight</i> p. 3 (students study other menus and evaluate the food item descriptions to see if they language used is clear and informative).</p> <p>TC <i>Soar with Bats</i> p. 3 (working in groups, students create a fact-filled website about a zoo animal).</p>
<p>Range of Writing</p> <p>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.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card includes a Writing Activity requiring students to produce their own everyday text related to the science or social studies theme of that grade level collection.</p> <p>TC <i>Amazing Animal Facts</i> p. 3 (students write a fact sheet about one animal from the text: students work in groups to create an alphabetized picture dictionary of animals; students create a labeled diagram of an animal depicted in the fact book).</p> <p>TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).</p> <p>TC <i>How to Make a Photo Journal</i> p. 3 (students write a recipe for a favorite food; students design a flowchart for the How to Make a Photo Journal procedure; students work in groups to create an illustrated photo journal).</p> <p>TC <i>Cryptids Club</i> p. 3 (students compare and contrast other brochures with the <i>Cryptids Club</i> brochure and make a list of the brochures are alike and different; students create a persuasive brochure; students write an opinion piece on the effectiveness of the <i>Cryptids Club</i> brochure).</p> <p>TC <i>Guide to the Owls of North America</i> p. 3 (students use information in the guidebook to write clues about each species of owl; students use the guidebook and other sources</p>

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	<p>to write a report about barn owls). TC <i>Namaste Elephant Sanctuary</i> p. 3 (students create an ad for a bird sanctuary; students research and create an ad for a not-for-profit organization; students create a headline and tagline for a product displayed by the teacher). TC <i>Wonder of the Sea</i> p. 3 (students write their own magazine article). TC <i>Animal Trivia</i> p. 3 (students write instructions for a favorite game; students create a TC commercial script to advertise the <i>Animal Trivia</i> game). TC <i>Harry’s Herbivore Delight</i> p. 3 (students write a restaurant review for a food item; students write a radio commercial script). TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class; students create a website about a zoo animal; students research and write about a vertebrate or an invertebrate).</p>
<p>Speaking & Listening Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>The <i>Everyday Literacy</i> program is a highly interactive program. Each Teaching Card opens with a “Talk About…” feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. Each <i>Everyday Literacy</i> Teaching Card also contains extension activities for students to enjoy independently, with partners, or in small groups. The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups. TC <i>Amazing Animal Facts</i> p. 3 (students talk about the career of veterinarian and discuss whether or not they would want to be a veterinarian) TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students share what they know about tour guides). TC <i>How to Make a Photo Journal</i> p. 3 (students discuss the job of copyeditor and learn about copyediting marks). TC <i>Cryptids Club</i> p. 3 (students talk about an ad campaign they have seen on TV that encouraged them to join something or take some action). TC <i>Guide to the Owls of North America</i> p. 3 (students discuss how birdwatchers encourage birds to come to their yards, why birdfeeders are important, and what bird behaviors they have observed in their own neighborhoods). TC <i>Namaste Elephant Sanctuary</i> p. 3 (students compare ads and explain why one is more successful than another; students compare how their eyes moved across the features of the ad). TC <i>Wonder of the Sea</i> p. 3 (class discussion about the words chosen by the article’s author to make the information engaging). TC <i>Animal Trivia</i> p. 3 (students work in groups to create and perform a TV commercial script to advertise the <i>Animal Trivia</i> game).</p>

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TC *Harry's Herbivore Delight* p. 3 (students talk about the role of restaurant owner and describe the kind of restaurant they would like to own, the food they would serve, and the meals they would offer).
 TC *Soar with Bats* p. 3 (discussion about the career of zoologist).

“Discuss the Features” instruction leads students through each piece of realia, examining both the text and information presented visually. Students are encouraged to ask and answer questions in order to determine the text’s main idea and supporting details.

TC *Amazing Animal Facts* p. 2 (students discuss the features of the fact book, including the diagrams, charts, photographs, index and glossary).
 TC *Kalahari Dreams Wildlife Safari* p. 2 (class discussion of features of a travel brochure and whether students think they are persuasive).
 TC *How to Make a Photo Journal* p. 2 (class discussion of features of a procedural chart and whether the chart was helpful).
 TC *Cryptids Club* p. 2 (students discuss the features of a persuasive brochure and express their opinions as to whether the brochure was effective).
 TC *Guide to the Owls of North America* p. 2 (class discussion about the features of a guidebook and how it makes finding information easy).
 TC *Namaste Elephant Sanctuary* p. 2 (class discussion about the features of the ad, including both text and photo/logo, and how those features appeal to emotion or reason).
 TC *Wonder of the Sea* p. 2 (class discussion about the features of a magazine article and how those features catch the eye and engage the reader).
 TC *Animal Trivia* p. 2 (class discussion about whether the game instructions are effective or not).
 TC *Harry's Herbivore Delight* p. 2 (class discussion about the features of a menu and the items students might like to order).
 TC *Soar with Bats* p. 2 (students discussion the features of an internet web screen).

Each grade-level set of *Everyday Literacy* materials includes several examples of persuasive writing, such as advertisements and catalogs. The direct instruction engages students in determining the author purpose to have included particular information.

TC *Kalahari Dreams Wildlife Safari* p. 2 (class discusses language used in travel brochure, such as “unforgettable” and “adventure,” and how this language is used to make trip seem exciting).
 TC *How to Make a Photo Journal* p. 2 (students discuss the fact that numbering and illustrations make steps easier to follow).
 TC *Cryptids Club* p. 2 (class discussion about the words used to make the club seem

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	<p>more exciting, such as “remarkable,” “exclusive” and “gloriously illustrated”). TC <i>Namaste Elephant Sanctuary</i> p. 2 (class discussion about the features of the ad and how those features appeal to emotion or reason). TC <i>Wonder of the Sea</i> p. 2-3 (class discussion about the words and pictures chosen for the article to make it appealing and engaging). TC <i>Harry’s Herbivore Delight</i> p. 3 (students write and perform a radio commercial script describing the menu at <i>Harry’s Herbivore Delight</i>).</p>
<p>Presentation of Knowledge and Ideas 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. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 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.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences. The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience. TC <i>Amazing Animal Facts</i> p. 3 (students discuss the career of veterinarian and whether or not they would want to be a veterinarian). TC <i>Kalahari Dreams Wildlife Safari</i> p. 3 (students share what they know about tour guides). TC <i>How to Make a Photo Journal</i> p. 3 (students share the recipes for a favorite food they have written and illustrated). TC <i>Cryptids Club</i> p. 3 (students compare and contrast other brochures with the <i>Cryptids Club</i> brochure and list how they are alike and different). TC <i>Guide to the Owls of North America</i> p. 3 (students discuss how birdwatchers encourage birds to come to their yards, why birdfeeders are important, and what bird behaviors they have observed in their own neighborhoods). TC <i>Namaste Elephant Sanctuary</i> p. 3 (students compare headlines, taglines, photos and selling points in several ads, share the best example with the class, and explain why it was successful). TC <i>Wonder of the Sea</i> p. 3 (students brainstorm ideas for this week’s edition of a news magazine). TC <i>Animal Trivia</i> p. 3 (students discuss the role of researcher and share the animal categories they would most like to research and why). TC <i>Harry’s Herbivore Delight</i> p. 3 (students study other menus and evaluate the food item descriptions to see if they language used is clear and informative). TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class, trying to answer each other’s questions).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays. TC <i>Amazing Animal Facts</i> p. 3 (students work in groups to create an alphabetized picture dictionary of animals; students create a labeled diagram of an animal depicted in</p>

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the fact book).

TC *Kalahari Dreams Wildlife Safari* p. 3 (students work in groups to create an illustrated travel brochure for a place of their choosing).

TC *How to Make a Photo Journal* p. 3 (students write and illustrate a recipe for a favorite food; students design a flowchart for the How to Make a Photo Journal procedure).

TC *Cryptids Club* p. 3 (students create an illustrated brochure to encourage people to join *Cryptids Club*).

TC *Wonder of the Sea* p. 3 (students write and illustrate a magazine article).

TC *Animal Trivia* p. 3 (students work in groups to create and perform a TV commercial advertising the *Animal Trivia* game, including text, illustrations and sound effects).

TC *Harry's Herbivore Delight* p. 3 (students write and perform a radio script advertising the menu, including song and narration).

TC *Soar with Bats* p. 3 (students research and write about a vertebrate or an invertebrate, including pictures or photos).

The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students' understanding.

TC *Amazing Animal Facts* p. 3 (students discuss the career of veterinarian and whether or not they would want to be a veterinarian).

TC *Kalahari Dreams Wildlife Safari* p. 3 (students present their travel brochures to the class).

TC *How to Make a Photo Journal* p. 3 (students discuss the job of copyeditor and learn about copyediting marks).

TC *Cryptids Club* p. 3 (students discuss ad campaigns they have seen on TV that encouraged them to join something or take some action).

TC *Guide to the Owls of North America* p. 3 (students discuss how birdwatchers encourage birds to come to their yards, why birdfeeders are important, and what bird behaviors they have observed in their own neighborhoods).

TC *Namaste Elephant Sanctuary* p. 3 (after class discussion on the role of copyeditor, students create a headline and a tagline for a product displayed by the teacher).

TC *Wonder of the Sea* p. 3 (class discussion about the careful choice of words in the article).

TC *Animal Trivia* p. 3 (students discuss the role of researcher and share the animal categories they would most like to research and why).

TC *Harry's Herbivore Delight* p. 3 (students talk about the role of restaurant owner and discuss the kind of restaurant they would like to own, the meals they would offer, and the kinds of food they would serve).

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	TC <i>Soar with Bats</i> p. 3 (students prepare questions for an interview with a zoologist and share them with the class, trying to answer each other's questions).
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