

Common Core Alignment Overview

Junior Great Books activities develop students' reading, critical thinking, writing, and listening and speaking skills. This document details the alignment of Series 4 activities with the Common Core State Standards. For unit-specific alignments, please see store.greatbooks.org.

Prereading

Reading Standards for Literature

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.4. 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.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

First Reading with Sharing Questions

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Reading Standards: Foundational Skills

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Second Reading

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Reading Standards: Foundational Skills

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Shared Inquiry Discussion

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Writing Standards

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to tasks, purpose, and audience.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- 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.

- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Written Response

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)
- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Writing Standards

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to tasks, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- 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.

Creative Response

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Writing Standards

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to tasks, purpose, and audience.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Curriculum Connections and Theme Connections

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Writing Standards

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reader's Journal

Reading Standards for Literature

- RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)
- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Writing Standards

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to tasks, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.