



# Correlation to the Indiana Common Core State Standards for English Language Arts

**Literacy by Design**  
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**Grade 4**

**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade 4**

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**Indiana  
Common Core State Standards for English Language Arts  
Grade 4**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and Details</b>	
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Comprehensive Teacher’s Guide: 48, 75, 76, 77, 79, 80, 84, 86, 127, 128, 312, 340, 406, 407, 473 Small Group Reading Teacher’s Guide: 8, 168, 173, 203, 208, 283
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Comprehensive Teacher’s Guide: 24, 58–59, 64, 90, 130, 156, 196, 222, 262, 288, 328, 354, 394, 420, 460, 486, 526 Small Group Reading Teacher’s Guide: 45, 253
<b>RL.4.3</b>	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).	Comprehensive Teacher’s Guide: 115, 181, 190–191, 208, 209, 247, 313, 322–323 Small Group Reading Teacher’s Guide: 5, 10, 14, 15, 45, 50, 54, 55, 85, 88, 89, 90, 95, 125, 130, 134, 135, 165, 170, 175, 205, 210, 214, 215, 245, 250, 254, 255, 285, 290, 295

Standard	Descriptor	Citations
<b>Craft and Structure</b>		
<b>RL.4.4</b>	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).	Comprehensive Teacher’s Guide: 144, 146, 193 Small Group Reading Teacher’s Guide: 133
<b>RL.4.5</b>	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.	Comprehensive Teacher’s Guide: 49, 115, 181, 247, 313, 388–389, 445, 474, 476, 477, 480, 488–489, 511, 523 Small Group Reading Teacher’s Guide: 44, 52, 84, 169, 209, 244, 249, 294
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Small Group Reading Teacher’s Guide: 64, 84
<b>Integration of Knowledge and Ideas</b>		
<b>RL.4.7</b>	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.	Essential Resources: 6
<b>RL.4.8</b>	(Not applicable to literature)	N/A
<b>RL.4.9</b>	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.	Comprehensive Teacher’s Guide: 460 Small Group Reading Teacher’s Guide: 253–255

Standard	Descriptor	Citations
	<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.4.10</b>	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	Comprehensive Teacher’s Guide: 20, 62, 88, 128, 152, 194, 218, 260, 284, 326, 350, 392, 416, 458, 482, 524 Small Group Reading Teacher’s Guide: 3, 5, 8, 10, 13, 15, 43, 45, 48, 50, 53, 55, 83, 85, 88, 90, 93, 95, 123, 125, 128, 130, 133, 135, 163, 165, 168, 170, 173, 175, 203, 205, 208, 210, 213, 215, 243, 245, 248, 250, 253, 255, 283, 285, 288, 290, 293, 295

Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Comprehensive Teacher’s Guide: 42, 45, 46, 52, 82–83, 95, 306, 307, 308, 310, 314, 359, 372, 373 Small Group Reading Teacher’s Guide: 18, 23, 148, 218
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Comprehensive Teacher’s Guide: 32, 43, 46, 50, 56, 98, 122, 149, 164, 188, 230, 254, 296, 320, 362, 386, 428, 452, 494, 518 Small Group Reading Teacher’s Guide: 29, 78, 104, 105, 110, 141, 148, 188, 228, 235, 265, 273, 275, 278
<b>RI.4.3</b>	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.	Comprehensive Teacher’s Guide: 42, 82–83, 116, 214–215, 346–347 Small Group Reading Teacher’s Guide: 21–25, 26–30, 31–35, 61–65, 66–70, 71–75, 141–145, 151–155, 156–160, 181–185, 191–195, 221–225, 231–235, 266–270, 311–315
<b>Craft and Structure</b>		
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Comprehensive Teacher’s Guide: 148
<b>RI.4.5</b>	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.	Comprehensive Teacher’s Guide: 174, 215, 281, 347, 413, 511 Small Group Reading Teacher’s Guide: 73, 74, 118, 158, 159, 268, 313, 314
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Essential Resources: 17

Standard	Descriptor	Citations
<b>Integration of Knowledge and Ideas</b>		
<b>RI.4.7</b>	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.	Comprehensive Teacher’s Guide: 17, 50, 51, 83, 149, 215, 281, 347, 413, 452, 479 Small Group Reading Teacher’s Guide: 17, 19, 20, 22, 25, 27, 35, 37, 40, 57, 62, 70, 80, 99, 105, 110, 114, 115, 144, 145, 154, 160, 185, 190, 195, 197, 200, 220, 225, 230, 259, 260, 263, 265, 269, 274, 275, 280, 300, 304, 305, 310, 315, 319, 320
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.	Comprehensive Teacher’s Guide: 347 Small Group Reading Teacher’s Guide: 299
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Small Group Reading Teacher’s Guide: 130
<b>Range of Reading and Level of Text</b>		
<b>RI.4.10</b>	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.	Comprehensive Teacher’s Guide: 30, 52, 118, 162, 184, 228, 250, 294, 316, 360, 382, 426, 448, 492, 516 Small Group Reading Teacher’s Guide: 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 58, 60, 63, 65, 68, 70, 73, 75, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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	Comprehensive Teacher’s Guide: 8, 14, 16, 18, 24, 26, 28, 40, 46, 48, 50, 56, 58, 60, 64, 74, 80, 82, 222, 224, 226, 254, 256, 258, 272, 278, 280, 282, 288, 290, 292, 404, 410, 412, 414, 420, 422, 424, 436, 442, 444, 446, 486, 488, 490 Small Group Reading Teacher’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 56, 61, 81, 83, 91, 101, 111, 131, 136, 141, 156, 181, 186, 193, 221, 226, 246, 256, 261, 276, 296, 316
<b>Fluency</b>		
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.	Comprehensive Teacher’s Guide: 16, 82, 114, 180, 246, 280, 312, 378, 412, 478, 510 Small Group Reading Teacher’s Guide: 19, 24, 29, 34, 39, 59, 64, 69, 74, 84, 99, 104, 109, 114, 119, 139, 145, 149, 154, 159, 169, 179, 184, 189, 194, 199, 219, 224, 229, 234, 239, 254, 259, 264, 269, 274, 279, 299, 304, 309, 314, 319
<b>RF.4.4a</b>	Read on-level text with purpose and understanding.	Comprehensive Teacher’s Guide: 16, 82, 114, 180, 246, 280, 312, 378, 412, 478, 510 Small Group Reading Teacher’s Guide: 19, 24, 29, 34, 39, 59, 64, 69, 74, 84, 99, 104, 109, 114, 119, 139, 145, 149, 154, 159, 169, 179, 184, 189, 194, 199, 219, 224, 229, 234, 239, 254, 259, 264, 269, 274, 279, 299, 304, 309, 314, 319
<b>RF.4.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Comprehensive Teacher’s Guide: 48, 148, 214, 346, 444 Small Group Reading Teacher’s Guide: 4, 8, 14, 44, 49, 54, 55, 89, 94, 95, 124, 125, 127, 134, 135, 164, 174, 204, 209, 214, 244, 249, 284, 289, 294, 318
<b>RF.4.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehensive Teacher’s Guide: 144, 146, 148

Standard	Descriptor	Citations
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>W.4.1a</b>	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.	Comprehensive Teacher's Guide: 349, 351, 359, 361
<b>W.4.1b</b>	Provide reasons that are supported by facts and details.	Comprehensive Teacher's Guide: 349, 351, 359, 361
<b>W.4.1c</b>	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Writer's Resource Guide: 57 Writer's Handbook: 32, 36, 41
<b>W.4.1d</b>	Provide a concluding statement or section related to the opinion presented.	Comprehensive Teacher's Guide: 349
<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
<b>W.4.2a</b>	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.	Comprehensive Teacher's Guide: 217, 219, 227, 229, 283, 285, 293, 295, 481, 483, 491, 493 Small Group Reading Teacher's Guide: 10, 20
<b>W.4.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Comprehensive Teacher's Guide: 283, 285, 293, 295, 481, 483, 491, 493
<b>W.4.2c</b>	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Writing Bridge: 11 Writer's Handbook: 32, 36, 41

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>W.4.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Comprehensive Teacher’s Guide: 217, 219, 227, 229, 283, 285, 293, 295, 493
<b>W.4.2e</b>	Provide a concluding statement or section related to the information or explanation presented.	Comprehensive Teacher’s Guide: 427
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Comprehensive Teacher’s Guide: 49, 51, 53, 61, 151, 153, 163, 183, 185, 195, 249, 251, 259, 315, 317, 325, 327 Small Group Reading Teacher’s Guide: 140
<b>W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Comprehensive Teacher’s Guide: 53, 61, 151, 153, 163, 259, 261, 315, 317, 325, 327, 447, 513
<b>W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.	Comprehensive Teacher’s Guide: 173
<b>W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Comprehensive Teacher’s Guide: 151, 163, 249, 251, 447, 449, 513, 515, 525
<b>W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.	Comprehensive Teacher’s Guide: 51, 53, 61, 151, 315, 317
	<b>Production and Distribution of Writing</b>	
<b>W.4.4</b>	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.)	Comprehensive Teacher’s Guide: 17, 19, 29, 31, 85, 115, 117, 119, 127, 129, 173, 179, 183, 185, 193, 227, 283, 285, 293, 315, 325, 361, 413, 415, 417, 425, 513, 515, 523

Standard	Descriptor	Citations
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	Comprehensive Teacher’s Guide: 51, 53, 57, 61, 63, 85, 87, 91, 93, 95, 97, 107, 113, 119, 123, 125, 129, 141, 147, 151, 153, 159, 161, 163, 189, 195, 219, 229, 239, 245, 251, 255, 257, 261, 273, 279, 285, 289, 315, 317, 325, 327, 351, 359, 361, 381, 383, 389, 391, 393, 405, 411, 421, 423, 427, 483, 491, 493, 503, 509, 519, 521, 525
<b>W.4.6</b>	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.	Comprehensive Teacher’s Guide: 371, 377 Essential Resources: 4
<b>Research to Build and Present Knowledge</b>		
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Comprehensive Teacher’s Guide: 9, 27, 85, 87, 95, 97, 281, 291, 313 Small Group Reading Teacher’s Guide: 240
<b>W.4.8</b>	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.	Comprehensive Teacher’s Guide: 63, 83, 122, 124, 126, 128, 281, 291, 313 Small Group Reading Teacher’s Guide: 176, 240, 271
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>W.4.9a</b>	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].”).	Essential Resources: 6, 11, 17, 22
<b>W.4.9b</b>	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Essential Resources: 14, 17, 22, 28

Standard	Descriptor	Citations
	<b>Range of Writing</b>	
<b>W.4.10</b>	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.	Comprehensive Teacher’s Guide: 19, 21, 51, 53, 59, 61, 63, 85, 87, 95, 97, 127, 129, 151, 153, 163, 183, 185, 193, 195, 217, 219, 227, 229, 249, 251, 259, 261, 283, 285, 293, 295, 315, 317, 325, 327, 349, 351, 359, 361, 381, 383, 447, 449, 457, 459, 481, 483, 491, 493, 513, 515, 525 Small Group Reading Teacher’s Guide: 10, 20, 30, 45, 90, 100, 110, 115, 120, 125, 140, 170, 175, 200, 230, 280, 320

Standard	Descriptor	Citations
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<b>SL.4.1</b>	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.	
<b>SL.4.1a</b>	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	Small Group Reading Teacher's Guide: 70, 220
<b>SL.4.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	Comprehensive Teacher's Guide (representative pages): T62, T63, 9, 14, 21, 25, 33, 41 Small Group Reading Teacher's Guide (representative pages): 3, 5, 8, 10, 13, 15 Essential Resources: 5
<b>SL.4.1c</b>	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.	Small Group Reading Teacher's Guide: 60
<b>SL.4.1d</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Comprehensive Teacher's Guide (representative pages): T62, T63, 9, 14, 21, 25, 33, 41 Small Group Reading Teacher's Guide (representative pages): 3, 5, 8, 10, 13, 15
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Small Group Reading Teacher's Guide: 250
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.	Essential Resources: 14

Standard	Descriptor	Citations
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.4.4</b>	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.	Comprehensive Teacher’s Guide: 57 Small Group Reading Teacher’s Guide: 30, 75, 240
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Comprehensive Teacher’s Guide: 59 Small Group Reading Teacher’s Guide: 30, 75, 240
<b>SL.4.6</b>	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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	Essential Resources: 21

Standard	Descriptor	Citations
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.4.1a</b>	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Comprehensive Teacher’s Guide: 258, 436, 443, 456, 512 Essential Resources: 30
<b>L.4.1b</b>	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Comprehensive Teacher’s Guide: 206, 214, 358, 386, 390 Essential Resources: 10
<b>L.4.1c</b>	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Comprehensive Teacher’s Guide: 74, 81, 212, 214 Small Group Reading Teacher’s Guide: 121 Essential Resources: 12
<b>L.4.1d</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Comprehensive Teacher’s Guide: 282 Essential Resources: 23
<b>L.4.1e</b>	Form and use prepositional phrases.	Comprehensive Teacher’s Guide: 182, 188, 386, 388, 390, 415, 423, 427 Small Group Reading Teacher’s Guide: 71, 171, 286 Essential Resources: 25
<b>L.4.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Comprehensive Teacher’s Guide: 87, 119, 185, 285, 295, 383, 509
<b>L.4.1g</b>	Correctly use frequently confused words (e.g., to, too, two; there, their).*	Comprehensive Teacher’s Guide: 513 Small Group Reading Teacher’s Guide: 41, 251

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.4.2a</b>	Use correct capitalization.	Comprehensive Teacher’s Guide: 106, 112, 114, 116, 130, 273, 279, 320, 324, 437, 443, 449, 459, 503, 509 Small Group Reading Teacher’s Guide: 51, 216
<b>L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.	Writer’s Handbook: 9, 14 Essential Resources: 27
<b>L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.	Comprehensive Teacher’s Guide: 19 Essential Resources: 27
<b>L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.	Comprehensive Teacher’s Guide: 31, 63, 97, 129, 163, 172, 261, 273, 279, 295, 327, 361, 427, 437, 443, 459, 493, 502, 508, 510, 512, 525 Small Group Reading Teacher’s Guide: 101, 221, 226, 246, 296
<b>Knowledge of Language</b>		
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.4.3a</b>	Choose words and phrases to convey ideas precisely.*	Comprehensive Teacher’s Guide: T151, 311, 317, 321, 323, 327, 351, 417
<b>L.4.3b</b>	Choose punctuation for effect.*	Writer’s Handbook: 12, 13, 15
<b>L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Essential Resources: 21

Standard	Descriptor	Citations
	<b>Knowledge of Language</b>	
<b>L.4.4</b>	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.	
<b>L.4.4a</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Comprehensive Teacher’s Guide: 148
<b>L.4.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Essential Resources: 19, 26, 32
<b>L.4.4c</b>	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.	Comprehensive Teacher’s Guide: 122, 124, 127 Small Group Reading Teacher’s Guide: 271
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L.4.5a</b>	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Comprehensive Teacher’s Guide: 124–125, 379 Small Group Reading Teacher’s Guide: 124, 199
<b>L.4.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	Comprehensive Teacher’s Guide: 79, 343, 354, 356, 358 Small Group Reading Teacher’s Guide: 146
<b>L.4.5c</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Comprehensive Teacher’s Guide: 140, 146, 148, 150 Small Group Reading Teacher’s Guide: 76, 86, 108, 301

Standard	Descriptor	Citations
L.4.6	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>Comprehensive Teacher’s Guide: 8, 14, 16, 24, 26, 28, 40, 46, 48, 56, 58, 74, 80, 82, 90, 92, 94, 106, 112, 114, 116, 140, 146, 148, 150, 156, 158, 172, 178, 180, 182, 188, 190, 206, 212, 214, 222, 224, 238, 244, 246, 254, 256, 272, 278, 280, 288, 290, 304, 310, 312, 320, 322, 338, 344, 346, 354, 356, 370, 376, 378, 386, 388, 404, 410, 412, 420, 422, 436, 442, 444, 452, 454, 470, 476, 478, 486, 488, 502, 506, 508, 518, 520</p> <p>Small Group Reading Teacher’s Guide: 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317</p>