



## Differentiated Literacy Centers

### Correlations, Grade 4

Grade	Topic	Objective	Activity #	Skill Level	CCSS
4	Word Work	Practice Defining Words in Context	1	Approaching	4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Word Work	Practice Defining Words in Context	1	Meeting	4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Word Work	Practice Defining Words in Context	1	Beyond	4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4	Word Work	Using Word Roots to Determine Meaning	2	Approaching	4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4	Word Work	Using Word Roots to Determine Meaning	2	Meeting	4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4	Word Work	Using Word Roots to Determine Meaning	2	Beyond	4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4	Word Work	Using References to Check Word Meaning	3	Approaching	4.L.4.c 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.
4	Word Work	Using References to Check Word Meaning	3	Meeting	4.L.4.c 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.
4	Word Work	Using References to Check Word Meaning	3	Beyond	4.L.4.c 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.
4	Word Work	Analyzing Metaphors and Similes	4	Approaching	4.L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4	Word Work	Analyzing Metaphors and Similes	4	Meeting	4.L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4	Word Work	Analyzing Metaphors and Similes	4	Beyond	4.L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4	Word Work	Discovering Common Idioms and Adages	5	Approaching	4.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
4	Word Work	Discovering Common Idioms and Adages	5	Meeting	4.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.



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4	Word Work	Discovering Common Idioms and Adages	5	Beyond	4.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
4	Word Work	Finding Synonyms and Antonyms	6	Approaching	4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4	Word Work	Finding Synonyms and Antonyms	6	Meeting	4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4	Word Work	Finding Synonyms and Antonyms	6	Beyond	4.L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4	Word Work	Using Academic Vocabulary	7	Approaching	4.L.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 <u>animal preservation</u> ).
4	Word Work	Using Academic Vocabulary	7	Meeting	4.L.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 <u>animal preservation</u> ).
4	Word Work	Using Academic Vocabulary	7	Beyond	4.L.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 <u>animal preservation</u> ).
4	Comprehension	Answering questions about the story (fiction)	1	Approaching	4.RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Comprehension	Answering questions about the story (fiction)	1	Meeting	4.RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Comprehension	Answering questions about the story (fiction)	1	Beyond	4.RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



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Grade	Topic	Objective	Activity #	Skill Level	CCSS
4	Comprehension	Summarizing Details and Analyzing Theme	2	Approaching	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4	Comprehension	Summarizing Details and Analyzing Theme	2	Meeting	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4	Comprehension	Summarizing Details and Analyzing Theme	2	Beyond	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4	Comprehension	Analyzing Elements of a Story	3	Approaching	4.RL.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).
4	Comprehension	Analyzing Elements of a Story	3	Meeting	4.RL.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).
4	Comprehension	Analyzing Elements of a Story	3	Beyond	4.RL.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).
4	Comprehension	Answering questions about the story (nonfiction)	4	Approaching	1.RI.1 Ask and answer questions about key details in a text.
4	Comprehension	Answering questions about the story (nonfiction)	4	Meeting	1.RI.1 Ask and answer questions about key details in a text.
4	Comprehension	Answering questions about the story (nonfiction)	4	Beyond	1.RI.1 Ask and answer questions about key details in a text.
4	Comprehension	Identifying the Main Idea and Supporting Details (nonfiction)	5	Approaching	1.RI.2 Identify the main topic and retell key details of a text.
4	Comprehension	Identifying the Main Idea and Supporting Details (nonfiction)	5	Meeting	1.RI.2 Identify the main topic and retell key details of a text.
4	Comprehension	Identifying the Main Idea and Supporting Details (nonfiction)	5	Beyond	1.RI.2 Identify the main topic and retell key details of a text.
4	Comprehension	Using Text Features (nonfiction)	6	Approaching	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
4	Comprehension	Using Text Features (nonfiction)	6	Meeting	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
4	Comprehension	Using Text Features (nonfiction)	6	Beyond	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.



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Grade	Topic	Objective	Activity #	Skill Level	CCSS
4	Comprehension	Explaining Information Presented Graphically	7	Approaching	4.RI.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.
4	Comprehension	Explaining Information Presented Graphically	7	Meeting	4.RI.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.
4	Comprehension	Explaining Information Presented Graphically	7	Beyond	4.RI.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.
4	Language/Conventions	Using Prepositional Phrases	1	Approaching	4.L.1e. Form and use prepositional phrases.
4	Language/Conventions	Using Prepositional Phrases	1	Meeting	4.L.1e. Form and use prepositional phrases.
4	Language/Conventions	Using Prepositional Phrases	1	Beyond	4.L.1e. Form and use prepositional phrases.
4	Language/Conventions	Identifying and Using Commonly Confused Words	2	Approaching	4.L.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).
4	Language/Conventions	Identifying and Using Commonly Confused Words	2	Meeting	4.L.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).
4	Language/Conventions	Identifying and Using Commonly Confused Words	2	Beyond	4.L.1g. Correctly use frequently confused words (e.g., to, too, two; there, their).
4	Language/Conventions	Forming Complete Sentences	3	Approaching	4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4	Language/Conventions	Forming Complete Sentences	3	Meeting	4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4	Language/Conventions	Forming Complete Sentences	3	Beyond	4.L.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4	Language/Conventions	Using Correct Capitalization	4	Approaching	4.L.2a. Use correct capitalization.
4	Language/Conventions	Using Correct Capitalization	4	Meeting	4.L.2a. Use correct capitalization.
4	Language/Conventions	Using Correct Capitalization	4	Beyond	4.L.2a. Use correct capitalization.
4	Language/Conventions	Using Commas in Compound Sentences	5	Approaching	4.L.2c. Use a comma before a coordinating conjunction in a compound sentence.
4	Language/Conventions	Using Commas in Compound Sentences	5	Meeting	4.L.2c. Use a comma before a coordinating conjunction in a compound sentence.
4	Language/Conventions	Using Commas in Compound Sentences	5	Beyond	4.L.2c. Use a comma before a coordinating conjunction in a compound sentence.
4	Language/Conventions	Using Quotation Marks	6	Approaching	4.L.2b. Use commas and quotation marks to mark direct speech and quotations from a text.



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<b>Grade</b>	<b>Topic</b>	<b>Objective</b>	<b>Activity #</b>	<b>Skill Level</b>	<b>CCSS</b>
4	Language/Conventions	Using Quotation Marks	6	Meeting	4.L.2b. Use commas and quotation marks to mark direct speech and quotations from a text.
4	Language/Conventions	Using Quotation Marks	6	Beyond	4.L.2b. Use commas and quotation marks to mark direct speech and quotations from a text.
4	Language/Conventions	Describing with Adjectives	7	Approaching	n/a
4	Language/Conventions	Describing with Adjectives	7	Meeting	n/a
4	Language/Conventions	Describing with Adjectives	7	Beyond	n/a