COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

Common Core Standards	Graphic Organizers to Use
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.	Step-by-Step Predictions (p. 142) Stick Figure Character Map (p. 128)
RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Literary Response Scroll (p. 144) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Summarizing Sequencer (p. 134)
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).	Stick Figure Character Map (p. 128) Character Trait Map (p. 123) Multi-column Chart (p. 44) Folded Flapper (p. 58)

Craft and Structure

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).	Vocabulary Flapper (p. 112) Attribute Chart (p. 76)
RL 4.5 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.	Attribute Chart (p. 77) Venn Diagram (p. 49)
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.	Attribute Chart (p. 77)

Integration of Knowledge and Ideas

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.	T-chart (p. 40)
RL 4.8 (Not applicable to literature)	
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.	Attribute Chart (p. 77)

Range of Reading and Complexity of Text

RL 4.10 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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

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Key Ideas and Details	
RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	It All Adds Up (p. 117) T-chart (p. 40)
RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Main Idea Neighborhood (p. 93)
RI 4.3 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.	Sequencing Frames (p. 67) News Hound Summary (p. 110)
Craft and Structure	
RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Vocabulary Flapper (p. 112)
RI 4.5 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.	Informational Text Structures (p. 89)
RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Venn Diagram (p. 49)
Integration of Knowledge and Ideas	
RI 4.7 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.	Seeing Is Believing (p. 120)
RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Folded Flapper (p. 58)
RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Research and Record (p. 99) Biographical Bits (p. 95) T-chart (p. 40)
Range of Reading and Level of Text Complexity	
RI 4.10 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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)