

New York State ELAP Plus, Third Edition

Grade 4, Form A Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
The Story of Iduna's Apples	1	RL.4.4	4R4
	2	RL.4.7	4R7
	3	RL.4.2	4R2
	4	RL.4.3	4R3
	5	RL.4.3	4R3
	6	RL.4.6	4R6
	7	RL.4.1	4R1
The Science of Sleep	8	RI.4.3	4R3
	9	RI.4.4	4R4
	10	RI.4.5	4R5
	11	RI.4.4	4R4
	12	RI.4.8	4R8
Mai's Surprise	13	RL.4.2	4R2
	14	RL.4.7	4R7
	15	RL.4.4	4R4
	16	RL.4.6	4R6
	17	RL.4.1	4R1
	18	RL.4.3	4R3
Earth's Changing Seasons	19	RI.4.5	4R5
	20	RI.4.7	4R7
	21	RI.4.2	4R2
	22	RI.4.3	4R3
	23	RI.4.1	4R1
	24	RI.4.8	4R8

Grade 4, Form B Crosswalk

Lesson Title	Q#	CCLS	Next Generation Standard
The Legend of Arachne	1	RL.4.4	4R4
	2	RL.4.1	4R1
	3	RL.4.2	4R2
	4	RL.4.3	4R3
	5	RL.4.5	4R5
	6	RL.4.2	4R2
The Men on the Moon	7	RI.4.5	4R5
	8	RI.4.1	4R1
	9	RI.4.4	4R4
	10	RI.4.2	4R2
	11	RI.4.2	4R2
	12	RI.4.7	4R7
Cooper's Costume	13	RL.4.3	4R3
	14	RL.4.2	4R2
	15	RL.4.1	4R1
	16	RL.4.4	4R4
	17	RL.4.4	4R4
	18	RL.4.5	4R5
Building a Neighborhood Garden	19	RI.4.2	4R2
	20	RI.4.5	4R5
	21	RI.4.4	4R4
	22	RI.4.8	4R8
	23	RI.4.2	4R2
	24	RI.4.8	4R8

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Lesson Title	Q#	CCLS	Next Generation Standard
Amelia Earhart	25	RI.4.3; W.4.2, 4, 5	4R3, 4W2
	26	RI.4.3; W.4.2, 4, 5	4R3, 4W2
	27	RI.4.8; W.4.2, 4, 5	4R8, 4W2
John Henry the Steel Driver	28	RL.4.2; W.4.2, 4, 5	4R2, 4W2
	29	RL.4.3; W.4.2, 4, 5	4R3, 4W2
Newtown's New Library	30	RI.4.5; W.4.2, 4, 5	4R5, 4W2
	31	RI.4.9; W.4.2, 4, 5	4R9, 4W2

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Lesson Title	Q#	CCLS	Next Generation Standard
On Top of the World: Sir Edmund Hillary	25	RI.4.2; W.4.2, 4, 5	4R2, 4W2
	26	RI.4.8; W.4.2, 4, 5	4R8, 4W2
All About Sea Glass	27	RI.4.1; W.4.2, 4, 5	4R1, 4W2
	28	RI.4.1; W.4.2, 4, 5	4R1, 4W2
Alex's Buried Treasure	29	RL.4.3; W.4.2, 4, 5	4R3, 4W2
	30	RI.4.9; W.4.2, 4, 5	4R9, 4W2
	31	RL.4.6; W.4.2, 4, 5	4R6, 4W2

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
4RF1	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF2	There is not a grade 4 standard for this concept. Please see preceding grades for more information.	
4RF3	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.	4RF3 Know and apply grade-level phonics and word analysis skills in decoding words. 4RF3a 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.
4RF4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4RF4 Read grade-level text with sufficient accuracy and fluency to support comprehension. 4RF4a Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 4RF4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4R1	RL Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI & RL)
4R2	RL Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4R2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI & RL)
4R3	RL 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). RI 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.	4R3 In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
4R4	RL 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., <i>Herculean</i>). RI Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4R4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI & RL)

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4R5	<p>RL 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>RI 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>4R5 In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p> <p>In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
4R6	<p>RL Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI 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>4R6 In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p> <p>In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)</p>
4R7	<p>RL 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>RI 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.</p>	<p>4R7 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, and explain how the information contributes to an understanding of the text). (RI & RL)</p>
4R8	<p>RL (Not applicable to literature)</p> <p>RI Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>4R8 Explain how claims in a text are supported by relevant reasons and evidence. (RI & RL)</p>
4R9	<p>RL 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>RI Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Omitted. See 4R9 (2017 Standards) for connections between texts.</p> <p>4R9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI & RL)</p>
4R10	<p>RL 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>RI 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>Please see the “Range of Student Reading Experiences for 4th Grade” section included in the introduction to the 4th Grade Standards.</p>

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4R11	<p>RL Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.</p> <p>a. Self-select text based upon personal preferences.</p> <p>RI Not applicable to Reading for Informational Standard</p>	<p>4R9 Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI & RL)</p>
4W1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>4W1 Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>4W1a Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p> <p>4W1b Use precise language and content-specific vocabulary.</p> <p>4W1c Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W1d Provide a concluding statement or section related to the argument presented.</p>
4W2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>4W2 Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2c Use precise language and content-specific vocabulary.</p> <p>4W2d Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2e Provide a concluding statement or section related to the information or explanation presented.</p>

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4W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.</p> <p>4W3c Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e Provide a conclusion that follows from the narrated experiences or events.</p>
4W4	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.)	<p>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</p>
4W5	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.)	
4W6	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.	
4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4W6 Conduct research to answer questions, including self-generated questions , and to build knowledge through investigating multiple aspects of a topic.
4W8	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.	4W7 Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources

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4W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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].”). 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”).	4W5 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.
4W10	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.	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
4W11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	4W4 Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
4SL1	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. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.	4SL1 Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. 4LS1a Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 4SL1b Follow agreed-upon norms for discussions and carry out assigned roles. 4SL1c 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. 4SL1d Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. See 4SL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.
4SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats , including visually, quantitatively, and orally.	4SL2 Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
4SL3	Identify the reasons and evidence a speaker provides to support particular points.	4SL3 Identify and evaluate the reasons and evidence a speaker provides to support particular points.

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4SL4	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.	4SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
4SL5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4SL5 Include digital media and/or visual displays in presentations to emphasize central ideas or themes.
4SL6	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 and 3 for specific expectations.)	4SL6 Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.
4L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3–5, the student is expected to know and be able to use these skills by the end of 5th grade.
4L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	

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4L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4L3a Choose words and phrases to convey ideas precisely. 4L3b Choose punctuation for effect. 4L3c Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
4L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on on-grade 4 reading and content , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). 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.	4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 4L4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). 4L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4L5a Explain the meaning of simple similes and metaphors in context. 4L5b Recognize and explain the meaning of common idioms, adages, and proverbs. 4L5c Demonstrate understanding of words by relating them to their antonyms and synonyms.
4L6	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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	4L6 Acquire and accurately use general academic and content -specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).