beanstack

Common Core State Standards - Grade 4

English Language Arts

Reading Standards for Literature

Key Ideas and Details		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	- customize challenge activities to assess students' abilities to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - assign and track student understanding of a literary text using reading validation challenges.
CCSS.ELA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	- customize challenge activities to assess students' abilities to determine a theme of a story, drama, or poem from details in the text; summarize the text. - assign and link to dramas within the Beanstack Genre Challenge. - use the Beanstack book review feature for students to summarize a text and determine a theme using details in the text. - customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and to require students to determine a theme of a poem from details in the text and summarize the poem.
CCSS.ELA.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).	customize challenge activities to require students to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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).	- assign and link to mythological books and stories from within the Beanstack Genre Challenge. - customize challenge activities to assess students' abilities to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
CCSS.ELA.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.	- customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and to require students to explain major differences between poems, referring to the structural elements of poems. - customize the Beanstack Genre Challenge to cover specific poems, drama, and prose, and explain the major differences, referring to the structural elements of poems and drama when writing or speaking about a text. - customize challenge activities to require students to explain the major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
CCSS.ELA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	- customize challenge activities to require students to compare and contrast the point of view from which different stories are narrated. - assign and link to stories told in first- and third-person narrations

	narrations.	within the Beanstack Genre Challenge and require students to compare and contrast the point of view from which the different stories are narrated.

Integration of Knowledge and Ideas

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	- customize challenge activities to assess students' abilities to 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. - assign and link stories, dramas, visuals, or oral presentations from your library's collections within a challenge's reading list.
CCSS.ELA.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., the opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	- assign and link to stories, myths, and traditional literature from different cultures within the Beanstack Genre Challenge. - customize challenge activities to require students to compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. - create a reading list challenge to assign stories, myths, and traditional literature from different cultures with similar themes and topics and patterns of events.

Range of Reading and Level of Text Complexity

Standard	Description	Beanstack Alignment

	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	- customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources in the grades 4-5 text complexity band. - customize the Beanstack Genre Challenge to cover specific genres and texts in the grades 4-5 text complexity band to read and comprehend, with scaffolding as needed at the high end of the range. - provide integrated reading content and link to library materials for students to read and comprehend, independently and proficiently. - track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. - create compelling reading challenges, badges, and rewards to motivate students to read independently. - run reading competitions and encourage students to build reading streaks by logging daily reading sessions. - assign and track student comprehension of a literary text using reading validation challenges.

Reading Standards for Informational Text

Key Ideas and Details		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:

CCSS.ELA.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.	- assign Short Stacks nonfiction articles to require students to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. - customize challenge activities to assess students' abilities to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. - assign and track student understanding of an informational text using reading validation challenges. - assign Beanstack's curated ebook challenge collections and require students to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
CCSS.ELA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	- assign Short Stacks nonfiction articles to require students to determine the main idea of a text and explain how it is supported by key details; summarize the text. - instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording the main idea and key details. - customize challenge activities to assess students' abilities to determine the main idea of a text and explain how it is supported by key details; summarize the text. - assign Beanstack's curated ebook challenge collections and require students to determine the main idea and explain how it is supported by key details; summarize the text. - use the Beanstack book review feature for students to summarize a text.
CCSS.ELA.RI.4.3	Explain events, procedures, ideas, or	assign Short Stacks nonfiction articles to require students to

	concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	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. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording specific information in the text, including what happened and why. ● customize challenge activities to assess students' abilities to 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. ● assign Beanstack's curated ebook challenge collections and require students to 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.

Craft and Structure

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	● assign Short Stacks nonfiction articles to require students to determine the meaning of general academic and domain-specific words and phrases. ● model and instruct students to utilize the highlight, annotate, and read-aloud features in Short Stacks nonfiction articles to aid in determining the meaning of general and domain-specific words and phrases. ● customize challenge activities to assess students' abilities to determine the meaning of general academic and domain-specific

		words and phrases in a text. ● assign Beanstack's curated ebook challenge collections and require students to determine the meaning of academic and domain-specific words and phrases.
CCSS.ELA.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.	● assign Short Stacks nonfiction articles and create activities that require students to describe the overall structure of events, ideas, concepts, or information in the text or part of the text. ● customize challenge activities to assess students' abilities to describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA.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.	● assign Short Stacks nonfiction articles to require students to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when comparing and contrasting firsthand and secondhand accounts of the same event or topic. ● customize challenge activities to assess students' abilities to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ● assign Beanstack's curated ebook challenge collections and require students to compare and contrast a firsthand and secondhand account of the same event or topic. ● assign and link firsthand and secondhand accounts of the same event or topic from your library's collections within a challenge's reading list.

Integration of Knowledge and Ideas

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	- assign Short Stacks nonfiction articles to require students to listen to the text using the read-aloud feature and explain how the information presented orally contributes to an understanding of the text. - instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when interpreting information and explaining how the information contributes to an understanding of the text. - link to reading materials with visual, quantitative, or interactive elements within a reading list challenge and include challenge activities to assess students' abilities to explain how the information contributes to an understanding of the text. - hold group reading sessions and include challenge activities to assess students' abilities to explain how the information presented orally contributes to an understanding of the text. - assign Beanstack's curated ebook challenge collections and require students to interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.
CCSS.ELA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	- assign Short Stacks nonfiction articles to require students to explain how an author uses reasons and evidence to support particular points. - instruct students to utilize the highlight and annotate features in

Standard	Description	Beanstack Alignment
		Short Stacks nonfiction articles when recording how an author uses reasons and evidence to support particular points. ● customize challenge activities to assess students' abilities to explain how an author uses reasons and evidence to support particular points in a text. ● assign Beanstack's curated ebook challenge collections and require students to explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	● assign Short Stacks nonfiction articles alongside other texts on the same topic in order to write or speak about the subject knowledgeably. ● customize challenge activities to assess students' abilities to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● assign Beanstack's curated ebook challenge collections and require students to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● assign and link two texts on the same topic from your library's collections within a challenge's reading list.

Range of Reading and Level of Text Complexity		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.4.10	By the end of the year, read and comprehend informational texts,	● assign Beanstack's curated ebook challenge collections that feature history/social studies, science, and technical informational

	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.	content. ● assign Short Stacks, Beanstack's original leveled reading content, which feature historical/social studies, scientific, and technical articles, to help students improve their independent reading proficiency. ● provide integrated reading content and link to library materials for students to read and comprehend, independently and proficiently. ● track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. ● create compelling reading challenges, badges, and rewards to motivate students to read informational texts independently. ● run reading competitions and encourage students to build reading streaks by logging daily reading sessions. ● assign and track student comprehension of informational texts using reading validation challenges.

Reading Standards: Foundational Skills

Fluency		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	● listen as a student reads their independent reading book aloud to assess student accuracy and fluency and then review the

	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.	appropriateness of text levels in their reading log. ● assign and link grade-level texts within a challenge's reading list for in-class or independent reading. ● assign students to a small group to practice reading Short Stacks nonfiction articles aloud. ● allow students of differing abilities the opportunity to preview texts before reading aloud or use the read-aloud feature in Short Stacks nonfiction articles to hear fluent reading modeled. ● modify challenge activities to include links to differentiated content or specific books and to customize read-aloud activities. ● customize the Beanstack Poetry Challenge template to link to a variety of grade-level prose and poetry and assess student fluency on successive readings.

Writing Standards

Text Types and Purposes		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state	● assign Short Stacks nonfiction articles and ask students to write opinion pieces about the article, supporting a point of view with reasons and information. ● instruct students to utilize the highlight and annotate features in

	an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Short Stacks nonfiction articles when gathering reasons and information to support opinion writing. ● customize challenge activities to assess students' abilities to write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● use the Beanstack book review feature for students to review a text by writing an opinion piece, supporting a point of view with reasons and information. ● link resources in challenge activities that provide examples of grade-appropriate opinion pieces.
CCSS.ELA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for, example, also, because).	● assign Short Stacks nonfiction articles to model how to write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when gathering facts, definitions, concrete details, quotations, or other information and examples related to the topic for their informative/explanatory writing. ● customize challenge activities to include composing informational/explanatory texts to examine a topic and convey ideas and information clearly. ● assign Beanstack's curated ebook challenge collections and require students to write an informative/explanatory text based on the topic of the collection. ● link resources in challenge activities that provide grade-level informative texts and examples of grade-appropriate informative/explanatory texts.

	d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
CCSS.ELA.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	● customize challenge activities to include composing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● link resources in challenge activities that provide examples of grade-appropriate narrative writing, including clear event sequences, dialogue, descriptive details, orienting the reader by establishing a situation, introducing a narrator and/or characters, and providing a conclusion.

	Production and Distribution of Writing	
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	● assign Short Stacks nonfiction articles and examine the development and organization of the article, using the article as an example for students to produce their own writing. ● customize challenge activities to include texts and resources that can be used to support students in producing their own writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA.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.	● link resources within and assign Short Stacks nonfiction articles to teach students how to use technology to produce and publish writing, as well as to interact and collaborate with others. ● customize challenge activities to assess students' abilities to use technology, including the internet, to produce and publish writing, as well as to interact and collaborate with others.
Research to Build and Present Knowledge		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.4.7	Conduct short research projects that	● launch a short research project using Beanstack's curated ebook

	build knowledge through investigation of different aspects of a topic.	reading challenges and add challenge activities that ask students to build knowledge through investigation of different aspects of a topic. ● assign Short Stacks nonfiction articles and instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when building knowledge through investigation of different aspects of a topic for a short research project. ● customize challenge activities to require students to conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS.ELA.W.4.8	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.	● assign Short Stacks nonfiction articles and Beanstack's curated ebook reading challenges for students to gather information, take notes and categorize information, and provide a list of sources. ● have students gather information using the highlight feature in Short Stacks nonfiction articles and take notes using the annotate feature. ● link resources within and customize challenge activities to provide students with sources to gather information, take notes and categorize information, and provide a list of sources.
CCSS.ELA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	● assign Short Stacks nonfiction articles and Beanstack's curated ebook reading challenges for students to draw evidence from to support analysis, reflection, and research. ● have students gather evidence using the highlight feature in Short Stacks nonfiction articles and analyze and reflect using the annotate feature. ● link resources within and customize challenge activities to

		provide students with literary or informational texts to support analysis, reflection, and research.

Language Standards

Vocabulary Acquisition and Use		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.L.4.4	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. 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., telegraph, photograph, autograph). 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	• assign Short Stacks nonfiction articles to aid students in determining the meaning of unknown and multiple-meaning words and phrases. • instruct students to use the highlight feature to make note of unknown words and the annotate feature to record the meaning when using Short Stacks nonfiction articles. • instruct students using a text to read aloud and think aloud, then assist students in using context as a clue to the meaning of a word or phrase. • customize challenge activities to assess students' abilities to determine the meaning of unknown and multiple-meaning words and phrases. • link reference materials in challenge activities to aid students in finding the pronunciation and determining or clarifying the precise meaning of key words and phrases.

	phrases.	
CCSS.ELA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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).	● assign Short Stacks nonfiction articles and create accompanying activities for students to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. ● instruct students using a text to read aloud and think aloud, then assist students in understanding figurative language, word relationships, and nuances in word meanings. ● customize challenge activities to assess students' abilities to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. ● link resources in challenge activities to aid students in explaining the meaning of simple similes and metaphors, explaining the meaning of common idioms, adages, and proverbs, and demonstrating an understanding of words by relating them to their opposites and to words with similar but not identical meanings.
CCSS.ELA.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).	● assign Short Stacks nonfiction articles for students to acquire and use academic and domain-specific words and phrases accurately. ● use the Beanstack book review feature for students to review a text and accurately use grade-appropriate academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. ● customize challenge activities to assess students' abilities to use academic and domain-specific words and phrases accurately.