



Common Core State Standards for English Language Arts Alignment

Lesson	Accelerated CCSS for ELA
Lesson 1	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.
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	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).
	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.
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	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.
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	SL.4.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Lesson	Accelerated CCSS for ELA
Lesson 1, <i>continued</i>	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).
Lesson 2	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	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).
Lesson 3	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	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).
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	SL.5.1a 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.
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Lesson	Accelerated CCSS for ELA
Lesson 3, <i>continued</i>	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).
Lesson 4	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Lesson 5	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	SL.4.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	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).
Lesson 6	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.
	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).
	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.

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Lesson 6, <i>continued</i>	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	SL.5.1a 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.
Lesson 7	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.
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	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).
Lesson 8	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.
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Lesson 8, <i>continued</i>	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).
	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.
	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.
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Lesson 9	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.
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	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).
	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.
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	W.4.1b Provide reasons that are supported by facts and details.
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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Lesson 10	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	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).
Lesson 11	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.
	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.
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.



Next Generation Science Standards Alignment

Lesson	Accelerated NGSS
Lesson 1	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
Lesson 2	5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Lesson 5	3-LS2-1. Construct an argument that some animals form groups that help members survive.
Lesson 7	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Lesson 9	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.
Lesson 10	3-LS2-1. Construct an argument that some animals form groups that help members survive.