

Voyages in English 2011
Grade 4
Correlations to NY State Standards

(Updated January 2011)

New York Grades 2–4

Core Performance Indicators: common to all four ELA standards

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
Identify purpose for reading		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning		W3-L3; W4-L4; W7-L3
Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes		W1-L5; W3-L3; W4-L3; W5-L3; W8-L4
Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools		W5-L4
Recognize the difference between phrases and sentences	S1.1; S1.11	
Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension	S1.1–1.11; S7.1–7.11	W2-L3; W5-L5
Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings		W7-L5
Recognize and discriminate among a variety of informational texts		W4-CO; W5-CO; W7-CO; W8-CO
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources		W4-L4; W5-L4; W6-L3; W8-L4

Read aloud at appropriate rate		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Read with increasing fluency and confidence from a variety of texts		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Use computer software to support reading		W1-L3; W1-L6; W3-L4; W3-L5
Listening		
Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Attend to a listening activity for an extended period of time		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Avoid interrupting		W2-L6; W3-L6; W5-L6; W8-L6
Respond appropriately to what is heard		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Writing		
Begin to develop a voice in writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Spell frequently used words correctly		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use basic punctuation correctly, such as commas in a series, in simple/compound sentences, and in friendly letters	S1.1–S1.11; S7.6–S7.7	W2-L1; W2-L4
Use basic punctuation correctly, such as periods, exclamation points, and question marks	S1.1–S1.11	
Use basic punctuation correctly, such as apostrophes for contractions and singular possessives	S3.11; S7.8	W1-L5; W7-L3
Use basic punctuation correctly, such as quotation marks for titles and simple dialogue	S7.10	W7-WW; W8-L2; W8-L3; W8-WW
Use, in writing simple/compound sentences, correct tense of regular/irregular verbs	S5.1–5.17	
Use, in writing simple/compound sentences,	S1.4–1.7; S5.16	

subject-verb agreement		
Use, in writing simple/compound sentences, varied vocabulary and sentence structure	S1.1–S1.11	
Use, in writing simple/compound sentences, various parts of speech, including personal pronouns	S2.1–2.11; S3.1–3.11; S4.1–4.11; S5.1–5.17; S6.1–6.6; S8.1–8.11	W5-L5; W6-L4
Capitalize words such as literary titles, holidays, and product names	S7.2–7.5	W2-L4
Write sentences in logical order and create paragraphs to develop ideas		W1-L2; W1-WW; W3-L1; W3-WW; W7-L1; W7-WW; W8-WW
Use an organizational format that reflects a beginning, middle, and end		W1-L2; W1-WW; W3-L1; W3-WW; W5-L1; W5-WW; W6-L2; W3-WW; W7-L1; W7-WW; W8-L1; W8-WW
Develop an idea within a brief text		W1-L1; W3-L1; W6-L5; W7-L2
Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Determine the intended audience before writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use legible print and/or cursive writing		W1-WW; W3-WW; W7-WW; W8-WW
Use word processing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Speaking		
Respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Initiate communication with peers and familiar adults		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use age-appropriate vocabulary		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

Speak in grammatically correct sentences	G1.1–1.11	
Use gestures appropriate to conveying meaning		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Establish eye contact, when appropriate, to engage the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Speak loudly enough to be heard by the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6

GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 4

The grade-specific performance indicators that grade 4 students demonstrate as they learn to **read**, **write**, **listen**, and **speak** include

Reading Standard 1: Students will read, write, listen, and speak for information and understanding.	Grammar Section and Lesson	Writing Chapter and Lesson
Acquire information by locating and using library media resources, with some assistance		W2-CO; W5-L2; W7-L5; W8-L3
Collect and interpret data, facts, and ideas from unfamiliar texts		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W5-L2; W6-CO; W7-CO; W8-CO
Understand written directions and procedures		W2-L4; W3-L1; W4-CO; W4-L6; W7-L5
Locate information in a text that is needed to solve a problem		W7-L2
Identify a main idea and supporting details in informational texts		W4-CO; W4-L2; W4-WW; W7-CO; W7-L1; W8-CO
Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information		W4-L4; W5-L4; W8-L2
Compare and contrast information on one		W1-CO; W2-CO; W3-CO; W4-CO;

topic from two different sources		W5-CO; W6-CO; W7-CO; W8-CO; W8-L2
Identify a conclusion that summarizes the main idea		W4-CO; W4-L1; W5-CO; W5-L1; W7-L1; W8-CO; W8-L1
Select books independently to meet informational needs		W7-L2; W7-L5; W8-L2
Make inferences and draw conclusions on the basis of information from the text, with assistance		W3-CO; W5-CO; W5-L2
Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts		W7-L6
Use graphic organizers to record significant details from informational texts		W2-WW; W3-L5; W8-L5
Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance		W7-L5
Distinguish between fact and opinion, with assistance		W2-L1; W5-L2; W5-L6; W7-CO; W7-L1
Identify missing information and irrelevant information, with assistance		W4-L2; W7-L2; W8-L5
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Select literature on the basis of personal needs and interests from a variety of genres and by different authors		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Engage in purposeful oral reading in small and large groups		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Read print-based and electronic literary texts silently on a daily basis, for enjoyment		W6-CO
Relate the setting, plot, and characters in		W6-L1

literature to own lives		
Explain the difference between fact and fiction		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Make predictions, draw conclusions, and make inferences about events and characters		W6-CO; W6-L1
Identify cultural influences in texts and performances		W6-CO; W6-L1
Use specific evidence from stories to identify themes, describe characters, their actions, and their motivations; relate a sequence of events		W1-L2; W1-L3; W6-CO
Use knowledge of story structure, story elements, and key vocabulary to interpret stories		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Read, view, and interpret literary texts from a variety of genres, with assistance		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Define the characteristics of different genres, with assistance		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Identify literary elements, such as setting, plot, and character, of different genres, with assistance		W6-CO; W6-L1
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance		W3-L4; W6-CO; W6-L1
Recognize how different authors treat similar themes, with assistance		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Use graphic organizers to record significant details about characters and events in stories		W1-L3; W3-L5; W6-WW; W8-L5
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Evaluate the content by identifying		W1-CO; W2-CO; W3-CO; W4-CO;

the author's purpose		W5-CO; W6-CO; W7-CO; W8-CO
Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic		W6-CO; W6-L1
Evaluate the content by identifying important and unimportant details		W4-L2
Evaluate the content by identifying statements of fact, opinion, and exaggeration, with assistance		W5-L2
Evaluate the content by identifying recurring themes across works in print and media		W6-CO; W6-L1
Compare and contrast characters, plot, and setting in literary works		W6-CO; W6-L1
Analyze ideas and information on the basis of prior knowledge and/or personal experience		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letter to the editor		W5-L2; W5-L4; W5-L6
Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers		W8-L2; W8-L3
Use opinions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details		W3-CO; W3-L2; W4-L2; W8-L1; W8-WW
Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, missing or unclear information		W4-CO; W4-L2; W8-L5

Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance		W5-CO; W5-L1; W5-L6
Standard 4: Students will read, write, listen, and speak for social interaction.		
Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Respect the age, gender, social position, and cultural traditions of the writer		W6-L5; W6-L6
Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication		W2-L1; W2-WW; W6-L6
Writing Standard 1: Students will read, write, listen, and speak for information and understanding.		
Take notes to record data, facts, and ideas both by following teacher direction and by writing independently		W3-L6; W4-L2; W4-WW; W7-L6; W8-L2; W8-L3; W8-WW
State a main idea and support it with details		W4-CO; W4-L2; W7-L1; W8-L1; W8-WW
Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing		W1-L2; W1-L3; W1-WW; W3-L1; W4-L2; W7-L1; W7-WW; W8-L1; W8-WW
Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly		W2-WW; W4-L4; W5-L3; W5-L4; W6-L3; W6-L4; W8-L4
Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a		W3-L1; W4-L1; W4-WW; W8-WW

topic		
Support interpretations and explanations with evidence from text		W3-CO; W4-CO; W5-CO; W6-CO
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers		W2-WW; W4-WW; W7-WW
Compare and contrast ideas between two sources		W6-CO; W6-L5; W8-L2; W8-WW
Write labels and captions for graphics to convey information, with assistance		
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Write original literary texts that use dialogue to create short plays		W2-L6; W5-L4; W6-L6
Write original literary texts that use vivid and playful language		W6-L4; W6-WW
Write interpretive and responsive essays that describe literary elements such as plot, setting, and characters		W6-CO; W6-L1; W6-L2; W6-WW
Write interpretive and responsive essays that describe themes of literary texts		W6-CO; W6-WW
Write interpretive and responsive essays that compare and contrast elements of texts		W6-CO; W6-L5
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story		www.voyagesinenglish.com
Produce imaginative stories and personal narratives that show development, organization, and effective language		W1-L1; W1-WW; W6-WW

Use resources such as personal experiences and themes from the text and performances to stimulate own writing		W1-L1; W1-WW; W2-L6; W3-L1; W6-L1; W6-WW
Use computer to create, respond to, and interpret literary texts		www.voyagesinenglish.com
Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers		www.voyagesinenglish.com
Summarize the plot, with assistance		W6-CO; W6-L2
Describe the characters and explain how they change, with assistance		W6-CO; W6-L1
Describe the setting and recognize its importance to the story, with assistance		W6-CO; W6-L1
Draw a conclusion about the work, with assistance		W6-CO; W6-L1
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing		W1-WW; W2-WW; W3-L5; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
State a main idea, theme, or opinion and provide supporting details		W4-L1; W4-L2; W4-WW; W6-CO; W6-L2; W8-L1; W8-WW
Use relevant examples, reasons, and explanations to support ideas		W2-L1; W2-WW; W4-L2; W4-WW
Express opinions and make judgments that demonstrate a personal point of view		W2-L6
Use personal experiences and knowledge to evaluate new ideas		W1-CO; W4-L1; W4-WW
Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text		W6-CO; W6-L1; W6-L2; W6-L5

Use effective vocabulary in persuasive and expository writing		W4-L5; W4-WW; W5-L3; W5-WW
Use details from stories or informational texts to predict, explain, or show relationships between information and events		W6-CO; W6-L1;
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships		W4-L2; W8-L2; W8-L3; W8-WW
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers		www.voyagesinenglish.com
Standard 4: Students will read, write, listen, and speak for social interaction.		
Share the process of writing with peers and adults; for example, write with a partner		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Respect the age, gender, position, and cultural traditions of the recipient		W2-L6
Develop a personal voice that enables the reader to get to know the writer		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers		W2-WW
Listening Standard 1: Students will read, write, listen, and speak for information and understanding.		
Acquire information and/or understand procedures		W1-L2; W4-L6; W8-L6
Identify a main idea, essential details, and		W4-L6; W5-L6; W7-L6; W8-L6

supporting details		
Determine a sequence of steps given		W1-L1; W4-L6
Identify a conclusion that summarizes the main idea		W2-CO; W4-L6; W5-L6; W7-L6; W8-L6
Interpret information by drawing upon prior knowledge and experience		W4-L6
Distinguish between fact and opinion, with assistance		W5-L2; W5-L6; W7-L6
Identify information that is implicit, rather than stated, with assistance		www.voyagesinenglish.com
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Identify elements of character, plot, and setting to understand the author's message or intent		W6-CO; W6-L1
Compare and contrast ideas of others to own ideas		W5-L6
Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud		W1-L6; W2-L6; W3-L5; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Identify a character's motivation, with assistance		W6-CO; W6-L1
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions		W7-L6
Recognize the perspective of others distinguish between fact, opinion, and		W2-L6; W5-L2; W5-L6

exaggeration		
Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance		W5-L1; W5-L6; W5-WW
Standard 4: Students will read, write, listen, and speak for social interaction.		
Respect the age, gender, position, and culture of the speaker		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners		W1-L6; W2-CO; W2-L6
Listen for the tone of voice and content that signal friendly communication		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Speaking Standard 1: Students will read, write, listen, and speak for information and understanding.		
Ask clarifying questions		W4-L6; W5-L6; W8-L6
Summarize		W6-CO; W6-L1; W7-CO; W7-L2
State a main idea with supporting examples and details		W4-L6; W5-L6; W7-L1; W7-L6; W8-WW
Explain a line of reasoning		W2-L6; W4-L6; W5-L6
Present a short oral report, using a variety of sources speak loudly enough to be heard by the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Present a short oral report, using a variety of sources use gestures appropriate to convey meaning		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use complete sentences, using age- and content-appropriate vocabulary	S1.1–1.11	W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use logical order in presentations		W1-L6; W2-L6; W3-L6; W4-L6; W5-

		L6; W6-L6; W7-L6; W8-L6
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Present original works, such as stories, poems, and plays, to classmates		W1-L6; W3-L2; W6-L5; W6-L6
Give book reviews		www.voyagesinenglish.com
Describe characters, setting, and plot		W6-CO; W6-L1; W6-L6
Make inferences and draw conclusions		W6-CO; W6-L6
Explain cultural and ethnic features in literary texts		W6-CO; W6-L1
Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates		www.voyagesinenglish.com
Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation	S1.1–1.11; S5.1–5.17	W1-L6; W3-L6; W7-L4
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences		W5-L6
Express an opinion about school and community issues		W2-L6; W5-L1; W5-L6; W5-WW
Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text		W5-L6
Speak with appropriate rate and volume for the audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Take turns speaking in a group		W2-L6; W8-L6
Standard 4: Students will read, write,		

listen, and speak for social interaction.		
Respect the age, gender, position, and cultural traditions of the listener when speaking		W2-L6; W6-L6
Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other		W1-L6; W1-WW; W2-WW
Use the rules of conversation, such as avoid interrupting and respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6