



WorldWise™
Content-based Learning

WorldWise Informational Texts

Guided Reading Levels QRS (40) Linked to Next Generation Science Grade 4 Outcomes

Title	Level *	Next Generation Grade 4 Science Standards	ELA Standards			
			Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening
<p>Animal Shelters Understanding that different animals found in different habitats have particular adaptations that help them to live in their habitat. How animals found in different habitats are suited to their environment.</p>	Q (40)	LS1.A Structure and function LS1.D Information processing ESS2.A Earth materials and systems ESS2.E Biogeology	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1c 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	4.L.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 and that are basic to a particular topic
<p>Awesome Oceans The oceans of the world are vital to all life on earth. Many animals live together in the ocean.</p>	Q (40)	PS4.A Wave properties LS1.A Structure and function LS1.D Information processing ESS1.C The history of planet Earth ESS2.A Earth materials and systems ESS2.E Living things affect the physical characteristics of their regions	4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears	4.W. 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	4.L.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 and that are basic to a particular topic
<p>Don't Throw It Away! The amount of trash being thrown away is a problem for the planet. Trash can be reduced – reuse and recycle.</p>	Q (40)	ESS3.A Natural resources ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	4.SL.4 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	4.L.4a Use context as a clue to the meaning of a word or phrase



Title	Level *	Next Generation Grade 4 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening	Language
Talented Animals Animals come in many different shapes and sizes and have different talents and skills. Their special characteristics help them to survive in their environments.	Q (40)	LS1.A Structure and function LS1.D Information processing ESS2.E Biogeology PS3.A Definition of energy	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.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	4.L.3a Choose words and phrases to convey ideas precisely
That's a Good Idea! Understanding the difference between an invention and a discovery. Understanding an invention is a new idea or way of making or doing something. Examining various inventions and seeing how they have changed over time.	Q (40)	ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	4.L.4a Use context as a clue to the meaning of a word or phrase
Wild, Wild Weather Harsh environments restrict people's ability to use them in the long term. Some people are challenged to adapt to and survive in these environments. They use technology to help them.	Q (40)	ESS3.B Natural hazards PS3.A Definition of energy	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1c 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	4.L.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
Animal Architects Burrowing animals use concepts such as location, design, and safety when constructing underground homes.	R (40)	LS1.A Structure and function ESS2.E Biogeology	4.RI.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	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	4.L.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Title	Level *	Next Generation Grade 4 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening	Language
Exploring Caves How are caves formed? Why have people and animals used them? What information can scientists derive from them?	R (40)	LS1.A Structure and function LS1.D Information processing ESS1.C History of planet Earth ESS2.B Plate tectonics and large-scale system interactions ESS2.E Biogeology	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4.SL.4 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	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
From Me to You Technology continues to influence and expand ways people access information and communicate. Technology influences the quality of people's lives and the ways they act and interact. Social needs, attitudes and values influence the direction of technological development.	R (40)	PS4.C Information technologies and instrumentation	4.RI.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	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	4.SL.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	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
Nature's Rooming House How trees support life - case studies of coastal, desert and rainforest examples.	R (40)	LS1.A Structure and function ESS2.E Biogeology	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles	4.L.3a Choose words and phrases to convey ideas precisely
Shells on their Backs Outlines the differences between turtles, tortoises and terrapins. Explains why some turtles and tortoises are endangered.	R (40)	LS1.A Structure and function PS4.C Information technologies and instrumentation	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1c 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	4.L.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Title	Level *	Next Generation Grade 4 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening	Language
Solving Problems: Dams, Bridges, and Canals Why build these structures? How are engineering challenges solved? Benefits of changing technologies. Exploring the history of canals, dams and bridges. Engineering feats – Panama Canal, Hoover Dam.	R (40)	ETS1.B Designing solutions to engineering problems ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	4.L.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 and that are basic to a particular topic
Adventures in Wild Places Harsh environments restrict people’s ability to use them in the long term. Some people are challenged to adapt to and survive in these environments. They use technology to help them.	S (40)	ETS1.A Defining and delimiting engineering problems ETS1.B Developing possible solutions ETS1.C Optimizing the design solution	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	4.SL.4 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	4.L.3a Choose words and phrases to convey ideas precisely
How Animals Communicate Animals have means of communicating with members of their own species and other species. The behavior of individual organisms is influenced by internal cues (hunger) and external cues (environment changes). Humans and other organisms have senses to detect these cues.	S (40)	LS1.A Structure and function LS1.D Information processing	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1c 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	4.L.4a Use context as a clue to the meaning of a word or phrase

Title	Level *	Next Generation Grade 4 Science Standards	ELA Standards			
		Disciplinary Core Ideas	Reading Informational texts	Writing	Speaking & Listening	Language
It's All About Energy Sources of electricity – fossil fuels, usage patterns, side effects. How sustainable is the present pattern of usage?	S (40)	PS3.A Definition of energy PS3.D Energy in chemical processes and everyday life ESS3.A Natural resources	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	4.SL.1c 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	4.L.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
Living With the Tides Waves and tide patterns influence the structures and behaviors of organisms in intertidal zones. Living things have adaptations that help them survive in their habitats.	S (40)	PS4.A Wave properties LS1.A Structure and function ESS2.E Biogeology	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.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	4.L.3a Choose words and phrases to convey ideas precisely
Our Bodies Understanding our own bodies and how they work by examining the main systems involved.	S (40)	LS1.A Structure and function LS1.D Information processing	4.RI.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	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	4.L.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 and that are basic to a particular topic
Our Moving Earth Earth's system has structures and properties. Regions of earth have potential to cause earthquakes. Natural hazards can destruct and cause changes to landforms.	S (40)	ESS1.C The history of planet Earth ESS2.A Earth material and systems ESS2.B Plate tectonics and large-scale system interactions ESS3.B Natural hazards	4.RI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	4.SL.1c 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	4.L.3a Choose words and phrases to convey ideas precisely