

✓		<p>2. EQUAL OPPORTUNITY The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p><i>Reading Street</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges. Examples can be found throughout the Student Edition.</p>
✓		<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Reading Street's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See Grade 4 Unit 1 p. 20c for an overview of the digital resources and the individual references on pages 20–21, 21b, 22–23, 23b, 23d, 23f, 24b, 24d, 24–25, etc.</p>

Text Selection

Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

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4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.

The goal of the *Reading Street* instructional design is that all students work with rich, complex text and ideas in order to advance their vocabulary, concept development, and syntax needed for strong reciprocal writing. A proud hallmark of the *Reading Street* program is its embedded standard of rigor for all, due in part to the influence of lead author Dr. Jeanne Paratore, whose multitext model informed the instructional processes. With rigor being a widely validated component of motivation, multiple means and ample opportunities are provided to open up access to grade-level content and beyond for all levels of learner in both whole and small groups.

The Reading Street Student Edition contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the main selections in a sample unit of Grade 4.

Grade 4 Selection Examples

Title—Unit 1	Lexile	Average Sentence Length	Word Frequency
<i>Because of Winn-Dixie</i>	750	11.2	3.66
<i>Lewis and Clark and Me</i>	480	8.80	3.63
<i>On the Banks of Plum Creek</i>	720	10.73	3.69
<i>The Horned Toad Prince</i>	1000	12.7	3.47
<i>Letters Home from Yosemite</i>	820	12.32	3.5

✓	5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.	Each main selection is accompanied by two sets of questions. The Access Text questions used in the 1st Read help students comprehend the text. The Close Reading questions used in the 2nd Read extend the interpretation of the text using higher-level thinking skills with Analysis, Synthesis, and Evaluation questions applied to the text and supported by Text Evidence. In addition, scaffolding is provided in small group lessons to address the complex text provided in the Student Edition and in <i>Reading Street Sleuth</i> . <i>Reading Street</i> offers scaffolds to ensure that all students have access to complex text. Explicit and systematic support is provided at point of use in the core lesson and in the small group lessons. See examples from Grade 4 Unit 1: 28–29 to 31a, 32–33 to 37a, 42–43 to 43a.
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✓		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.</p>	<p>Selections for <i>Reading Street</i> Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Together with these quantitative criteria, qualitative and reader-task criteria, such as levels of meaning, structure, language conventionality and clarity, appropriateness of concepts, and reading purpose and task, were measured and assessed to place selections within and across grade levels. To support teachers, a Text Complexity Rubric for all main selections has been created and included on the back of the weekly Teacher's Editions tabs. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Karen Wixson. The program also includes <i>Reading Street Sleuth</i> selections. All concept-related Sleuth selections follow appropriate Lexile scores for the grade level.</p>
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Range of Text:

Instructional materials must reflect the distribution of text types and genres required by the standards.

✓	7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.	<p>All of the selections in <i>Reading Street</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The paired selections are shorter works. Most are a different genre from that of the main selection. The program's weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each Sleuth selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none">• For Grade 4, 32% of the selections in the Student Edition are literature and 68% are informational text. <i>Reading Street Sleuth</i> selections, Trade Books, and Leveled Readers are additional literature and informational texts with a science or social studies connection.
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✓		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 4 Unit 1 Week 1 pages 20d–20e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 4 Unit 1 Week 1 pages 20j, 24a, 32a, 42a, 45f) for the integrated daily plan.</p> <p>Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>
✓		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>Independent Reading is a key component in <i>Reading Street</i>. At all grade levels, Independent Reading support is offered on the Access for All and the Independent Stations section of the weekly front matter. For examples, see Grade 4 Teacher’s Edition Unit 1 pages 20f–20g, 20h–20i.</p>

✓		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <ul style="list-style-type: none"> • For Grade 4 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. <p>See Grade 4 Unit 1 Week 5 pages 144–155 for an example of an informational selection.</p>
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Text-Dependent and Text-Specific Questions:

Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

✓		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In the <i>Reading Street</i> program, each lesson in a unit begins with text-based instruction. The Access Text questions that accompany the main selection focus on finding information in the selection to answer the comprehension questions. The Close Reading questions also require text evidence but use Synthesis, Analysis, and Evaluation questions to help students achieve a deeper understanding of the text. See Grade 4 Unit 1 Teacher's Edition pages 28–29 to 31a and 32–33 to 37a.
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✓		<p>13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Each selection lesson plan contains Amazing Words, which are content words related to the unit topic and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. The Content Knowledge and Build Oral Vocabulary sections at the beginning of each Day help enhance vocabulary development for all students.</p> <ul style="list-style-type: none"> Grade 4 Teacher’s Edition Unit 1 Week 1 Day 1: 20j, 20–21, 21a–21b; Day 2: 24a–24b; Day 3: 32a–32b; Day 4: 42a–42b; Day 5: 45f–45g <p>For Grade 4, the Monitor and Clarify strategy in many of the lessons, along with Context Clues activities, helps students use the context of a selection to check that they have correctly identified and understood words. The strategy also suggests ways, including rereading, that students can use to gain meaning and verify their understanding of the selection.</p> <ul style="list-style-type: none"> See Grade 4 Unit 2 Teacher’s Edition pages 257c, 258–259, 266–267 and Unit 3 pages 376e, 376–377, 384–385, 385a
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Scaffolding and Supports:

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

✓		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	For Grade 4, the lesson begins with Content Knowledge to prepare students to understand the main and paired selections. The Oral Language section based on the Amazing Words is developed at the beginning of each Day’s instruction. Selection Vocabulary is presented and practiced in a short Read Aloud selection prior to reading the main selection. The Access Text with Modeling helps students recognize information so they can comprehend the text and gain information. By providing these activities, students are prepared to successfully read more complex text. See preliminary activities on Grade 4 Unit 1 p. 20j and selection activities beginning on p. 26–27.
✓		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<i>Reading Street</i> explicitly teaches reading strategies for students to apply to their deep reading of text through direct teaching, systematic review, and application. For examples, see Grade 4 Teacher’s Edition Unit 1 pages 21c to 22–23, 26–27 to 31a, 32–33 to 37a.

✓		<p>16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p>	<p>Texts are the focal points for activities—individual and collaborative—in reading, writing, speaking, and listening. Questions and activities with all texts in Reading Street encourage students to grow as readers by sharing knowledge through high-level questions, deep thinking, and classroom discourse. In both the main and paired selections every week, which are conceptually coherent, multiple-genre texts, teachers have a model in our Close Read routine and in our Look Back and Write for text-reliant questioning. In <i>Reading Street Sleuth</i>, a student-friendly weekly routine allows readers to internalize the processes that will enable substantiating claims with text-based evidence. See Grade 4 Unit 1 Teacher’s Edition pages 26–27 to 31a, 32–33 to 37a, 42–43 to 43a and the related instructional lessons.</p>
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✓		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week's Amazing Words. Students use these words in reading, writing, speaking, and listening. See Grade 4 Teacher's Edition Unit 1 pages 20j, 20–21, 21a–21b, 24a–24b, 32a–32b, 42a–42b, 45f–45g.</p>
✓		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Assessment in <i>Reading Street</i> is provided at point of use and in additional assessment materials. For examples of Assessment Checkpoints for the Week, see Grade 4 Teacher's Edition Unit 1 page 45r. The <i>Reading Street Assessment Handbook</i> provides more information for teachers on how to interpret assessment results to inform instruction.</p> <p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main</p>

			<p>selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests.</p>
✓		<p>19. Instructional materials must provide both reteaching and additional student learning opportunities.</p>	<p>The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multimodal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. Also, see the Access for All information for Grade 4 Unit 1 Week 1 on pp. 20f–20g in addition to the <i>Reader's and Writer's Notebook</i>, Decodable Readers, and the Independent Practice Stations pp. 20h–20i.</p>

Foundational Skills applicable for grades 3-5 only Instructional materials must provide explicit and systematic instructional support in concepts of print, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.			
✓		20. Instructional materials provide instruction and practice for students to gain knowledge of grade-level phonics patterns and word analysis skills.	<i>Reading Street</i> provides explicit and systematic instruction and support at point of use for grade-level word analysis skills. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher's Editions, Student Editions, <i>Reader's and Writer's Notebooks</i> , ancillary materials, and digital offerings. See Grade 4 Unit 1 Teacher's Edition word analysis pages 24c, 45i, 50c, 77i, 82c, 109i, 114c, 137i, 142c, 165i and spelling pages 23c, 49c, 81c, 113c, 141c.
✓		21. Instructional materials provide instruction and practice for students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	Students are provided with many opportunities throughout <i>Reading Street</i> to use context to confirm or correct understanding of words. During the introduction of the Amazing Words each week, students discuss the words in context (Grade 4 Unit 1 pages 20j to 20–21, 24a–24b, 32a–32b, 42a–42b). <i>Reading Street</i> introduces students to the vocabulary strategy of context clues to identify, confirm, or self-correct a word's meaning while reading to ensure they are acquiring accurate meanings. See Grade 4 Unit 3 Week 3 pages 376e, 376–377, 384–385, 385a and Unit 5 Week 3 pages 232e, 232–233, 238–239, 254–255, 255a.

✓		<p>22. Instructional materials provide instruction and practice in word study, including systematic examination of grade-level morphology of the most common prefixes, derivational suffixes and common Latin suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	<p>Lessons in the Word Analysis, Vocabulary, and Spelling strands that focus on inflected endings, prefixes, suffixes, syllabication, and irregular spelling patterns help students practice and master grade-level regular and irregular words. See Grade 4 Unit 1 pages 23c, 24c, 24e, 24–25, 31c, 44–45, 45a, 45h, 45i, 49c, 50c, 50e, 50–51, 61c, 76–77, 77a, 77h, 77i.</p>
✓		<p>23. Instructional materials provide frequent opportunities for students to achieve reading fluency in oral and silent reading, by reading on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	<p>Fluency techniques are practiced each Day of the lesson throughout the grade. Grade 4 Unit 2 Week 1 Day 1 has fluency and practice on Teacher’s Edition page 174–175 for the comprehension concept selection. Day 2 continues with the vocabulary selection on page 176–177. Page 189b has fluency exercises in Day 3. Day 4 has page 194–195 with the fluency technique for the week, Appropriate Phrasing, identified on the Grade 4 Student Edition 4.1 page 194 along with the Practice It! activity. Fluency Assessment is on pages 195j–195k in Day 5. The fluency lessons in each week in the program focus on one aspect of fluent reading: accuracy, appropriate rate, expression and intonation, phrasing (using punctuation cues).</p> <p>The Oral Rereading Routine helps build reading fluency and is used with the comprehension passage (see Grade 4 Unit 2 Week 1 page 174–175) the vocabulary passage (page 176–177) and the Monitor Progress sections on pages 194–195</p>

			and 195j–195k. All of these work to build fluency in reading, which is then connected to listening and speaking as students retell the main selection (page 189a) or reread parts of the main selection (page 189b).
✓		24. Instructional materials guide students to read grade-level text with purpose and understanding.	<p>For each 5-Day lesson plan in the program, the reading materials are accompanied by instruction that help students read and comprehend the selection to master all aspects of the reading process. The text-dependent and the text-specific questions in 1st Read and 2nd Read also promote finding text evidence in a selection. Each selection in <i>Reading Street</i> is introduced by examining the genre and purpose for reading. See Grade 4 Unit 1 examples on pages 26–27, 52–53, 84–85, 116–117, 144–145.</p> <p>Also see Grade 4 Unit 3 pages 403c, 404–405, 412–413, Unit 4 pages 113c, 114–115, 122–123, and Unit 6 pages 415c, 416–417, 428–429 for instruction for the Predict and Set Purpose comprehension strategy.</p>

Writing to Sources

Instructional materials must adequately address the writing objectives for the grade.

✓		25. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing activities in <i>Reading Street</i> are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> and the <i>Reading Sleuth</i> sections address opinion/argument, informative/explanatory, and narrative writing tasks, as required by the Common Core State Standards. Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Each assignment takes students through the steps in the writing process and focuses on the traits and craft of good writing. Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In grades K–6 Look Back and Write on each Think Critically page in the Student Edition requires students to respond in writing to the text and use textual evidence to support inferences from the text. On Day 4 in weekly small group instruction, students confront the text in <i>Sleuth</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.
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✓		<p>26. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% <p>They also may reflect blended forms.</p>	<p>In <i>Reading Street Common Core Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> • In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text. • For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility. • In the unit level “Prove It!” writing tasks, students respond to multiple sources within a unit of instruction to prepare for performance tasks and the
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			<p>changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt.</p> <p>There are 30 Writing lessons and 6 Writing Process lessons for each grade. There are also 30 <i>Reading Street Sleuth</i> lessons that incorporate writing projects. Out of a total of 66 major writing lessons, 53% are opinion and/or argument writing activities that focus on taking a side and making a case. Out of the total of 66 major writing lessons, 17% are informative/explanatory. In addition, students research and write informative/explanatory text in many of the weekly Research and Inquiry projects. The Look Back and Write activity on the Think Critically page for each selection also asks students to write a response that requires text evidence and is often explanatory writing. Out of the total of 66 major writing lessons, 30% are narrative.</p>
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			Many of the other selection-based and lesson feature writing activities offer opportunities for narrative writing. In <i>Reading Street</i> , the shift from predominantly narrative writing to expository and argument writing continues in Grade 4.
✓		27. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	<p>In many of the Research and Inquiry projects, students locate information about the unit topic or concept as they prepare to make a report or presentation on the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete the Research and Inquiry project.</p> <ul style="list-style-type: none"> • See Grade 4 Unit 1 Week 1 Teacher’s Edition pages 23b, 31b, 39d, 45b, and 45n for one example.

Speaking and Listening

To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

✓		28. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<i>Reading Street</i> content provides multiple opportunities for students to develop strong speaking and listening skills as prescribed by the Listening and Speaking strand. Listening and Speaking Standards are practiced during discrete weekly Listening and Speaking lessons and also during Writing projects (Publish and Present) and weekly Build Oral Language/Vocabulary instruction. Lessons and projects presented throughout the program incorporate a range of texts in increasing complexity. For examples, see Grade 4 Teacher's Edition Unit 1 pages 20j–21b, 24a–24b, 32a–32b, 42a–42b, 45a, 45f–45g.
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✓		<p>29. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.</p>	<p>Each Day of the 5-Day lesson plan provides opportunities for students to participate in discussions. Many pages in the Student Edition for each grade have topics intended to encourage discussion and participation. See the following references for one selection in Grade 4: Review the Let's Talk About It (20–21), selection annotations (23, 25), Let's Think About... questions (29, 30, 31, 32, 33, 34, 36, 37, 43), and Think Critically questions (38). The Media Literacy or Listening and Speaking activities (45) are also discussion-based.</p>
✓		<p>30. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p>A key feature of the Let's Learn It! Grade 4 Student Edition Volume 1 pages for Media Literacy (195) or Listening and Speaking (283) is the Tips section, which helps students review how to be a good speaker and a good listener. The accompanying Teacher's Edition Grade 4 Unit 2 pages 195a and 283a give further information about sharing information. The Teamwork tips emphasize ways to participate in discussions and other speaking activities when sharing information with others. These activities are found in every weekly lesson in the program.</p>

✓		31. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	At all grade levels, the instructional materials in <i>Reading Street</i> make the text the focus of all instruction. All support in <i>Reading Street</i> is designed to complement and enhance the text. All activities are text-based and students return to the text multiple times for reading, vocabulary, writing, speaking and listening, and strategy instruction.
<p>Language</p> <p>Instructional materials must adequately address the language objectives for the grade.</p>			
✓		32. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	<p>At all grades in <i>Reading Street</i>, there is explicit instruction in grammar. In Grades 1–6, grammar instruction includes the following.</p> <ul style="list-style-type: none"> • Daily conventions lessons focused on a weekly grammar skill • Additional instruction and support for daily lessons in the <i>Reader’s and Writer’s Notebook</i> and the Let’s Practice It! TR DVD • Instruction in grammar, usage, and mechanics in the context of reading and writing • Cumulative grammar, usage, and mechanics practice through the Daily Fix-It activities • Grammar, usage, and mechanics practice in the Editing or Proofreading steps of the Weekly and Unit writing lessons

✓		<p>33. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).</p>	<p>Throughout <i>Reading Street</i>, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in speaking and writing. Teacher’s Edition lessons introduce, reinforce, and review conventions for types and structures of sentences, kinds of nouns, verbs and verb tenses, pronouns, adjectives, adverbs, prepositions, and more. Students are provided with extensive practice in identifying and correcting their use of conventions.</p> <ul style="list-style-type: none"> • See the following pages for Grade 4 Unit 1 Week 1: 23d, 31c, 39e, 45c, 45o, 45p.
✓		<p>34. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.</p>	<p>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. From the Proofreading Tips in the weekly Writing activity (TE: Grade 4 Unit 1 p. 45p) to the Conventions lesson (TE: Grade 4 Unit 1 pp. 23d, 31c, 39e, 45c, 45o) and the Look Back and Write activity (Grade 4 Unit 1 p. 38–39), the development of language concepts is included in all areas of instruction.</p>

GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 4

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:										
Next Generation Skills											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
Each day of the 5-Day plan for a lesson begins with Content Knowledge to start the day exploring and expanding knowledge. See TE 4.1: Content Knowledge 20j, 24a, 32a, 42a, 45f; Each day also includes a Research and Inquiry section. See TE 4.1: Research and Inquiry 23b, 31b, 39d, 45b, 45n	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										

<p>In the 1st Read, students respond to questions that help them access and understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. TE 4.1: 28–29 to 31a, 32–33 to 38–39</p>	<p>2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities such as Connect Text to World, Text to Self, and Reading and Writing Across Texts that bridge the learning from the selection to the world. TE 4.1: 38–39, 43a</p>	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							
<p>For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. To fully comprehend any text, students must participate in discussions about the text as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems. See Unit 1 Teacher's Edition pages 28–29 to 31a, 32c, 32–33 to 37a, 38–39, 42–43 to 43a.</p>	<p>4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.</p>							

Information and Communication Skills/English Language Arts

For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:

Many questions including those labeled “Reread Challenging Text” direct students to reread text, interpret its meaning, and discuss it. See Unit 1 Teacher’s Edition pages 28–29, 56–57, 91a, 125a, 151a for examples. The Look Back and Write question and often other questions on the Student Edition Think Critically page (see Unit 1 Student Edition pages 38, 68, 100, 130, 156) require students to reread text. At the end of each paired selection are Reading Across Texts and Writing Across Texts prompts that provide opportunities for original communication for comparison and synthesis. See examples on Unit 1 Student Edition pages 43, 76, 135, 163 and Teacher’s Edition pages 43a, 76a, 135a, 163a.

- 5. locate existing information in a variety of formats, interpret meaning and then create original communication;

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<p><i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read at Grade 4, students respond to questions that help them understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation (see Unit 1 pages 28–29 to 31a, 32–33 to 37a). As students respond to the text-based questions that accompany the main and paired selections in the Student Edition and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information to make informed responses and choices.</p>	<p>6. make informed choices; and</p>							
<p>The program has been created to show how the materials are carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts. See Unit 1 page 20c.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							

Personal and Workplace Productivity Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p><i>Reading Street</i> provides daily Research and Inquiry projects each week in the core lessons. The weekly Research and Inquiry project expands and extends the weekly concept. In the weekly Research and Inquiry projects, students research to find information about a chosen topic as they prepare a report or presentation on the topic. Students are guided to use both print and digital materials to locate the information they need to answer inquiry questions, narrow their topic, and support their thesis. TE: 4.1 Week 1: 23b, 31b, 39d, 45b, 45n</p>	<p>8. conduct research, validate sources and report ethically on findings;</p>							
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See page 20c for the Digital Resources and the eStreet Interactive icon as shown on page 20–21.</p>	<p>9. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p>							

<p>Each main selection in the Student Edition includes a Think Critically page with a Look Back and Write question. Each paired selection in the Student Edition includes a Writing Across Texts prompt. Both writing tasks require students to answer the question and communicate their thinking. See Unit 1 Student Edition pages 38, 43 and Unit 1 Teacher’s Edition pages 38–39, 39a, 43a. The weekly Research and Inquiry projects guide students in writing and answering inquiry questions and collecting and organizing information before communicating their findings to others. See Unit 1 Teacher’s Edition pages 23b, 31b, 39d, 45b, 45n.</p>	<p>10. engage in self-directed inquiry;</p>							
<p>Student Edition pages for Listening and Speaking (Unit 1 page 45) or Media Literacy (Unit 1 page 165) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Unit 1 page 38) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>	<p>11. work collaboratively; and</p>							

<p><i>Reading Street</i> offers instruction that allows students to work together in whole group activities, in small group, in team activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help student understand the task, complete the task, and share the information. The length and density of the section helps to promote the use of all aspects of reading. The Research and Inquiry sections in each Day in the 5-Day lesson plan ask students to use digital and print materials and recommend specific tasks to accommodate understanding of a wide variety of text content and concepts. See Unit 1 Teacher’s Edition pages 23b, 31b, 39d, 45b, 45n.</p>	<p>12. practice time-management and project management skills in problem-based learning situations.</p>							
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Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

<p>In <i>Reading Street</i> Teacher’s Editions, weekly story tabs have direct correlations to Common Core State Standards being covered that week, while the Bridge to Common Core boxes throughout the daily plan offer insights to the anchor standards in action. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the information on the front and back of the Weekly Tab for each selection.</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>							
<p>Teacher scaffolding is focused on reader and task suggestions to access text, routines for reading for understanding, and a two-tiered questioning strategy to address deep reading. For evidence of text as the central focus of daily instruction, see the following examples: Unit 1 Teacher’s Edition pages 21a–21b, 21c to 22–23, 24a–24b, 26–27 to 31a, 32a–32b, 32c–39a, 42a–42b, 42c–43a</p>	<p>14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections.</p>							

<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <p>For Grade 4 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 23e, 24e, 26–27, 31b, 38–39, 41b, 42c, 45a, 45c, 45f, and 45p. This well-designed structure allows students to incorporate prior knowledge and extend the concepts to deepen understanding.</p>	<p>15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.</p>							
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<p>In Grade 4 selections, the text and graphics are carefully put together to invite the reader to read and enjoy the selection and the related materials. A review of the Student Edition shows the Unit/Week structure with each main selection having vocabulary and comprehension pages prior to reading. The main selection is followed by Think Critically questions about the selection (see Unit 1 page 38–39) and Let’s Write It! pages with a writing activity (see Unit 1 page 40–41). The paired selection pages include annotations for Let’s Think About... for understanding the content reading (see Unit 1 page 42–43), which is followed by Vocabulary and Listening and Speaking or Media Literacy pages (see Unit 1 page 44–45). Additionally, the digital materials are incorporated into the lesson in the <i>eStreet Interactive</i> boxes.</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.</p>							
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<p>Instruction and practice in sequence are included as students read each selection. Students answer questions about the key details and sequence of events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p> <p>The Retelling Cards are shown on the Think Critically page at the end of every selection in the Student Edition (see Unit 1 page 38). These cards can be used to help students retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher's Edition instruction for the Think Critically pages (see Unit 1 pages 38–39 to 39a) provides suggestions to apply and extend retelling skills.</p>	<p>17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.</p>							
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<p>In every lesson in <i>Reading Street</i>, students are actively involved in reading the selection. The questions and activities for each selection expose students to content that requires them to interpret the text by using text evidence to comprehend the selection and to combine that evidence with interpretive skills to understand the content and structure of the reading materials. Students are also asked to extend the interpretation to multiple applications for solutions. See Unit 1 Teacher’s Edition pages 28–29 to 31a, 32–33 to 37a, page 38–39 for Text to Self, page 68–69 for Text to Text, and page 100–101 for Text to World connections.</p>	<p>18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p>							
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<p>Weekly and unit instruction is built around science and social studies concepts. With the Main Selection as the anchor text, these concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge. Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes (see Unit 1 Day 1 pages 21a–21b), teacher or student read-aloud instructional passages (see Unit 1 Day 1 pages 21c to 22–23 and Day 2 pages 24e to 24–25), main selection (see Day 2 pages 28–29 to 31a and Day 3 pages 32–33 to 37a), paired selection (see Day 4 pages 42–43 to 43a), and <i>Reading Street Sleuth</i> (see Small Group Days 1 and 5 pp .SG•2, SG•6, SG•7, SG•11, SG•12, SG•16).</p>	<p>19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.</p>							
<p>At all grade levels in <i>Reading Street</i>, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition for the main and paired selections include the 1st Read/Access Text questions, in which students explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. See Unit 1 pages 28–29 to 31a, 32–33 to 37a.</p>	<p>20. include guiding questions and text-dependent questions to aid student comprehension.</p>							

<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. For examples, see Unit 1 Teacher's Edition pages 20j, 20–21, 21a–21b, 24a–24b, 32a–32b, 42a–42b, 45f–45g.</p>	<p>21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.</p>							
<p>Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. <i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, ensure consistent engagement for this specialized population. See Unit 1 Access for All chart on pages 20f–20g as well as notes on Unit 1 Teacher’s Edition representative pages 24d, 27a, 31a, 35a, 37a, 39e, 41c, 43a.</p>	<p>22. support personalized learning through intervention and enrichment activities.</p>							

<p><i>Reading Street</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are cited at the beginning of each week and at point of use on Teacher’s Edition pages. <i>Reading Street’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See the Digital Resources on Unit 1 p. 20c.</p>	<p>23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).</p>							
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See <i>eStreet Interactive</i> notes on Unit 1 Day 1 pages 20–21, 21b, 22–23, 23b, 23d, 23f.</p>	<p>24. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							

<p>The activities and questions that accompany each main selection are intended for use by all students. The Access Text questions used in the 1st Read help students understand the text. The Close Reading questions used in the 2nd Read help them extend their interpretation of the text using higher-level thinking skills by applying Analysis, Synthesis, and Evaluation questions to the text and supporting their responses with Text Evidence. See these representative pages in Unit 1 Teacher’s Edition: 28–29 to 31a, 32–33 to 37a.</p>	<p>25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.</p>							
<p>The program contains many forms of assessment for measuring students’ abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students’ oral vocabulary, fluency, and comprehension development as listed in the next item. See Corrective Feedback notes on Unit 1 pages 22–23, 23a, 24–25, 31d, 32c, 32d, 39b, 42–43, 45e, 45j, 45l; See Monitor Progress notes on Unit 1 pages 21a, 39a, 44–45, 45g.</p>	<p>26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)</p>							

Life Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p>Among the genres for Grade 4 literary genres include drama, fable, fiction, historical fiction, myth, poetry, tall tale, and trickster tale. Genres for Grade 4 informational texts include autobiography, biography, e-mail and online selections, how-to article, magazine article, movie review, personal essay, persuasive essay, procedural text, and science and social studies expository texts. See Unit 1 pages xi–xiii for Table of Contents for genre, with specific genre on lesson page (Unit 1 Week 1 page 26–27).</p>	<p>27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;</p>							
<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, teacher or student read-aloud instructional passages, and the main and paired selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with Leveled Readers, main selections, and <i>Sleuth</i> selections. See, for example, Unit 1 Teacher’s Edition pages 21a–21b, 21c to 22–23, 24e to 24–25, 26–27, 27a, 32c–32d, 42–43, 43a, SG•2–SG•16.</p>	<p>28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and</p>							

<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts related to global literacy topics and events. This structure is followed from Grade K to Grade 6. For Grade 4 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 31b, 38–39, 42c, and 45f.</p>	<p>29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							
<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text and apply the learning to real-world activities. See the Listening and Speaking activities on Unit 1 Teacher’s Edition pages 44–45, 45a, 76–77, 77a, 108–109, 109a, 136–137, 137a.</p>	<p>30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>							

Assessment

A comprehensive 5-step assessment system includes formative and formal daily, weekly, unit, and summative opportunities in print and fully digital formats. Support for using all soft and hard data to know and serve the students is found in the *Assessment Handbook*. Suggestions and ideas for assisting and scaffolding of students are given in the chapters of the *Assessment Handbook*, but are also dealt with extensively in the Teacher's Editions and in suggestions in the Teacher's Manuals of the various formal assessments. The *Reading Street Assessment* offerings include: Baseline Group Tests Corrective Feedback and Progress Monitoring (included at point of use in the Teacher's Editions), Weekly Assessments (included in the Teacher's Editions), Weekly Tests and Fresh Reads for Fluency and Comprehension Performance Tasks based on the *Reading Street Sleuth* (included in the Teacher's Editions), Unit Benchmark Tests, End-of-Year Benchmark Tests. See Unit 1 pages xviii–xix for Assessment Component summary.

31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).

<p>For Grade 4, the Assessment Checkpoints (Unit 1 page 45r) include Weekly Assessment, Differentiated Assessment, and Managing Assessment. Managing Assessment identifies the key components of the <i>Assessment Handbook: Weekly Assessment Blackline Masters for Monitoring Progress, Observation Checklists, Record-Keeping Forms, and Portfolio Assessment</i>. . Support for assessment can also be found in the Teacher’s Edition at point of use. (TE Unit 1: 41a, 45j, 45l, 101a)</p>	<p>32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

The program has been created to show how the materials address the Common Core State Standards for each grade. As in earlier editions, this new edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Common Core State Standards notes on each spread (for example Unit 1 Week 1 Day 1 pages 21a, 21c, 23a, 23c, 23e) and Bridge to Common Core notes within the lesson (Unit 1 Week 1 pages 20j, 23e, 24e, 26–27, 31b, 38–39, 41b, 42c, 45a, 45c, 45f)

33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

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<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text. This edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Unit 1 components on pages iv–ix, Table of Contents on pages xi–xv, Skills Overview on pages xvi–xvii, and digital learning on pages xx–xxi.</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
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<p>The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Reteaching opportunities are suggested and supported daily, with increased intensity, across the bands of a tiered model of intervention. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s classroom, incorporating an assortment of digital tools to obtain the highest expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the Digital references in a typical week:</p> <ul style="list-style-type: none"> • Grade 4 Unit 1 Week 1 Teacher’s Edition pages 20c, 20–21, 21b, 22–23, 23b, 23d, 23f, 24b, 24d, 24–25, 27a, 31c, 31e, 32b, 32d, 39a, 39c, 39e, 41a, 41c, 42b, 43a, 45a, 45c, 45e, 45g, 45i, 45o, and 45q. 	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							
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SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 4

English Language Arts fourth grade students will develop as readers and writers who are independent, self-directed critical thinkers, who take responsibility for their learning, connect new information to existing knowledge, develop positive habits of learning and work collaboratively to utilize information. Across all content areas, students critically analyze and evaluate what they read, create effective oral, written and multimedia communication in a variety of forms and contexts with increased emphasis on informational text and informative/explanatory and opinion writing. They access and integrate information using a variety of media sources and use listening as a comprehension strategy. At this level, students should enjoy a variety of opportunities to interact with 21st Century skills and a wide range of literary and informational text of appropriate complexity and with increasing emphasis on informational text, building the foundation for lifelong reading. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
READING											
Key Ideas and Details											
<p>SE 1: 22–23, 38, 68, 80–81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450</p> <p>SE 2: 23, 42, 143, 156, 246, 306, 385, 404, 436</p> <p>TE 1: 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, SG•3, SG•8, SG•9, SG•13, SG•14, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, SG•64, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•8, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 2: 173b, 180–181a, 182–183a,</p>	<p>1. refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS RL.4.1)</p>										

<p>184c–184d, 188–189a, 195h, 195l–195m, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, 197c, 198–199, 204–205a, 206–207a, 208–209a, 210–211a, 212c–212d, 212–213a, 214–215a, 216–217a, 218–219a, 220–221a, 227h, 227l–227m, SG•18, SG•19, SG•20, SG•23, SG•28, SG•29, SG•30, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, SG•46, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>TE 3: 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p> <p>TE 4: 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11,</p>								
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<p>UR•12–UR•13, UR•51, UR•52–UR•53</p> <p>TE 5: SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53</p> <p>TE 6: 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>								
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SE 1: 22–23, 38, 113, 135, 253, 399
SE 2: 156, 230–231, 436

TE 1: 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m, UR•11, UR•12, UR•32–UR•33

TE 2: 189a, 212c–212d, 220–221a, 248–249a, 252–253a

TE 3: 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73

TE 4: 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a

TE 5: 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33

TE 6: 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39

2. determine a theme of a story, drama or poem from details in the literary text; summarize the text. **(CCSS RL.4.2)**

<p>SE 1: 22–23, 80–81, 199, 397 SE 2: 23, 143, 156, 231, 246, 306</p> <p>TE 1: 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33</p> <p>TE 2: 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29</p> <p>TE 3: 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49</p> <p>TE 4: 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51,</p>	<p>3. describe in depth a character, setting or event in a story or drama, drawing on specific details in the literary text (e.g., a character’s thoughts, words or actions). (CCSS RL.4.3)</p>							
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<p>UR•52–UR•53</p> <p>TE 5: 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53</p> <p>TE 6: 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p>								
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SE 1: 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420

SE 2: 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290–291, 310–313, 325, 342, 353, 372, 416–417, 447, 464

TE 1: 42–43a, SG•15, SG•16, 47c, 48–49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104–105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79

TE 2: 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53

TE 3: 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71,

4. refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text. **(CCSS RI.4.1)**

<p>UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 4: 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16, 53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81i–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43</p> <p>TE 5: 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39</p>								
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TE 6: 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53

SE 1: 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457

SE 2: 54–55, 72, 175, 192, 258–259, 278, 352–353, 372

TE 1: 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48–UR•49, UR•51, UR•52–UR•53

TE 2: 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53

TE 3: 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12

TE 4: SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22

TE 5: 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43

TE 6: 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22

5. determine the main idea of an informational text and explain how it is supported by key details; summarize the text. **(CCSS RI.4.2)**

<p>Writing to Sources: U6: 172-173</p>							
<p>SE 1: 72–75, 224–225 SE 2: 46–49, 84–85, 104, 108–109, 324–325, 342</p> <p>TE 1: 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a TE 2: 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 TE 3: 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80 TE 4: 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33 TE 5: 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 TE 6: 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p>	<p>6. explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the informational text. (CCSS RI.4.3)</p>						

Craft and Structure						
<p>SE 1: 82–83, 114–115, 348–349 SE 2: 24–25, 144–145, 232–233, 306</p> <p>TE 1: 53a, 86–87a, 113a, 114–115 TE 2: 206–207a, SG•25, 238–239a, 242–243a TE 3: 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a TE 4: 24–25, 32–33a, 144–145, 153a TE 5: 232–233, 306–307 TE 6: 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b</p>	<p>7. determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS RL.4.4)</p>					
<p>SE 1: 166–167, 248, 252–253, 310–311, 460–461 SE 2: 166–167, 316–317, 436, 474–475</p> <p>TE 1: 166–167a, 169a TE 2: 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a TE 3: 339b, 460–461a, 462–463a TE 4: 166–167a, 168–169a TE 5: 316–317a, 318–319a TE 6: SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a</p>	<p>8. 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 literary text. (CCSS RL.4.5)</p>					

<p>SE 1: 29, 100, 188</p> <p>TE 1: 24d, 28–29, 45i, 52–53, 68–69, 98–99</p> <p>TE 3: 376d, 388–389a, 401i</p> <p>TE 5: 292d, 296–297a, 315i</p> <p>TE 6: 408c–408d</p>	<p>9. compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations. (CCSS RL.4.6)</p>							
<p>SE 1: 20–21</p> <p>TE 1: SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a</p> <p>TE 2: 192c, 259a, 260e, 260–261</p> <p>TE 3: 319a, 326–327, 347a, 424a–424b, 427a, SG•69</p> <p>TE 4: 81h, 81i, 109a, 161a</p> <p>TE 5: SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c</p> <p>TE 6: 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>	<p>10. determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a <i>grade 4 topic or subject area</i>. (CCSS RI.4.4)</p>							

<p>SE 1: 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454</p> <p>SE 2: 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468</p> <p>TE 1: 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52</p> <p>TE 2: 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a</p> <p>TE 3: 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43</p> <p>TE 4: 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33</p> <p>TE 5: 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42</p> <p>TE 6: 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13</p>	<p>11. describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in an informational text or part of an informational text. (CCSS RI.4.5)</p>							
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<p>SE 1: 163, 341 SE 2: 225, 285, 347</p> <p>TE 1: 163a TE 3: 340–341 TE 5: 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21 TE 6: 346–347</p>	<p>12. compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in informational text. (CCSS RI.4.6)</p>							
<p>Integration of Knowledge and Ideas</p>								
<p>SE 1: 45, 401 SE 2: 139, 199, 443</p> <p>TE 1: 42–43a, 44–45a, 66–67a, 118–119a TE 2: 208–209a, 214–215, 242c–242d TE 6: 428–429, 432–433, 433a, 437b</p>	<p>13. make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where each version reflects specific descriptions and directions in the text. (CCSS RL.4.7)</p>							
<p>SE 1: 134–135, 392, 399</p> <p>TE 1: 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 TE 2: 224–225a, 246–247, SG•31 TE 3: 392–393, 96c, 396–397, 397a, 398–399 TE 4: 21c–23, 51h TE 6: UR•41</p> <p>Writing to Sources: Unit 3: 80–81</p>	<p>14. 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, traditional literature, and literary text from different cultures. (CCSS RL.4.9)</p>							

<p>SE 1: 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420</p> <p>SE 2: 46, 76–77, 78–79, 97, 109, 114–115, 120, 130, 185, 224, 285, 313, 370–371, 446–447, 453, 458, 461, 464</p> <p>TE 1: 39c, 72c–72d, 74–75, 75a, SG•21, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c–152d, 160–161a, SG•69, SG•74</p> <p>TE 2: 189c, 192–193a, SG•5, SG•10, 221c, 224c–224d, 224–225a, SG•21, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c, SG•69, SG•79</p> <p>TE 3: 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, SG•2, SG•6, SG•7, SG•12, 352–353, 358–359a, 366–367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d, SG•53, SG•63, UR•8–UR•9, UR•11, UR•12–UR•13</p> <p>TE 4: 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, SG•21, SG•26, 92–93a, 96–97a, 105c, 108–109a, SG•37, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 5: 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, SG•38, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, SG•53, SG•58, 307c, 310–311a, 312–313a, SG•69, SG•70, SG•74</p> <p>TE 6: 364c–364d, 368–369, 370–</p>	<p>15. 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 informational text in which it appears. (CCSS RI.4.7)</p>							
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<p>371, 371a, 373c, 378–379, 379a, SG•26, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a, 462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m, UR•48–UR•49, UR•51, UR•52–UR•53</p>								
<p>SE 1: 42–43, 192–193, 259, 306–307 SE 2: 72, 161, 174–175, 192, 196–197, 223, 440–441</p> <p>TE 1: 42c–42d, 42–43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48–49, 77h, 77l–77m, SG•34, SG•44, 154–155, 160c TE 2: 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 266–267a, 268c–268d, 283h, 283l–283m, SG•50, SG•54, SG•55, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 TE 3: 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21 TE 4: 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a TE 5: 173c, 174–175, 178–179a, 180–181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, SG•5, SG•15, 222c–222d, 222–223a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 TE 6: 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19</p>	<p>16. explain how an author uses reasons and evidence to support particular points in an informational text. (CCSS RI.4.8)</p>							

<p>SE 1: 75, 163, 307, 341 SE 2: 79, 109, 197, 225, 285, 313, 379</p> <p>TE 1: 74–75a, 105a, 107a, 162–163a TE 2: 300–301, 306–307a, SG•74 TE 3: 340–341a, 368–369, 369a, UR•15 TE 4: 48–49a, 78–79a, 108–109a, SG•37, 162–163a TE 5: 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a TE 6: SG•15, 378–379a, 441a, UR•11</p> <p>Writing to Sources: U1: 24-25 U3: 72-73, 84-85 U4: 108-109, 112-113, 116-117 U5: 136-137, 140-141, 148-149 U6: 168-169, 172-173, 184-185</p>	<p>17. integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS RI.4.9)</p>							
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Range of Reading and Level of Text Complexity

SE 1: 44, 76, 108

TE 1: 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a

TE 2: 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a

TE 3: 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a

TE 4: 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a

TE 5: 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a

TE 6: 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a

18. 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.
(CCSS RL.4.10)

<p>SE 1: 141, 143, 164, 259, 282, 287, 308</p> <p>TE 1: 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165</p> <p>TE 2: 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309</p> <p>TE 3: 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80</p> <p>TE 4: 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a</p> <p>TE 5: 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a</p> <p>TE 6: 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a</p>	<p>19. by the end of the 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. (CCSS RI.4.10)</p>							
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Phonics and Word Recognition

20. know and apply grade-level phonics and word analysis skills in decoding words.

TE 1: 24c, 32–33a, 45a, 45i, 50c, 76–77a, 82c–82d, 142c, 165i

TE 2: 176c–176d, 200d, 232c–232d, 259c, 260c–260d, 288c–288d, 297c, 309i

TE 3: 343j–343k, 348c–348d, 375c, 376c–376d, 434c–434d, 459

TE 4: 24c–24d, 56c–56d, 86c–86d, 115a, 116c–116d

TE 5: 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 291c

TE 6: 326c–326d, 353a, 354c–354d, 386c–386d, 413i, 418c–418d

- 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. **(CCSS RF.4.3)**

SE 1: 24, 50, 142, 176, 232, 406

SE 2: 116, 204, 260, 326

TE 1: 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143

TE 2: 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30

TE 3: 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–

20. know and apply grade-level phonics and word analysis skills in decoding words.

- 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. **(CCSS RF.4.3)**

<p>UR•53 TE 4: 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i TE 5: 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43 TE 6: 326c–326d, 326–327, 354c–354d</p>								
Fluency								
<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <p>SE 1: 76, 108, 164, 400, 458 SE 2: 80, 138, 198, 314, 348, 442, 472</p> <p>TE 1: 39b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 48–49, 69b, 76–77, 77j–77k, SG•18, SG•19, SG•26, SG•27, SG•28, SG•29, 101b, 108–109, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 131b, SG•50, SG•1, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 140–141, 142–143, 157b, 164–165, 165j–165k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•53 TE 2: 195j–195k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•14, SG•15, SG•16, 200–201, 221b, 227j–227k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•31, SG•32, 249b, SG•34, SG•35,</p>	<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate, and expression. • use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.4.4) 							

<p>SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, SG•50, SG•51, SG•52, SG•53, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•66, SG•67, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80 TE 3: 343j–343k, 343l–343m, SG•2, SG•3, SG•4, SG•5, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 363b, 371j–371k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373c, 374–375, 376–377, 393b, 400–401, 401j–401k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 404–405, 406–407, 421b, 428–429, 429j–429k, SG•50, SG•51, SG•60, SG•61, SG•64, 432– 433, 434–435, 451b, 458–459, 459j– 459k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•13 TE 4: 43b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 54–55, 56–57, 73b, 80–81, 81j–81k, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 105b, 111j–111k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 114–115, 139j–139k, SG•50, SG•51, SG•58, SG•59, SG•60, SG•61, SG•64, 157b, 164–165, 168– 169, 169a, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•43 TE 5: 176–177, 193b, 198–199, 199j–199k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13,</p>								
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<p>SG•16, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 255l–255m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 287j–287k, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 290–291, 307b, 314–315, 315j–315k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23</p> <p>TE 6: 324–325, 326–327, 343b, 348–349, 349j–349k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 381j–381k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 405b, 413j–413k, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 443l–443m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 446–447, 448–449, 472–473, 473j–473k, 473l–473m, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•13, UR•43</p> <ul style="list-style-type: none"> • read on-level text with purpose and understanding. <p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433</p>								
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<p>TE 1: 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a</p> <p>TE 2: 227j–227k, 242d</p> <p>TE 3: 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79</p> <p>TE 4: 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75</p> <p>TE 5: 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a</p> <p>TE 6: 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53</p> <ul style="list-style-type: none"> • read on-level prose and poetry orally with accuracy, appropriate rate, and expression. <p>SE 1: 44, 76, 108, 136, 164</p> <p>TE 1: 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 165–165, 165j–165k, UR•13, UR•33, UR•43</p> <p>TE 2: 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 318–319, 320–321, 337b, 342–</p>								
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<p>343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 4: 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a, SG•66, SG•67, UR•12–UR•13, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 5: 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, SG•34, SG•35, SG•48, 258–259, 260–261, 279b, 286–287, 287j–287k, SG•50, SG•51, 290–291, 292–293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 6: 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43</p>								
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- use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(CCSS RF.4.4)**

SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400

SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472

TE 1: 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a

TE 2: 221b, SG•52, SG•57, 292–293, 293a

TE 3: 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377

TE 4: 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a

TE 5: 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h

TE 6: 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473

WRITING

Text Types and Purposes

22. write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SE 1: 42–43, 304–305, 343

SE 2: 132–133, 280–281

TE 1: 42–43, 43a, SG•16

TE 2: 220–221, SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e

TE 3: 342–343a

TE 4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, SG•55, SG•59, SG•64

TE 5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q, SG•50, WP•2–WP•3, WP•6–WP•7, WP•8–WP•9

TE 6: 353e–353f, 381p–381q, SG•39, SG•43, SG•48, SG•53, SG•54, SG•58, SG•64, UR•35

Writing to Sources:

Unit 1: 198–199, 200–201

Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 206–207, 208–209, 210–211

Unit 3: 218–219, 220–221

Unit 4: 212–213, 214–215, 216–217

Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 162–163, 202–203, 204–205

22. write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- provide reasons that are supported by facts and details.
- link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- provide a concluding statement or section related to the opinion presented. **(CCSS W.4.1)**

<p>Unit 6: 222-223, 224-225, 226-227</p> <ul style="list-style-type: none"> 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>SE 1: 304–305 SE 2: 132–133, 280–281</p> <p>TE 1: 108–109, 109a, 156–157, 157a TE 2: 287e–287f, 297d–297e, 304–305, 305a, 305b–305c TE 4: 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e TE 5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5 TE 6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q</p> <p>Writing to Sources: Unit 1: 198-199, 200-201 Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57 Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 160-161, 162-163</p> <ul style="list-style-type: none"> provide reasons that are supported by facts and details. <p>SE 1: 304–305 SE 2: 132–133, 280–281</p> <p>TE 1: 157a TE 2: 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d TE 4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q</p>								
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TE 5: 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5
TE 6: 363d–363e, 381p–381q

Writing to Sources:

Unit 1: 198-199, 200-201

Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57

Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 160-161, 162-163

- link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

SE 1: 304–305

SE 2: 280–281

TE 2: 297d, 304–305, 309d

TE 4: 139d

TE 5: 280–281, 281a, 281b–281c, 287d–287e, WP•7

Writing to Sources:

Unit 1: 198-199, 200-201

Unit 2: 38-39, 42-43, 46-47, 48-49, 50-51

Unit 5: 134-135, 138-139, 142-143, 146-147, 152-153, 154-155, 162-163

WV 21st Century Writing Projects (online): Opinion Essay

- provide a concluding statement or section related to the opinion presented. **(CCSS W.4.1)**

SE 1: 304–305

SE 2: 132–133

TE 2: 287e–287f, 304–305, 309d

TE 4: 132–133, 133b–133c, 139d–139e

TE 5: 281b–281c, WP•4–WP•5

Writing to Sources:

Unit 1: 198-199, 200-201

Unit 2: 44-45, 52-53, 54-55, 56-57

Unit 5: 136-137, 140-141, 144-145, 148-149, 150-151, 154-155

WV 21st Century Writing Projects (online): Opinion Essay

<p>23. write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423 SE 2: 106–107, 344–345, 466–467</p> <p>TE 1: 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q TE 2: 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2–WP•3, WP•6–WP•7 TE 3: 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55 TE 4: 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25 TE 5: SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55 TE 6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3</p> <p>Writing to Sources: Unit 1: 228–229 Unit 2: 58–59, 60–61, 62–65, 66–67, 234–235, 236–237 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 240–241 Unit 4: 238–239 Unit 5: 230–231, 232–233</p>	<p>23. write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. link ideas within categories of information using words and phrases (e.g., another, for example, also, because). use precise language and domain-specific vocabulary to inform about or explain the topic. provide a concluding statement or section related to the information or explanation presented. (CCSS W.4.2) 						
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<p>Unit 6: 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195, 242-243, 244-245</p> <ul style="list-style-type: none"> 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>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423 SE 2: 106–107, 344–345</p> <p>TE 1: 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c TE 2: 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 TE 3: 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7 TE 4: 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e TE 6: 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7</p> <p>Writing to Sources: Unit 2: 58-59, 66-67 Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 94-97, 98-99 Unit 6: 166-167, 168-169, 170-171,</p>								
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<p>172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 190-193, 194-195</p> <ul style="list-style-type: none"> develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. <p>SE 1: 70–71, 222–223, 276–277 SE 2: 344–345, 466–467</p> <p>TE 1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q TE 2: 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 TE 3: 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5 TE 4: SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e TE 5: SG•36 TE 6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5</p> <p>Writing to Sources: Unit 2: 58-59, 60-61, 62-65, 66-67 Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-97, 98-99 Unit 6: 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195</p>							
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<ul style="list-style-type: none"> link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <p>SE 2: 106–107, 344–345</p> <p>TE 1: SG•73 TE 2: 223b–223c TE 3: WP•2, WP•6 TE 4: 85e–85f, 106–107a, 107b–107c, 111d–111e TE 6: 325e–325f, 344–345a, WP•7</p> <p>Writing to Sources: Unit 2: 58-59, 66-67 Unit 3: 72-73, 76-77, 78-79, 86-87, 90-91, 98-99 Unit 6: 168-169, 170-171, 176-177, 180-181, 184-185, 186-187, 194-195</p> <ul style="list-style-type: none"> use precise language and domain-specific vocabulary to inform about or explain the topic. <p>SE 1: 222–223, 364–365, 422–423 SE 2: 344–345</p> <p>TE 2: 222–223a, 224c–224d, 283d–283e, WP•7 TE 3: 347e–347f, 364–365, 415d–415e, 422–423, 459p TE 5: SG•36 TE 6: 325e–325f, 344–345, 349d–349e, 375b–375c</p> <p>Writing to Sources: Unit 2: 58-59, 66-67 Unit 3: 70-71, 74-75, 82-83, 84-85, 88-89, 90-91, 94-97, 98-99 Unit 6: 166-167, 172-173, 174-175, 178-179, 182-183, 186-187, 192-193, 194-195</p>								
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- provide a concluding statement or section related to the information or explanation presented. (CCSS W.4.2)

SE 1: 276–277

SE 2: 344–345

TE 1: 49e–49f, 77d–77e

TE 2: 199e–199f, 276–277, WP•6

TE 6: 344–345, 349d, 379a, WP•6

Writing to Sources:

Unit 2: 58-59

Unit 3: 90-91

Unit 6: 186-187

<p>24. write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395</p> <p>SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, WP•2–WP•3, WP•6, WP•10</p> <p>TE 3: 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a, SG•38, SG•43, UR•35, UR•45</p> <p>TE 4: 23e–23f, 44–45a, 45b–45c, 51d–51e, 55e–55f, 67d–67e, 74–75, 75a, 75b–75c, 81d–81e, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7</p> <p>TE 5: 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 308–309a, 315d, UR•25, UR•35</p> <p>TE 6: 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, SG•37, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e, SG•68, UR•45</p> <p>Writing to Sources: Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25,</p>	<p>24. write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • use dialogue and description to develop experiences and events or show the responses of characters to situations. • use a variety of transitional words and phrases to manage the sequence of events. • use concrete words and phrases and sensory details to convey experiences and events precisely. • provide a conclusion that follows from the narrated experiences or events. (CCSS W.4.3) 						
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<p>26-27, 28-29, 30-33, 34-35</p> <p>Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-129, 130-131</p> <ul style="list-style-type: none"> orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395</p> <p>SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5</p> <p>TE 2: 248–249, 249a</p> <p>TE 3: 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e</p> <p>TE 4: 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5</p> <p>TE 5: 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e</p> <p>TE 6: 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</p>								
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<p>Writing to Sources: Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 30-33, 34-35 Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 126-129, 130-131</p> <ul style="list-style-type: none"> use dialogue and description to develop experiences and events or show the responses of characters to situations. <p>SE 1: 40–41, 132–133, 158–159, 338–339 SE 2: 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 40–41, 41b–41c, 158–159 TE 2: 195i TE 3: 394–395a TE 4: 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7 TE 5: 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d TE 6: 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q</p> <p>Writing to Sources: Unit 1: 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 30-33, 34-35 Unit 3: 98-99 Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 114-115, 116-117, 118-119, 120-121, 122-123, 126-129, 130-131</p>								
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<ul style="list-style-type: none"> use a variety of transitional words and phrases to manage the sequence of events. <p>SE 1: 304 SE 2: 280</p> <p>TE 1: 165d–165e, 165p–165q, WP•6–WP•7, WP•10 TE 2: 304–305 TE 4: 165d–165e TE 5: 195b, 227d–227e, 280–281, 308–309a, 315d TE 6: 459d</p> <p>Writing to Sources: Unit 1: 6-7, 10-11, 12-13, 14-15, 18-19, 26-27, 34-35 Unit 3: 98-99 Unit 4: 106-107, 116-117, 118-119, 122-123, 124-125, 126-129, 130-131</p> <ul style="list-style-type: none"> use concrete words and phrases and sensory details to convey experiences and events precisely. <p>SE 1: 40–41, 102–103, 338–339 SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407</p> <p>TE 1: 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10 TE 2: 195d–195e, 232d, 250–251a, 255d–255e TE 3: 338–339a, 343p TE 4: 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e, WP•6</p>								
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<p>TE 5: 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p</p> <p>TE 6: 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d</p> <p>Writing to Sources:</p> <p>Unit 1: 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 26-27, 28-29, 34-35,</p> <p>Unit 3: 98-99</p> <p>Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 130-131</p> <ul style="list-style-type: none"> provide a conclusion that follows from the narrated experiences or events. (CCSS W.4.3) <p>SE 1: 132–133</p> <p>SE 2: 44–45</p> <p>TE 1: 31d–31e</p> <p>TE 4: 44–45a, 51d–51e, 158–159a, 165d–165e</p> <p>TE 5: 195b, 213e, 308–309, 315d</p> <p>TE 6: 427e, 443d, 459d, 466–467</p> <p>Writing to Sources:</p> <p>Unit 1: 26-27</p> <p>Unit 3: 98-99</p> <p>Unit 4: 104-105, 116-117, 122-123</p>								
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Production and Distribution of Writing

SE 1: 40–41, 70–71, 102–103, 132–133, 158–159

TE 1: 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69

TE 2: 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69

TE 3: 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a, UR•15

TE 4: 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d–151e, 159b–159c, 165d–165e, 165p–165q

TE 5: 199p–199q, 213d–213e, 227p–227q, 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10

TE 6: 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q,

25. 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 objectives in Text Types and Purposes.)
(CCSS W.4.4)

UR•25, UR•55

Writing to Sources:

Unit 1: 8-9, 12-13, 16-17, 20-21, 26-27, 30-33, 34-35, 198-199, 200-201, 228-229

Unit 2: 40-41, 44-45, 48-49, 52-53, 62-65, 66-67, 206-207, 208-209, 210-211, 234-235, 236-237

Unit 3: 72-73, 76-77, 80-81, 84-85, 94-97, 98-99, 218-219, 220-221, 240-241

Unit 4: 104-105, 108-109, 112-113, 116-117, 122-123, 126-129, 130-131, 214-215, 216-217, 238-239

Unit 5: 136-137, 1140-141, 144-145, 148-149, 154-155, 158-161, 162-163, 202-203, 204-205, 230-231, 232-233

Unit 6: 168-169, 172-173, 176-177, 180-181, 186-187, 190-193, 194-195, 222-223, 224-225, 226-227, 242-243, 244-245

<p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159</p> <p>TE 1: 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 2: 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 3: 339b–339c, 343d–343e, 371d–371e, 401d–401e, 401p–401q, 429d–429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p>TE 4: 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 81d–81e, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 5: 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d–255e, 255p–255q, 287d–287e, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9, WP•10</p> <p>TE 6: 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9</p> <p>Writing to Sources: Unit 1: 30–33, 198–199, 200–201, 228–229 Unit 2: 62–65, 206–207, 208–209, 210–211, 234–235, 236–237 Unit 3: 94–97, 218–219, 220–221,</p>	<p>26. 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 objectives up to and including grade 4). (CCSS W.4.5)</p>							
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<p>240-241 Unit 4: 126-129, 212-213, 214-215, 216-217, 238-239 Unit 5: 158-161, 202-203, 204-205, 230-231, 232-233 Unit 6: 190-193, 222-223, 224-225, 226-227, 242-243, 244-245</p>								
<p>TE 1: 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10 TE 2: 255b, 278c–278d, 278–279a, WP•9, WP•10 TE 3: 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10 TE 4: 51b, 134c–134d, 165b, WP•9, WP•10 TE 5: 301b, 315b, WP•9, WP•10 TE 6: 349b, 437c–437d, 471a, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34-35 Unit 2: 66-67, 206-207 Unit 3: 98-99 Unit 4: 130-131, 212-213, 214-215, 216-217, 238-239 Unit 5: 162-163, 202-203, 204-205, 230-231, 323-233 Unit 6: 194-195, 224-225, 226-227, 242-243, 244-245</p>	<p>27. 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. (CCSS W.4.6)</p>							

Research to Build and Present Knowledge

TE 1: 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80

TE 2: 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79

TE 3: 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78

TE 4: 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77

TE 5: 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77

TE 6: 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3

Writing to Sources:

Unit 1: 24-25

Unit 3: 72-73, 84-85

Unit 4: 108-109, 112-113, 116-117

Unit 5: 136-137, 140-141, 148-149

Unit 6: 168-169, 172-173, 184-185

28. conduct short research projects that build knowledge through investigation of different aspects of a topic. **(CCSS W.4.7)**

<p>SE 1: 156, 220, 336, 450</p> <p>TE 1: 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5</p> <p>TE 2: 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b</p> <p>TE 3: 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5</p> <p>TE 4: 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3</p> <p>TE 5: 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79</p> <p>TE 6: 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5</p> <p>Writing to Sources: Unit 1: 24–25, 28–29 Unit 2: 58–59, 60–61 Unit 3: 72–73, 84–85, 92–93 Unit 4: 108–109, 112–113, 116–117, 124–125, 212–213, 238–239 Unit 5: 136–137, 140–141, 148–149, 156–157, 202–203, 204–205, 230–231, 232–233 Unit 6: 168–169, 172–173, 184–185, 188–189, 222–223</p>	<p>29. 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. (CCSS W.4.8)</p>							
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<p>30. draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SE 1: 38, 68, 100, 130, 156, 220, 248, 274, 302, 336, 362, 392, 420, 450</p> <p>SE 2: 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464</p> <p>TE 1: 38–39a, 68–69a, 100–101a, 107a, SG•46, 130–131a, SG•54, SG•55, SG•59, SG•64, 156–157, 157a</p> <p>TE 2: 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d</p> <p>TE 3: 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a</p> <p>TE 4: 42–43a, 72–73a, 104–105a, 130–131a, 156–157a</p> <p>TE 5: 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a</p> <p>TE 6: SG•12, SG•13, 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a</p> <p>Writing to Sources:</p> <p>Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 28-29, 30-33, 198-199, 200-201, 228-229</p> <p>Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 206-207, 208-209, 210-211, 234-235, 236-237</p>	<p>30. draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • apply grade 4 Reading objectives 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].”). • apply grade 4 Reading objectives to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). (CCSS W.4.9) 							
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Unit 3: 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 92-93, 94-97, 218-219, 220-221, 240-241

Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 124-125, 126-129, 212-213, 214-215, 216-217, 238-239

Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 156-157, 158-161, 202-203, 204-205, 230-231, 232-233

Unit 6: 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 188-189, 190-193, 222-223, 224-225, 226-227, 242-243, 244-245

- apply grade 4 Reading objectives 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].”).

SE 1: 38, 68, 100, 130, 188, 220, 248, 392, 450

SE 2: 42, 156, 246, 306, 404, 436

TE 1: 38–39a, 42c–42d, 68–69, 100–101, 130–131a

TE 2: 188–189a, 220–221a, 248–249

TE 3: 362–363a, 392–393, 450–451a

TE 4: 45b–45c, 156–157a

TE 5: 227d–227e, 306–307a

TE 6: 404–405, 436–437, 443p–443q

Writing to Sources:

Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23

Unit 2: 38-39, 40-41, 42-43, 44-45,

<p>46-47, 48-49 Unit 3: 78-79, 80-81, 88-89 Unit 4: 102-103, 104-105, 106-107, 108-109, 112-113, 118-119, 120-121 Unit 5: 142-143, 150-151, 152-153, 202-203 Unit 6: 174-175, 176-177, 178-179, 180-181</p> <ul style="list-style-type: none"> apply grade 4 Reading objectives to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). (CCSS W.4.9) <p>SE 1: 156, 274, 302, 336, 362, 420 SE 2: 72, 104, 130, 192, 218, 278, 342, 372, 464</p> <p>TE 1: 72–73, 73a, 156–157 TE 2: 274–275, 302–303a TE 3: 336–337, 362–363a, UR•15 TE 4: 72–73, 104–105, 130–131 TE 5: 192–193, 218–219, 246–247a, 278–279 TE 6: 342–343a, 372–373, 464–465</p> <p>Writing to Sources: Unit 1: 10-11, 12-13, 16-17, 22-23, 24-25 Unit 2: 44-45, 50-51, 52-53, 54-55, 56-57 Unit 3: 70-71, 72-73, 74-75, 76-77, 82-83, 84-85, 86-87, 88-89 Unit 4: 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 120-121 Unit 5: 134-135, 136-137, 138-139, 140-141, 144-145, 146-147, 148-149, 152-153 Unit 6: 166-167, 168-169, 170-171, 172-173, 176-177, 180-181, 182-183, 184-185</p>								
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Range of Writing

SE 1: 24–25, 38, 40–41, 43

TE 1: 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, SG•12, SG•31, SG•46, SG•48, 113e–113f, SG•63, SG•64, 151d–151e, SG•80, UR•10, UR•35, UR•45, U•54

TE 2: 175e–175f, 183d–183e, SG•5, 220–221, 221a, SG•27, SG•28, 231e–231f, 250–251, 251a, 251b–251c, SG•37, 259e–259f, 297d–297e, 309b, 313a, UR•15, UR•25, UR•35, UR•45, UR•55

TE 3: 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, SG•44, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a, UR•15

TE 4: 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, SG•37, SG•47, 139d–139e, SG•64, 151d–151e, 158–159, 159a, 168–169, 169a, UR•15, UR•35, UR•45, UR•55

TE 5: 194–195, 195a, SG•16, 203e–203f, 213d–213e, SG•31, SG•47, 269d–269e, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 315p–315q, SG•74

TE 6: 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58

Writing to Sources:

Unit 1: 30–33

Unit 2: 62–65

Unit 3: 94–97

Unit 4: 126–129, 232–233 238–239

31. 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. **(CCSS W.4.10)**

<p>Unit 5: 158-161, 204-205, 230-231, 232-233 Unit 6: 190-193</p>								
<p>SPEAKING AND LISTENING</p>								
<p>Comprehension and Collaboration</p>								
<p>32. 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.</p> <p>SE 1: 20–21, 26–27, 255 SE 2: 51</p> <p>TE 1: 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•16, 47a–47b, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•24, SG•29, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b, UR•6, UR•16, UR•26, UR•36, UR•46 TE 2: 173a–173b, 176a–176b, 184a–184b, 192a–192b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 197a–197b, 200a–200b, 212a–212b, 224a–224b, SG•18, SG•19, SG•22, SG•23, SG•28, SG•32, 229a–229b, 232a–232b, 242a–242b, 252a–252b, 254–255, 257a–257b, 260a–260b, 268a–268b, 278a–278b, 278c–278d, 278–279,</p>	<p>32. 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.</p> <ul style="list-style-type: none"> • 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. • follow agreed-upon rules for discussions and carry out assigned roles. • 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. • review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS SL.4.1) 							

<p>279a, 285a–285b, 287a, 287b, 288a–288b, 298a–298b, 303a, 306a–306b, 309a, SG•66, SG•71, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>TE 3: 317a–317b, 320a–320b, 330a–330b, 340a–340b, 348a–348b, 358a–358b, 366a–366b, 371n, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, SG•62, SG•63, 431a–431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n, SG•66, SG•70, SG•75, SG•79, SG•80, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p>TE 4: 24a–24b, 26, 36a–36b, 46a–46b, SG•6, SG•7, SG•10, SG•11, SG•16, 50–51, 56a–56b, 68a–68b, 76a–76b, 80–81, 81a, 86a–86b, 96a–96b, 108a–108b, SG•38, SG•39, SG•42, SG•43, SG•48, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•75, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 5: 173a–173b, 176a–176b, 186a–186b, 186–187, 187a, 196a–196b, 199n, SG•2, SG•6, SG•7, SG•15, 204a–204b, 214a–214b, 222a–222b, 222d, 227n, 232a–232b, 242a–242b, 250a–250b, 250c–250d, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 309c, 310a–310b, SG•74, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 6: 326a–326b, 336a–336b, 346a–346b, 349a, 349n, 351a, 354a–354b,</p>								
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364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 418a–418b, 428a–428b, 440a–440b, 448a–448b, 460a–460b, 468a–468b, 473n, SG•70, SG•71, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47

Writing to Sources:

Unit 1: 26-27, 30-33, 34-35

Unit 2: 58-59, 62-65, 66-67

Unit 3: 90-91, 94-97, 98-99

Unit 4: 122-123, 126-129, 130-131

Unit 5: 154-155, 158-161, 162-163

Unit 6: 186-187, 190-193, 194-195

- 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.

SE 1: 45, 309

SE 2: 287, 349, 413

TE 1: 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a

TE 2: 188–189a, 227n, 268a–268b, 278a–278b, 308–309a

TE 3: 371n, SG•64, 459n, SG•80

TE 4: 76a-76b, SG•48

TE 5: 286–287a

TE 6: 348–349a, 349n, 412–413, 443n

- follow agreed-upon rules for discussions and carry out assigned roles.

SE 1: 45, 77, 109, 137, 165, 283, 309

SE 2: 199, 413

<p>TE 1: 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n</p> <p>TE 2: 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n</p> <p>TE 3: 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80</p> <p>TE 4: 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n</p> <p>TE 5: 198–199a, 227n, 286–287a, 287n, 315n, SG•80</p> <p>TE 6: 348–349a, 349n, 381n, 412–413a, 413n, 473n</p> <p>Writing to Sources:</p> <p>Unit 1: 34–35</p> <p>Unit 2: 66–67</p> <p>Unit 3: 98–99</p> <p>Unit 4: 130–131</p> <p>Unit 5: 162–163</p> <p>Unit 6: 194–195</p> <ul style="list-style-type: none"> 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. <p>SE 1: 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459</p> <p>SE 2: 20, 52–53, 80–81, 82–83, 110–111, 112–113, 139, 140, 200, 255, 256, 287, 288, 315, 322, 349, 350, 382–383, 413, 414, 444, 473</p> <p>TE 1: 23a–23b, 45a, SG•14, 47a–47b, 49a–49b, 77a, 78j–79, 110–111, SG•20, SG•21, SG•23, SG•34, SG•35, SG•36, SG•37, SG•39, 111a–</p>								
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<p>111b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•66, SG•67, SG•68, SG•69, SG•71, 136–137, 164–165</p> <p>TE 2: 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a</p> <p>TE 3: 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n</p> <p>TE 4: 20–21, 21a–21b, SG•7, 52–53, 56a–56b, 80–81a, 81n, 82–83, SG•18, SG•19, SG•23, SG•28, 110–111a, 112–113a, SG•55, SG•60, 140–141, 141a–141b, UR•16</p> <p>TE 5: 173a–173b, 175b, SG•12, 200–201, 201a, 222c, SG•20, SG•21, SG•30, SG•31, 229a, 255a, 256–257, SG•36, SG•37, SG•46, SG•47, 259a, 259b, 286–287, 287a, 288–289, 291b, 314–315, 315a, SG•69, SG•71, SG•78, SG•79</p> <p>TE 6: 322–323, 323a, 348–349, 349a, 349n, 350–351, 382–383, 412–413, 414–415, 415a, 428a–428b, 443a, 444–445, 472–473</p> <p>Writing to Sources:</p> <p>Unit 1: 34–35</p> <p>Unit 2: 66–67</p> <p>Unit 3: 98–99</p> <p>Unit 4: 130–131</p> <p>Unit 5: 162–163</p> <p>Unit 6: 194–195</p> <ul style="list-style-type: none"> review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS SL.4.1) <p>SE 1: 255, 309</p> <p>SE 2: 255, 287, 349, 381, 413</p> <p>TE 1: 23a, 24a–24b, 32c–32d, 42a–</p>								
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<p>42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b TE 2: 254–255, 308–309, SG•7, SG•50, SG•54, SG•55 TE 3: 406b TE 4: 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47 TE 5: 254–255, 286–287 TE 6: 348–349, 349a, 380–381, 412–413</p> <p>Writing to Sources: Unit 5: 162-163</p>								
<p>SE 1: 22</p> <p>TE 1: 21c, 22–23, SG•74 TE 2: 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a TE 4: 68c–68d, 126c–126d, 131a, 165n TE 5: 250–251, 251a, 252–253, 253a TE 6: 336c–336d, 342a, SG•9</p> <p>Writing to Sources: Unit 4: 130-131</p>	<p>33. paraphrase portions of a text, read-aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS SL.4.2)</p>							
<p>SE 2: 51, 349, 413</p> <p>TE 1: SG•22, SG•23, SG•27, SG•32, 136–137a, 165a TE 2: 221a, SG•55, SG•59, SG•64 TE 4: 42–43, 51a, 139q TE 6: SG•70, SG•71, SG•74, SG•75, SG•80</p> <p>Writing to Sources: Unit 5: 162-163</p>	<p>34. identify the reasons and evidence a speaker provides to support particular points. (CCSS SL.4.3)</p>							

Presentation of Knowledge and Ideas

SE 1: 137, 195, 227, 309, 343, 401, 429, 459

SE 2: 81, 111, 139, 165, 227, 255, 287, 381, 473

TE 1: 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80

TE 2: 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80

TE 3: 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80

TE 4: 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80

TE 5: 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80

TE 6: 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80

Writing to Sources:

Unit 1: 34-35

Unit 2: 66-67

Unit 3: 98-99

Unit 4: 130-131

Unit 5: 162-163

Unit 6: 194-195

35. 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.
(CCSS SL.4.4)

<p>SE 1: 109, 137, 165, 429, 459 SE 2: 51, 81, 227, 255</p> <p>TE 1: 45q, 77q, 137q, 164–165a, SG•70 TE 2: 189d, 195q, 227q TE 3: 429a, 458–459a, SG•70, SG•75, SG•79 TE 4: 50–51a, 80–81a TE 5: 226–227, 254–255 TE 6: 380–381a, SG•32</p> <p>Writing to Sources: Unit 4: 130-131</p>	<p>36. add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS SL.4.5)</p>							
<p>SE 1: 77, 195, 429</p> <p>TE 1: 45a, 76–77a, 137a TE 2: 194–195a, SG•11, 227a, 242a TE 3: 320d, 334–335, 343i, 428–429</p>	<p>37. 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 objectives for specific expectations.) (CCSS SL.4.6)</p>							

LANGUAGE

Conventions of Standard English

38. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SE 1: 133, 159, 191, 277, 395, 423, 453

SE 2: 45, 75, 107, 133, 159, 309, 345

TE 1: 24c–24d, SG•11, SG•16, 49d, 50c, 61c, 69e, 77c, 77o, SG•22, SG•27, SG•32, 81d, 82c–82d, 109i, 113d, 123c, 123d–123e, 131e, 132–133, 133a, 137c, 137d–137e, 137o, 137p–137q, 141d, 151c, 157e, 158–159, 165c, 165o, 165p–165q, SG•70, SG•75, SG•80, UR•44–UR•45, UR•54–UR•55

TE 2: 175d, SG•6, 190–191, 211c, 220–221a, 227p, SG•32, 241c, 255c, 255o, SG•38, 259d, 267c, 275e, 276–277a, 283c, 283o, SG•54, SG•64, 287d, 297b, 303e, 304–305a, 309c, 309p–309q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55

TE 3: 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, SG•43, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, SG•54, SG•59, SG•64, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55

38. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why,*).
- form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- form and use prepositional phrases.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- correctly use frequently confused words (e.g., *to, too, two; there, their*).
(CCSS L.4.1)

<p>TE 4: 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, SG•6, SG•11, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, SG•18, SG•22, SG•27, SG•29, SG•32, 85d, 95c, 105e, 106–107, 111c, 111o, SG•38, SG•43, SG•48, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, SG•54, SG•59, 151c, 157e, 158–159a, 165c, 165o, 165p–165q, SG•75, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 5: 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, SG•6, SG•11, SG•16, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p–227q, SG•22, SG•23, SG•27, SG•32, 231d, 241c, 247e, 255c, 255o, 255p–255q, SG•34, SG•35, SG•38, SG•43, SG•48, 259d, 269c, 279e, 280–281a, 287c, 287o, SG•54, SG•59, SG•64, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45</p> <p>TE 6: 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, SG•11, SG•27, SG•43, 443n, 443o, SG•58, SG•59, SG•74, SG•75, UR•14</p> <p>Writing to Sources: Unit 1: 6-7, 10-11, 14-15, 18-19, 22-23, 34-35 Unit 2: 38-39, 42-43, 46-47, 48-49, 54-55, 66-67 Unit 3: 70-71, 74-75, 78-79, 82-83, 86-87, 98-99 Unit 4: 102-103, 106-107, 110-111, 114-115, 118-119, 130-131 Unit 5: 134-135, 138-139, 142-143,</p>								
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<p>146-147, 150-151, 162-163 Unit 6: 166-167, 170-171, 174-175, 178-179, 182-183, 194-195</p> <ul style="list-style-type: none"> use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why,). <p>TE 1: 141d, 151c, 157e TE 5: 199d, 221b, 248–249, 280–281 TE 6: 374–375, 438–439</p> <ul style="list-style-type: none"> form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. <p>SE 1: 365</p> <p>TE 1: 76–77a TE 3: 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24</p> <ul style="list-style-type: none"> use modal auxiliaries (e.g., can, may, must) to convey various conditions. <p>TE 3: 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c</p> <ul style="list-style-type: none"> order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). <p>TE 5: 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14</p>								
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<ul style="list-style-type: none"> form and use prepositional phrases. <p>SE 2: 309</p> <p>TE 5: 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55</p> <ul style="list-style-type: none"> produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <p>SE 1: 103, 159, 453 SE 2: 195, 221, 309, 375</p> <p>TE 1: 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9 TE 2: 297d–297e TE 3: 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p TE 4: WP•8 TE 5: 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a TE 6: 363e, 374–375, 375a, 375b–375c, 381d–381e</p> <ul style="list-style-type: none"> correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS L.4.1) <p>SE 2: 176, 198</p> <p>TE 3: 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 TE 5: 301c, UR•13</p>								
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<p>39. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>SE 1: 41, 71, 133, 191, 251, 305 SE 2: 375, 407, 467</p> <p>TE 1: 23c, 23d, 39e, 40–41, 45c, 45o, 45p–45q, SG•6, 49c, 49d, 61c, 69e, 70–71, 71a, 77c, 77p–77q, 81d, 132–133a, 133b–133c, SG•59, SG•64, 159b–159c, SG•75, UR•14–UR•15, UR•24–UR•25, WP•8–WP•9 TE 2: 175c, 175d, 183c, 189e, 190–191, 195c, 195o, 195p–195q, SG•11, SG•16, 199c, 199d, 211c, 221e, 222–223, 223a, 227c, 227o, SG•27, 231c, 231d, 249e, 250–251, 255p–255q, SG•43, 259c, 287c, 304–305, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 319c, 343p–343q, 371p–371q, SG•22, SG•27, SG•32, 429p–429q, 433c, 443c, 443e, 451e, 459c, 459d–459e, 459o TE 4: 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10 TE 5: 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9 TE 6: 325d, 335c, 349c, SG•6, SG•11, SG•16, 353d, 363c, 373e, 374–375, 381c, 381o, 381p–381q, 385c, 385d, 395c, 405e, 406–407, 413c, 413p–413q, 417c–417d, 437e, 443c, 443d–443e, 447d, 459c, 466–467, 467a, SG•80, UR•34, UR•44, UR•54</p>	<p>39. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • use correct capitalization. • use commas and quotation marks to mark direct speech and quotations from a text. • use a comma before a coordinating conjunction in a compound sentence. • spell grade-appropriate words correctly, consulting references as needed. (CCSS L.4.2) 							
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<p>Writing to Sources: U1: 34-35 U2: 66-67 U3: 98-99 U4: 130-131 U5: 162-163 U6: 194-195</p> <ul style="list-style-type: none"> • use correct capitalization. <p>SE 1: 191 SE 2: 375, 467</p> <p>TE 1: 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o TE 2: 175d, 183c, 190–191, 195p, 283d–283e TE 3: 433d, 459d TE 6: 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54</p> <p>Writing to Sources: U1: 34-35 U2: 66-67 U3: 98-99 U4: 130-131 U5: 162-163 U6: 194-195</p> <ul style="list-style-type: none"> • use commas and quotation marks to mark direct speech and quotations from a text. <p>SE 2: 158–159, 438–439</p> <p>TE 1: 159b TE 2: 176d, 260d TE 4: 158–159 TE 6: 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e,</p>								
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<p>443o, 443p, SG•54, SG•64, UR•44</p> <ul style="list-style-type: none"> use a comma before a coordinating conjunction in a compound sentence. <p>SE 1: 132–133 SE 2: 407</p> <p>TE 1: 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 TE 6: 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35</p> <ul style="list-style-type: none"> spell grade-appropriate words correctly, consulting references as needed. (CCSS L.4.2) <p>TE 1: 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 2: 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54 TE 4: 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54 TE 5: 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c,</p>								
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279e, 287c, 287o, 291d, 301c, 307e,
315c, 315o, UR•14, UR•24, UR•34,
UR•44, UR•54
TE 6: 325c, 335c, 343e, 349c, 349o,
353c, 363c, 373e, 381c, 381o, 385c,
395c, 405e, 413c, 413o, 417c, 427c,
437e, 443c, 443o, SG•58, 447c, 459c,
465e, 473c, 473o, UR•14, UR•24,
UR•34, UR•44, UR•54

Knowledge of Language

40. use knowledge of language and its conventions when writing, speaking, reading, or listening.

SE 1: 222–223, 227

TE 1: 38–39a, 40–41a, 44–45a, 68–69a, 70–71a, 76–77a, 77i, 100–101a, 102–103, 108–109a, 130–131a, 132–133a, 136–137a, 156–157a, 158–159, 164–165a

TE 2: 175c–175d, 183c, 183d–183e, 186–187, 188–189, 189a, 190–191, 191b–191c, 194–195, **SG•11**, 220–221, 221a, 222–223, 223a, 223b–223c, 224–225a, 226–227, 227a, 227p, **SG•27**, 248–249, 249a, 250–251, 251a, 254–255, 255a, **SG•42**, **SG•43**, 274–275, 274–275, 275a, 276–277, 277a, 283a, 283p–283q, **SG•59**, **SG•75**, **UR•14–UR•15**, **WP•9**

TE 3: **SG•10**, **SG•11**, 347d, 357d–357e, 363e, 364–365a, 365c, **SG•26**, 392–393a, 394–395a, 443d–443e, 459p–459q, **UR•24**, **UR•25**

TE 4: 44–45a, 73a, 74–75a, 80–81a, 104–105a, 106–107a, 130–131a, 132–133a, 138–139a, 143d, 158–159a, **SG•70**

TE 5: 194–195a, 203d, 231d, 241c, 278–279a, 280–281a, 287a, 306–307a, 308–309a, 314–315a

TE 6: 381n, 381o

Writing to Sources:

Unit 1: 6-7, 10-11, 14-15, 18-19, 22-23, 34-35

Unit 2: 38-39, 42-43, 46-47, 48-49, 54-55, 66-67

Unit 3: 70-71, 74-75, 78-79, 82-83,

40. use knowledge of language and its conventions when writing, speaking, reading, or listening.

- choose words and phrases to convey ideas precisely.
- choose punctuation for effect.
- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **(CCSS L.4.3)**

<p>86-87, 98-99</p> <p>Unit 4: 102-103, 106-107, 110-111, 114-115, 118-119, 130-131</p> <p>Unit 5: 134-135, 138-139, 142-143, 146-147, 150-151, 162-163</p> <p>Unit 6: 166-167, 170-171, 174-175, 178-179, 182-183, 194-195</p> <ul style="list-style-type: none"> choose words and phrases to convey ideas precisely. <p>SE 1: 40-41, 77, 190-191, 250-251</p> <p>SE 2: 45, 74-75, 248-249, 406-407</p> <p>TE 1: 40-41, 41b-41c, SG•3, 77a, 82d, 90-91a, 103b-103c, 114d, 132-133a, 137d-137e, 159b-159c</p> <p>TE 2: 190-191, 191a, 191b-191c, 192c, 192-193, 193a, 232d, 250-251, 251a, 251b-251c</p> <p>TE 3: 343d, 365b, 390-391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7</p> <p>TE 4: 41a, 44-45, 45a, 45b-45c, 51d-51e, 56d, 60-61, 74-75, 75a, 75b, 81d-81e, 81i, 143d, 158-159, 159a, WP•6-WP•7</p> <p>TE 5: 176d, 196c-196d, 199i, 231e-231f, 232c-232d, 248-249, 249b-249c, 259d, 260d, 268-269a, 274-275a, 279e, 287i, UR•22, WP•6-WP•7</p> <p>TE 6: 346c-346d, 354d, 381d, 381i, 406-407, 407b, 443d-443e</p> <ul style="list-style-type: none"> choose punctuation for effect. <p>SE 1: 71</p> <p>TE 1: 31c, 39e, 40-41, 45c, 45o, 45p-45q, 70-71, 77o, 137d-137e, UR•14</p> <p>TE 5: 304-305</p>								
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- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **(CCSS L.4.3)**

SE 1: 132, 364, 422

SE 2: 132

TE 1: 113e–113f, 132–133, 133b–133c, 159b–159c

TE 2: 227a, 279a, 281a

TE 3: 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51

TE 4: 132–133

TE 5: 314–315a

Vocabulary Acquisition and Use

41. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies.

SE 1: 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177, 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349, 376–377, 400, 406–407, 428, 434–435, 458
SE 2: 24–25, 50, 56–57, 80, 86–87, 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261, 286, 292–293, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419, 448–449, 472

TE 1: 23a, 24e, 24–25, 32–33a, 44–45, 45a, SG•4, 49a, 50e, 50–51, 76–77, 77a, SG•19, SG•28, SG•29, 81a, 82e, 86–87, 87a, 95a, 108–109, 109a, 109h, SG•35, SG•36, SG•38, SG•41, SG•45, 113a, 114c–114d, 114e, 114–115, 136–137, 137i, SG•51, SG•52, SG•55, SG•56, SG•57, SG•61, 141a, 142e, 142–143, 150–151, 165a, SG•66, SG•68, SG•71, SG•73, SG•77, SG•78, UR•20–UR•21, UR•23, UR•30–UR•31, UR•32–UR•33

TE 2: 173a–173b, 175a, 176e, 176–177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 255a, SG•34, SG•35, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h,

41. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies.

- use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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. **(CCSS L.4.4)**

<p>283i, SG•50, SG•51, SG•57, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h, SG•78, UR•20, UR•23, UR•30, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p>TE 3: 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348–349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 401a, 401h, 401i, SG•34, SG•35, 403a–403b, 405a, 406e, 406–407, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459, 459a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•42–UR•43, UR•51, UR•52–UR•53</p> <p>TE 4: 21a–21b, 23a, 24a–24b, 24e, 24–25, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33</p> <p>TE 5: 173a–173b, 175a, 176e, 176–177, 198–199, 199a, 199h, SG•2, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, SG•24, SG•25, SG•28, SG•29, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, SG•41, 257a–257b, 259a, 260e, 260–261, 286–287, 287a, SG•57, 289a–289b, 291a, 292–293, 298–299, 299a, 314–315, 315a, 315h, 315i, UR•30–UR•31, UR•33</p> <p>TE 6: 323a–323b, 326e, 326–327, 336–337a, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 381a,</p>								
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<p>381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, SG•34, SG•35, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448–449, 460–461a, 472–473, 473a, 473h, UR•20–UR•21, UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <ul style="list-style-type: none"> • use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400</p> <p>SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p>TE 1: SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43</p> <p>TE 2: 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206–207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51</p> <p>TE 3: 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348–349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384–385a, 396a, 401a, 401h, SG•36,</p>								
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<p>SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51</p> <p>TE 4: 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56– 57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144– 145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53</p> <p>TE 5: 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c– 204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266– 267, 267a, 270a, 282a–282b, SG•52, SG•62, 289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30– UR•31, UR•33, UR•50–UR•51, UR•52–UR•53</p> <p>TE 6: SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50– UR•51, UR•53</p>								
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<ul style="list-style-type: none"> • use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <p>SE 1: 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435</p> <p>SE 2: 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348</p> <p>TE 1: 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53</p> <p>TE 2: 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i, UR•10–UR•11, UR•30–UR•31, UR•33</p> <p>TE 3: 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i, 376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i, 434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43</p> <p>TE 4: 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d, 116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c, 144c–144d, 165i, UR•40–UR•41, UR•43</p> <p>TE 5: 204c–204d, 204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c, 255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273, 273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34, UR•40–UR•41, UR•43</p> <p>TE 6: 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i, 354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i, UR•10–UR•11, UR•13,</p>								
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<p>UR•24</p> <ul style="list-style-type: none"> 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. (CCSS L.4.4) <p>SE 1: 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308</p> <p>SE 2: 86–87, 110, 176–177, 198, 354–355, 380</p> <p>TE 1: SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33</p> <p>TE 2: 200c, 200e, 200–201, 203a, 204–205, 206–207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a, 282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a, SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50, UR•53</p> <p>TE 3: SG•25, 401h</p> <p>TE 4: 86e, 86–87, 89a, 96–97, 110–111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31, UR•33, UR•51, WP•9</p> <p>TE 5: 176c–176d, 176e, 176–177, 188–189, 189a, 198–199, 199a, 199h, 199i, 292c–292d, UR•10–UR•11, UR•13, UR•30–UR•31</p> <p>TE 6: 326c, 349a, 354c, 354e, 354–355, 357a, 358–359, 359a, 364–365, 381a, 386c–386d, 386e, 386–387, 405c, 413d, 413h, 413i, UR•20, UR•23</p>								
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<p>42. demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SE 1: 114–115, 190–191, 310–311 SE 2: 176–177, 198</p> <p>TE 1: 24a–24b, SG•4, 50d, 60–61, 61a, 77i, 85a, 103b–103c, 109i, 114e, 114–115, 118–119a, 137h, 142d TE 2: 191b, 195d–195e, 251b–251c, 252c, 288c, 293a, 309i, 310–311a, 312–313 TE 3: 338–339, 343d, 382–383a, 406d, 429i, 434d, 439a, 444c, 444–445a, 446–447a, 459i, 462–463a, UR•40–UR•41 TE 5: 176d, 176–177, 198–199, 232c–232d, 255i, 316–317, 317a, 318–319, 319a TE 6: 326d, 337a, 346–347a, SG•13, SG•21, 386d, 448c–448d</p> <ul style="list-style-type: none"> explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <p>SE 1: 252–253, 310–311, 392 SE 2: 166–167, 346–347</p> <p>TE 1: 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d TE 2: 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a TE 3: 390–391, 391a, 392–393 TE 4: 144d, 165i, 166–167, 167a TE 5: 302a TE 6: 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i</p>	<p>42. demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> explain the meaning of simple similes and metaphors (e.g., as <i>pretty as a picture</i>) in context. recognize and explain the meaning of common idioms, adages, and proverbs. demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5) 							
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<p>Writing to Sources: U6: 168-169</p> <ul style="list-style-type: none"> recognize and explain the meaning of common idioms, adages, and proverbs. <p>SE 2: 50, 164, 412</p> <p>TE 1: 32a, 61a TE 2: 252a TE 4: 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a TE 5: 295a TE 6: 412–413, 413a, 448d, 473i</p> <p>WV 21st Century Writing Projects (online): Opinion Essay</p> <ul style="list-style-type: none"> demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5) <p>SE 1: 114–115, 136 SE 2: 24–25, 144–145, 292–293, 314</p> <p>TE 1: 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43 TE 2: 184a, SG•9, 242a, 252a–252b, 298a, SG•68 TE 3: 366a TE 4: 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53 TE 5: 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53 TE 6: SG•12</p>								
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TE 1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47

TE 2: 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47

TE 3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29,

43. 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). **(CCSS L.4.6)**

SG•31, 373a–373b, 375a, 376a–376b,
 388a–388b, 396a–396b, SG•34,
 SG•35, SG•37, SG•39, SG•40,
 SG•42, SG•44, SG•45, SG•47, 403a–
 403b, 405a, 406a–406b, 416a–416b,
 424a–424b, SG•50, SG•51, SG•55,
 SG•56, SG•58, SG•61, 431a–431b,
 434a–434b, 444a–444b, 454a–454b,
 SG•66, SG•67, SG•69, SG•71,
 SG•72, SG•74, SG•76, SG•77,
 SG•79, UR•7, UR•17UR•27, UR•37,
 UR•47
TE 4: 21a–21b, 23a, 24a–24b, 36a–
 36b, 46a–46b, SG•2, SG•3, SG•5,
 SG•7, SG•8, SG•9, SG•10, SG•12,
 SG•13, SG•15, 53a–53b, 55a, 56a–
 56b, 68a–68b, 76a–76b, SG•18,
 SG•19, SG•21, SG•23, SG•24,
 SG•26, SG•29, SG•31, 83a–83b, 85a,
 86a–86b, 96a–96b, 108a–108b,
 SG•34, SG•35, SG•39, SG•42,
 SG•45, SG•47, 113a–113b, 116a–
 116b, 126a–126b, 134a–134b, SG•50,
 SG•51, SG•53, SG•55, SG•56,
 SG•58, SG•61, SG•63, 141a–141b,
 143a, 144a–144b, 152a–152b, 160a–
 160b, SG•66, SG•67, SG•69, SG•71,
 SG•72, SG•74, SG•77, SG•79, UR•7,
 UR•17, UR•27, UR•37, UR•47
TE 5: 173a–173b, 175a, 176a–176b,
 186a–186b, 196a–196b, SG•2, SG•3,
 SG•5, SG•7, SG•10, SG•13, SG•15,
 201a–201b, 204a–204b, 214a–214b,
 222a–222b, SG•18, SG•19, SG•21,
 SG•22, SG•23, SG•24, SG•26,
 SG•28, SG•29, SG•31, 229a–229b,
 232a–232b, 242a–242b, 250a–250b,
 SG•34, SG•35, SG•37, SG•39,
 SG•40, SG•42, SG•44, SG•45, 257a–
 257b, 260a–260b, 270a–270b, 282a–
 282b, SG•50, SG•51, SG•52, SG•53,
 SG•55, SG•56, SG•58, SG•60,

<p>SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p>								
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