

A Correlation of



©2020

To the

**Oklahoma
Academic Standards
English Language Arts
Grade 4**

Table of Contents

Standard 1: Listening and Speaking.....	3
Standard 2: Reading and Writing Foundations.....	4
Standard 2: Reading and Writing Process	7
Standard 3: Critical Reading and Critical Writing.....	10
Standard 4: Vocabulary	16
Standard 5: Language	18
Standard 6: Research	22
Standard 7: Multimodal Literacies	23
Standard 8: Independent Reading & Writing.....	24

**Correlation with
Oklahoma Academic Standards**

PreK-5 English Language Arts

myView Literacy, Grade 4, ©2020

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Correlation Location:

Listening: Students will develop and apply effective communication skills to share ideas through listening.	
TE: Unit 5, Week 1, pp. T68–T69 / SI: Unit 5, Week 1, p. 454 TE: Unit 5, Week 6, p. T472 / SI: Unit 5, Week 6, p. 630	4.1.L.1: Students will actively listen using agreed-upon discussion rules.
TE: Unit 3, Week 1, pp. T62–T63 / SI: Unit 3, Week 1, p. 32 TE: Unit 5, Week 1, pp. T68–T69 / SI: Unit 5, Week 1, p. 454	4.1.L.2: Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.	
TE: Unit 2, Week 6, pp. T462–T463 / SI: Unit 2, Week 6, pp. 410–411 TE: Unit 3, Week 6, pp. T456–T457 / SI: Unit 3, Week 6, pp. 198–199	4.1.S.1: Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
TE: Unit 1, Week 2, p. T379 TE: Unit 2, Week 1, pp. T74 / SI: Unit 2, Week 5, p. 250 TE: Unit 2, Week 5, pp. T324–T325 / SI: Unit 2, Week 5, p. 396 TE: Unit 3, Week 1, pp. T22–T23 / SI: Unit 3, Week 1, pp. 18–19 TE: Unit 3, Week 3, p. T132 / SI: Unit 3, Week 3, pp. 78–79	4.1.S.2: Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
TE: Unit 1, Week 5 p. T442 / SI: Unit 1, Week 5, p. 195 TE: Unit 1, Week 6, pp. T472, T474 / SI: Unit 1, Week 3, p. 214 TE: Unit 5, Week 6, p. T472 / SI: Unit 5, Week 6, p. 630	4.1.S.3: Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Correlation Location:

<p>Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.</i></p>	
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</p>	
<p>TE: Unit 1, Week 5, p. T442 / SI: Unit 1, Week 5, p. 195 TE: Unit 2, Week 5, p. T444 / SI: Unit 2, Week 5, p. 405 TE: Unit 3, Week 5, p. T436 / SI: Unit 3, Week 5, p. 191 TE: pp. T492–T493 pp. AP234-AP237</p>	<p>4.2.PC: Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.</p>
<p>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.</p>	
<p>Letter-Sound Correspondences TE: Unit 1, Week 4, pp. T206, T230 / SI: Unit 1, Week 4, p. 142 TE: Unit 2, Week 2, pp. T92, T122 / SI: Unit 2, Week 2, p. 294 TE: Unit 3, Week 2, pp. T80, T102 / SI: Unit 3, Week 2, p. 68 TE: Unit 3, Week 5, pp. T280, T296 / SI: Unit 3 Week 5, p. 184</p> <p>Syllable Patterns TE: Unit 1, week 3, pp. T148, T168 / SI: Unit 1, Week 3, p. 106 TE: Unit 3, Week 3, pp. T140; T168 / SI: Unit 3, Week 3, p. 108 TE: Unit 3, Week 4, pp. T206, T242 / SI: Unit 3, Week 4, p. 156 TE: Unit 4, Week 3, pp. T152, T176 / SI: Unit 4, Week 3, p. 318</p>	<p>4.2.PWS.1: Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:</p> <ul style="list-style-type: none"> • letter-sound correspondences • all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

<p>Contractions p. AP238</p> <p>Abbreviations p. AP239</p> <p>Common Roots and Related Affixes TE: Unit 2, Week 4, pp. T218, T240 / SI: Unit 2, Week 4, p. 360 TE: Unit 2, Week 5, pp. T278, T304 / SI: Unit 2, Week 5, p. 398 TE: Unit 4, Week 1, pp. T26, T52 / SI: Unit 4, Week 1, p. 246 TE: Unit 5, Week 1, pp. T26, T48 / SI: Unit 5, Week 1, p. 456</p> <p>Morphology TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 39 TE: Unit 2, Week 1, pp. T24–T25 / SI: Unit 2, Week 1, p. 251 TE: Unit 3, Week 1, pp. T26, T42 / SI: Unit 3, Week 1, p. 34 TE: Unit 4, Week 1, pp. T24–T25 / SI: Unit 4, Week 1, p. 245</p> <p>Semantics TE: Unit 1, Week 3, pp. T146–T147 / SI: Unit 1, Week 3, p. 105 TE: Unit 2, Week 3, pp. T158–T159 / SI: Unit 2, Week 3, p. 325 TE: Unit 3, Week 3, pp. T138–T139 / SI: Unit 3, Week 3, p. 107 TE: Unit 5, Week 3, p. T163 TE: Unit 5, Week 4, p. T222</p>	<p>4.2.PWS.2: Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none">• contractions• abbreviations• common roots and related affixes• morphology• semantics
--	---

Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.	
<p>Letter-Sound Correspondences TE: Unit 1, Week 4, pp. T412, T416, T420 / SI: Unit 1, Week 4, p. 145 TE: Unit 2, Week 2, pp. T366, T370, T374 / SI: Unit 2, Week 2, p. 297 TE: Unit 3, Week 2, pp. T358, T362, T366 / SI: Unit 3, Week 2, p. 71 TE: Unit 3, Week 5, pp. T430, T434, T438 / SI: Unit 3, Week 5, p. 187</p> <p>Syllable Patterns TE: Unit 1, Week 3, pp. T388, T392, T396 / SI: Unit 1, Week 3, p. 109 TE: Unit 3, Week 4, pp. T382, T386, T390 / SI: Unit 3, Week 4, p. 111 TE: Unit 3, Week 4, pp. T406, T410, T414 / SI: Unit 3, Week 4, p. 159 TE: Unit 4, Week 3, pp. T394, T398, T402 / SI: Unit 4, Week 3, p. 321</p>	<p>4.2.SE.1: Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</p> <ul style="list-style-type: none"> • letter-sound correspondences • all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)
<p>Contractions p. AP240</p> <p>Abbreviations p. AP241</p> <p>Prefixes and Suffixes TE: Unit 1, Week 1, p. T344 / SI: Unit 1, Week 1, p. 43 TE: Unit 1, Week 2, p. T368 / SI: Unit 1, Week 2, p. 77 TE: Unit 1, Week 5, p. T440 / SI: Unit 1, Week 5, p. 191 TE: Unit 4, Week 2, p. T374 / SI: Unit 4, Week 2, p. 285 TE: Unit 4, Week 4, p. T422 / SI: Unit 4, Week 4, p. 361</p>	<p>4.2.SE.2: Students will use structural analysis to correctly spell the following parts of words:</p> <ul style="list-style-type: none"> • contractions • abbreviations • common spelling rules related to adding prefixes and suffixes
Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.	
<p>TE: Unit 1, Week 4, p. T230 / SI: Unit 1, Week 4, p. 14 TE: Unit 5, Week 4, p. T236 / SI: Unit 5, Week 4, p. 566</p>	<p>4.2.F.1: Students will expand their sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with increasing automaticity.</p>
<p>TE: Unit 3, Week 5, pp. T276–T277 / SI: Unit 3, Week 5, p. 168 TE: Unit 4, Week 4, pp. T210–T211 / SI: Unit 4, Week 4, p. 330 TE: Unit 4, Week 4, p. T238 TE: Unit 5, Week 3, pp. T142–T143 / SI: Unit 5, Week 3, p. 502</p>	<p>4.2.F.2: Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Correlation Location:

Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	
<p>TE: Unit 1, Week 3, pp. T172–T173 / SI: Unit 1, Week 3, p. 102</p> <p>TE: Unit 1, Week 3, pp. T180–T181 / SI: Unit 1, Week 3, p. 103</p> <p>TE: Unit 2, Week 1, pp. T58–T59 / SI: Unit 2, Week 1, p. 248</p> <p>TE: Unit 5, Week 2, pp. T112–T113 / SI: Unit 5, Week 2, p. 486</p>	4.2.R.1: Students will determine the key details that support the main idea of a text.
<p>TE: Unit 1, Week 1, pp. T22–T23 / SI: Unit 1, Week 1, pp. 16–17</p> <p>TE: Unit 2, Week 1, pp. T22–T23 / SI: Unit 1, Week 3, pp. 224–225</p> <p>TE: Unit 2, Week 3, pp. T156–T157 / SI: Unit 2, Week 3, pp. 306–307</p> <p>Unit 2, Week 4, pp. T214–T215 / SI: Unit 2, Week 4, pp. 338–339</p>	4.2.R.2: Students will compare fiction, poetry, and nonfiction to distinguish various genres.
<p>TE: Unit 2, Week 3, pp. T184–T185 / SI: Unit 2, Week 3, p. 322</p> <p>TE: Unit 4, Week 2, p. T113 / SI: Unit 4, Week 2, p. 277</p> <p>TE: Unit 4, Week 3, pp. T188–T189 / SI: Unit 4, Week 2, p. 315</p>	4.2.R.3: Students will summarize and sequence the important events of a story.
<p>TE: Unit 1, Week 5, pp. T314–T315 / SI: Unit 1, Week 5, p. 185</p> <p>TE: Unit 5, Week 2, pp. T78–T79 / SI: Unit 5, Week 2, pp. 466–467</p> <p>TE: Unit 5, Week 3, pp. T188–T189 / SI: Unit 5, Week 3, p. 529</p>	4.2.R.4: Students will summarize facts and details from an informational text.

Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
<p>TE: Unit 1, Week 3, pp. T386–T387 / SI: Unit 1, Week 3, p. 111</p> <p>TE: Unit 1, Week 3, pp. T390–T391 / SI: Unit 1, Week 3, p. 112</p> <p>TE: Unit 1, Week 3, p. T402 / SI: Unit 1, Week 3, p. 115</p> <p>TE: Unit 1, Week 5, p. T354–T355 / SI: Unit 1, Week 1, p. 49</p> <p>TE: Unit 1, Week 5, p. T442 / SI: Unit 1, Week 5, p. 195</p> <p>TE: Unit 2, Week 1, pp. T356–T357 / SI: Unit 2, Week 1, p. 261</p> <p>TE: Unit 2, Week 3, pp. T392–T393 / SI: Unit 2, Week 3, p. 332</p> <p>TE: Unit 2, Week 3, pp. T396–T397 / SI: Unit 2, Week 3, p. 333</p> <p>TE: Unit 2, Week 5, pp. T444–T445 / SI: Unit 2, Week 5, p. 405</p> <p>TE: Unit 4, Week 1, pp. T360–T361 / SI: Unit 4, Week 1, p. 255</p> <p>TE: Unit 4, Week 3, pp. T392–T393 / SI: Unit 4, Week 3, p. 323</p> <p>TE: Unit 4, Week 3, pp. T396–T397 / SI: Unit 4, Week 3, p. 324</p> <p>TE: Unit 4, Week 3, pp. T400–T401 / SI: Unit 4, Week 3, p. 325</p> <p>TE: Unit 4, Week 5, pp. T448–T449 / SI: Unit 4, Week 5, p. 405</p>	<p>4.2.W.1: Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.</p>
<p>TE: Unit 2, Week 4, pp. T412–T413 / SI: Unit 2, Week 4, p. 365</p> <p>TE: Unit 3, Week 5, pp. T428–T429 / SI: Unit 3, Week 5, p. 189</p> <p>TE: Unit 4, Week 4, pp. T416–T417, T420–T421 / SI: Unit 4, Week 4, pp. 363–364</p> <p>TE: Unit 5, Week 5, pp. T432–T433 / SI: Unit 5, Week 5, p. 609</p>	<p>4.2.W.2: Students will routinely use a recursive process to edit drafts and revise for clarity, coherence, and organization (e.g., logical order and transitions).</p>
<p>TE: Unit 1, Week 4, p. T422</p> <p>TE: Unit 2, Week 4, pp. T420–T421 / SI: Unit 2, Week 4, p. 367</p> <p>TE: Unit 3, Week 4, pp. T408–T409 / SI: Unit 3, Week 4, p. 162</p> <p>TE: Unit 3, Week 4, p. T412</p>	<p>4.2.W.3: Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly spelled grade-level words, using resources as needed.</p>
<p>TE: Unit 1, Week 5, pp. T442–T443 / SI: Unit 1, Week 5, p. 195</p> <p>TE: Unit 2, Week 5, pp. T444–T445 / SI: Unit 1,</p>	<p>4.2.W.4: Students will routinely use a recursive process to publish final drafts for an authentic</p>

<p>Week 5, p. 405 TE: Unit 3 Week 5, pp. T436–T437 / SI: Unit 1, Week 5, p. 191 TE: Unit 4, Week 5, pp. T448–T449 / SI: Unit 1, Week 5, p. 405 TE: Unit 5, Week 5, pp. T440–T441 / SI: Unit 1, Week 5, p. 611</p>	<p>audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>
---	---

Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Correlation Location:

<p>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p>TE: Unit 1, Week 1, pp. T54–T55 / SI: Unit 1, Week 1, p. 36 TE: Unit 1, Week 5, pp. T308–T309 / SI: Unit 1, Week 5, p. 189 TE: Unit 3, Week 4, pp. T248–T249 / SI: Unit 3, Week 4, p. 157</p>	<p>4.3.R.1: Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.</p>
<p>TE: Unit 3, Week 4, pp. T202–T203 / SI: Unit 3, Week 4, pp. 120–121 TE: Unit 3, Week 4, p. T214 / SI: Unit 3, Week 4, p. 124 TE: Unit 3, Week 4, p. T228 / SI: Unit 3, Week 4, p. 138 TE: Unit 3, Week 4, pp. T246–T247 / SI: Unit 3, Week 4, p. 152</p>	<p>4.3.R.2: Students will determine whether a grade-level literary text is narrated in first or third person point of view.</p>
<p>Setting TE: Unit 2, Week 3, pp. T184–T185 / SI: Unit 2, Week 3, p. 322 TE: Unit 3, Week 2, p. T99 / SI: Unit 3, Week 2, pp. 60–61</p> <p>Plot TE: Unit 2, Week 3, pp. T184–T185 / SI: Unit 2, Week 3, p. 322 TE: Unit 3, Week 2, p. T98 / SI: Unit 3, Week 2, pp. 60–61</p> <p>Conflict TE: Unit 3, Week 2, p. T88 / SI: Unit 3, Week 2, p. 50 TE: Unit 3, Week 2, pp. T106–T107 / SI: Unit 3, Week 2, p. 64</p> <p>Characters TE: Unit 3, Week 1, pp. T34–T38, SI: Unit 3, Week 1, pp. 22–26 TE: Unit 3, Week 1, pp. T46–T47 / SI: Unit 3, Week 1, p. 30</p> <p>Characterization TE: Unit 3, Week 1, p. T332 / SI: Unit 3, Week 1, p. 39 TE: Unit 3, Week 2, pp. T356–T357, T360–T361 / SI: Unit 3, Week 2, pp. 73, 74</p>	<p>4.3.R.3: Students will find textual evidence of literary elements:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict

<p>Idiom TE: Unit 4, Week 4, pp. T212–T213 / SI: Unit 4, Week 4, p. 357 TE: Unit 4, Week 4, p. T237 / SI: Unit 4, Week 4, p. 349</p> <p>Personification TE: Unit 3, Week 4, p. T235 / SI: Unit 3, Week 4, p. 145 (Vocabulary in Context) TE: Unit 3, Week 5, pp. T276–T277 / SI: Unit 3, Week 5, pp. 168–169</p> <p>Hyperbole TE: Unit 4, Week 2, pp. T86–T87 / SI: Unit 4, Week 2, pp. 258–259 TE: Unit 4, Week 2, p. T103 / SI: Unit 4, Week 2, pp. 266–267 (Possible Teaching Point)</p> <p>Simile TE: Unit 1, Week 2, pp. T116–T117 / SI: Unit 1, Week 2, p. 75 TE: Unit 2, Week 3, pp. T186–T187 / SI: Unit 2, Week 3, p. 327</p> <p>Metaphor TE: Unit 1, Week 2, pp. T116–T117 / SI: Unit 1, Week 2, p. 75 TE: Unit 2, Week 3, pp. T186–T187 / SI: Unit 2, Week 3, p. 327</p> <p>Alliteration TE: Unit 2, Week 3, p. T176 / SI: Unit 2, Week 3, p. 318 TE: Unit 5, Week 3, p. T158 / SI: Unit 5, Week 3, p. 510</p> <p>Onomatopoeia p. AP242</p>	<p>4.3.R.4: Students will find textual evidence of literary devices:</p> <ul style="list-style-type: none"> • metaphor • idiom • personification • hyperbole • simile • alliteration • onomatopoeia
<p>TE: Unit 3, Week 1, pp. T54–T55 / SI: Unit 3, Week 1, p. 31 TE: Unit 5, Week 1, p. T35 / SI: Unit 5, Week 1, p. 439 TE: Unit 5, Week 1, p. T37 / SI: Unit 1, Week 5, p. 441 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, p. 453 TE: Unit 5, Week 4, pp. T228–T229 / SI: Unit 5, Week 4, pp. 554–555</p>	<p>4.3.R.5: Students will answer inferential questions using evidence from one or more texts to support answers.</p>

<p>TE: Unit 3, Week 6, pp. T456–T457 / SI: Unit 3, Week 6, p. 198 TE: Unit 5, Week 3, pp. T142–T143 / SI: Unit 5, Week 3, pp. 502–503 TE: Unit 5, Week 3, pp. T180–T181 / SI: Unit 5, Week 3, p. 528 TE: Unit 5, Week 6, pp. T460–T461 / SI: Unit 5, Week 6, p. 618</p>	<p>4.3.R.6: Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>
<p>TE: Unit 2, Week 2, pp. T88–T89 / SI: Unit 2, Week 2, pp. 264–265</p> <p>Cause/Effect TE: Unit 2, Week 2, pp. T126–T127 / SI: Unit 2, Week 2, p. 290 TE: Unit 2, Week 5, pp. T310–T311 / SI: Unit 2, Week 5, p. 399</p> <p>Problem/Solution TE: Unit 1, Week 5, p. T285 / SI: Unit 1, Week 5, p. 167</p> <p>Description TE: Unit 2, Week 5, pp. T310–T311 / SI: Unit 2, Week 5, p. 399</p> <p>Sequential TE: Unit 1, Week 5, pp. T264–T265 / SI: Unit 1, Week 5, pp. 154–155 TE: Unit 1, Week 5, pp. T306–T307 / SI: Unit 1, Week 5, p. 184</p>	<p>4.3.R.7: Students will distinguish the structures of an informational text:</p> <ul style="list-style-type: none">• cause/effect• problem/solution• description• sequential

Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

Plots with Climax and Resolution

TE: Unit 1, Week 1, pp. T346–T347, T354 / **SI:** Unit 1, Week 1, p. 47, 49

TE: Unit 3, Week 2, pp. T368–T369 / **SI:** Unit 3, Week 2, p. 76

TE: Unit 3, Week 2, p. T372 / **SI:** Unit 3, Week 2, p. 77

Characters Overcome Conflicts and Use Dialogue

TE: Unit 1, Week 2, pp. T362–T363 / **SI:** Unit 1, Week 2, p. 79

TE: Unit 3, Week 1, pp. T336–T337 / **SI:** Unit 3, Week 1, p. 40

TE: Unit 3, Week 3, pp. T388–T389 / **SI:** Unit 3, Week 3, p. 115

Use a Consistent Point of View

TE: Unit 3, Week 3, pp. T380–T381 / **SI:** Unit 3, Week 3, p. 113

Chronological Sequence

TE: Unit 3, Week 3, pp. T384–T385 / **SI:** Unit 3, Week 3, p. 114

Sentence Variety, Sensory Details, Vivid Language

TE: Unit 1, Week 1, pp. T342–T343 / **SI:** Unit 1, Week 1, p. 46

TE: Unit 1, Week 2, pp. T374–T375 / **SI:** Unit 1, Week 2, p. 82

TE: Unit 1, Week 2, p. T378 / **SI:** Unit 1, Week 2, p. 83

TE: Unit 2, Week 4, pp. T254–T255 / **SI:** Unit 2, Week 4, p. 36

TE: Unit 3, Week 2, pp. T356–T357 / **SI:** Unit 3, Week 2, p. 73

Model Mentor Texts

TE: Unit 2, Week 4, pp. T254–T255 / **SI:** Unit 2, Week 4, p. 36

TE: Unit 5, Week 1, pp. T340–T341 / **SI:** Unit 5, Week 1, p. 462

TE: Unit 5, Week 1, pp. T344–T345 / **SI:** Unit 5, Week 1, p. 463

4.3.W.1: Students will compose narratives reflecting real or imagined experiences that:

- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

<p>Introduce and Develop Topic Unit 2, Week 1, pp. T352–T353 / SI: Unit 2, Week 1, p. 260</p> <p>Incorporate Evidence TE: Unit 2, Week 1, p. T356 / SI: Unit 2, Week 1, p. 261 TE: Unit 2, Week 2, pp. T368–T369 / SI: Unit 2, Week 2, p. 300 TE: Unit 2, Week 2, pp. T372–T373 / SI: Unit 2, Week 2, p. 301</p> <p>Maintain Organized Structure TE: Unit 2, Week 2, pp. T364–T365 / SI: Unit 2, Week 2, p. 299 TE: Unit 2, Week 2, p. T380 / SI: Unit 2, Week 2, p. 303 TE: Unit 2, Week 3, pp. T392–T393 / SI: Unit 2, Week 3, p. 332 TE: Unit 2, Week 3, pp. T400–T401 / SI: Unit 2, Week 3, p. 334 TE: Unit 2, Week 4, pp. T412–T413 / SI: Unit 2, Week 4, p. 365</p> <p>Use Sentence Variety and Word Choice Unit 2, Week 4, pp. T416–T417 / SI: Unit 2, Week 4, p. 366 Unit 4, Week 4, pp. T416–T417 / SI: Unit 4, Week 4, p. 363 Unit 4, Week 4, pp. T428–T429 / SI: Unit 4, Week 4, p. 366</p> <p>Model Literary Devices from Mentor Texts TE: Unit 2, Week 1, pp. T340–T341 / SI: Unit 2, Week 1, p. 257 TE: Unit 2, Week 1, p. T356 / SI: Unit 2, Week 1, p. 261 TE: Unit 2, Week 2, pp. T376–T377 / SI: Unit 2, Week 2, p. 302</p>	<p>4.3.W.2: Students will compose informative essays that:</p> <ul style="list-style-type: none">• introduce and develop a topic• incorporate evidence (e.g., specific facts, examples)• maintain an organized structure with transitional words and phrases• use sentence variety and word choice to create interest• model literary devices from mentor texts
--	---

<p>Introduce a Topic and State Opinion TE: Unit 4, Week 1, pp. T356–T357 / SI: Unit 4, Week 4, p. 254 TE: Unit 4, Week 2, pp. T368–T369 / SI: Unit 4, Week 3, p. 287</p> <p>Incorporate Evidence TE: Unit 4, Week 1, p. T360 / SI: Unit 4, Week 1, p. 255 TE: Unit 4, Week 2, pp. T376–T377 / Unit 4, Week 2, p. 289 TE: Unit 4, Week 3, pp. T196–T197 / SI: Unit 4, Week 3, p. 316</p> <p>Use Sentence Variety and Word Choice TE: Unit 4, Week 3, pp. T404–T405 / SI: Unit 4, Week 3, p. 326 TE: Unit 4, Week 4, pp. T428–T429 / SI: Unit 4, Week 4, p. 366</p> <p>Maintain Structure with Transitional Words/Phrases TE: Unit 4, Week 3, pp. T404–T405 / SI: Unit 4, Week 3, p. 326 TE: Unit 5, Week 3, pp. T196–T197 / SI: Unit 4, Week 3, p. 530</p>	<p>4.3.W.3: Students will write opinion essays that:</p> <ul style="list-style-type: none">• Introduce a topic and state an opinion• incorporate relevant, text-based evidence to support the opinion• use sentence variety and word choice to create interest• maintain an organized structure with transitional words and phrases
--	--

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Correlation Location:

<p>Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>Synonyms TE: Unit 3, Week 2, pp. T78–T79 / SI: Unit 3, Week 2, p. 67 TE: Unit 4, Week 2, pp. T88–T89 / SI: Unit 4, Week 2, p. 281 TE: Unit 5, Week 2, pp. T84–T85 / SI: Unit 5, Week 2, p. 489</p> <p>Antonyms TE: Unit 3, Week 2, pp. T78–T79 / SI: Unit 3, Week 2, p. 67 TE: Unit 4, Week 2, pp. T88–T89 / SI: Unit 4, Week 2, p. 281 TE: Unit 5, Week 2, pp. T84–T85 / SI: Unit 5, Week 2, p. 489</p> <p>Analogies TE: Unit 2, Week 4, pp. T216–T217 / SI: Unit 2, Week 4, p. 359</p> <p>Homophones TE: Unit 4, Week 5, p. T280 TE: Unit 4, Week 5, pp. T308, T316 / SI: Unit 4, Week 5, p. 398 TE: Unit 5, Week 1, p. T64</p> <p>Homographs TE: Unit 4, Week 5, p. T289</p>	<p>4.4.R.1: Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.</p>
<p>TE: Unit 1, Week 3, pp. T146–T147 / SI: Unit 1, Week 3, p. 105 TE: Unit 1, Week 3, p. T156 TE: Unit 4, Week 3, pp. T150–T151 / SI: Unit 4, Week 3, p. 317 TE: Unit 4, Week 3, p. T165</p>	<p>4.4.R.2: Students will use context clues to clarify the meaning of words.</p>
<p>TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 39 TE: Unit 2, Week 5, p. T304 / SI: Unit 2, Week 5, p. 398 TE: Unit 4, Week 1, pp. T24–T25 / SI: Unit 4, Week 1, p. 245 TE: Unit 5, Week 1, pp. T24–T25 / SI: Unit 5, Week 1, p. 455</p>	<p>4.4.R.3: Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</p>

<p>TE: Unit 2, Week 2, pp. T120–T121 / SI: Unit 2, Week 2, p. 288 TE: Unit 3, Week 1, pp. T40–T41 / SI: Unit 3, Week 1, p. 28 TE: Unit 4, Week 4, pp. T240–T241 / SI: Unit 4, Week 4, p. 352 TE: Unit 5, pp. T488–T491 / SI: Unit 5, pp. 632–638</p>	<p>4.4.R.4: Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.</p>
<p>TE: Unit 1, p. T12 / SI: Unit 1, p. 13 TE: Unit 1, Week 1, pp. T48–T49 / SI: Unit 1, Week 1, p. 34 TE: Unit 1, Week 2, pp. T108–T109 / SI: Unit 1, Week 2, p. 68 TE: Unit 3, p. T12 / SI: Unit 3, p. 15 TE: Unit 3, Week 3, p. T146 TE: Unit 3, Week 3, pp. T166–T167 / SI: Unit 3, Week 3, p. 102 TE: Unit 3, Week 6, p. T455 / SI: Unit 3, Week 6, p. 197</p>	<p>4.4.R.5: Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p>
<p>Writing: Students will apply knowledge of vocabulary to speak and write effectively.</p>	
<p>TE: Unit 1, pp. T12–T13 / SI: Unit 1, p. 13 TE: Unit 1, Week 1, pp. T48–T49 / SI: Unit 1, Week 1, pp. 34–35 TE: Unit 1, Week 6, p. T461 / SI: Unit 1, Week 6, p. 201</p>	<p>4.4.W.1: Students will use grade-level vocabulary to clearly communicate ideas in writing.</p>
<p>TE: Unit 1, Week 2, pp. T124–T125 / SI: Unit 1, Week 2, p. 76 TE: Unit 1, Week 2, pp. T374–T375 / SI: Unit 1, Week 2, p. 82 TE: Unit 1, Week 2, p. T378 / SI: Unit 1, Week 2, p. 83</p>	<p>4.4.W.2: Students will use precise and vivid vocabulary appropriate for the intended mode and effect on the audience in writing.</p>

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Correlation Location:

<p>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	
<p>TE: Unit 1, Week 1, pp. T349, T353 / SI: Unit 1, Week 1, p. 44 TE: Unit 1, Week 2, pp. T373, T377 / SI: Unit 1, Week 2, p. 78 TE: Unit 2, Week 1, pp. T351, T355 / SI: Unit 2, Week 1, p. 256 TE: Unit 4, Week 4, pp. T428–T429 / SI: Unit 4, Week 4, p. 366</p>	<p>4.5.R.1: Students will recognize simple and compound sentences.</p>
<p>Irregular Possessive Nouns p. AP243</p> <p>Irregular and Past Participle Verb and Verb Tense to Identify Settings, Times, and Sequences TE: Unit 1, Week 5, pp. T262–T263 TE: Unit 1, Week 5, pp. T434–T435 / SI: Unit 1, Week 5, p. 193 TE: Unit 3, Week 3, p. T384 TE: Unit 3, Week 3, pp. T391, T395 / SI: Unit 3, Week 2, p. 112 TE: Unit 3, Week 4, pp. T404–T405 / SI: Unit 3, Week 4, p. 161 TE: Unit 3, Week 4, pp. T411, T415, T416, T419 / SI: Unit 3, Week 4, p. 160</p> <p>Subject and Verb Agreement TE: Unit 2, Week 5, pp. T447, T451 / SI: Unit 2, Week 5, p. 402 TE: Unit 4, Week 4, pp. T428–T429 / SI: Unit 4, Week 4, p. 366</p> <p>Comparative and Superlative Adjectives TE: Unit 4, Week 4, pp. T427, T431 / SI: Unit 4, Week 4, p. 362 TE: Unit 4, Week 5, pp. T451, T455 / SI: Unit 4, Week 5, p. 402</p> <p>Prepositional Phrases TE: Unit 3, Week 1, pp. T343, T347 / SI: Unit 3, Week 1, p. 38 TE: Unit 3, Week 4, pp. T412–T413 / SI: Unit 3, Week 4, p. 163 TE: Unit 5, Week 4, p. T424 / SI: Unit 5, Week 4, p. 575</p>	<p>4.5.R.2: Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> • irregular possessive nouns (e.g., children's) • irregular and past participle verbs and verb tense to identify settings, times, and sequences • subject and verb agreement • comparative and superlative adjectives • prepositional phrases • possessive pronouns and the nouns they replace (i.e., antecedents) • coordinating conjunctions • comparative and superlative adverbs • interjections

<p>(Continued) Possessive Pronouns and Antecedents TE: Unit 1, Week 4, p. T426 / SI: Unit 1, Week 4, p. 151 TE: Unit 4, Week 1, pp. T355, T359 / SI: Unit 4, Week 1, p. 250</p> <p>Coordinating Conjunctions TE: Unit 2, Week 1, pp. T351, T355 / SI: Unit 2, Week 1, p. 256 TE: Unit 3, Week 4, pp. T416–T417 / SI: Unit 3, Week 4, p. 164</p> <p>Comparative and Superlative Adverbs p. AP244</p> <p>Interjections p. AP245</p>	<p>(Continued) 4.5.R.2: Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> • irregular possessive nouns (e.g., children's) • irregular and past participle verbs and verb tense to identify settings, times, and sequences • subject and verb agreement • comparative and superlative adjectives • prepositional phrases • possessive pronouns and the nouns they replace (i.e., antecedents) • coordinating conjunctions • comparative and superlative adverbs • interjections
<p>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	
<p>TE: Unit 1, Week 3, p. T393 TE: Unit 1, Week 3, p. T401 / SI: Unit 1, Week 3, p. 110 TE: Unit 1, Week 4, p. T425 / SI: Unit 1, Week 4, p. 146 TE: Unit 1, Week 5, p. T449 / SI: Unit 1, Week 5, p. 192 TE: Unit 2, Week 1, pp. T351, T355 / SI: Unit 2, Week 1, p. 256 pp. AP246-AP247</p>	<p>4.5.W.1: Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.</p>

<p>Nouns TE: Unit 2, Week 4, p. T427 / SI: Unit 2, Week 4, p. 364 TE: Unit 2, Week 5, pp. T440–T441 / SI: Unit 2, Week 5, p. 404 TE: Unit 4, Week 4, p. T432 / SI: Unit 4, Week 4, p. 367</p> <p>Verbs TE: Unit 1, Week 5, pp. T434–T435 / SI: Unit 1, Week 5, p. 193 TE: Unit 3, Week 4, pp. T404–T405 / SI: Unit 3, Week 4, p. 161 TE: Unit 5, Week 4, pp. T408–T409 / SI: Unit 5, Week 4, p. 571</p> <p>Adjectives TE: Unit 1, Week 4, pp. T418–T419 / SI: Unit 1, Week 4, p. 149 TE: Unit 5, Week 4, pp. T420–T421 / SI: Unit 5, Week 4, p. 574</p> <p>Prepositions TE: Unit 3, Week 4, pp. T412–T413 / SI: Unit 3, Week 4, p. 163</p> <p>Adverbs TE: Unit 1, Week 4, pp. T422–T423 / SI: Unit 1, Week 4, p. 150 TE: Unit 2, Week 4, pp. T424–T425 / SI: Unit 2, Week 4, p. 368</p>	<p>4.5.W.2: Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.</p>
<p>TE: Unit 2, Week 5, p. T447 TE: Unit 2, Week 5, p. T451 / SI: Unit 2, Week 5, p. 402 TE: Unit 2, Week 5, p. T455 / SI: Unit 2, Week 5 p. AP 59 TE: Unit 3, Week 2, p. T371 / SI: Unit 3, Week 2, p. 72 TE: Unit 3, Week 2, p. T375 / SI: Unit 3, Week 2 p. AP100</p>	<p>4.5.W.3: Students will recognize and correct errors in subject and verb agreement.</p>
<p>TE: Unit 3, Week 3, pp. T388–T389 / SI: Unit 3, Week 3, p. 115 TE: Unit 5, Week 2, pp. T367, T371, T375 / SI: Unit 5, Week 2, p. 494 TE: Unit 5, Week 5, p. T447 / SI: Unit 5, Week 5, p. 608</p> <p>Familial Relations p. AP248</p> <p>Conventions of Letter Writing p. AP249</p>	<p>4.5.W.4: Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.</p>

<p>Period for Declarative and Imperative p. AP250</p> <p>Question Mark p. AP251</p> <p>Exclamation Point p. AP252</p>	<p>4.5.W.5: Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</p>
<p>TE: Unit 1, Week 5, pp. T438–T439 / SI: Unit 1, Week 5, p. 194 TE: Unit 3, Week 4, pp. T408–T409 / SI: Unit 3, Week 4, p. 162 p. AP253</p>	<p>4.5.W.6: Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.</p>
<p>Letters and eMails p. AP254</p> <p>Words in a Series p. AP255</p> <p>Dialogue TE: Unit 1, Week 3, pp. T398–T399 / SI: Unit 1, Week 3, p. 114 TE: Unit 3, Week 3, pp. T388–T389 / SI: Unit 3, Week 3, p. 115 TE: Unit 5, Week 5, pp. T439, T443, T447 / SI: Unit 5, Week 5, p. 608</p>	<p>4.5.W.7: Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.</p>
<p>p. AP256</p>	<p>4.5.W.8: Students will use a colon to introduce a list. (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.)</p>
<p>Dialogue TE: Unit 1, Week 3, pp. T398–T399 / SI: Unit 1, Week 3, p. 114 TE: Unit 3, Week 3, pp. T388–T389 / SI: Unit 3, Week 3, p. 115 TE: Unit 5, Week 5, pp. T439, T443, T447 / SI: Unit 5, Week 5, p. 608</p> <p>Quoted Material TE: Unit 3, Week 6, pp. T462–T463 / SI: Unit 3, Week 6, pp. 204–205 TE: Unit 5, Week 6, pp. T468–T469 / SI: Unit 5, Week 6, pp. 626–627</p> <p>Titles of Works TE: Unit 4, Week 6, pp. T474–T475 / SI: Unit 4, Week 6, p. 418 p. AP257</p>	<p>4.5.W.9: Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p>
<p>TE: Unit 4, Week 6, pp. T474–T475 / SI: Unit 4, Week 6, p. 418 p. AP257</p>	<p>4.5.W.10: Students will use underlining or italics to indicate titles of works.</p>

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Correlation Location:

Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	
<p>TE: Unit 1, Week 6, pp. T464–T465 / SI: Unit 1, Week 6, pp. 204–205</p> <p>TE: Unit 3, Week 6, pp. T458–T459 / SI: Unit 3, Week 6, pp. 200–201</p> <p>TE: Unit 4, Week 6, pp. T470–T471 / SI: Unit 4, Week 6, pp. pp. 414–415</p> <p>TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 620–621</p>	4.6.R.1: Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
<p>TE: Unit 1, Week 4, pp. T202–T203 / SI: Unit 1, Week 4, pp. 118–119</p> <p>TE: Unit 1, Week 4, pp. T214–T222 / SI: Unit 1, Week 4, pp. 122–131</p> <p>TE: Unit 1, Week 4, pp. T234–T235 / SI: Unit 1, Week 4, p. 138</p> <p>TE: Unit 5, Week 1, pp. T22–T23 / SI: Unit 5, Week 1, pp. 434–435</p>	4.6.R.2: Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.
<p>TE: Unit 2, Week 6, p. T474 / SI: Unit 2, Week 6, p. 422</p> <p>TE: Unit 3, Week 6, pp. T458, T464</p>	4.6.R.3: Students will determine the relevance of the information gathered.
Writing: Students will synthesize information ethically through speaking and writing.	
<p>TE: Unit 4, Week 6, pp. T470–T471 / SI: Unit 4, Week 6, pp. 414–415</p> <p>TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 620–621</p>	4.6.W.1: Students will generate a viable research question about a specific topic.
<p>TE: Unit 2, Week 6, pp. T470–T471 / SI: Unit 2, Week 6, pp. 418–419</p> <p>TE: Unit 4, Week 6, pp. T474–T475 / SI: Unit 4, Week 6, pp. 418–419</p>	4.6.W.2: Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).
<p>TE: Unit 1, Week 4, pp. T250–T251 / SI: Unit 1, Week 4, p. 140</p> <p>TE: Unit 3, Week 3, pp. T188–T189 / SI: Unit 3, Week 3, p. 106</p> <p>TE: Unit 5, Week 4, pp. T256–T257 / SI: Unit 5, Week 4, p. 564</p>	4.6.W.3: Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Correlation Location:

Reading: Students will comprehend and evaluate multimodal content.	
<p>TE: Unit 1, Week 4, pp. T250–T251 / SI: Unit 1, Week 4, p. 140</p> <p>TE: Unit 1, Week 6, p. T458 / SI: Unit 1, Week 6, pp. 198–199</p> <p>TE: Unit 2, Week 2, pp. T142–T143 / SI: Unit 2, Week 2, p. 292</p> <p>TE: Unit 4, Week 3, p. T144 / SI: Unit 4, Week 3, pp. 292–293</p> <p>TE: Unit 5, Week 1, p. T18 / SI: Unit 5, Week 1, pp. 432–433</p> <p>TE: Unit 5, Week 2, p. T78 / SI: Unit 5, Week 2, pp. 466–467</p> <p>TE: Unit 5, Week 3, p. T138 / SI: Unit 5, Week 3, pp. 500–501</p> <p>TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 620–621</p>	<p>4.7.R: Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.</p>
Writing: Students will create multimodal content to communicate effectively.	
<p>TE: Unit 1, Week 6, pp. T470–T471 / SI: Unit 1, Week 6, pp. 210–211</p> <p>TE: Unit 2, Week 6, pp. T472–T473 / SI: Unit 2, Week 6, pp. 420–421</p> <p>TE: Unit 3, Week 6, pp. T464–T465 / SI: Unit 3, Week 6, pp. 206–207</p>	<p>4.7.W: Students will communicate their ideas, thoughts, and feelings by combining two or more of the following:</p> <ul style="list-style-type: none"> ● writing/alphabetic ● sound, visual, and/or spatial content ● movement

Standard 8: Independent Reading & Writing

Students will read and write independently for a variety of purposes and periods of time.

Correlation Location:

Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	
TE: Unit 2, p. T11 / SI: Unit 2, pp. 218–219 TE: Unit 4, p. T11 / SI: Unit 4, pp. 214–215 TE: Unit 5, p. T11 / SI: Unit 5, pp. 428–429	4.8.R: Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.	
TE: Unit 1, Week 5, pp. T316–T317 / SI: Unit 1, Week 5, p. 190 TE: Unit 1, Week 5, p. T442 / SI: Unit 1, Week 5, p. 195 TE: Unit 1, Week 6, p. T472 TE: Unit 3, Week 3, pp. T396–T397 / SI: Unit 3, Week 3, p. 117 TE: Unit 4, Week 5, p. T444 / SI: Unit 4, Week 5, p. 404 TE: Unit 5, Week 3, pp. T400–T401 / SI: Unit 5, Week 4, p. 541	4.8.W: Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

©2021 Savvas Learning Company, LLC.