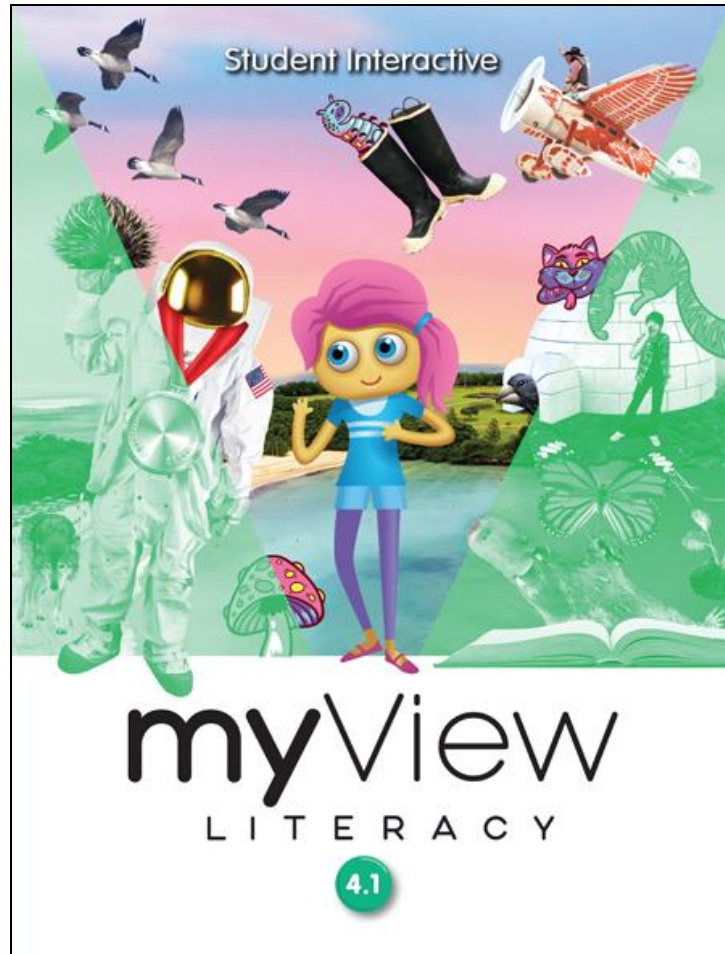


A Correlation of



To the

**New Jersey Student Learning Standards
for English Language Arts 2016
Grade 4**

A Correlation of myView Literacy, Grade 4 ©2020 to the New Jersey Student Learning Standards for English Language Arts 2016

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *New Jersey Student Learning Standards for English Language Arts*. Correlation page references are to the Teacher Edition and Digital Resources and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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RL Reading Literature Text	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<p>Unit 2: Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185</p> <p>Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107 Make Inferences About Characters, T35, T36, T54–T55</p> <p>Unit 4: Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p>Unit 3: Theme, T165</p> <p>Unit 4: Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247 Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313 Retell, T226, T232 Summarize Literary Text, T56, T167, T170, T171, T172, T188–T189</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Unit 2: Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185</p> <p>Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107 Analyze Characters, T34, T37, T38, T46–T47 Compose a Plot: Develop a Resolution, T372–T373</p> <p>Unit 3: Compose Dialogue, T388–T389</p> <p>Unit 4: Analyze Characters, T35–T37, T41, T42, T45, T47, T56–T57 Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
Craft and Structure	
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 2: Develop Vocabulary, T52–T53, T120–T121, T238–T239 Figurative Language, T216–T217</p> <p>Unit 3: Develop Vocabulary, T40–T41, T100–T101, T240–T241 Figurative Language, T204–T205, T233</p> <p>Unit 4: Develop Vocabulary, T50–T51, T112–T113, T174–T175, T240–T241, T306–T307 Figurative Language, T212–T213, T234, T237</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Unit 2: Listening Comprehension: Poetry, T212–T213 Poetry, T214–T215 Explain Poetic Language and Elements, T226, T227, T230, T231, T234, T235, T244–T245</p> <p>Unit 3: Explore the Poem, T72–T73 Poetry, T276–T277 Introduce the Text, T286–T287 Examine Poetic Elements, T288, T291, T300–T301 Realistic Fiction, T22–T23, T76–T77, T202–T203, T332–T333, T340–T341</p> <p>Unit 4: Explore the Poem, T82–T83 Drama, T148–T149 Explain Elements of a Drama, T154, T160–T164, T168, T180–T181 Read Like A Writer: Author's Craft, T163 Respond and Analyze, T174–T175 Analyze Myths, T312–T313</p> <p>Unit 5: Understand Poetry, T336–T337</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p>
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Unit 3: Compare and Contrast Point of View, T214, T216–T218, T222, T225, T228, T229, T231, T233, T238–T239, T246–T247 Possible Teaching Point: Read Like A Writer: Author's Craft, T292</p> <p>Unit 4: Read Like A Writer: Author's Craft, T35 Analyze Voice, T58–T59</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	<p>Unit 3: Analyze Graphic Features, T174–T175</p> <p>Unit 4: Interact with Sources: Fairy Tales, T144–T145 Analyze Myths, T312–T313</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Unit 4: Synthesize Information About Characters, T64 Reflect and Share, T72–T73 Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247 Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
Range of Reading and Level of Text Complexity	
<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Book Club, T476–T489 Independent Reading Log, T11</p> <p>Unit 2: Book Club, T478–T491 Independent Reading Log, T11</p> <p>Unit 3: Book Club, T470–T483 Independent Reading Log, T11</p> <p>Unit 4: Book Club, T482–T495 Independent Reading Log, T11</p> <p>Unit 5: Book Club, T474–T487 Independent Reading Log, T11</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Units 1–5; Professional Development Center</i>>Comprehension & Assessment</p>

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RI Reading Informational Text	
Key Ideas and Details	
<p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Unit 1: Use Text Evidence, T35, T43, T62–T63 Finding Text Evidence, T114</p> <p>Unit 2: Read, T102 Synthesize Information, T308–T309</p> <p>Unit 5: Make Inferences, T35, T37, T40, T45, T60–T61, T225, T228–T230, T248–T249 Use Text Evidence to Explain Concepts, T285, T286, T291, T293, T294, T312–T313</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Unit 1: Analyze Main Idea and Details, T96, T99, T100, T103, T106, T114–T115 Retell or Summarize Material, T234 Summarize a Text, T279, T282, T290, T298, T314–T315</p> <p>Unit 2: Analyze Main Idea and Details, T34, T35, T38, T40, T42, T43, T45–T47, T49, T51, T58–T59</p> <p>Unit 5: Analyze Main Idea and Details, T92, T94, T95, T98, T102, T103, T107, T112–T113 Explain Ideas, T223, T226, T227, T232, T233, T240–T241 Make Inferences, T35, T37, T40, T45, T60–T61, T225, T228–T230, T248–T249 Summarize Material, T52</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Unit 1: Cross–Curricular Perspectives: Social Studies, T38, T40, T42, T157, T159, T160, T215, T216, T220, T222, T227, T276, T278, T288, T291, T296, T457 Analyze Main Idea and Details, T96, T99, T100, T103, T106, T114–T115 Retell or Summarize Material, T234 Summarize a Text, T279, T282, T290, T298, T314–T315</p> <p>Unit 2: Cross–Curricular Perspectives: Science, T34, T39</p> <p>Unit 3: Cross–Curricular Perspectives: Social Studies, T34, T41, T45, T98, T101, T104, T108, T160, T165, T222, T224, T229, T231, T236, T288, T290, T294, T298, T300, T302, T304, T463</p> <p>Unit 5: Use Text Evidence to Explain Concepts, T285, T286, T291, T293, T294, T312–T313 Summarize Material, T52</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p align="center">Craft and Structure</p>	
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary, T24–T25, T86–T87, T146–T147, T204–T205, T266–T267 Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301</p> <p>Unit 2: Academic Vocabulary, T24–T25, T90–T91, T276–T277 Develop Vocabulary, T178–T179, T302–T303 Use Academic Words: Collaborate, T463</p> <p>Unit 3: Develop Vocabulary, T166–T167 Use Academic Words: Collaborate, T455</p> <p>Unit 4: Academic Vocabulary, T24–T25, T88–T89, T150–T151, T212–T213, T278–T279</p> <p>Unit 5: Academic Vocabulary, T24–T25, T84–T85, T144–T145, T212–T213, T272–T273 Develop Vocabulary, T46–T47, T106–T107, T174–T175, T234–T235, T298–T299</p>

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(Continued) RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	(Continued) Digital Resources: <i>Professional Development Center</i> >Comprehension & Assessment
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>Unit 1: Biography, T288 Analyze Text Structure, T102, T158, T161, T164, T174–T175, T182–T183, T292, T299</p> <p>Unit 2: Analyze Text Structure, T43, T51, T318–T319</p> <p>Unit 5: Text Structure, T34, T43, T54–T63, T89, T295</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p>Unit 1: Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 5: Close Read: Compare and Contrast Accounts, T282, T284, T287, T289, T290, T292, T295, T304–T305 Refine Research: Primary and Secondary Sources, T466–T467</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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Integration of Knowledge and Ideas	
<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Students examine graphics and other visual elements in many lessons. For examples see:</p> <p>Unit 1: Analyze Author's Use of Graphics, T34, T36, T44, T56–T57, T217, T221, T224, T236–T237, T244–T245 Explore the Media, T140–T141 Explore the Map, T18–T19</p> <p>Unit 2: Text Features, T128–T129, T136–T137 Print and Graphic Features, T60–T61 Analyze Photographs, T339, T348 Explore Media, T84–T85 Explore Infographics, T18–T19, T210–T211</p> <p>Unit 3: Explore Media, T132–T133 Analyze Graphic Features, T174–T175 Explore Infographics, T198–T199, T272–T273</p> <p>Unit 4: Text Features, T172 Explore Media, T18–T19</p> <p>Unit 5: Analyze Text Features, T233, T242–T243, T250–T251 Explore Media, T78–T79 Explore Diagrams, T138–T139</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Unit 2: Explore and Plan: Argumentative Writing, T462–T463 Collaborate and Discuss, T466–T467</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T456–T457 Collaborate and Discuss, T460–T461</p> <p>Unit 4: Analyze an Opinion Essay, T344–T345 Understand Point of View (opinion), T348–T349</p> <p>Unit 5: Analyze Argument, T154–T156, T158, T159, T161, T164, T165, T167, T168, T172, T173, T180–T181 Explore and Plan: Opinions and Claims, T460–T461</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Unit 2: <i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i> pp. T266–T301 Respond and Analyze, T302–T303 Synthesize Information, T308–T309 Monitor Comprehension, T316–T317 Reflect and Share, T324–T325</p> <p>Unit 5: <i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali”, T262–TT298 Respond and Analyze, T298–T299 Compare and Contrast Accounts, T304–T305 Use Text Evidence to Explain Concepts, T312–T313 Reflect and Share, T320–T321</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>

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Range of Reading and Level of Text Complexity	
<p>RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Book Club, T476–T489 Independent Reading Log, T11</p> <p>Unit 2: Book Club, T478–T491 Independent Reading Log, T11</p> <p>Unit 3: Book Club, T470–T483 Independent Reading Log, T11</p> <p>Unit 4: Book Club, T482–T495 Independent Reading Log, T11</p> <p>Unit 5: Book Club, T474–T487 Independent Reading Log, T11</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
RF Reading Foundation Skills	
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
<p>RF.4.3.A 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.</p>	<p>Unit 1: Suffixes, T26–T27, T25, T43, T45, T50–T51, T58–T59, T64–T65, T72–T73, T88–T89, T110–T111, T118–T119, T126–T127, T132–T133, T184–T185 Prefixes, T268–T269, T302–T303, T310–T311, T324–T325 Academic Vocabulary: Related Words, T24–T25, T40 Word Study: Syllable Patterns, T148–T149, T163, T168–T169, T176–T177, T190–T191, T244–T245</p> <p>Unit 2: Academic Vocabulary: Related Words, T24–T25, T45, T50</p> <p>Unit 4: Word Study: Prefixes, T214–T215, T238, T242–T243, T250–T251, T264–T265, T324–T325 Geek and Latin Prefixes, T26–T27, T37, T46, T52–T53, T58–T59, T74–T75, T130–T131 Suffixes, T66–T67, T90–T91, T114–T115, T122–T123, T136–T137, T192–T193, T370, T374, T378, T386</p> <p>Unit 5: Word Study: Suffixes, T86–T87, T102, T108–T109, T116–T117, T130–T131, T192–T193, T398</p>

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(Continued) RF.4.3.A 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.	(Continued) Digital Resources: <i>Resource Download Center>Spelling; Professional Development Center>Vocabulary</i>
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4.A Read grade-level text with purpose and understanding.	<p>Unit 1: Fluency, T20, T82, T142, T200, T202, T227 Read, T94, T154, T212, T274</p> <p>Unit 2: Fluency, T20, T86, T154, T156, T212, T272 Read, T32, T98, T166, T224</p> <p>Unit 3: Fluency, T20, T74, T134, T200, T274, T276, T293 Read, T32, T86, T146, T286</p> <p>Unit 4: Fluency, T20, T84, T146, T208, T210, T274 Read, T32, T96, T158, T220</p> <p>Unit 5: Fluency, T20, T80, T140, T142, T173, T208, T268 Read, T32, T92, T152, T220</p> <p>Digital Resources: <i>Book Club: Trade Books>Units 1–5; Leveled Readers>Levels 1–5; Professional Development Center>Foundational Skills>Fluency</i></p>
RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<p>Unit 1: Fluency, T20, T82, T142, T200, T202, T227</p> <p>Unit 2: Fluency, T20, T86, T154, T156, T212, T272</p> <p>Unit 3: Fluency, T20, T74, T134, T200, T274, T276, T293</p> <p>Unit 4: Fluency, T20, T84, T146, T208, T210, T274</p> <p>Unit 5: Fluency, T20, T80, T140, T142, T173, T208, T268</p> <p>Digital Resources: <i>Book Club: Trade Books>Units 1–5; Leveled Readers>Levels 1–5; Professional Development Center>Foundational Skills>Fluency</i></p>

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<p>RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 1: Vocabulary in Context, T36, T104, T156, T226, T289 Academic Vocabulary: Context Clues, T156</p> <p>Unit 2: Vocabulary in Context, T36, T118, T174, T292, T297 Academic Vocabulary: Context Clues, T158–T159, T174</p> <p>Unit 3: Vocabulary in Context, T39, T152, T235, T293 Academic Vocabulary: Context Clues, T138–T139</p> <p>Unit 4: Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302 Academic Vocabulary: Context Clues, T150–T151, T168, T239</p> <p>Unit 5: Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288 Academic Vocabulary: Context Clues, T144–T145, T157, T160, T169</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling; <i>Professional Development Center</i>>Vocabulary</p>
W Writing	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<p>W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.</p>	<p>Unit 1: Inquire: Introduce the Project, T460–T461 Explore and Plan: Argumentative Writing, T462–T463</p> <p>Unit 3: Inquire: Introduce the Project, T454–T455 Explore and Plan: Argumentative Writing, T456–T457</p> <p>Unit 4: Opinion Essay, T340–T361, T364–T384, T388–T409, T412–T433, T426–T457</p> <p>Unit 5: Inquire: Introduce the Project, T458–T459 Explore and Plan: Opinions and Claims, T460–T461</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i>; <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p>

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W.4.1.B Provide reasons that are supported by facts from texts and/or other sources.	<p>Unit 1: Write to Sources, T130–T131 Explore and Plan: Argumentative Writing, T462–T463</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T456–T457</p> <p>Unit 4: Write to Sources, T196–T197 Understand Reasons and Information, T352–T353 Brainstorm a Topic and Opinion, T356–T357 Develop Reasons, T372–T373 Develop Supporting Details and Facts, T376–T377 Compose the Introduction and Conclusion, T392–T393 Organize Reasons, T396–T397</p> <p>Unit 5: Explore and Plan: Opinions and Claims, T460–T461</p>
W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<p>Unit 1: Vary Sentences, T130</p> <p>Unit 4: Use Transition Words and Phrases, T404–T405</p>
W.4.1.D Provide a conclusion related to the opinion presented.	<p>Unit 4: Minilesson: Compose the Introduction and Conclusion, T392–T393</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2.A 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>Unit 2: Analyze a Lead Paragraph, T344–T345 Brainstorm and Set a Purpose, T352–T353 Plan Your Travel Article, T356–T357 Develop an Introduction, T364–T365 Compose a Headline, T388–T389 Inquire: Introduce the Project, T462–T463 Explore and Plan: Informational Writing, T464–T465</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>

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W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	Unit 2: Develop Relevant Details, T368–T369 Develop Different Types of Details, T372–T373 Compose Captions for Visuals, T376–T377 Compose Body Paragraphs, T392–T393 Group Paragraphs into Sections, T396–T397 Extend Research: Incorporate Media, T472–T473
W.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).	Unit 2: Group Paragraphs into Sections, T396–T397 Develop Transitions, T400–T401 Use Linking Words and Phrases, T412–T413
W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 2: Develop Different Types of Details, T372–T373 Develop Transitions, T400–T401 Use Linking Words and Phrases, T412–T413 Use Precise Language and Vocabulary, T416–T417 Edit for Adverbs, T424–T425
W.4.2.E Provide a conclusion related to the information or explanation presented.	Unit 2: Develop a Conclusion, T380–T381 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i>
W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	
W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1: Genre Immersion Lesson: Know the Narrator, T342–T343 Know the Setting and Events, T346–T347 Plan Your Personal Narrative, T354–T355 Portray People, T362–T363 Compose a Setting, T366–T367 Develop an Idea with Relevant Details, T370–T371 Use Concrete Words and Phrases, T374–T375 Compose with Sensory Details Develop and Compose an Introduction, T386–T387 Unit 3: , T378–T379 Brainstorm a Topic, T344–T345 Plan Your Realistic Fiction Story, T348–T349 Compose a Character Description: External, T356–T357 Compose a Character Description: Internal, T360–T361 Compose Information About the Setting, T364–T365 Compose a Plot: Develop a Problem, T368–T369

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(Continued) W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	(Continued) Digital Resources: <i>Workshop Anchor Charts and Minilessons</i>
W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<p>Unit 1: Genre Immersion Lesson: Know the Narrator, T342–T343 Portray People, T362–T363 Use Concrete Words and Phrases, T374–T375 Compose with Sensory Details, T378–T379 Compose an Event Sequence, T390–T391 Compose Dialogue, T398–T399</p> <p>Unit 3: Compose a Character Description: External, T356–T357 Compose a Character Description: Internal, T360–T361 Compose a Plot: Develop a Problem, T368–T369 Compose from a Point of View, T380–T391 Compose Dialogue, T388–T389</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.	<p>Unit 1: Plan Your Personal Narrative, T354–T355 Develop an Idea with Relevant Details, T370–T371 Develop and Compose an Introduction, T386–T387 Use Transition Words and Phrases, T394–T395 Develop and Compose a Conclusion, T402–T403</p> <p>Unit 3: Identify Parts of the Plot, T336–T337 Compose a Plot: Develop a Problem, T368–T369 Compose a Plot: Develop a Resolution, T372–T373 Compose an Event Sequence, T384–T385</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>

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<p>W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Unit 1: Portray People, T362–T363 Compose a Setting, T366–T367 Use Concrete Words and Phrases, T374–T375 Compose with Sensory Details, T378–T379 Unit 3: Compose a Character Description: External, T356–T357 Compose a Character Description: Internal, T360–T361 Compose Information About the Setting, T364–T365</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
<p>W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Unit 1: Personal Narrative: Develop and Compose a Conclusion, T402 Unit 3: Compose a Plot: Develop a Resolution, T372–T373</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
<p>Production and Distribution of Writing</p>	
<p>W.4.4 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 standards 1–3 above.)</p>	<p>Unit 1: Personal Narrative, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Reflect and Share: Write to Sources, T130–T131, T304–T305 Unit 2: Article, T339, T340–T341, T344–T345, T348–T349, T352–T353, T356, T363, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T387–T388–T389, T392–T393, T396–T397, T400–T401, T404 Reflect and Share: Write to Sources, T182–T183, T294–T295 Unit 3: Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T70–T71, T246–T247</p>

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<p>(Continued) W.4.4 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 standards 1–3 above.)</p>	<p>(Continued) Unit 4: Opinion Essay, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Reflect and Share: Write to Sources, T136–T137, T310–T311 Unit 5: Poem, T335, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376, T383, T384–T385, T388–T389, T392–T393, T396–T397, T400 Reflect and Share: Write to Sources, T128–T129, T184–T185 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Unit 1: Personal Narrative, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Unit 2: Article, T339, T340–T341, T344–T345, T348–T349, T352–T353, T356, T363, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T387–T388–T389, T392–T393, T396–T397, T400–T401, T404 Unit 3: Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396 Unit 4: Opinion Essay, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Unit 5: Poem, T335, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376, T383, T384–T385, T388–T389, T392–T393, T396–T397, T400</p>

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(Continued) W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	(Continued) Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i> >Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes
W.4.6 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.	<p>Unit 1: Publish and Celebrate, T442–T443 Extend Research: Incorporate Media, T470–T471 Celebrate!, T474</p> <p>Unit 2: Compose with Multimedia, T404–T405 Extend Research: Incorporate Media, T472–T473 Celebrate!, T476</p> <p>Unit 3: Extend Research: Incorporate Media, T464–T465 Celebrate!, T468</p> <p>Unit 4: Compose Using Technology, T384–T385 Use Technology to Collaborate, T408–T409 Extend Research: Create a Strong Media Message, T476–T477 Celebrate!, T480</p> <p>Unit 5: Extend Research: Online Archives, T468–T469 Celebrate!, T472</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p>
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Unit 1: Project–Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469</p> <p>Unit 2: Project–Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459</p> <p>Unit 3: Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p> <p>Unit 4: Project–Based Inquiry, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> <p>Unit 5: Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.4.8 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.</p>	<p>Unit 1: Conduct Research: Use Print Sources, T462–T463 Extend Research: Incorporate Media, T466–T467</p> <p>Unit 2: Conduct Research: Use Print and Digital Sources, T452–T453 Extend Research: Incorporate Media, Revise and Edit, T456–T457</p> <p>Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461 Extend Research: Incorporate Media, Revise and Edit, T464–T465</p> <p>Unit 4: Conduct Research: Interview a Person, T468–T469 Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473</p> <p>Unit 5: Conduct Research: Search Online, T460–T461 Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>W.4.9.A Apply grade 4 Reading standards 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].”).</p>	<p>Unit 1: Reflect and Share: Write to Sources, T130–T131,</p> <p>Unit 2: Reflect and Share: Write to Sources, T182–T183</p> <p>Unit 3: Reflect and Share: Write to Sources, T70–T71, T246–T247</p> <p>Unit 4: Reflect and Share: Write to Sources, T136–T137, T310–T311</p> <p>Unit 5: Reflect and Share: Write to Sources, T184–T185</p>
<p>W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Unit 1: Reflect and Share: Write to Sources, T304–T305</p> <p>Unit 2: Reflect and Share: Write to Sources, T294–T295</p> <p>Unit 5: Reflect and Share: Write to Sources, T128–T129</p>

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<p>Range of Writing</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1: Personal Narrative, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Reflect and Share: Write to Sources, T130–T131, T304–T305</p> <p>Unit 2: Article, T339, T340–T341, T344–T345, T348–T349, T352–T353, T356, T363, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T387–T388–T389, T392–T393, T396–T397, T400–T401, T404 Reflect and Share: Write to Sources, T182–T183, T294–T295</p> <p>Unit 3: Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396 Reflect and Share: Write to Sources, T70–T71, T246–T247</p> <p>Unit 4: Opinion Essay, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Reflect and Share: Write to Sources, T136–T137, T310–T311</p> <p>Unit 5: Poem, T335, T336–T337, T340–T341, T344–T345, T348–T349, T352, T359, T360–T361, T364–T365, T368–T369, T372–T373, T376, T383, T384–T385, T388–T389, T392–T393, T396–T397, T400 Reflect and Share: Write to Sources, T128–T129, T184–T185</p>

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SL Speaking and Listening	
Comprehension and Collaboration	
SL.4.1 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.	
SL.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	<p>Unit 1: Respond and Analyze: My View, T42–T43, T104–T105, T160–T161, T222–T223, T278–T279 Reflect and Share: Talk About It, T322–T323</p> <p>Unit 2: Respond and Analyze: My View, T42– T43, T100–T101, T156–T157, T212–T213, T268–T269</p> <p>Unit 3: Respond and Analyze: My View, T44–T45, T108–T109, T164–T165, T220–T221, T276–T277</p> <p>Unit 4: Respond and Analyze: My View, T48–T49, T110–T111, T166–T167, T226–T227, T284–T285 Reflect and Share: Talk About It, T328–T329</p> <p>Unit 5: Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	<p>Unit 1: Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263</p> <p>Unit 2: Listening Comprehension, T20– T21, T86–T87, T154–T155, T212–T213, T272–T273</p> <p>Unit 3: Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275</p> <p>Unit 4: Listening Comprehension, T20–T21, T84–T85, T146–T147, T208– T209, T274–T275</p> <p>Unit 5: Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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<p>SL.4.1.C 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>	<p>Unit 1: Respond and Analyze: My View, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301 Reflect and Share: Talk About It, T70–T71, T322–T323</p> <p>Unit 2: Respond and Analyze: My View, T52–T53, T120–T121, T178–T179, T238–T239, T302–T303 Reflect and Share: Talk About It, T74–T75, 324–T325</p> <p>Unit 3: Reflect and Share: Talk About It, T62–T63, T316–T317</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T328–T329 Respond and Analyze: My View, T50–T51, T112–T113, T174–T175, T240–T241, T306–T307</p> <p>Unit 5: Reflect and Share: Talk About It, T68–T69, T320–T321 Respond and Analyze: My View, T46–T47, T106–T107, T174–T175, T234–T235, T298–T299</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
<p>SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Unit 1: Respond and Analyze: My View, T42–T43, T104–T105, T160–T161, T222–T223, T278–T279 Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249</p> <p>Unit 2: Respond and Analyze: My View, T42–T43, T100–T101, T156–T157, T212–T213, T268–T269 Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239</p> <p>Unit 3: Respond and Analyze: My View, T44–T45, T108–T109, T164–T165, T220–T221, T276–T277 Reflect and Share: Talk About It, T134–T135, T190–T191, T302–T303</p> <p>Unit 4: Respond and Analyze: My View, T48–T49, T110–T111, T166–T167, T226–T227, T284–T285 Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253</p> <p>Unit 5: Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277 Reflect and Share: Talk About It, T70–T71, T244–T245, T302–T303</p>

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<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p>Unit 1: Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263 Retell or Summarize Material, T234 Summarize a Text, T279, T282, T290, T298, T314–T315</p> <p>Unit 2: Listening Comprehension, T20– T21, T86–T87, T154–T155, T212–T213, T272–T273 Summarize Material, T58, T126</p> <p>Unit 3: Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275 Summarize, T308</p> <p>Unit 4: Listening Comprehension, T20–T21, T84–T85, T146–T147, T208– T209, T274–T275 Summarize Literary Text, T56, T167, T170, T171, T172, T188–T189</p> <p>Unit 5: Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269 Summarize Material, T52 Summarize Argumentative Text, T157, T162, T166, T171, T188–T189</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Unit 3: Reflect and Share, T62–T63</p> <p>Unit 5: Reflect and Share, T68–T69 Analyze Argument, T155, T165, T180–T181</p> <p>Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Review Rubrics</p>

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Presentation of Knowledge and Ideas	
<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Unit 1: Reflect and Share: Talk About It, T70–T71, T322–T323 Celebrate and Reflect, T474–T475 Listening Comprehension, T20–T21 Plan Your Personal Narrative, T354</p> <p>Unit 2: Publish and Celebrate, T444 Reflect and Share: Talk About It, T74–T75, 324–T325 Celebrate and Reflect, T476–T477 Listening Comprehension, T20–T21</p> <p>Unit 3: Reflect and Share: Talk About It, T62–T63, T316–T317 Publish and Celebrate, T436 Celebrate and Reflect, T468–T469 Listening Comprehension, T20–T21</p> <p>Unit 4: Reflect and Share: Talk About It, T72–T73, T328–T329 Publish and Celebrate, T448 Celebrate and Reflect, T480–T481 Reflect and Share: Talk About It, T328–T329 Listening Comprehension, T20–T21</p> <p>Unit 5: Reflect and Share: Talk About It, T68–T69, T320–T321 Celebrate and Reflect, T472–T473 Publish and Celebrate, T440 Listening Comprehension, T20–T21</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<p>Unit 1: Extend Research: Incorporate Media, T466–T467 Celebrate and Reflect, T468–T469</p> <p>Unit 2: Extend Research: Incorporate Media, Revise and Edit, T456–T457 Celebrate and Reflect, T458–T459</p> <p>Unit 3: Minilesson: Publish and Celebrate, T436–T437 Extend Research: Incorporate Media, Revise and Edit, T464–T465 Celebrate and Reflect, T466–T467</p> <p>Unit 4: Celebrate and Reflect, T474–T475</p> <p>Unit 5: Minilesson: Publish and Celebrate, T440–T441 Celebrate and Reflect, T466–T467</p>
SL.4.6 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.	<p>Unit 1: Reflect and Share, T324 Expressions, T94 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Collaborate and Discuss, T466–T467</p> <p>Unit 4: Collaborate and Discuss: Audience, T472–T473 Celebrate and Reflect, T480–T481</p> <p>Unit 5: Celebrate and Reflect, T472</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
L Language	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<p>Unit 1: Edit for Pronouns, T409, T426 Edit for Adverbs, T422–T423</p> <p>Unit 2: Edit for Adverbs, T424</p> <p>Unit 3: Use Pronouns, T443</p> <p>Unit 5: Relative Adverbs, T343, T347, T351, T355, T363</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>

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L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<p>Unit 3: Progressive Verb Tenses, T411, T415, T419, T423, T431</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>
L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<p>Unit 3: Lessons 2-5: Auxiliary Verbs, T435, T439, T443, T447 Modal Verbs, T461</p> <p>Unit 4: Auxiliary Verbs, T347</p> <p>Unit 5: Use Verbs, T407, T408–T409</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>
L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<p>Unit 1: Edit for Adjectives, T418–T419</p> <p>Unit 4: Language and Conventions: Adjectives, T375, T379, T383, T387</p> <p>Unit 5: Minilesson: Edit for Adjectives, T406, T420–T421</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>
L.4.1.E Form and use prepositional phrases.	<p>Unit 3: Prepositions, T339, T343, T347, T351, T359, T412</p> <p>Unit 5: Prepositions and Prepositional Phrases, T424</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>

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L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p>Unit 1: Complete Sentences, T393, T397, T401, T405, T413 Fix Run–On Sentences, T417, T421, T425, T429, T437 Fix Sentence Fragments, T438, T445, T449, T453</p> <p>Unit 2: Compound Sentences, T436 Edit Complete Sentences, T436–T437 Fix Sentence Fragments, T343</p> <p>Unit 4: Edit for Complete Sentences, T415, T428–T429</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>
L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).	<p>Unit 4: Homophones, T280–T281, T305, T308–T309, T316–T317, T330–T331, T442, T446, T450, T458</p> <p>Unit 5: Homophones, T64–T65, T350</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.4.2.A Use correct capitalization.	<p>Unit 2: Minilesson: Use Precise Language and Vocabulary, T416–T417 Minilesson: Edit for Capitalization, T420–T421</p> <p>Unit 3: Minilesson: Edit for Capitalization, T432–T433</p> <p>Unit 5: Capitalization Rules, T367, T368, T371, T375, T379, T387 Title Capitalization, T391, T395, T399, T403, T411</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>

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L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	<p>Unit 1: Edit for Punctuation Marks, T438 Compose Dialogue, T398–T399</p> <p>Unit 3: Compose Dialogue, T379, T388–T389 Minilesson: Edit for Punctuation, T408</p> <p>Unit 5: Dialogue Punctuation, T434, T436, T439, T443, T447, T451</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>
L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	<p>Unit 2: Language and Conventions: Compound Sentences, T343, T347, T351, T355, T359, T367</p> <p>Unit 5: Language and Conventions: Comma Rules, T415, T419, T423, T435</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>
L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.	<p>Spelling Lessons are taught in every week of the program. For examples see:</p> <p>Unit 1: Spelling, T340, T344, T352, T368, T376, T380, T388, T396, T400, T436, T441</p> <p>Unit 2: Spelling, T342, T346, T354, T370, T374, T378, T390, T402, T414, T418, T438, T450</p> <p>Unit 3: Spelling, T334, T338, T346, T358, T362, T370, T386, T390, T394, T406, T411, T430, T438</p> <p>Unit 4: Spelling, T346, T350, T358, T370, T374, T378, T382, T394, T398, T418, T446</p> <p>Unit 5: Spelling, T338, T343, T350, T366, T370, T375, T390, T398, T410, T414, T434, T438</p> <p>Digital Resources: <i>Resource Download Center</i>>Spelling</p>

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Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.4.3.A Choose words and phrases to convey ideas precisely.	<p>Unit 1: Use Concrete Words and Phrases, T361, T364–T365 Compose with Sensory Details, T378 Assessment, T450 Develop Vocabulary, T229</p> <p>Unit 2: Develop Vocabulary, T120–T121, T354 Visualize Imagery, T252–T253 Minilesson: Use Precise Language and Vocabulary, T416–T417 Assessment, T452</p> <p>Unit 3: Compose Information About the Setting, T364 Develop Vocabulary, T41, T101, T167, T241</p> <p>Unit 5: Develop Vocabulary, T128–T129</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>
L.4.3.B Choose punctuation for effect.	<p>Unit 5: Minilesson: Explore What Poetry Looks Like, T344</p> <p>Digital Resources: <i>Resource Download Center</i>>Language and Conventions</p>
L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p>Unit 2: Talk About It, T324</p> <p>Unit 3: Expressions, T94</p> <p>Unit 4: Write for a Reader, T472 Customize It!, T478 Celebrate and Reflect, T480</p> <p>Unit 5: Celebrate and Reflect, T472</p>

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Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>Unit 1: Vocabulary in Context, T36, T104, T156, T226, T289 Academic Vocabulary: Context Clues, T156</p> <p>Unit 2: Vocabulary in Context, T36, T118, T174, T292, T297 Academic Vocabulary: Context Clues, T158–T159, T174</p> <p>Unit 3: Vocabulary in Context, T39, T152, T235, T293 Academic Vocabulary: Context Clues, T138–T139</p> <p>Unit 4: Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302 Academic Vocabulary: Context Clues, T150–T151, T168, T239</p> <p>Unit 5: Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288 Academic Vocabulary: Context Clues, T144–T145, T157, T160, T169</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling; <i>Professional Development Center</i>>Vocabulary</p>
L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<p>Unit 1: Suffixes, T26–T27, T25, T43, T45, T50–T51, T58–T59, T64–T65, T72–T73, T88–T89, T110–T111, T118–T119, T126–T127, T132–T133, T184–T185, T364, T368, T372, T380, T400 Prefixes, T268–T269, T302–T303, T310–T311, T324–T325 Academic Vocabulary: Related Words, T24–T25, T40</p> <p>Unit 2: Academic Vocabulary: Related Words, T24–T25, T45, T50 Greek Roots, T414, T418, T422, T430 Latin Roots, T438, T442, T446, T454</p> <p>Unit 4: Word Study: Prefixes, T214–T215, T238, T242–T243, T250–T251, T264–T265, T324–T325 Geek and Latin Prefixes, T26–T27, T37, T46, T52–T53, T58–T59, T74–T75, T130–T131 Suffixes, T66–T67, T90–T91, T114–T115, T122–T123, T136–T137, T192–T193, T370, T374, T378, T386, T406</p>

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<p>(Continued) L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>(Continued) Unit 5: Word Study: Suffixes, T86–T87, T102, T108–T109, T116–T117, T130–T131, T192–T193, T398 Latin Roots, T338, T342, T346, T354, T374 Prefixes, T410, T414, T418, T426, T446 Digital Resources: <i>Resource Download Center> Spelling; Professional Development Center>Vocabulary</i></p>
<p>L.4.4.C 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.</p>	<p>Students use a dictionary or glossary throughout the text. For examples see: Unit 1: Develop Vocabulary, T166–T167 Academic Vocabulary, T86 How to Use a Glossary, T490–T491 Unit 2: First Read, T232 Academic Vocabulary, T90–T91 Glossary in text, T119 Vocabulary in Context, T292 How to Use a Glossary, T492–T493 Unit 3: Academic Vocabulary, T24, T78 Vocabulary in Context, T293 How to Use a Glossary, T484–T485 Unit 4: Academic Vocabulary, T24, T88 Vocabulary in Context, T100 How to Use a Glossary, T496–T497 Unit 5: Develop Vocabulary, T299 How to Use a Glossary, T488–T489 Digital Resources: <i>Resource Download Center> Spelling; Professional Development Center>Vocabulary</i></p>

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L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p>Unit 1: Figurative Language, T124–T125, T204–T205, T226 Simile and Metaphor, T297</p> <p>Unit 2: Figurative Language, T194–T195, T216–T217 ELL Targeted Support: Expressions, T291, T301</p> <p>Unit 3: Figurative Language, T204–T205, T233 Expressions, T38, T94</p> <p>Unit 4: Figurative Language, T212–T213, T234, T237 Simile and Metaphor, T410</p> <p>Unit 5: Figurative Language, T212–T213, T222, T224 Simile and Metaphor, T368–T369</p> <p>Digital Resources: <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p>
L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>Unit 2: ELL Targeted Support: Expressions, T291, T301</p> <p>Unit 3: Analyze Adages and Proverbs, T108–T109, T116–T117</p> <p>Unit 4: Figurative Language, TT212–T213, T234, T237</p>
L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p>Unit 1: Minilesson: Synonyms and Antonyms, T86–T87, T97</p> <p>Unit 2: Minilesson: Synonyms and Antonyms, T90–T91, T118</p> <p>Unit 3: Minilesson: Synonyms and Antonyms, T78–T79, T89, T97</p> <p>Unit 4: Synonyms, T88–T89, T99, T107, T111</p> <p>Unit 5: Synonyms and Antonyms, T84–T85, T97, T100, T104</p>

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<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary, T24–T25, T204–T205, T266–T267 Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301</p> <p>Unit 2: Academic Vocabulary, T24–T25, T216–T217, T276–T277 Develop Vocabulary, T52–T53, T178–T179, T238–T239, T302–T303 Use Academic Words: Collaborate, T463</p> <p>Unit 3: Develop Vocabulary, T40–T41, T166–T167, T240–T241 Academic Vocabulary, T138–T139, T204–T205, T278–T279 Use Academic Words: Collaborate, T455</p> <p>Unit 4: Academic Vocabulary, T24–T25, T88–T89, T150–T151, T212–T213, T278–T279 Develop Vocabulary, T50–T51, T174–T175, T240–T241, T306–T307</p> <p>Unit 5: Academic Vocabulary, T24–T25, T212–T213, T272–T273 Develop Vocabulary, T46–T47, T174–T175, T234–T235, T298–T299</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling; <i>Professional Development Center</i>>Vocabulary</p>

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