

An Alignment of
myView Literacy
Grade 4, ©2020



To the
West Virginia Evaluation Criteria
Grade 4

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NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 4

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: <i>Rare Treasure: Mary Anning and Her Remarkable Biography Discoveries</i> T94–T109; <i>Life at the Top</i> T212–T229; <i>Barbed Wire Baseball</i> T274–T301 Unit 4: from <i>Can You Guess My Name?</i> T32–T51; <i>Thunder Rose</i> pp. T96–T113; <i>La Culebra (The Snake)</i>, T158–T175; <i>The Secret of the Winter Count</i> T220–T241</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. The program also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Rare Treasure: Mary Anning and Her Remarkable Biography Discoveries</i> T94–T109; <i>Life at the Top</i> T212–T229; <i>Barbed Wire Baseball</i> T274–T301 Unit 4: from <i>Can You Guess My Name?</i> T32–T51; <i>Thunder Rose</i> pp. T96–T113; <i>La Culebra (The Snake)</i>, T158–T175; <i>The Secret of the Winter Count</i> T220–T241 Unit 1: Images, T99, T217, T218 T221, T223, T225, T277, T278, T283, T291 Unit 4: Images, T34, T49, T97, T103, T105, T108, T111</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T458; <i>Reaching for the Moon</i>, T32–T49; <i>Twins in Space</i> T154–T167; <i>Barbed Wire Baseball</i> T274–T301 Unit 2: Essential Question, T2, T7, T10, T460 Unit 3: from <i>Mama's Window</i> pp. T87–T99 Unit 5: Essential Question, T2, T7, T10, T456; from <i>The Top 10 Ways You Can Reduce Waste</i> pp. T152–T175</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p>myView Literacy does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T14, T76, T136 Unit 4: Learning Goal, T22, T288, T276</p>
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GENERAL EVALUATION CRITERIA

2021 -2027

Group II – English Language Arts Grade 4

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills										
<i>English Language Arts Content:</i>										
<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>(Continued) Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 2: Project-Based Inquiry, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 3: Project-Based Inquiry, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 4: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Unit 5: Project-Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473</p>	<p>(Continued) 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>				
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread.</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>				

<p>(Continued) The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion.</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T460; Academic Vocabulary, T18, T140; Unit 2: Text Complexity, R2–R7; Unit 4: Essential Question, T2, T7, T10, T464; Academic Vocabulary, T82, T206; Unit 5: Weekly Questions, xvii, T196, T206, T207, T257, T266, T267</p>	<p>(Continued) 2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>						
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<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Twins in Space</i>, T154–T167; <i>Barbed Wire Baseball</i>, T274–T301; Unit 3: <i>Weslandia</i>, T212–T225 and <i>The Circuit</i>, T240–T241; Unit 5: from <i>Planet Earth</i>, T32–T47; from <i>The Top 10 Ways You Can Reduce Waste</i>, T152–T175; <i>Trashing Paradise</i> and <i>Bye Bye Plastic Bags on Bali</i>, T280–T299; Project-Based Inquiry, T458–T473 (Write an Opinion Article)</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>					
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For each week, *myView Literacy* offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.

Student Edition / Teacher Edition

Examples:

Unit 1: *Reaching for the Moon*, T32–T49; *Twins in Space*, T154–T167; *Barbed Wire Baseball*, T274–T301;

Unit 2: From *Butterfly Eyes and Other Secrets of the Meadow*, T206–T265; Reflect and Share, T260–T261;

Unit 5: from *Planet Earth*, T32–T47; from *The Top 10 Ways You Can Reduce Waste*, T152–T175; *Trashing Paradise* and *Bye Bye Plastic Bags on Bali*, T280–T299; Project-Based Inquiry, T454–T473 (Write an Opinion Article)

4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.

Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition

Examples:

Unit 2: Close Read, T37, T40, T43, T147; Respond and Analyze: My View, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301;

Unit 4: Reflect and Share, T74–T75, T136–T137, T192–T193, T252–T253, T310–T311;

Unit 5: Close Read, T94, T98, T102, T154

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

The **Student Interactive** provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.

Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information. They also learn how to correctly cite sources and how to avoid plagiarism.

Student Edition / Teacher Edition

Examples:

Unit 1: Conduct Research: Field Research, T464–T465
 Refine Research: Primary and Secondary Sources, T468–T469
 Extend Research: Incorporate Media, T470–T471

Unit 2: Conduct Research: Library Databases, T466–T467
 Extend Research: Incorporate Media, T472–T473; Analyze Photographs, T348; Develop Different Types of Details, T372

Unit 3: Conduct Research: Search Engines, T458–T459
 Refine Research: Paraphrasing and Quoting, T462–T463
 Extend Research: Incorporate Media, T464–T465

Unit 4: Refine Research: Creating a Bibliography, T474–T475
 Understand Reasons and Information, T352–T353
 Develop Reasons, T372–T373

6. make informed choices about sources and information; and

<p>(Continued) Unit 5: Refine Research: Primary and Secondary Sources, T466–T467 Extend Research: Online Archives, T468–T469</p>	<p>(Continued) 6. make informed choices about sources and information; and</p>							
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p> <p>MyView Literacy provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to varied issues and topics across content areas.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							

<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Conduct Research: Field Research, T464–T465; Refine Research: Primary and Secondary Sources, T468–T469; Extend Research: Incorporate Media, T470–T471</p> <p>Unit 2: Conduct Research: Library Databases, T466–T467; Extend Research: Incorporate Media, T472–T473</p> <p>Unit 3: Conduct Research: Search Engines, T458–T459; Extend Research: Incorporate Media, T464–T465</p> <p>Unit 4: Refine Research: Creating a Bibliography, T474–T475; Publish and Celebrate, T448–T449</p> <p>Unit 5: Refine Research: Primary and Secondary Sources, T466–T467 Extend Research: Online Archives, T468–T469</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued)</p> <p>7.interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>					
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The Project-Based Inquiry at the end of each unit in *myView Literacy* is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.

Student Edition / Teacher Edition

Examples:

Unit 2: Project Based Inquiry: Inquire: Explore and Plan: Informational Writing, T464–T465; Conduct Research: Library Databases, T466–T467; Collaborate and Discuss, T468–T469; Refine Research: Develop a Bibliography, T470–T471; Extend Research: Incorporate Media, T472–T473; Collaborate and Discuss: Revise and Edit, T474–T475; Celebrate and Reflect, T476–T477

- 8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>(Continued) Unit 4: Project Based Inquiry: Inquire: Inquire: Introduce the Project, T466–T467; Explore and Plan: Informational Writing, T468–T469; Conduct Research: Request Information, T470–T471; Collaborate and Discuss, T472–T473; Refine Research: Creating a Bibliography, T474–T475; Extend Research: Create a Strong Media Message, T476–T477; Collaborate and Discuss: Revise and Edit, T478–T479; Celebrate and Reflect, T480–T481</p>	<p>(Continued) 8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>				
<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9 Unit 1: Extend Research: Incorporate Media, T470–T471 Unit 2: Compose with Multimedia, T404–T405; Conduct Research: Library Databases, T466–T467;</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				

<p>(Continued) Extend Research: Incorporate Media, T472–T473; Celebrate!, T476 Conduct Research: Search Engines, T458–T459 Unit 3: Conduct Research: Search Engines, T458–T459 Unit 4: Use Technology to Collaborate, T408–T409; Extend Research: Create a Strong Media Message, T476–T477 Unit 5: Leveled Readers, T276–T277; Extend Research: Online Archives, T468–T469</p>	<p>(Continued) 9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				
<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the discussion. The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and on presenting information effectively. Students also use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share presentations. Student Edition / Teacher Edition Examples: Unit 1: Book Club, T476–T489; Unit 3: Project-Based Inquiry, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469; Unit 4: Book Club, T482–T495; Unit 5: Project-Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473</p>	<p>10. engage in self-directed inquiry;</p>				

<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk ,and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of myView Literacy. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T476–T489; Collaborate and Discuss, T466–T467 Unit 2: Book Club, T478–T491; Reflect and Share: Talk About It, T74–T75, T324–T325; Collaborate and Discuss: Revise and Edit, T474–T475 Unit 3: Book Club, T470–T483; Project–Based Inquiry, T454–T469; Collaborate and Discuss, T460–T461 Unit 4: Writing Club, T433 Unit 5: Book Club, T474–T487; Project–Based Inquiry, T458–T473; Collaborate and Discuss, T464–T465</p>	<p>11. work collaboratively; and</p>				
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<p><i>MyView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Small Group Activities, Collaborative Activities, T31, T69, T93 Unit 2: Reflect and Share: Talk About It, T72–T73, T328–T329; Unit 5: Project–Based Inquiry, T458–T473; Collaborate and Discuss, T470–T471</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>				
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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

<p>In the myView Literacy Teacher’s Editions and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12; Unit 1: Learning Goal, T14, T76, T136 Unit 5: Learning Goal, T84, T114, T212</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>				
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<p><i>myView Literacy</i> provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards.</p> <p>A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the myView Foundational Skills brochure pages 10–22.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Digraphs, T206–T207, T214, T223, T225, T230–T231, T238–T239, T252–T253, T316–T317, T412, T416, T420, T428, T448 Unit 2: Diphthongs, T92–T93, T106, T114, T122–T123, T130–T131, T144–T145, T196–T197, T366, T370, T374, T382, T402</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>					
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<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Extend Research: Incorporate Media, T470–T471; Book Club, T476–T489; Unit 2: Analyze Photographs, T339, T348; Explore Media, T84–T85; Explore Infographics, T18–T19, T210–T211; Unit 3: Explore Media, T132–T133; Analyze Graphic Features, T174–T175; Explore Infographics, T198–T199, T272–T273; Unit 4: Extend Research: Create a Strong Media Message, T476–T477</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>				
<p>Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>				

<p>(Continued) Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Listening Comprehension: Fluency, T20; Academic Vocabulary, T12–T13; Listening Comprehension, T20–T21; Read Like a Writer: Analyze Figurative Language, T116–T117; Write for a Reader: Use Figurative Language, T124–T125 Unit 2: Reflect and Share: Talk About It, T74–T75, T324–T325 Unit 3: Reflect and Share: Talk About It, T62–T63, T316–T317 Unit 4: Listening Comprehension: Fluency, T20 Read Like a Writer: Author’s Craft: Similes, T56–T57 Write for a Reader: Language and Use, T299 Unit 5: Shared Read: Academic Vocabulary: Context Clues, T160</p>	<p>(Continued) 16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>					
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<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p>MyView Literacy allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners make connections to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T32–T33; First Read: Connect, T34, T215 Unit 3: Prior Knowledge, T73; Matching Texts to Learning: Make Connections, T143; Make Connections, T180–T181 Unit 4: Matching Texts to Learning: Make Connections, T217; Close Read: Make Connections, T222, T224, T227, T231; Make Connections, T254–T255</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>					
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<p>myView Literacy provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher's Edition pages. <i>myView Literacy's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Interact with Sources: Explore the Media, T140–T141 Explore the Map, T18–T19; Unit 2: Extend Research: Incorporate Media, T472–T473; Unit 3: Explore Infographics, T18–T19, T210–T211; Extend Research: Incorporate Media, T464–T465; Unit 5: Explore Media, T78–T79; Explore Diagrams, T138–T139</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>							
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<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. MyView Literacy instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Compose an Event Sequence, T390–T391; Cross-Curricular Perspectives, T38, T42, T160, T216, T222, T276, T288; ; Interact with Sources, T260–T261</p> <p>Unit 2: Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185; Retell or Summarize, T126</p> <p>Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107</p> <p>Unit 4: Summarize, T167, T170, T171, T172, T188–T189; Historical Fiction, T210–T211; <i>The Secret of the Winter Count</i>, T220–T239</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>						
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 2: Inquire: Introduce the Project, T462–T463 Explore and Plan: Informational Writing, T464–T465 Conduct Research: Library Databases, T466–T467 Collaborate and Discuss, T468–T469 Refine Research: Develop a Bibliography, T470–T471 Extend Research: Incorporate Media, T472–T473 Collaborate and Discuss: Revise and Edit, T474–T475 Celebrate and Reflect, T476–T477</p> <p>Unit 4: Inquire: Introduce the Project, T466–T467 Explore and Plan: Informational Writing, T468–T469</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>				
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<p>(Continued) Conduct Research: Request Information, T470–T471 Collaborate and Discuss, T472–T473 Refine Research: Creating a Bibliography, T474–T475 Extend Research: Create a Strong Media Message, T476–T477 Collaborate and Discuss: Revise and Edit, T478–T479 Celebrate and Reflect, T480–T481</p>	<p>(Continued) 20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>						
<p><i>myView Literacy</i> includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Twins in Space</i>, T154–T167 (Magazine Article); Unit 3: from <i>Mama's Window</i>, T87–T99 (Realistic Fiction); Unit 4: <i>La Culebra (The Snake)</i>, T158–T175 (Drama); Unit 5: <i>Trashing Paradise and Bye Bye Plastic Bags on Bali</i>, T280–T299 (Informational Text)</p>	<p>21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 						

<p>Students develop academic word knowledge with generative vocabulary that is content or topic-area based in myView Literacy. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Academic Vocabulary, T24–T25, T204–T205, T266–T267; Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301; Unit 4: Academic Vocabulary, T24–T25, T88–T89, T150–T151, T212–T213, T278–T279; Develop Vocabulary, T50–T51, T174–T175, T240–T241, T306–T307; Unit 5: Academic Vocabulary, T24–T25, T212–T213, T272–T273; Develop Vocabulary, T46–T47, T174–T175, T234–T235, T298–T299</p>	<p>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>						
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<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students' needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferring (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks.</p> <p>The elements of the writing process are addressed in depth through the Writing Block component of the program. The block's central focus is to develop independent writers. To that end, students will progress through the following tasks:</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the</p>	<p>23.provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					
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<p>(Continued) conferring prompts help with the explicit instruction to support guided Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those conferring opportunities. The following examples show the range of genres taught during the <i>myView Literacy</i> Writing blocks: <i>Article, Description, Opinion Essay, Personal Narrative, Poem, Realistic Fiction</i>.</p> <p><u>Student Edition / Teacher Edition</u> Examples: 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 4: Reflect and Share: Write to Sources, T134–T135, T196–T197, T262–T263 Unit 5: Reflect and Share: Write to Sources, T128–T129, T256–T257; Opinion Essay, T336–T337, T340–T341, T344–T345, T348–T349, T352–T353, T360–T361, T364–T365, T368–T369, T372–T373, T376–T377, T384–T385, T388–T389, T392–T393, T396–T397, T400–T401, T408–T409, T412–T413, T416–T417, T420–T421, T424–T425, T432–T433, T436–T437, T440–T441, T444–T445, T448–T449</p>	<p>(Continued) 23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>				
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<p>myView Literacy integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-based allowing teachers to flexibly select lessons based on the needs of students. The Teacher's Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). On days when instruction includes the <i>myFocus Reader</i> or the decodable reader, students are applying and practicing the skills taught during whole group instruction.</p>	<p>24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>						
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<p>(Continued) <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention TG</i>, <i>myFocus Reader</i>, and online teaching support are available in English and Spanish.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Quick Check, T23, T49; Assess Prior Knowledge, T11, T33; Intervention Activity, T30, T60, T74; Conventions: Complete Sentences, T393, T397, T401, T405, T413; Unit 4: Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247; Unit 5: Intervention Activity, T260, T310</p>	<p>(Continued) 24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>							
<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>	<p>25.provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>							

<p>Savvas Learning Company's Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials. Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be arranged through your local representative or regional office. Online professional development is also available through www.mysavvastraining.com. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, myView Literacy offers program, topic, and lesson professional development videos online on SavvasRealize.com.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Expert's View, T180, T212, T464; Small Group Guide, T61, T129 Unit 2: Expert's View, T192, T224, T466; Unit 4: Expert's View, T180, T470; Unit 5: Expert's View, T32, T476</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>					
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<p><i>myView Literacy</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>							
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Shared Read: Analyze Main Idea and Details, T96, T99, T100, T106; Close Read: Analyze Main Idea and Details, T114–T115; Reflect and Share, T130–T131; Use Text Evidence, T35, T43, T62–T63</p> <p>Unit 2: Reflect and Share, T324–T325</p> <p>Unit 4: Check for Understanding, T51</p> <p>Unit 5: Shared Read: Make Inferences, T35, T37, T40, T45; Close Read: Make Inferences, T60–T61; Reflect and Share, T130–T131</p>	<p>(Continued)</p> <p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				
<p>Within the <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Close Read, T34, T38, T99, T106; Respond and Analyze, T48–T49, T108–T109; Leveled Reader Questions, T28–T29, T90–T91;</p> <p>Unit 2: Close Read, T51, T100, T107;</p> <p>Unit 4: Close Read, T107, T110, T161;</p> <p>Unit 5: Respond and Analyze, T146–T47, T174–T175</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>				

Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in *myView Literacy* are organized around central themes such as Networks, Adaptations, Diversity, Impacts, and Features. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts that ensure a successful reading experience, build reading stamina, and foster a love of reading.

Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher's Edition, print and online.

Student Edition / Teacher Edition

Examples:

Unit 1: *Reaching for the Moon*, pp. T32–T49 (Autobiography); *Life at the Top* T212–T229 (Informational Text);

Unit 2: from *Minn of the Mississippi* T148–T205 (Fiction);

Unit 3: from *Mama's Window* T87–T99 (Realistic Fiction); Independent Reading, T11

Unit 4: *La Culebra (The Snake)*, T158–T175 (Drama);

Unit 5: *Volcanoes* T92–T107 (Informational Text); from *The Top 10 Ways You Can Reduce Waste* T152–T175 (Argumentative Text); Text Complexity Charts, R2–R9

29.achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, trade books that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>myView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Interact with Sources: Explore the Media, T140–T141; Explore the Map, T18–T19; Refine Research: Primary and Secondary Sources, T468–T469; Extend Research, T470–T471 Unit 2: Introduce the Unit, T10; Compose with Multimedia, T404–T405; Extend Research: Incorporate Media, T472–T473 Celebrate!, T476</p>	<p>30.achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>(Continued)</p> <p>Unit 3: Explore Infographics, T198–T199, T272–T273; from <i>Mama's Window</i> T87–T99 (Realistic Fiction)</p> <p>Unit 4: Traditional Literature, T22–T23; <i>La Culebra (The Snake)</i>, T158–T175 (Drama); Compose Using Technology, T384–T385</p> <p>Unit 5: Refine Research: Primary and Secondary Sources, T466–T467; Explore Media, T78–T79; Explore Diagrams, T138–T139</p> <p>Digital Resources: uEngineer It!; Trade Books</p>	<p>(Continued)</p> <p>30.achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. <i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today's diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy</p>	<p>31.achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>					

<p>(Continued) level and challenges them to greater achievement. The solution was designed to bring teacher expertise together with student potential to develop important lifelong skills that increase critical thinking, knowledge building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>Life at the Top</i> T212–T229; <i>Barbed Wire Baseball</i> T274–T301; Unit 2: <i>The Weird and Wonderful Echidna</i> and <i>The Very Peculiar Platypus</i> T284–T293; Unit 3: Week 6 Project-Based Inquiry, T454–T468; Unit 4: <i>Thunder Rose</i> T96–T113; Unit 5: from <i>Planet Earth</i> T32–T47; from <i>The Top 10 Ways You Can Reduce Waste</i> T152–T175; <i>Trashing Paradise</i> and <i>Bye Bye Plastic Bags on Bali</i>, T280–T299</p>	<p>(Continued) 31.achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>					
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<p>During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in myView Literacy also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Publish and Celebrate, T442–T443; Inquire: Introduce the Project, T460–T461; Explore and Plan: Argumentative Writing, T462–T463; Conduct Research: Field Research, T464–T465; Collaborate and Discuss, T466–T467; Refine Research: Primary and Secondary Sources, T468–T469; Extend Research: Incorporate Media, T470–T471; Collaborate and Discuss: Revise and Edit, T472–T473; Celebrate and Reflect, T474–T475</p> <p>Unit 2: Analyze a Travel Article, T340–T341; Brainstorm and Set a Purpose, T352–T353; Plan Your Travel Article, T356; Develop Relevant Details, T368; Compose Captions for Visuals, T376</p> <p>Unit 4: Publish and Celebrate, T448–T449</p>	<p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>				
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<p>(Continued) Unit 5: Inquire: Introduce the Project, T458–T459; Explore and Plan: Opinions and Claims, T460–T461; Conduct Research: Expert Assistance, T462–T463; Collaborate and Discuss, T464–T465; Refine Research: Primary and Secondary Sources, T466–T467; Extend Research: Online Archives, T468–T469; Collaborate and Discuss: Revise and Edit, T470–T471; Celebrate and Reflect, T472–T473</p>	<p>(Continued) 32.provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>							
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Assessment

<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of</p>	<p>32.Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>(Continued) texts, they construct meaning, consider essential questions, and work to master strategic learning goals. myView Literacy also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Turn, Talk, and Share, T18, T260, T458; Writing Assessment Options, T330; Weekly Standards Practice, T381; Unit 2: Reflect and Share, T74–T75, T142–T143, T200–T201, T260–T261, T324–T325; Unit 4: Minilessons, T50, T64, T88, T118; 4-point Research Project Rubric, T463; Unit 5: Reflect and Share, T68–T69, T128–T129, T196–T197, T256–T257, T320–T321</p>	<p>(Continued) 32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>										
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<p>myView Literacy provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency, Weekly Standards Practice, and Comprehension Assessments to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T14, T139, T197; Unit 3: Conferring, T61, T69, T75, T93, T113; Unit 4: Fluency, T20, T84, T146, T208, T210, T274; Unit 5: Fluency, T20, T80, T140, T142, T173, T208, T268</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>						
<p>The myView data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from myView Literacy program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Writing Rubric, T451; Research Project Rubric, T457; Unit 2: Writing Rubric, T453; Research Project Rubric, T459; Unit 3: Writing Rubric, T445; Research Project Rubric, T451; Analyze Student Model, T460–T461; Unit 4: Analyze Student Model, T472–T473; Unit 5: Writing Rubric, T449; Research Project Rubric, T455</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>						

Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16;

Unit 1: Theme: Networks: Introduction, xvi–T13; Suggested Weekly Plan, T14, T136, T194;

Unit 2: Theme: Adaptations: Introduction, xvi–T13;

Unit 3: Theme: Diversity: Introduction, xvi–T13; Teacher-Led Options, T244–T245;

Unit 4: Teacher-Led Options, T218–T219; Project-Based Inquiry, T466–T481;

Unit 5: Project-Based Inquiry, T458–T473

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

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>						
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Introduce the Unit, T10; Spotlight on Genre, T22, T84, T202; Introduce the Text, T32, T94, T154, T212, T274;</p> <p>Unit 2: Spotlight on Genre, T22, T88;</p> <p>Unit 3: Introduce the Unit, T10; Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275;</p> <p>Unit 4: Introduce the Text, T32, T220</p>	<p>(Continued)</p> <p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>				
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments.</p> <p>Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features:</p> <ul style="list-style-type: none"> -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will help them retain information. All items are designed with accessibility in mind and use high</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				

<p>(Continued) contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p> <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9; Savvas Realize: myView Digital, xvi; Watch the Unit Video, T10</p>	<p>(Continued) 37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 4

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 4, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fourth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in fourth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from third grade, the following chart represents the college- and career-readiness indicators that will be developed in fourth grade:

College- and Career-Readiness Indicators for Grade 4	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use phonics and word analysis skills to decode unfamiliar words. • Write fluidly and legibly in cursive or joined italics. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 740-1010 Lexile range. • Refer to details and examples in literary and informational texts when explaining what the text says explicitly and when drawing inferences from the text. • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably • Compare and contrast the structures and points of view of multiple literary and informational texts. 	<ul style="list-style-type: none"> • Write opinion and informative pieces by clearly introducing a topic; developing the topic with reasons supported by facts, details, quotations, or other information related to the topic; linking ideas with words and phrases; and providing a concluding statement or section. • Write narratives with clear event sequences by introducing the setting; using dialogue, sensory details, a variety of transitional words and phrases, and providing a conclusion that follows from the narrated experiences or events.

Speaking/Listening	Language
<ul style="list-style-type: none"> • Engage effectively in collaborative discussions on fourth grade topics and texts, building on others' ideas and expressing ideas clearly. • Identify the reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs. • Use correct capitalization, commas and quotation marks. • Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
Student Edition / Teacher Edition <u>Examples:</u> <u>Fluency</u> Unit 1: Fluency, T20, T82, T142, T200, T202, T227 Read, T94, T154, T212, T274 Unit 2: Fluency, T20, T86, T154, T156, T212, T272 Read, T32, T98, T166, T224 Unit 3: Fluency, T20, T74, T134, T200, T274, T276, T293 Read, T32, T86, T146, T286 Unit 4: Fluency, T20, T84, T146, T208, T210, T274 Read, T32, T96, T158, T220 Unit 5: Fluency, T20, T80, T140, T142, T173, T208, T268 Read, T32, T92, T152, T220 <u>Context Clues</u> Unit 1: Vocabulary in Context, T36, T104, T156, T226, T289 Context Clues, T156 Unit 2: Vocabulary in Context, T36, T118, T174, T292, T297 Context Clues, T158–T159, T174	1. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							

<p>(Continued)</p> <p>Unit 3: Vocabulary in Context, T39, T152, T235, T293 Context Clues, T138–T139</p> <p>Unit 4: Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302 Context Clues, T150–T151, T168, T239</p> <p>Unit 5: Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288 Context Clues, T144–T145, T157, T160, T169</p> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary <i>Leveled Readers</i>>Levels O–T</p>	<p>(Continued)</p> <p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 				
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Prefixes and Suffixes</u></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, T364, T368, T372, T380, T400; Prefixes, T268–T269, T302–T303, T310–T311, T324–T325; Academic Vocabulary: Related Words, T24–T25, T40; 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> <p>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</p> <p><u>Syllable Patterns</u></p> <p>Unit 1: Word Study: Syllable Patterns, T148–T149, T163, T168–T169, T176–T177, T190–T191, T244–T245</p> <p><u>Multi-Syllabic Words</u></p> <p>Unit 3: Multi-Syllabic Words, T382, T386, T390, T398, T420</p> <p>Unit 5: Multi-Syllabic Words, T386, T390, T394, T402, T422</p> <p>Digital Resources: <i>Resource Download Center</i>>Spelling <i>Resource Download Center</i>>Vocabulary</p>	<p>B. Phonics and Word Recognition</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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.
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<p>Student Edition / Teacher Edition Examples: Unit 1: Handwriting Model, T494–T495 Publish and Celebrate, T442–T443 Unit 2: Handwriting Model, T496–T497 Publish and Celebrate, T444–T445 Unit 3: Handwriting Model, T488–T489 Publish and Celebrate, T436–T437 Unit 4: Handwriting Model, T500–T501 Publish a Final Draft, T444–T445 Unit 5: Handwriting Model, T492–T493 Prepare for Celebration, T436–T437</p>	<p>C. Handwriting</p> <p>3. Write fluidly and legibly in cursive or joined italics.</p>								
Reading									
<p>Student Edition / Teacher Edition Examples: Unit 2: Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185 Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107 Make Inferences About Characters, T35, T36, T54–T55 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>Leveled Readers</i>>Levels O–T</p>	<p>D. Key Ideas and Details</p> <p>4. Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.</p>								

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 3: Theme, T165 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>Leveled Readers</i>>Levels O–T</p>	<p>5. Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples: Unit 2:</u> Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185 Unit 3: Analyze Plot and Setting, T93, T94, T96–T99, T106–T107 Analyze Characters, T34, T37, T38, T46–T47 Unit 3: Compose Dialogue, T388–T389 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 Digital Resources: <i>Leveled Readers</i>>Levels O–T</p>	<p>6. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Use Text Evidence, T35, T43, T62–T63 Finding Text Evidence, T114 Unit 2: Read, T102 Synthesize Information, T308–T309 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>Leveled Readers</i>>Levels O–T</p>	<p>7. Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> 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 Unit 2: Analyze Main Idea and Details, T34, T35, T38, T40, T42, T43, T45–T47, T49, T51, T58–T59 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>Leveled Readers</i>>Levels O–T</p>	<p>8. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p>						

<p>Student Edition / Teacher Edition Examples: 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 Unit 2: Cross–Curricular Perspectives: Science, T34, T39 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 Unit 5: Use Text Evidence to Explain Concepts, T285, T286, T291, T293, T294, T312–T313 Summarize Material, T52 Digital Resources: <i>Leveled Readers</i>>Levels O–T</p>	<p>9. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.</p>				
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	E. Craft and Structure						
<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></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>Leveled Readers</i>>Levels O–T</p>	<p>10. Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Listening Comprehension: Poetry, T212–T213 Poetry, T214–T215 Explain Poetic Language and Elements, T226, T227, T230, T231, T234, T235, T244–T245 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 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 Unit 5: Understand Poetry, T336–T337</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels O–T</p>	<p>11. Explain major differences between poems, drama, and prose; refer to the structural elements of poems and drama when writing or speaking about a literary text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> 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 Unit 4: Read Like A Writer: Author's Craft, T35 Analyze Voice, T58–T59</p>	<p>12. Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.</p>					

<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></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>	<p>13. Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.</p>				
<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: 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>Leveled Readers</i>>Levels O–T</p>	<p>14. Describe the overall structure of events, ideas, concepts, or information in all or part of an informational text.</p>				

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Refine Research: Primary and Secondary Sources, T468–T469 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>Leveled Readers</i>>Levels O–T</p>	<p>15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the focus and information provided in these informational texts.</p>									
F. Integration of Knowledge and Ideas										
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: First Read: Question (Illustrations Support the Text), T278 Unit 3: Analyze Graphic Features, T174–T175 Read Like a Writer: Author’s Craft, T223</p>	<p>16. Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation.</p>									
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> 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>17. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, traditional literature, and literary text from different cultures.</p>									

<p>Students examine graphics and other visual elements in many lessons.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></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>Leveled Readers</i>>Levels O–T</p>	<p>18. Interpret information presented visually orally or quantitatively and explain how the information contributes to an understanding of the informational text in which it appears.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Explore and Plan: Informational Writing, T464–T465 Collaborate and Discuss, T468–T469 Unit 4: Explore and Plan: Informational Writing, T468–T469 Collaborate and Discuss, T472–T474 Unit 5: Explain Ideas, T223, T226, T227, T232, T233, T240–T241</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels O–T</p>	<p>19.Explain how an author uses reasons and evidence to support particular points in an informational text.</p>				
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: <i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i>, T284–T301 Respond and Analyze, T302–T303 Synthesize Information, T308–T309 Monitor Comprehension, T316–T317 Reflect and Share, T324–T325 Unit 5: <i>Trashing Paradise and Bye Bye Plastic Bags on Bali</i>, T280–T298 Respond and Analyze, T298–T299 Compare-Contrast Accounts, T304–T305 Use Text Evidence to Explain Concepts, T312–T313 Reflect and Share, T320–T321</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels O–T</p>	<p>20.Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.</p>				

<p>This objective is practiced throughout all units in <i>myView Literacy</i>.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></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>Levels O–T</i></p>	<p>G. Range of Reading and Text Complexity</p> <p>21.By the end of the year read and comprehend literary texts in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>				
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<p>This objective is practiced throughout all units in <i>myView Literacy</i>.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Book Club, T476–T489 Independent Reading Log, T11</p> <p>Unit 2:</p> <p>Book Club, T478–T491 Independent Reading Log, T11</p> <p>Unit 3:</p> <p>Book Club, T470–T483 Independent Reading Log, T11</p> <p>Unit 4:</p> <p>Book Club, T482–T495 Independent Reading Log, T11</p> <p>Unit 5:</p> <p>Book Club, T474–T487 Independent Reading Log, T11</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers</i>>Levels O–T</p>	<p>22. By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>				
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Writing					
<p>Student Edition / Teacher Edition Examples: Unit 4: Opinion Essay, 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 <u>Detailed Points for Bulleted Items</u> Unit 1: Inquire: Introduce the Project, T460–T461 Explore and Plan: Argumentative Writing, T462–T463 Unit 3: Inquire: Introduce the Project, T454–T455 Explore and Plan: Argumentative Writing, T456–T457 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 Use Transition Words and Phrases, T404–T405 Unit 5: Inquire: Introduce the Project, T458–T459; Explore and Plan: Opinions and Claims, T460–T461 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>H. Text Types and Purposes</p> <p>23. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition). • Provide a concluding statement or section related to the opinion presented. 				

<p>Student Edition / Teacher Edition Examples: Unit 2: Article, 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</p> <p><u>Detailed Points for Bulleted Items</u> 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 Develop Different Types of Details, T372–T373 Develop a Conclusion, T380–T381 Compose a Headline, T388–T389 Group Paragraphs into Sections, T396–T397 Develop Transitions, T400–T401 Use Linking Words and Phrases, T412–T413 Use Precise Language and Vocabulary, T416–T417 Inquire: Introduce the Project, T462–T463 Explore and Plan: Informational Writing, T464–T465</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 				
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Student Edition / Teacher Edition

Examples:

Unit 1:

Personal Narrative, 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 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

Detailed Points for Bulleted Items

Unit 1:

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, T378–T379

Compose an Event Sequence, T390–T391

Use Transition Words and Phrases, T394–T395

Compose Dialogue, T398–T399

Develop and Compose a Conclusion, T402–T403

25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

<p>(Continued)</p> <p>Unit 3: 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 Compose a Plot: Develop a Resolution, T372–T373 Compose from a Point of View, T380–T381 Compose an Event Sequence, T384–T385 Compose Dialogue, T388–T389</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center>Writing Workshop Peer Evaluation Rubric</i> <i>Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>(Continued)</p> <p>25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 				
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	I. Production and Distribution of Writing						
<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, 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, T188–T189, T250–T251 Unit 2: Article, 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, T142–T143, T200–T201, T260–T261 Unit 3: Realistic Fiction, 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, T122–T123, T188–T189, T262–T263 Unit 4: Opinion Essay, 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, T134–T135, T196–T197, T262–T263 Unit 5: Poem, 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>	<p>26. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>						

<p>(Continued) Reflect and Share: Write to Sources, T128–T129, T196–T197, T256–T257</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>(Continued) 26. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>						
<p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Personal Narrative, 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, 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, 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, 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, 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>	<p>27. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to demonstrate command of Language standards up to and including grade 4.</p>						

<p>(Continued) Digital Resources: <i>Workshop Anchor Charts and Minilessons Resource Download Center>Writing Workshop Peer Evaluation Rubric Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>(Continued) 27. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to demonstrate command of Language standards up to and including grade 4.</p>					
<p>Student Edition / Teacher Edition Examples: Unit 1: Extend Research: Incorporate Media, T470–T471] Unit 2: Compose with Multimedia, T404–T405 Unit 4: Compose Using Technology, T384–T385 Use Technology to Collaborate, T408–T409 Extend Research: Create a Strong Media Message, T476–T477 Celebrate!, T480 Digital Resources: <i>Workshop Anchor Charts and Minilessons Resource Download Center>Writing Workshop Peer Evaluation Rubric Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>28. 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.</p>					

	J. Research to Build and Present Knowledge						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 2: Project-Based Inquiry, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 3: Project-Based Inquiry, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 4: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Unit 5: Project-Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473 Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p>	<p>29. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Field Research, T464–T465 Extend Research: Incorporate Media, T470–T471 Unit 2: Conduct Research: Library Databases, T466–T467 Extend Research: Incorporate Media, T472–T473 Unit 3: Conduct Research: Search Engines, T458–T459 Extend Research: Incorporate Media, T464–T465 Unit 4: Extend Research: Create a Strong Media Message, T476–T477 Collaborate and Discuss: Revise and Edit, T478–T479 Unit 5: Explore and Plan: Opinions and Claims, T460–T461 Extend Research: Online Archives, T468–T469</p> <p>Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p>	<p>30. 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>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Literature</u> Unit 1: Reflect and Share: Write to Sources, T130–T131 Unit 2: Reflect and Share: Write to Sources, T200–T201 Unit 3: Reflect and Share: Write to Sources, T122–T123, T262–T263 Unit 4: Reflect and Share: Write to Sources, T134–T135, T196–T197, T262–T263</p> <p><u>Informational Texts</u> Unit 1: Reflect and Share: Write to Sources, T188–T189, T250–T251 Unit 2: Reflect and Share: Write to Sources, T142–T143, T260–T261 Unit 3: Reflect and Share: Write to Sources, T188–T189 Unit 5: Reflect and Share: Write to Sources, T128–T129, T196–T197, T256–T257</p>	<p>31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.</p>				
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	K. Range of Writing						
<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, 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, T188–T189, T250–T251 Unit 2: Article, 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, T142–T143, T200–T201, T260–T261 Unit 3: Realistic Fiction, 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, T122–T123, T188–T189, T262–T263 Unit 4: Opinion Essay, 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, T134–T135, T196–T197, T262–T263</p>	<p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>						

<p>(Continued) Unit 5: Poem, 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, T196–T197, T256–T257</p>	<p>(Continued) 32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>						
Speaking & Listening							
<p>Student Edition / Teacher Edition Examples: Students have opportunities to participate in a range of discussions throughout the program. Every selection includes teacher prompts to engage students in all aspects of the language arts program.</p> <p>Unit 1: Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263 Reflect and Share: Talk About It, T70–T71, T322–T323 Respond and Analyze: My View, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301</p> <p>Unit 2: Listening Comprehension, T20–T21, T86–T87, T154–T155, T212–T213, T272–T273 Reflect and Share: Talk About It, T74–T75, 324–T325 Respond and Analyze: My View, T52–T53, T120–T121, T178–T179, T238–T239, T302–T303</p> <p>Unit 3: Collaborate and Discuss, T466–T467 Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275 Reflect and Share: Talk About It, T62–T63, T316–T317</p>	<p>L. Comprehension and Collaboration</p> <p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 4 topics and texts, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain ideas and understanding in light of the discussion. 						

<p>(Continued)</p> <p>Unit 4: Collaborate and Discuss: Audience, T472–T473 Listening Comprehension, T20–T21, T84–T85, T146–T147, T208–T209, T274–T275 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: Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269 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>(Continued)</p> <p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 4 topics and texts, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain ideas and understanding in light of the discussion. 						
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263; Summarize a Text, T279, T282, T290, T298, T314–T315 Unit 2: Listening Comprehension, T20–T21, T86–T87, T154–T155, T212–T213, T272–T273 Unit 3: Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275 Unit 4: Listening Comprehension, T20–T21, T84–T85, T146–T147, T208–T209, T274–T275; Summarize Literary Text, T167, T170, T171, T172, T188–T189 Unit 5: Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269; Summarize Argumentative Text, T157, T162, T166, T171, T188–T189</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>34. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>						

<p>Student Edition / Teacher Edition Examples: Unit 3: Reflect and Share, T62–T63 Unit 5: Reflect and Share, T68–T69 Analyze Argument, T155, T165, T180–T181</p>	<p>35. Identify the reasons and evidence a speaker provides to support particular points.</p>						
<p>M. Presentation of Knowledge and Ideas</p>							
<p>Student Edition / Teacher Edition Examples: Unit 1: Listening Comprehension, T20–T21; Reflect and Share: Talk About It, T70–T71, T322–T323 Plan Your Personal Narrative, T354 Celebrate and Reflect, T474–T475 Unit 2: Listening Comprehension, T20–T21; Reflect and Share: Talk About It, T74–T75, 324–T325 Publish and Celebrate, T444 Celebrate and Reflect, T476–T477 Unit 3: Listening Comprehension, T20–T21; Reflect and Share: Talk About It, T62–T63, T316–T317 Publish and Celebrate, T436 Celebrate and Reflect, T468–T469 Unit 4: Listening Comprehension, T20–T21; 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 Unit 5: Listening Comprehension, T20–T21; Reflect and Share: Talk About It, T68–T69, T320–T321 Celebrate and Reflect, T472–T473 Publish and Celebrate, T440 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>36. 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><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Extend Research: Incorporate Media, T470–T471 Celebrate and Reflect, T474–T475 Unit 2: Extend Research: Incorporate Media, T472–T473 Celebrate and Reflect, T476–T477 Unit 3: Minilesson: Publish and Celebrate, T436–T437 Extend Research: Incorporate Media, T464–T465 Celebrate and Reflect, T468–T469 Unit 4: Extend Research: Create a Strong Media Message, T476–T477 Celebrate and Reflect, T480–T481 Unit 5: Minilesson: Publish and Celebrate, T440–T441 Celebrate and Reflect, T472–T473</p>	<p>37. Add audio recordings and visuals to presentations when appropriate to enhance the development of main ideas or themes.</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share, T324 Celebrate and Reflect, T474–T475 Unit 3: Collaborate and Discuss, T466–T467 Unit 4: Celebrate and Reflect, T480 Unit 5: Celebrate and Reflect, T472</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p>	<p>38. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; demonstrating command of grade 4 Language standards and using formal English when appropriate to task and situation.</p>						

Language					
<p>Student Edition / Teacher Edition Examples: <u>Relative Pronouns</u> Unit 1: Edit for Pronouns, T426 Edit for Adverbs, T422–T423 Unit 2: Edit for Adverbs, T424 Unit 5: Relative Adverbs, T343, T347, T351, T355, T363</p> <p><u>Progressive Verb Tenses</u> Unit 3: Progressive Verb Tenses, T411, T415, T419, T423, T431</p> <p><u>Modal Auxiliaries</u> Unit 3: Lessons 2-5: Auxiliary Verbs, T435, T439, T443, T447 Modal Verbs, T461 Unit 4: Auxiliary Verbs, T347 Unit 5: Use Verbs, T407, T408–T409</p> <p><u>Adjectives</u> Unit 1: Edit for Adjectives, T418–T419 Unit 4: Language and Conventions: Adjectives, T375, T379, T383, T387 Unit 5: Minilesson: Edit for Adjectives, T420–T421</p> <p><u>Prepositional Phrases</u> Unit 3: Prepositions, T339, T343, T347, T351, T359, T412 Unit 5: Prepositions and Prepositional Phrases, T424</p>	<p>N. Conventions of Standard English</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions (e.g., can, may, or must). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words. 				

<p>(Continued)</p> <p><u>Complete Sentences</u></p> <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><u>Frequently Confused Words</u></p> <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>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions (e.g., can, may, or must). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words. 				
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<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p><u>Capitalization</u></p> <p>Unit 2: 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><u>Use Commas and Quotation Marks</u></p> <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><u>Commas Before Coordinating Conjunction</u></p> <p>Unit 2: Language and Conventions: Compound Sentences, T347, T351, T355, T359, T367</p> <p>Unit 5: Language and Conventions: Comma Rules, T415, T419, T423, T435</p> <p><u>Spell Correctly</u></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>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 				
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<p>(Continued)</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>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 				
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	O. Knowledge of Language						
<p><u>Student Edition / Teacher Edition</u> Examples: <u>Choose Words and Phrases to Convey Ideas</u> Unit 1: Compose with Sensory Details, T378 Assessment, T450 Develop Vocabulary, T229 Unit 2: Develop Vocabulary, T120–T121, T354 Visualize Imagery, T252–T253 Minilesson: Use Precise Language and Vocabulary, T416–T417 Assessment, T452 Unit 3: Compose Information About the Setting, T364 Develop Vocabulary, T41, T101, T167, T241 Unit 5: Develop Vocabulary, T128–T129</p> <p><u>Choose Punctuation for Effect</u> Unit 5: Minilesson: Explore What Poetry Looks Like, T344 Minilesson: Select Punctuation, T392</p> <p><u>Differences Between the Contexts for Formal and Informal English</u> Unit 2: Talk About It, T324 Unit 3: Expressions, T94 Unit 4: Write for a Reader, T472 Customize It!, T478 Celebrate and Reflect, T480 Unit 5: Celebrate and Reflect, T472</p>	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. 						

<p><u>Student Edition / Teacher Edition</u> Examples: <u>Context Clues</u> Unit 1: Vocabulary in Context, T36, T104, T156, T226, T289 Context Clues, T156 Unit 2: Vocabulary in Context, T36, T118, T174, T292, T297 Context Clues, T158–T159, T174 Unit 3: Vocabulary in Context, T39, T152, T235, T293 Context Clues, T138–T139 Unit 4: Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302 Context Clues, T150–T151, T168, T239 Unit 5: Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288 Context Clues, T144–T145, T157, T160, T169</p> <p><u>Affixes and Roots</u> 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; Unit 2: ; Academic Vocabulary: Related Words, T24–T25, T45, T50; Greek Roots, T414, T418, T422, T430; Latin Roots, T438, T442, T446, T454</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. 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.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 				
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<p>(Continued)</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; 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</p> <p><u>Consult Reference Materials</u> Students use a dictionary or glossary throughout the text. For examples see:</p> <p>Unit 1: Develop Vocabulary, T166–T167 Academic Vocabulary, T86 How to Use a Glossary, T490–T491</p> <p>Unit 2: First Read, T232 Academic Vocabulary, T90–T91 Glossary in text, T119 Vocabulary in Context, T292 How to Use a Glossary, T492–T493</p> <p>Unit 3: Academic Vocabulary, T24, T78 Vocabulary in Context, T293 How to Use a Glossary, T484–T485</p> <p>Unit 4: Academic Vocabulary, T24, T88 Vocabulary in Context, T100 How to Use a Glossary, T496–T497</p> <p>Unit 5: Develop Vocabulary, T299 How to Use a Glossary, T488–T489</p> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary</p>	<p>(Continued)</p> <p>42. 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.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 				
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Similes and Metaphors</u></p> <p>Unit 1: Figurative Language, T124–T125, T204–T205, T226 Simile and Metaphor, T297</p> <p>Unit 2: Figurative Language, T194–T195, T216–T217</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><u>Idioms, Adages, and Proverbs</u></p> <p>Unit 3: Analyze Adages and Proverbs, T108–T109, T116–T117</p> <p>Unit 4: Figurative Language, TT212–T213, T234, T237</p> <p><u>Antonyms and Synonyms</u></p> <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> <p>Digital Resources: <i>Resource Download Center</i>>Vocabulary</p>	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their antonyms and to their synonyms. 				
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<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></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>Spelling; Professional Development Center>Vocabulary</i></p>	<p>44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>						
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