

A Correlation of



© 2011

to the

Indiana
Common Core State Standards
for English Language Arts
Grade Four

INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street @2011* meets the objectives of the Indiana Common Core State Standards for English Language Arts. Correlation page references to the Teacher's Edition are cited by unit and volume. Lessons in the Teacher's Edition contain facsimile Student Edition pages. Student Edition pages are cited by volume.

Scott Foresman Reading Street is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension.

Assessment

Reading Street begins the year with the Baseline Group Test to make initial grouping decisions. Daily and Weekly assessment allow teachers to monitor students' progress at different critical points of instruction. The Unit Benchmark Test measures students' mastery of target skills taught throughout the unit. The End-of-Year Benchmark Test measures students' mastery of target skills taught throughout the six units of the program.

Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found in the Differentiated Instruction feature in the *Reading Street* Teacher's Edition, as well as daily lessons for the ELL group. They offer pacing suggestions for the week and scaffolded instruction for the week's target skills and strategies. An ELL Reader reinforces the weekly concept and vocabulary while building language and fluency.

Literacy

Reading Street provides what teachers need to organize and carry out a customized literacy program. Planning guides and instructional lessons help teachers plan and implement lessons. Teachers can select from a rich array of readers to match texts to students.

21st Century Skills

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

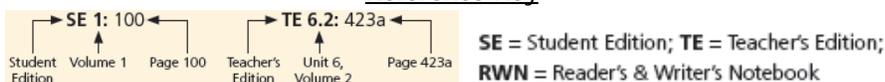
TABLE OF CONTENTS

Reading Standards for Literature	1
Reading Standards for Informational Texts	8
Reading Standards for Foundational Skills	14
Writing Standards	19
Speaking and Listening Standards	37
Language Standards	43
Language Progressive Skills, by Grade.....	63

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Indiana Common Core State Standards for English Language Arts
Grade Four**

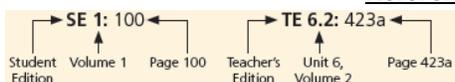
Indiana Common Core State Standards for English Language Arts - Grade Four	Scott Foresman Reading Street ©2011
Reading Standards for Literature	
Key Ideas and Details	
<p>Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 100, 130, 220, 248, 302, 392, 450; 2: 156, 246, 306, 436 TE 1.1: 29a, 47c, 48–49, 55a, 56–57, 57a, 62c, 66–67, 67a, 69a, 87a, 101a; 1.2: 111c, 112–113, 118–119, 119a, 124c, 124–125, 125a, 127a, 131a, 137h, 137l–137m; 2.1: 173c, 174–175, 181a, 182–183, 183a, 184c, 189A, 195h, 195l–195m, 197c, 196–199, 204–205, 205a, 207a, 209a, 211a, 212c, 212–213, 215a, 217a, 219a, 221a, 227h, 227l–227m, 229c, 230–231, 238–239, 239a, 241a, 242c, 243a, 245a, 246–247, 247a, 249a, 253a, 255h, 255l–255m; 3.1: 373c, 374–375, 380–381, 381a, 388c, 389a, 391a, 393a, 399a, 401h, 401l–401m; 3.2: 431c, 432–433, 440–441, 441a, 444c, 444–445, 445a, 447a, 448–448, 449a, 451a, 457a, 459h, 459l–459m; 4.1: 29a, 37a 4.2: 141c, 149a, 154–155, 155a, 157a, 161a, 163a; 5.1: 237a, 239a, 247a; 5.2: 289c, 290–291, 299a, 300–301, 301a, 302c, 302–303, 303a, 305a, 307a, 311a, 313a, 315a, 315l–315m; 6.1: 383c, 384–385, 392–393, 393a, 393c, 395a, 396c, 397a, 399a, 400–401, 401a, 403a, 405a, 409a; 6.2: 415c, 415–417, 422–423, 423a, 425a, 428c, 428–429, 429a, 430–431, 431a, 437a, 441a, 443h Unit 3 Week 3 Tab Side 2: Use with Genre, SE/TE pp. 396–397, 398–399</p> <p>The program provides Think Critically questions at the end of each Student</p>

Reference Key



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Continued	Edition selection and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher's Edition lessons for the selections. To answer many of these questions, students must locate specific text details and examples to explain explicit statements in the text or inferences about the text.
<p>Literature 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>SE 1: 22–23, 38; 2: 230–231 TE 1.1: 21c, 22–23, 30–31, 31a, 32c, 36–37, 37a, 39a, 79c, 80–81, 92–93, 93a, 94c, 97a, 98–99, 99a, 101a, 105a; 1.2: 129a 4.2: 141c; 5.1: 229c, 230–231, 232c, 236–239, 237a, 240–241, 241a, 242c, 242–247, 243a, 245a, 250–255, 255h, 255l–255m; 5.2: 304–305, 305a; 6.1: 369a, 397a Unit 1 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 42–43 Unit 2 Week 3 Tab Side 2: Use with Genre, SE/TE pp. 252–253 Unit 5 Week 3 Tab Side 2: Use with Library Terms, TE p. 232d</p> <p>As part of their analysis of each literary work, students are asked to summarize, or retell, the text. To do this, they are taught to recognize the most important ideas in the text; to identify the main literary elements, including characters, settings, plot and theme; and to describe these briefly in their own words.</p>
<p>Literature 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>SE 1: 80–81; 2: 142–143, 156, 230–231, 246 TE 1.1: 21c, 22–23, 28–29, 31a, 32c, 35a, 37a, 39a, 45h, 45l–45m, 50d, 55a, 67a, 79c, 80–81, 90–91, 91a, 94c, 95a, 96–97 97a, 99a, 101a, 105a, 109h, 109l–109m; 1.2: 120–121, 121a, 127a, 128–129 135a; 2.1: 186–187, 187a, 197c, 196–199, 218–219,</p>

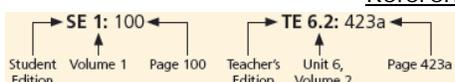
Reference Key



SE = Student Edition; TE = Teacher's Edition;
RWN = Reader's & Writer's Notebook

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Continued	<p>219a; 3.1: 373c, 374–375, 382–383, 383a, 385a, 386–387, 387a, 388c, 390–391, 391a, 393a, 399a; 3.2: 441a, 449a; 4.1: 21c, 28–29, 29a, 36c, 39a, 40–41, 43a, 47a, 49a; 4.2: 141c, 142–143, 148–149, 149a, 151a, 152c, 153a, 155a, 157a, 165h, 165l–165m; 5.1: 229c, 232c, 236–237, 237a, 239a, 240–241, 241a, 242c, 243a, 245a, 247a, 255h, 255l–255m; 5.2: 290–291, 296–297, 299a, 302c, 303a, 304–305 305a, 309c; 6.1: 383c, 384–385, 386d, 391a, 394–395, 395a, 396c, 401a, 402–403, 403a, 405a, 413h, 413l–413m; 6.2: 433a</p> <p>Character, Setting, and Plot is a major Comprehension Skill in the program and as such is well covered in both the Student Edition and the Teacher’s Edition. Student Edition lessons teach students how to identify and describe the characters, settings and events in the plots of stories using details from the texts. These Student Edition lessons are supported by comprehension lessons and the Story Structure section in the Teacher’s Edition. Think Critically questions in the Student Edition and Teacher’s Edition check students’ ability to find information needed to describe story elements.</p>
Craft and Structure	
<p>Literature 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>	<p>SE 1: 82–83, 114–115, 348; 2: 24–25, 144–145, 232–233 TE 1.1: 87a, 94c; 2.1: 205a, 207a; 3.1: 381a, 383a, 384–385, 385a, 389a 4.1: 24e, 33a; 6.1: 390–391, 391a, 393a; 6.2: 426–427, 427a, 434–435, 435a</p> <p>The Vocabulary strand helps students use context clues, including synonyms</p>

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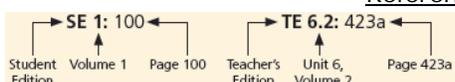
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Continued	and antonyms, to determine the meanings of multiple-meaning words and unfamiliar words. In addition, students analyze the meanings of words and phrases used figuratively. In the Teacher's Edition, Guide Comprehension provides modeling and practice in determining word meaning, and Extend Thinking/Think Critically and Comprehension Check include questions about word meaning.
<p>Literature 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>SE 1: 166–167, 168–169, 235–248, 250–251, 252–253, 310–311, 312–313 460–461, 462–463; 2: 166–167, 168–169, 316–317, 318–319, 346–347 420–436, 474–475, 476–477</p> <p>TE 1.2: 166–167, 167a, 168–169, 169a; 2.1: 231e–231f, 235a, 237a, 239a 250–251, 251a, 252c, 252–253, 253a, 255d–255e; 2.2: 310–311, 311a, 312–313 313a; 3.2: 460–461, 461a, 462–463, 463a; 4.1: 21c, 30–31, 31a, 36c, 40–41, 41a, 43a, 47a, 49a, 51h, 51l–51m; 4.2: 167a, 169a; 5.2: 316–317, 317a 318–319, 319a; 6.1: 346c, 346–347, 347a; 6.2: 421a, 427a, 474–475, 475a 476–477, 477a</p> <p>The program provides thorough instruction in the identification, analysis, and interpretation of poetry and drama as well as other forms of literature. The Teacher's Edition lessons for each form of literature include information and questions about the structure and organization of its features. Each unit in the Student Edition presents a minimum of four poems. The Teacher's Edition lessons for these poems cover not only structural elements but also sound devices (onomatopoeia, rhyme, meter, repetition), literary devices (tone, symbolism imagery, mood), and types</p>

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Continued	of poems (lyrical, free verse). Discussion of the elements of poetry and drama, as well as Reading Across Texts questions, encourage comparing and contrasting with elements of the prose forms that students have learned.
<p>Literature 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.</p>	<p>SE 1: 29 TE 1.1: 24d, 35a, 45i; 3.1: 376d, 389a, 401i; 5.2: 292d, 297a, 315i</p> <p>Point of view is presented specifically in connection with three Student Edition selections—two with first-person narration and one with third-person narration—and ample supporting discussion in the Teacher’s Edition. In addition, the following questions can be asked about any Student Edition literary selection as students analyze the text:</p> <ul style="list-style-type: none"> • Who is the narrator of this story? • Is the story told from first-person point of view or third-person point of view? How do you know? • How does this point of view make a difference to the story?
Integration of Knowledge and Ideas	
<p>Literature 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>SE 1: 45, 401; 2: 139, 199, 443 TE 1.1: 45a; 2.1: 229c, 230–231, 236–237, 237a, 242c, 243a, 244–245, 245a, 249a, 253a; 3.1: 401a; 4.2: 139a; 5.1: 199a; 6.2: 443a</p> <p>The above references identify Listening and Speaking activities that involve Readers’ Theater, retelling, and dramatization of selections. Through Readers’ Theater retelling, and</p>

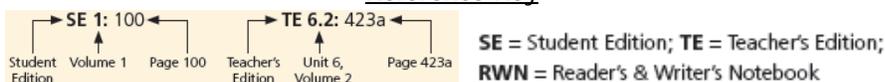
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Continued	dramatization activities, students orally present or act out a story. These activities can be used as a springboard for discussing the similarities and differences in reading, listening, and viewing a version of the text.
8. (Not applicable to literature)	N/A
<p>Literature 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>SE 1: 134–135, 392, 399, 450 TE 1.2: 111d, 112–113, 114d, 123a, 124c, 126–127, 129a, 131a, 134c, 134–135, 135a; 3.1: 393a, 398–399, 399a</p> <p>All of the primary selections in the program are paired with another selection on the same or related topic or theme. As students are introduced to and read examples of traditional story genres (e.g., trickster tale, fable, myth) from various cultures, they learn about the characteristics that distinguish each genre from the others and compare and contrast elements in literature. Questions in the Student Edition and Teacher’s Edition ask students to compare these stories to one another. To expand students’ experiences with stories from various cultures, provide appropriate collections in the classroom library or help students find suitable materials in the school library and allow them time to read independently.</p>
Range of Reading and Level of Text Complexity	
<p>Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each fiction selection contains up to five opportunities to read a literary text independently, proficiently, and fluently. Routines and practice techniques appear on Student Edition pages with application activities included on the accompanying</p>

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Continued	<p>Teacher's Edition pages. See the following representative pages for the first three fiction selections in Unit 1:</p> <p>SE 1: 44, 76, 108 TE 1.1: 22–23, 24–25, 39b, 44–45, 45j–45k, 69b, 76–77, 80–81, 82–83, 101b 108–109, 109j–109k Unit 3 Week 5 Tab Side 2: Use with Genre, SE/TE p. 436</p> <p>Lessons focus on accuracy, rate, phrasing, punctuation cues, and expression. Each subskill is applied to appropriate selections in a variety of independent reading activities.</p> <p>Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 1.1: DI•6 DI•11, DI•15, and DI•22 for examples of the Readers for the first fiction selection in Unit 1.</p>

Reference Key



Reading Standards for Informational Texts

Key Ideas and Details

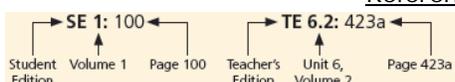
Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SE 1: 156, 302, 336, 362, 420; **2:** 72, 104, 130, 192, 218, 278, 342, 372
TE 1.2: 149a, 157a, 163a; **2.2:** 257c, 266–267, 267a, 269a, 271a, 273a, 285c, 286–287, 295a, 296–297, 297a, 298c, 303a, 307a; **3.1:** 327a, 335a 337a, 345c, 346–347, 352–353, 353a, 357a, 358c, 359a, 360–361, 361a, 363a, 371h, 371l–371m; **3.2:** 413a, 417a, 419a, 421a, 427a; **4.1:** 53c, 54–55, 62–63, 63a, 65a, 68c, 69a, 73a, 81h, 81l–81m, 99a, 105a; **4.2:** 113c, 114–115, 121a, 122–123, 123a, 126c, 126–127, 127a, 131a; **5.1:** 193a, 207a, 209a, 211a, 214c, 219a; **5.2:** 265a, 267a, 271a 275a, 277a, 279a; **6.1:** 335a, 343a, 351c, 352–353, 360–361, 361a, 364c, 366–367, 367a, 371a, 373a, 377a, 381h, 381l–381m; **6.2:** 444j, 448a, 453a, 454–455, 455a, 460a, 460c, 463a, 465a, 468a, 469a, 473f

Unit 4 Week 5 Tab Side 2: Use with SE/TE pp. 160–163

The program provides Think Critically questions at the end of each Student Edition selection and Extend Thinking/ Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for the selections. To answer many of these questions, students must locate specific text details and examples as evidence supporting their or others’ statements about the texts.

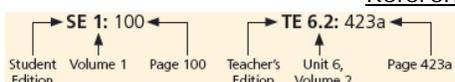
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<p>Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>SE 1: 140–141, 156, 286–287, 302; 2: 54–55, 258–259, 372–373 TE 1.2: 139c, 140–141, 146–147, 147a, 152c, 157a, 165h, 165l–165m 2.2: 270–271, 271a, 285c, 286–287, 294–295, 295a, 297a, 298c, 298–299, 299a 303a, 307a, 309h, 309l–309m; 3.1: 317c, 318–319, 324–325, 325a, 327a, 330c, 331a, 332–333, 333a, 335a, 337a, 367a, 368–369; 4.1: 53c, 60–61, 61a, 63a 68c, 70–71, 71a, 83c, 84–85, 92–93, 93a, 96c, 102–103, 103a, 105a; 5.1: 173c, 174–175, 180–181, 181a, 186c, 186–187, 187a, 191a; 5.2: 257c, 258–259, 264–265, 265a, 270c, 271a, 273a 274–275, 275a, 279a, 283a, 287h, 287l–287m; 6.1: 333a, 338–339, 339a, 341a 347a, 351c, 362–363, 363a, 364c, 368–369, 369a, 370–371, 371a, 373a</p> <p>As part of their analysis of each informational text, students are asked to summarize the text. To do this, they are taught to distinguish main ideas from supporting details in the text and to describe the main ideas briefly in their own words.</p>
<p>Informational Text 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>SE 2: 84, 85, 104, 108–109 TE 2.2: 273a; 3.1: 320d, 341a; 3.2: 403c, 403–404, 410–411, 411a, 416c, 418–419, 419a, 421a, 429h, 429l–429m; 4.1: 83c, 84–85, 90–91, 91a, 93a, 96c, 98–99 99a, 101a, 105a, 109a, 111h, 111l–111m; 5.1: 187a, 204d; 6.1: 323c, 324–325, 331a, 332–333, 333a, 336c, 336–337, 337a, 340–341, 341a, 343a 354d, 364c, 469a</p> <p>For each informational text selection, questions in the Student Edition and Teacher's Edition direct students' attention to identifying the sequence of events in the text. Text Structure</p>

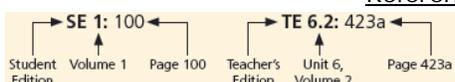
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Continued	sections in the Teacher’s Edition also offer instruction and reinforcement in identifying and describing sequence of events in an informational text.
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words. See the following representative pages for the five-day lesson plan for one nonfiction selection:</p> <p>TE 1.2: 139a, 141a, 142b, 152b, 160b, 165g</p>
Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>SE 1: 140–141, 156, 346–347; 2: 258–259, 278 TE 1.1: 74–75; 1.2: 139c, 142d, 148–149, 155a, 162–163, 163a; 2.1: 224–225; 2.2: 273a; 3.1: 345c, 346–347, 348d, 354–355, 355a, 358c, 369a; 3.2: 403c, 403–404, 412–413, 413a, 415a, 416c, 417a, 421a; 4.1: 83c, 84–85, 90–91, 91a, 93a, 96c, 96–97, 97a, 101a, 105a, 109a, 111h, 111l–111m; 5.2: 257c, 258–259, 268–269, 269a, 270c, 270–271, 271a, 278–279, 279a, 310–311; 6.1: 323c, 324–325, 330–331, 331a, 334–335, 335a, 336c, 339a, 343a, 349h, 349l–349m Unit 1 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 160–161</p> <p>The program offers opportunities for</p>

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Continued	students to identify text structure and use it to help them understand text. The Comprehension Strategy of Text Structure (how to identify text structure and how to use text organization, including text features such as headings and clue words, to understand text) is developed in both the Student Edition and Teacher’s Edition.
<p>Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>SE 1: 163, 341; 2: 225, 285, 347 TE 1.2: 163a; 3.1: 341a; 5.1: 197a, 201c, 202–203, 208–209, 209a, 212–213, 213a, 214c, 217a, 219a, 225a, 227h, 227l–227m; 6.1: 347a</p> <p>Reading Across Texts questions encourage students to compare and contrast selections with similar topics, themes, or purposes but different forms or points of view. In addition, discuss with students a recent event in the classroom. First together write an eyewitness account of the event in which you show that you were there when the event occurred. Then together write a secondhand account of the same event in which you pretend you are someone who heard about the event but who was not there at the time. Read aloud the accounts and ask students to compare and contrast the two in terms of focus and information.</p>
Integration of Knowledge and Ideas	
<p>Informational Text 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>SE 1: 326, 328, 332, 334, 335, 336, 352, 359, 410, 416–417; 2: 76–77, 78–79 97, 109, 120, 123, 126, 130, 135, 185, 285, 313, 369, 370–371, 446, 453, 455 457, 458, 461, 462, 471 TE 1.1: 39c, 75a; 1.2: 131c; 2.1: 189c; 2.2: 303c; 3.1: 317c, 318–319, 322–323, 326–327, 327a, 329a, 330c,</p>

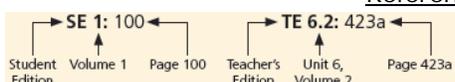
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Continued	<p>333a, 334–335, 335a, 337a, 343h, 343l–343m, 353a, 358–359, 359a 3.2: 406d, 411a, 416–417, 417a, 451c; 4.1: 43c, 73c, 76c, 76–77, 78–79, 97a 109a; 4.2: 113c, 120–121, 121a, 123a, 126c, 127a, 131a, 135a, 139h, 139l–139m 5.1: 184–185, 185a, 222a, 247; 5.2: 284–285, 285a, 312–313; 6.1: 369a 370–371, 379a; 6.2: 445c, 448d, 452–453, 453a, 455a, 457a, 458–459, 459a 460c, 461a, 462–463, 463a, 465a, 471a, 473h, 473l–473m Unit 1 Week 3 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 104–105, 106–107 Unit 2 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 192–193 Unit 2 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 224–225 Unit 3 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 340–341; SE p. 327 Unit 3 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 366–367, 368–369 Unit 5 Week 4 Tab Side 2: Use with Genre, SE/TE pp. 262, 282 Unit 6 Week 5 Tab Side 2: Use with SE/TE pp. 453, 458, 461, 468–471</p> <p>Students are provided with a wealth of opportunities to work with and extract information from a wide variety of visual and graphic sources in informational texts. Students use this information to support or add to their understanding of the texts.</p>
<p>Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>SE 2: 72, 192, 197, 359 TE 1.1: 47c, 48–49, 54–55, 55a, 62c, 64–65, 65a, 69a, 73a, 77h, 77l–77m, 1.2: 163a; 2.2: 257c, 258–259, 264–265, 265a, 267a, 268c, 269a, 272–273, 273a, 275a, 279a, 283h, 283l–283m, 301a; 4.1: 63a; 5.1: 173c, 174–175, 182–183, 183a, 186c, 190–191, 191a, 197a, 199h, 199l–199m;</p>

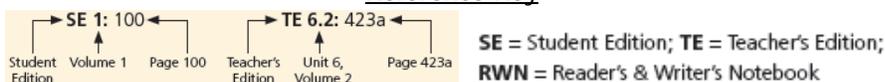
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Continued	<p>5.2: 265a, 277a; 6.1: 335a, 364c Unit 1 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 72–73; 74–75 Unit 5 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 196–197</p> <p>As students read any selection, they are reminded through questions in the Student Edition and Teacher’s Edition to be aware of the author’s role in creating the selection. Relevant questions focus on the author’s purpose for writing, choice of topic or illustrations, inclusion or exclusion of information, and use of evidence to support an opinion, idea, or conclusion.</p>
<p>Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 163, 307, 341; 2: 79, 109, 197, 225, 285, 313, 379 TE 1.2: 163a; 2.2: 307a; 3.1: 341a; 4.1: 79a, 109a; 5.1: 197a, 225a; 5.2: 285a 313a; 6.1: 379a</p> <p>The purpose of the Reading Across Texts questions in the Student Edition is to give students opportunities to compare two texts, a main selection and a paired selection that have a related topic but are different in other ways. As part of students’ analysis of the two selections, ask them to identify and summarize the information that the two texts have in common.</p>
Range of Reading and Level of Text Complexity	
<p>Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Each nonfiction selection contains up to five opportunities to read the informational text independently, proficiently, and fluently. Routines and practice techniques appear on Student Edition pages with application activities included on the accompanying Teacher’s Edition pages. See the</p>

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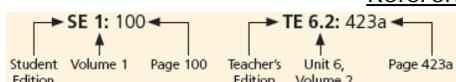
Indiana Common Core State Standards for English Language Arts - Grade Four	Scott Foresman Reading Street ©2011
Continued	<p>following representative pages for the first three nonfiction selections in Units 1 and 2:</p> <p>SE 1: 141, 143, 164, 259, 282, 287, 308</p> <p>TE 1.2: 140–141, 142–143, 157b, 164–165, 165j–165k; 2.2: 258–259, 275b 282–283, 283j–283k, 286–287, 303b, 308–309, 309j–309k</p> <p>Lessons focus on accuracy, rate, phrasing, punctuation cues, and expression. Each subskill is applied to appropriate selections with a variety of independent reading activities.</p> <p>Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below–Level, On–Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 1.2: DI•106, DI•111 DI•115, and DI•122 for examples of the Readers for the first nonfiction selection in Unit 1.</p>
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 4)	N/A
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 4)	N/A
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	<p>TE 1.1: 24c, 45i, 50c, 77i, 82c, 109i;</p> <p>1.2: 114c, 137i, 142c, 165i; 2.1: 176c, 195i 200c, 227i, 232c, 255i;</p> <p>2.2: 260c, 283i, 288c, 309i; 3.1: 320c, 343i, 348c, 371i 376c, 401i;</p>

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Continued	<p>3.2: 406c, 429i, 434c, 459i; 4.1: 24c, 51i, 56c, 81i, 86c, 111i 4.2: 116c, 139i, 144c, 165i; 5.1: 176c, 199i, 204c, 227i, 232c, 255i; 5.2: 260c, 287i, 292c, 315i; 6.1: 326c, 349i, 354c, 381i, 386c, 413i; 6.2: 418c, 443i, 448c, 473i</p> <p>The program’s Word Analysis strand provides a strategy for using word structure including suffixes, prefixes, roots, compound words, and word origins, to decode words. In addition, the program’s Support for English Language Learners sections provide additional work with phonics and word analysis skills. See, for example TE 1.1: DI•20, DI•45; 3.1: DI•20, DI•45. The program’s Spelling strand reinforces word analysis work by providing encoding instruction with word lists organized by consonant and vowel patterns, word structure, and meaning. See, for example TE 2.2: 113c; 4.2: 143c; 5.2: 291c.</p>
<p>Foundational Skills 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>The program’s Word Analysis and Vocabulary strands provide instruction in decoding and deriving the meaning of multisyllabic words both in context and out of context. See the page references for the Word Analysis strand cited for Foundational Skills 3 and the following Vocabulary strand references:</p> <p>SE 1: 24, 50, 142, 176, 232, 406; 2: 116, 204, 260, 326 TE 1.1: 24e, 50e; 58–59, 59a, 62c, 62–63, 63a, 77a, 77h; 1.2: 142e; 2.1: 176e, 232e; 3.2: 406e, 406–407, 429h; 4.2: 116e; 5.1: 204e 5.2: 260c, 260e, 287i; 6.2: 446–447, 448–449, 465b, 472–473</p>

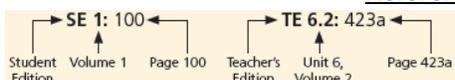
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Continued	For students who need reinforcement in using letter-sound correspondences syllabication patterns, and morphology, use the program's Support for English Language Learners sections, which provide additional work with phonics and spelling and word analysis skills. See, for example, TE 1.1: DI•20, DI•45, DI•70 1.2: DI•95, DI•120.
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	Each week's lesson provides five opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The activities for accuracy and rate encourage students to adjust rate to facilitate comprehension and to read words accurately. See the following examples: SE 1: 108; 2: 198, 314, 472 TE 1.1: 48–49, 50–51, 69b, 76–77, 101b; 1.2: 140–141, 142–143, 157b, 164–165, 5.1: 174–175, 176–177, 193b; 5.2: 290–291, 307b; 6.2: 472e
Foundational Skills 4.a. Read on-level text with purpose and understanding.	The program provides prereading strategies and instruction in comprehension strategies that enable students to read with purpose and understanding. For every main selection in the program, the prereading activities in the Teacher's Edition include building background and following a prereading strategy that helps students preview the selection, predict what it may be about, and set a purpose for reading. In addition, the program teaches comprehension strategies that

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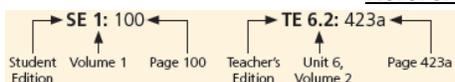
Indiana Common Core State Standards for English Language Arts - Grade Four	Scott Foresman Reading Street ©2011
Continued	<p>students can apply as they read to ensure they are reading with understanding. Strategies include visualizing, monitoring and clarifying, predicting and setting a purpose summarizing, questioning, identifying text and story structure, inferring, identifying important ideas, and using background knowledge. Following are representative pages for the prereading activities in the Teacher’s Edition and the comprehension strategy lessons in the Student and Teacher’s Editions.</p> <p>Prereading Activities TE 1.1: 26–27, 27a, 52–53, 53a, 84–85, 85a; 1.2: 116–117, 117a, 144–145, 145a</p> <p>Comprehension Strategies SE 1: 318–319, 346–347, 374–375, 404–405, 432–433 TE 3.1: 317c, 324–325, 332–333, 345a, 354–355, 358c, 373c, 382–383 386–387, 390–391; 3.2: 403c, 412–413, 431c, 440–441, 448–449; 5.1: 174–175, 176–177, 193b, 198–199</p>
<p>Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Each week’s lesson provides five opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The Let’s Learn It! pages in the Student Edition include fluency activities, and the Fluency sections in the Teacher’s Edition include activities that encourage the teacher to model fluent reading and to check and evaluate students’ oral reading. See the following representative pages from Unit 1:</p> <p>SE 1: 44, 76, 108, 136, 164</p>

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Continued	<p>TE 1.1: 22–23, 24–25, 39b, 44–45, 45j–45k, 69b, 76–77, 80–81, 82–83, 101b 108–109, 109j–109k; 1.2: 112–113, 114–115, 131b, 136–137, 137j–137k 140–141, 142–143, 157b, 164–165, 165j–165k; 2.1: 174–175, 176–177, 189b, 194–195, 196–199, 200–201, 221b, 226–227, 230–231, 232–233, 249b, 254–255, 255a; 2.2: 258–259, 260–261, 275b, 282–283, 286–287, 288–289, 303b, 308–309; 3.1: 318–319, 320–321, 337b, 342–343, 346–347, 348–349, 363b, 370–371, 374–375, 376–377, 393b; 3.2: 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459; 4.1: 22–23, 24–25, 43b, 50–51, 56–57, 73b, 81j, 86–87, 105b; 4.2: 114–115, 116–117, 131b, 138–139, 142–143, 144–145, 157b, 164–165; 5.1: 202–203, 204–205, 219b, 226–227, 230–233, 242a, 247b, 254–255; 5.2: 258–259, 260–261, 279b, 286–287, 290–291, 292–293, 307b, 314–315; 6.1: 324–325, 326–327, 343b, 348–349, 352–353, 354–355, 373b, 380–381, 384–385, 386–387, 405b, 412–413; 6.2: 416–417, 418–419, 437b, 442–443, 446–447, 448–449, 465b, 472–473</p> <p>Unit 6 Week 1 Tab Side 2: Use with SE/TE p. 341, 346–347</p>
<p>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400; 2: 24–25, 50 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419 442, 448–449, 472</p> <p>TE 1.2: 114e, 118–119, 122–123, 137a, 137h; 3.1: 320e, 328–329, 343a, 343h 348e, 348–349, 356–357, 371a, 371h, 376e, 384–385, 388c, 401a, 401h; 4.1: 24e, 32–33 36–37, 51h, 56e, 64–65, 68–69, 81a, 81h; 4.2: 144e, 150–151, 165h; 5.1: 232e</p>

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Continued	<p>238–239, 255a, 255h; 5.2: 292e, 298–299, 302c, 315a, 315h; 6.1: 386e 390–391, 392–393, 396c, 396–397, 413a, 413h; 6.2: 418e, 426–427, 428c 434–435, 443a, 443h, 448e, 460c, 460–461, 473a, 473h</p> <p>The program’s Vocabulary strand in the Student and Teacher’s Editions provides instruction in word–recognition strategies and concepts including using context to determine meaning of multiple–meaning and unfamiliar words. Questions in the Teacher’s Edition help students apply the skill as they read selections.</p>
Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>SE 1: 304–305; 2: 132–133, 280–281 TE 2.2: 287e–287f, 297d–297e, 304–305c, 305a, 305b–305c, 309d–309e, 309p–309q; 4.2: 115e–115f 125d–125e, 132–133, 133a, 133b, 139d–139e; 5.2: 259e–259f, 269d–269e, 280–281, 281a, 281b, 287d–287e, 287p–287q, CW•11–CW•20 RWN: 154, 158, 281, 285, 350, 354, 381–384</p> <p>The program’s Let’s Write It! pages in the Student Edition and the accompanying Teacher’s Edition lessons, which guide students through the writing process present three kinds of persuasive, or opinion, writing. As they work through the process, students use details to support their opinions.</p>

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<p>Writing 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>SE 1: 304–305; 2: 132–133, 280–281 TE 2.2: 287e–287f, 297d–297e, 304, 305b–305c, 309d–309e; 4.2: 115e–115f, 125d–125e 132–133, 133b, 139d–139e; 5.2: 259e–259f, 269d–269e, 280–281c, 281a, 281b 287d–287e, 287p–287q, CW•11–CW•20 RWN: 154, 158, 281, 285, 350, 354, 381–384</p> <p>The Let’s Write It! pages in the Student Edition present three kinds of persuasive, or opinion, writing. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they offer their opinion on a given issue or topic and organize their ideas.</p> <p>Also the Customize Writing/Writing Process pages guide students through a five–stage writing process, from persuasive writing prompt to finished product. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany Teacher’s Edition lessons and Writing Process pages. In addition, Look Back and Write prompts at the end of selections in the Student Edition often ask students to state their opinion about an issue or topic in writing.</p>
<p>Writing 1.b. Provide reasons that are supported by facts and details.</p>	<p>SE 1: 304–305; 2: 132–133, 280–281 TE 2.2: 287e–287f, 297d–297e, 309d–309e; 4.2: 115e–115f, 125d–125e 132–133, 133a–133c, 133b, 139d–139e, 139p–139q; 5.2: 259e–259f, 269d–269e, 280–281, 281b, 287d–287e CW•11–CW•20; 6.1: CW•6</p>

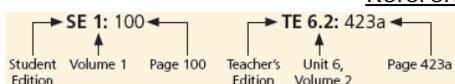
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Continued	<p>RWN: 154, 158, 281, 285, 350, 354, 381–384</p> <p>See the statement for Writing Standard 1.a. The mini–lessons provided in the Teacher’s Edition lessons on Days 2 and 3 help students focus on their supporting facts and details as they fill out a graphic organizer and study a topic pertinent to the writing form, such as the use of effective topic sentences. The Writing Process pages, RWN pages, and Look Back and Write prompts all remind students that the use of strong supporting evidence is a key feature in persuasive/opinion writing.</p>
<p>Writing 1.c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>SE 1: 304–305; 2: 280–281 TE 2.2: 287e, 297d–297e, 304–305, 305b, 309d; 5.2: 280–281, 281b, 287d–287e 287p–287q, CW•15–CW•16 RWN: 154, 158</p> <p>Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting information, reorganizing sentences, and adding transition or linking words or phrases are strategies that are suggested to and discussed with students during the revising stage. Also, as part of Peer Revision, students can point out places in their partners’ drafts where linking words or phrases can be added to better connect ideas.</p>
<p>Writing 1.d. Provide a concluding statement or section related to the opinion presented.</p>	<p>SE 1: 304–305 TE 2.2: 287e–287f, 304–305, 309d; 4.2: 133b, 139d; 5.2: CW•11–CW•20 RWN: 154, 381, 384</p> <p>See the statement for Writing Standard 1.a. The drafting and revising stages of all writing lessons as well as all</p>

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Continued	models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their persuasive/opinion writing. In addition encourage students to practice writing a summarizing sentence about their opinion that they could use to conclude their writing.
<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423; 2: 106–107, 344–345 TE 1.1: 49e–49f, 61d–61e, 70–71, 71a, 71b, 77d–77e, 77p–77q; 2.1: 199e–199f 211d–211e, 222–223, 223a–223c, 223b, 224c, 224–225, 225a, 227d–227e, 227p–227q; 2.2: 259e–259f, 267d–267e, 276–277c, 277a, 277b, 283d–283e, 283p–283q, CW•2–CW•5, CW•11–CW•20; 3.1: 347e–347f, 357d–357e 364–365, 365a, 371d–371e, CW•1–CW•10; 3.2: 405e–405f, 415d–415e, 422–423 429d–429e, 433e–433f, 443d–443e, 452–453c, 459d–459e, 459p–459q, CW•11–CW•20; 4.1: 85e–85f, 95d–95e, 106–107, 107a, 107b 111d–111e; 6.1: 335d–335e, 344–345, 345a, 345b; 6.2: CW•11–CW•20 RWN: 56, 121, 125, 143, 147, 174–176, 190, 194, 212, 216, 243–245, 270, 274 390, 450–452</p> <p>The program’s writing strand includes opportunities for writing a variety of expository texts, or informative/ explanatory texts. Together the Student Edition’s Let’s Write It! pages and the accompanying Teacher’s Edition lessons guide students through the writing process in which they prewrite, draft, revise, edit and proofread, and publish their written work. For example, on Days 1 and 2</p>

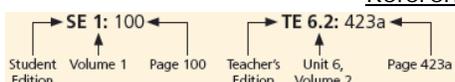
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Continued	<p>students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five-stage writing process, from expository writing prompt to finished product. The Reader's and Writer's Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher's Edition lessons and CW pages. In addition Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic.</p>
<p>Writing 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423; 2: 106–107, 344–345 TE 1.1: 49e–49f, 61d–61e, 70–71, 71a–71c, 71b, 77d–77e, 77p–77q, CW•6; 2.1: 199e–199f 211d–211e, 222–223, 223a, 223b, 227d–227e, 227p–227q; 2.2: 259e–259f, 267d–267e, 276–277c, 277a, 277b, 283d–283e, CW•11–CW•20; 3.1: 347e–347f, 357d–357e 364–365c, 365a, 371d–371e, 371d–371p, CW•1–CW•10; 3.2: 405e–405f, 415d–415e, 422–423c, 429d–429e, 429p–429q, CW•11–CW•20; 4.1: 85e–85f, 95d–95e, 106–107, 107a, 107b 111d–111e; 6.1: 335d–335e, 344–345, 345a–345c, 345b, 349d–349e; 6.2: CW•11–CW•20 RWN: 56, 121, 125, 143, 147, 174–176, 190, 194, 212, 216, 243–245, 270, 274 390, 450–452</p> <p>The Let's Write It! pages in the Student Edition present several kinds of expository or informative/</p>

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Continued	explanatory, writing. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. Lessons identify formatting features—including headings, photographs, bylines and titles—of specific writing genres, and students are encouraged to incorporate the features in their own writing.
<p>Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 70–71, 222–223, 276–277 TE 1.1: 49e–49f, 61d–61e, 70–71, 71b, 77d–77e; 2.1: 199e–199f, 211d–211e 222–223, 223a–223c, 227d–227e, CW•6; 2.2: 259e–259f, 267d–267e, 276–277, 283e, 344–345 CW•11–CW•20; 3.1: 347e–347f, 357d–357e, 364–365c, 371d–371e, CW•1–CW•10 3.2: CW•11–CW•20; 6.1: 325e–325f, 335d–335e, 344–345, 345b–345c, 349d–349e, 353e–353f, 363d–363e, 374–375, 376b–375c, 381d–381e, 381p–381q; 6.2: CW•11–CW•20 RWN: 56, 121, 125, 143, 147, 174–176, 190, 194, 243–245, 386, 450–452</p> <p>See the statement for Writing Standard 2.a. The mini-lessons provided in the Teacher’s Edition lessons on Days 2 and 3 help students focus on the facts, details, and examples they use to develop their topic as they fill out a graphic organizer and study a topic pertinent to the writing form, such as effective topic sentences or logical order. The CW pages, RWN pages, and Look Back and Write prompts all remind students that the development of the topic through facts, details, and examples is a key feature in expository/ informative/ explanatory writing.</p>

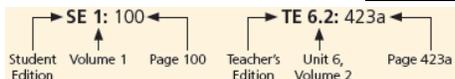
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<p>Writing 2.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>SE 2: 106–107, 344–345 TE 2.2: CW•15–CW•16; 3.1: CW•7; 3.2: CW•15–CW•16; 4.1: 85e–85f, 106–107, 107b; 6.1: 325e–325f 344–345; 6.2: CW•17 RWN: 270, 386</p> <p>Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting information; reorganizing sentences or paragraphs; and adding transition or linking words, phrases, or sentences are strategies that are suggested to and discussed with students during the revising stage. Also, as part of Peer Revision students can point out places in their partners’ drafts where linking words, phrases or sentences can be added to better join related ideas and information.</p>
<p>Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE 1: 222–223, 364–365, 422–423; 2: 344–345 TE 2.1: 199e, 211e, 222–223; 3.1: 347e–347f, 364–365; 3.2: 405e–405f, 422–423 6.1: 325e–325f, 349d–349e RWN: 190, 212, 386</p> <p>As students are introduced to different forms of expository/ informative/ explanatory writing, they are also introduced to any vocabulary specific to a given form and essential to creating an appropriate example of that form. This vocabulary appears in both the Student Edition and the Teacher’s Edition lessons for the writing form. Examples are <i>cause</i> and <i>effect</i> for a cause and effect essay; <i>headline, byline, and lead</i> for a news article; and <i>heading, salutation, and closing</i> for a formal letter. As students develop their written texts, they use topic-related terms and precise</p>

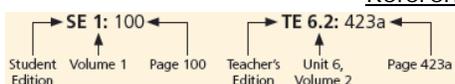
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Continued	language to convey their ideas. As part of the writing process, suggestions are provided for revising written work. These suggestions include clarifying new terms by defining them and using language that makes relationships, such as cause-and-effect relationships, clear.
Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.	<p>SE 1: 276–277; 2: 344–345 TE 1.1: 49e–49f, 77d; 2.1: 199e–199f; 2.2: 276–277, CW•11, CW•12, CW•15 CW•16, CW•18; 3.2: 405e–405f, CW•16; 6.1: 344–345, 349d–349e 6.2: CW•11, CW•16, CW•18 RWN: 212</p> <p>See the statement for Writing Standard 2.a. The drafting and revising stages of all writing lessons as well as all models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their expository/ informative/ explanatory writing. In addition, encourage students to practice writing sentences summarizing their ideas on their topic, which they could use to conclude their writing.</p>
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395; 2: 44–45, 74–75, 158–159 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467 TE 1.1: 23e–23f, 31d–31e, 40–41, 41b–41c, 93d–93e, 102–103; 1.2: 123d–123e 141e–141f, 151d–151e, 158–159, 165d–165e, CW•11–CW•20; 3.1: 319e–319f, 329d–329e, 338–339c, 343d–343e, 343p–343q, 375e–375f, 387d–387e, 394–395, 395b–395c 4.1: 23e–23f, 35d–35e, 44–45, 51d–51e, 55e, 55f, 67d–67e, 74–75, 75a, 75b, 81d, 81e, 81p, 81q, CW•1–</p>

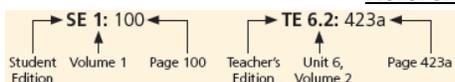
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Continued	<p>CW•10 4.2: 143e–143f, 151d–151e, 158–159, 165d–165e, CW•11–CW•20 5.1: 175e–175f, 185d–185e, 194–195, 203e–203f, 213d–213e, 220–221 227d–227e, 241d–241e, 248–249; 5.2: 291e–291f, 301d–301e, 308–309 315d–315e; 6.1: 353e–353f, 385e–385f, 395d–395e, 406–407, 407a–497c, 413d–413e, 413p–413q; 6.2: 417e–417f 427d–427e, 438–439, 447e–447f, 459d–459e, 466–467, 473d–473e</p> <p>RWN: 41, 45, 67, 78, 85, 179, 183, 201, 205, 248, 252, 263, 292, 317, 321, 328 332, 361, 397, 408, 412, 419, 423, 430</p> <p>The program’s writing strand includes opportunities for students to write the following narrative forms: realistic fiction, parody, personal narrative, narrative poem, myth, mystery, adventure, fantasy, legend, and play. As students work through the writing process, they are guided to use effective techniques, clear sequence, and descriptive details in developing their stories. The Let’s Write It! pages in the Student Edition present writing genre and the daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five-stage writing process from narrative writing prompt to finished product. Reader’s and Writer’s Notebook</p>

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Continued	(RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher's Edition lessons and CW pages.
<p>Writing 3.a. Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395; 2: 44–45, 74–75, 158–159 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467 TE 1.1: 23e–23f, 31d–31e, 40–41, 41a–41c, 45p, 45q, 93d–93e, 102–103; 1.2: 123d–123e 141e–141f, 151d–151e, 158–159, 159a–159c, 165d–165e, 165p–165q, CW•11–CW•20; 3.1: 319e–319f 329d–329e, 338–339, 343d–343e, 375e–375f, 387d–387e, 394–395, 395b–395c, 401d–401e; 4.1: 23e–23f, 35d–35e, 44–45, 45a–45c, 51d–51e, 51p–51q, 67d–67e, 74–75, CW•1–CW•10 4.2: 143e–143f, 151d–151e, 158–159, 159a, 159b, 159c, 165d–165e, 165p–165q, CW•11–CW•20 5.1: 175e–175f, 185d–185e, 194–195c, 199d, 199e, 199p, 199q, 203e–203f, 213d–213e, 220–221c, 227d–227e, 227p, 227q, 241d–241e, 248–249; 5.2: 291e–291f, 301d–301e, 308–309 315d–315e; 6.1: 353e–353f, 385e–385f, 395d–395e, 406–407; 6.2: 417e–417f 427d–427e, 438–439, 447e–447f, 459d–459e, 466–467, 473d–473e RWN: 41, 45, 67, 78, 85, 179, 183, 201, 205, 248, 252, 263, 292, 317, 321, 328 332, 361, 397, 408, 412, 419, 423, 430</p> <p>See the statement for Writing Standard 3 above. As students develop their narratives, they establish setting, introduce characters, give their characters and narrator a voice, and develop a plot, using a logical sequence of events.</p>

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<p>Writing 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>SE 1: 40–41, 132–133, 158–159, 338–339, 394–395; 2: 44–45, 158–159, 194–195, 220–221, 308–309, 406–407, 438–439, 466–467 TE 1.1: 40–41, 41b–41c; 1.2: 132–133, 137d–137e, 141e–141f, 158–159 3.1: 338–339, 394–395; 4.1: 44–45, 51d–51e, CW•7; 4.2: 151d–151e, 158–159, CW•15–CW•16, CW•18 5.1: 175e–175f, 194–195, 203e–203f, 220–221, 255d–255e; 5.2: 291e–291f 308–309, 315d–315e; 6.1: 381d–381e, 385e–385f, 406–407; 6.2: 417e–417f, 427d–427e, 438–439, 439a–439c, 439b–439c, 443d–443e, 443p–443q, 459d–459e, 466–467 RWN: 85, 317, 328, 361, 408, 419</p> <p>See the statement for Writing Standard 3. The mini-lessons provided in the Teacher’s Edition lessons on Days 2 and 3 help students focus on the elements they need to include and the techniques they can use to write a particular kind of narrative. They fill out a graphic organizer and study a topic pertinent to the writing form, such as choosing vivid words or building a plot. All lessons remind students that the development of strong, engaging story elements—characters, setting, plot theme—is a key feature in narrative writing.</p>
<p>Writing 3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>TE 1.2: 141e–141f, 165d–165e, CW•15–CW•16, CW•18; 4.2: CW•11; 5.1: 227d–227e 6.2: 459d–459e RWN: 85</p> <p>Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting details, replacing vague or weak words with more exact or more vivid words, and adding transitional words and phrases are</p>

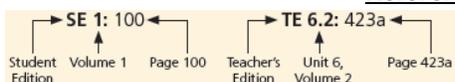
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Continued	strategies that are suggested to and discussed with students during the revising stage. Also, as part of Peer Revision, students can point out places in their partners' drafts where transitional words or phrases can be added to make the sequence of events clearer to readers. Remind students that time order words and phrases include <i>first, next, then, last finally, after, before, later, in the meantime,</i> and phrases that mention times of day days, months, or years.
<p>Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>SE 1: 40–41, 338–339; 2: 74–75, 194–195, 220–221, 248–249, 406–407 TE 1.1: 40–41, 41a, 41b–41c, 45d–45e, 93d–93e, 103a–103c, 109d–109e; 1.2: 137d–137e, 159b–159c, CW•16 CW•18; 3.1: 319e–319f, 338–339, 339b–339c, 343d–343e; 4.1: 35d–35e, 44–45, 45a–45c 51d–51e, 56d, 61a, 67d–67e, 74–75, 75b–75c, 79a, 81d–81e, 81i; 4.2: 151d–151e, 158–159, 159a, 159b, 159c, 165d–165e, CW•16, CW•18 5.1: 194–195, 199d–199e, 220–221, 227d–227e, 241d, 241e, 248–249c, 249b–249c 255d–255e, 255p–255q; 5.2: 291e, 291f, 301d, 301e, 306–309c, 315d–315e, 315p, 315q; 6.1: 381d–381e, 406–407, 497a–407b, 407b–407c 413d–413e; 6.2: 427d–427e, 439a–439b, 439b–439c, 443d–443e RWN: 179, 263</p> <p>Both the Student Edition and Teacher's Edition lessons strongly emphasize the importance of word choice in narrative writing. In addition to discussing specific examples of concrete words and sensory details in models in the Student Edition and the Teacher's Edition, many of the mini-lessons in the Teacher's Edition lessons</p>

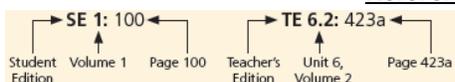
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Continued	focus on word choice, for example, Using Vivid Words, Choosing Your Words Choosing Exact Words, and Using Strong Verbs. Other lessons focus on adding descriptive details. Students learn that both when they draft and when they revise they should look for vague words that can be replaced with more concrete or exact words and for weak words that can be replaced with more vivid sensory words.
<p>Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE 1: 132–133; 2: 44–45, 220–221 TE 1.1: 31e; 1.2: 132–133, 165d–165e; 3.1: 329d–329e, 343d–343e, 387d–387e 4.1: 35d–35e, 44–45, 51d–51e, CW•6; 4.2: CW•18; 5.1: 220–221; 5.2: 315d–315e RWN: 45, 183, 205, 252</p> <p>See the statement for Writing Standard 3.a. The drafting and revising stages of all writing lessons as well as all models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as an important part of the structure of their narrative writing. In addition, ask students to reread the conclusions of several favorite stories or books and note how these authors wrap up their narratives in satisfying ways. Suggest that students then evaluate how well their conclusion performs the same task.</p>
Production and Distribution of Writing	
<p>Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Every week, students are introduced to a new writing form in the Student Edition. The accompanying Teacher’s Edition lessons guide students step by step through the process of writing that particular form. At the end of each</p>

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Continued	<p>unit, the Customize Writing/Writing Process pages also use a step-by-step writing process to present another type of writing. Students are presented with numerous opportunities to produce longer examples of clear, coherent writing in which they demonstrate their understanding of the requirements for a particular writing task, purpose, and audience. See Writing Standards 1–3 (Text Types and Purposes) for the references for all writing opportunities. See the following representative pages for Unit 1:</p> <p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159 TE 1.1: 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 45d–45e, 45p–45q, 49e–49f 61d–61e, 70–71, 71a–7ac, 71b–71c, 77d–77e, 77p–77q, 81e–81f, 93d–93e, 102–103, 103a–103c, 109d–109e, 109p–109q; 1.2: 113e–113f, 123d–123e, 132–133, 133a–133c, 137d–137e 137p–137q, 141e–141f, 151d–151e, 158–159, 159a–159c, 165d–165e 165p–165q, 175e–175f, 183d–183e, 191a–191c, 195d–195e, 195p–195q, CW•11–CW•20; 2.1: 231e–231f, 241d–241e, 251a–251c, 255d–255e, 255p–255q; 3.1: 329d–329e, 338–339c, 343d–343e; 3.2: 415d–415e, 422–423c, 429d–429e; 4.1: 85e–85f, 95d–95e, 106–107, 107a–107c, 111d–111e, 111p–111q; 5.1: 231e, 231f, 241d, 241e, 248–249c, 255d, 255e, 255p, 255q; 6.1: CW•6 RWN: 41, 45, 56, 67, 78, 85</p>

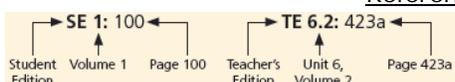
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<p>Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>The weekly writing lessons in the Student Edition and Teacher’s Edition and the unit Writing Process lessons in the Teacher’s Edition are both based on an approach that divides the writing process into five steps. Three of these steps are Plan, Revise, and Edit. In the weekly lessons these three steps are presented on Days 2, 4, and 5, respectively. Day 4 also includes Peer Revision, during which student partners exchange drafts and offer ideas for strengthening one another’s writing. See the following representative pages for planning, revising, and editing in Unit 1:</p> <p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159 TE 1.1: 31d–31e, 40–41, 41b, 45d–45e, 45p, 61d–61e, 70–71, 71b, 77d–77e 77p, 93d–93e, 102–103, 103b, 109d–109e, 109p, CW•2–CW•5, CW•7–CW•8; 1.2: 123d–123e, 132–133 133b, 137d–137e, 137p, 151d–151e, 158–159, 159b, 165d–165e, 165p CW•11–CW•20; 2.1: CW•7–CW•8; 2.2: CW•12–CW•14, CW•17–CW•19; 3.1: CW•7–CW•8; 3.2: CW•12–CW•14, CW•17–CW•19; 4.1: CW•7–CW•8; 4.2: CW•17–CW•19; 5.1: CW•2–CW•5, CW•7–CW•8; 5.2: CW•12–CW•14, CW•17–CW•19; 6.1: CW•2–CW•5, CW•7, CW•8; 6.2: CW•12–CW•14, CW•17–CW•19 RWN: 45, 56, 67, 78</p>

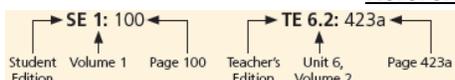
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<p>Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>TE 1.1: CW•1–CW•10; 1.2: CW•20; 2.1: CW•1–CW•10; 2.2: CW•20; 3.1: CW•1–CW•10; 3.2: CW•20; 4.1: CW•1–CW•10; 4.2: CW•20; 5.1: CW•1–CW•10; 5.1: CW•9–CW•10; 5.2: CW•20; 6.1: CW•1–CW•10; 6.2: CW•20</p> <p>Unit 2 Week 4 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 278–279, 280–281</p> <p>At the midpoint of each unit are the Customize Writing/21st Century Writing pages. Like the Customize Writing/Writing Process pages, these writing pages follow a five–step writing process; however, they emphasize the use of technology to produce and publish writing. The 21st Century Writing projects for Grade 4 are E–Newsletter, Podcast, Photo Essay, Story Exchange, E–Pen Pals, and Blog. Also, in some lessons, the Synthesize portion of the Research and Inquiry strand suggests that students use a word–processing program to prepare presentations and reports. See, for example, TE 1.1: 45b, 77b; 2.1: 195b, 255b</p>
Research to Build Knowledge	
<p>Writing 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Each Teacher’s Edition lesson contains a weekly research project. The topic of this research project is always tied to the Question of the Week and the topic of the main Student Edition selection. The research project is divided into five steps— Identify Questions, Navigate/Search, Analyze, Synthesize, and Communicate—and one step is presented on each of the five days in the lesson. Students begin by posing questions about the topic and end by presenting a brief report on the topic to their classmates. See the following</p>

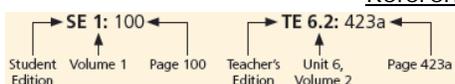
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Continued	<p>representative pages for the weekly research projects in Unit 1:</p> <p>TE 1.1: 23b, 31b, 39d, 45b, 45n, 49b, 61b, 69d, 77b, 77n, 81b, 93b, 101d, 109b 109n; 1.2: 113b, 123b, 127b, 127n, 131d, 141b, 151b, 157d, 165b, 165n; 6.2: 447e–447f, 459d–459e, 467b–467c, 473d–473e, 473p–473q</p>
<p>Writing 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>The weekly research project in each Teacher’s Edition lesson is divided into five steps. During the Navigate/Search step, students gather relevant information from various sources, take notes, and organize their evidence. During Analyze and Synthesize, they restate the information they find. During Synthesize, they also collect and arrange basic bibliographic information for the sources they used. See the following representative pages for the relevant steps in the weekly research projects in Unit 1:</p> <p>TE 1.1: 31b, 39d, 45b, 61b, 69d, 77b, 93b, 101d, 109b; 1.2: 123b, 127b, 131d 151b, 157d, 165b</p>
<p>Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE 1: 38, 68, 100, 130, 156, 188, 220, 248, 274, 302, 336, 362, 392, 420, 450 2: 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464</p> <p>TE 1.1: 39a, 69a, 101a; 1.2: 131a, 157a; 2.1: 189a, 221a, 249a; 2.2: 275a, 303a 3.1: 337a, 363a, 393a; 3.2: 421a, 451a; 4.1: 43a, 73a, 105a; 4.2: 131a, 157a 5.1: 193a, 219a, 247a; 5.2: 279a, 307a; 6.1: 343a, 373a, 405a; 6.2: 437a, 465a</p> <p>The Look Back and Write prompts at the end of the literature and informational selections in the Student</p>

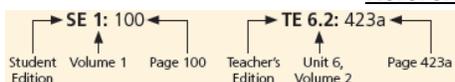
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Continued	Edition ask students to write extended responses to questions about the texts. These questions require students to analyze and reflect on the text, to provide evidence from the texts to support their ideas, and to demonstrate what they have learned about the key features of literature texts. The accompanying Teacher's Edition pages provide guidelines and scoring rubrics for evaluating students' responses.
<p>Writing 9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").</p>	<p>SE 1: 38, 68, 100, 130, 188, 220, 248, 392, 450; 2: 42, 156, 246, 306, 404, 436 TE 1.1: 39a, 69a, 101a; 1.2: 131a; 2.1: 189a, 221a, 249a; 3.1: 393a; 3.2: 451a 4.1: 43a; 4.2: 157a; 5.1: 247a; 5.2: 307a; 6.1: 405a; 6.2: 437a</p> <p>See the statement for Writing Standard 9. The program's Comprehension strand provides skill instruction in key comprehension skills, including identifying and analyzing the story elements of setting, character, plot, and theme. Students apply the skills as they respond to Look Back and Write prompts.</p>
<p>Writing 9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>SE 1: 156, 274, 302, 336, 362, 420; 2: 72, 104, 130, 192, 218, 278, 342, 372 464 TE 1.2: 157a; 2.2: 275a, 303a; 3.1: 337a, 363a; 3.2: 421a; 4.1: 73a, 105a 4.2: 131a; 5.1: 193a, 219a; 5.2: 279a; 6.1: 343a, 373a; 6.2: 465a</p> <p>See the statement for Writing Standard 9 above. The program's Comprehension strand provides skill instruction in key comprehension skills, including identifying main ideas and</p>

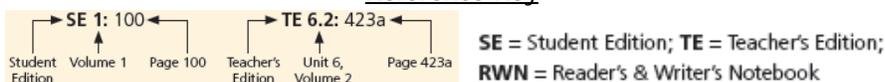
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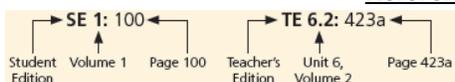
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Continued	details, identifying cause and effect, analyzing author's purpose distinguishing fact and opinion, and analyzing graphic sources. Students apply the skills as they respond to Look Back and Write prompts.
Range of Writing	
Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Each week, students complete a writing project, which, because it takes place over the course of five days, gives them time for research, reflection, and revision. Throughout the week, students also complete numerous shorter writing tasks. See the following representative pages for both kinds of writing in Unit 1, Week 1: SE 1: 24, 38, 40–41, 43 TE 1.1: 23b, 23e–23f, 24e, 31d–31e, 39a, 40–41, 41a, 41b–41c, 43a, 45b 45d–45e, 45p–45q RWN: 41, 45
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Each selection lesson plan contains multiple opportunities for students to initiate and engage in partner and group discussions. Students discuss grade 4 topics and texts in the daily Anchored Talk, Oral Vocabulary, and Wrap Up Your Day sections as well as in Day 2 Build Background and Day 5 Concept Wrap Up sections. See the following representative pages for the first week of instruction: SE 1: 20–21, 26–27 TE 1.1: 20j, 20–21, 21a, 23f, 24a, 24b, 26–27, 31e, 32a, 32b, 41c, 42a, 42b 45e, 45f

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Continued	The Listening and Speaking strand also provides opportunities for students to participate in discussions as they work with partners or groups to prepare and present the Listening and Speaking presentations. See, for example, SE 1: 255 TE 2.1: 255a and SE 2: 51; TE 4.1: 51a.
<p>Speaking/Listening 1.a. 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.</p>	<p>SE 1: 45, 309; 2: 287, 349, 413 TE 1.1: 45a; 2.2: 309a; 5.2: 287a; 6.1: 349a, 413a</p> <p>The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons offer opportunities for students to participate in speaking activities that build on the reading selections. The activities include retellings and panel discussions, for example, in which students must draw on their knowledge of selections and their topics. Both the Student Edition and Teacher’s Edition materials offer tips and strategies for successful participation in the discussions.</p>
<p>Speaking/Listening 1.b. Follow agreed upon rules for discussions and carry out assigned roles.</p>	<p>The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons identify rules for good listening, speaking, and teamwork. The Communicate section of the Research and Inquiry strand also identifies rules for listening and speaking that students apply as they present their information. See the following representative pages from the first unit.</p> <p>SE 1: 45, 77, 109, 137, 165 TE 1.1: 45a, 45n, 77a, 77n, 109a, 109n; 1.2: 137a, 137n, 165a, 165n</p>

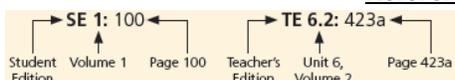
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<p>Speaking/Listening 1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>SE 1: 77, 109, 137, 165, 227, 255, 283, 309, 401, 429, 459; 2: 199, 287, 315 349, 413, 443, 473 TE 1.1: 45a, 77a, 109a; 1.2: 137a, 165a; 2.1: 227a, 255a; 2.2: 283a, 309a 3.1: 401a; 3.2: 429a, 459a; 5.1: 199a, 255g; 5.2: 287a, 315a; 6.1: 349a, 413a 6.2: 443a, 473a</p> <p>Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons these pages provide tips advising students to ask relevant, topic–related questions and to respond with detail. Students are encouraged to use pertinent comments that help clarify their understandings and improve their own presentations as well as to provide suggestions that build on the ideas of others. Amazing Ideas discussions on Day 5 (for example, TE 5.2: 199g) provide additional opportunities to respond to and ask questions about a partner’s ideas and to give suggestions that build on the partner’s ideas.</p>
<p>Speaking/Listening 1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>SE 1: 255, 309; 2: 255, 287, 349, 381, 413 TE 2.1: 255a; 2.2: 309a; 5.1: 255a; 5.2: 287a; 6.1: 349a, 381a, 413a</p> <p>These page references represent Let’s Learn It! Listening and Speaking activities in which students review what they hear in others’ presentations and adapt information for their own use. For example, they listen to and watch a “How–to Demonstration,” restate what was said and viewed, and follow the steps to perform the task.</p>

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<p>Speaking/Listening 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TE 2.1: 255n; 2.2: 309n; 3.1: 343n; 3.2: 459a; 4.1: 81n; 4.2: 165n; 5.1: 255a 5.2: 287n; 6.1: 413n</p> <p>The program teaches summarizing skills in which students are guided in summarizing and retelling important ideas in written materials. See, for example SE 1: 22 and TE 1.1: 21c, 22–23, 30–31. This skill is related to paraphrasing information presented through diverse media including graphic materials and oral presentations because students are required to analyze and restate information.</p> <p>Suggestions for Let’s Learn It! Listening and Speaking how-to activities encourage students to restate oral or visual instructions given in presentations. You can provide additional support in restating the main ideas in diverse media by having students analyze graphics including maps, diagrams, graphs, and charts in newspapers. Ask each student to analyze a graphic, summarize its main idea, and present the graphic and summary to the class.</p>
<p>Speaking/Listening 3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SE 2: 413 TE 6.1: 413a</p> <p>The program selections include persuasive texts. Teacher’s Edition Genre pages help students identify persuasive techniques and supporting evidence. See, for example, TE 4.1: 42c, 42–43, 43a and TE 4.5: 196c, 196–197, 197a. These provide background that enables students to identify claims and supporting evidence in speeches and debates. A simple debate opportunity is provided in the Let’s Learn It! pages cited above. This</p>

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Continued	<p>is an opportunity to analyze claims and supporting evidence.</p> <p>In addition, the persuasive writing strand in the program identifies the key features of persuasive writing. See, for example, the problem–solution essay writing in TE 4.4: 115e–115f, 125d–125e, 132–133, 133a–133c, 139d–139e 139p–139q.</p> <p>Provide students the opportunity to orally present their essays to the class. For each presentation, classmates should identify the purpose of the essay the problem and proposed solution, and the facts used as evidence to support the recommended solution.</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SE 1: 137, 227, 309, 429, 459; 2: 81, 111, 139, 165, 255, 287, 413, 473 TE 1.2: 137a; 2.1: 227a; 2.2: 309a; 3.1: 343a; 3.2: 429a, 459a; 4.1: 81a, 111a 4.2: 139a, 165a; 5.1: 255a; 5.2: 287a; 6.1: 413a; 6.2: 473a</p> <p>The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons provide numerous opportunities for students to prepare presentations with appropriate main ideas and supporting details. Students gather information, write the presentation, prepare visuals, and finally give the presentation. In addition, the Research and Inquiry strand provides weekly opportunities for students to research topics compile information, and prepare a presentation, which they present at the end of the week. See, for example, TE 1.1: 49b, 61b, 69d, 77b, 77n.</p>

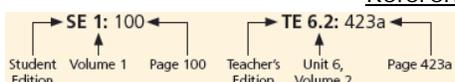
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Continued	<p>Review comprehension lessons on identifying main idea and supporting details to help students as they prepare their presentations. The lessons provide explicit instruction in identifying main ideas and details in written materials. See, for example TE 4.1: 139c, 140–141, 146–147.</p> <p>Remind students to include supportive facts and details for their main ideas in their presentations.</p>
<p>Speaking/Listening 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE 1: 109, 137, 165, 429, 459; 2: 165, 255 TE 1.1: 109a; 1.2: 137a, 165a; 3.2: 429a, 459a; 4.2: 165a; 5.1: 255a; 5.2: 287n 6.1: 413n</p> <p>The Listening and Speaking and Media Literacy activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lessons suggest using recordings and visuals to support oral presentations. Suggestions for the types of visuals to use and where to find appropriate visuals are included. In addition, the Research and Inquiry strand provides weekly opportunities for students to prepare a variety of presentation materials, including posters, graphs charts, and photographs, which they present at the end of the week. See, for example, TE 2.1: 175b, 183b, 189d, 195b, 195n.</p>
<p>Speaking/Listening 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>SE 1: 77, 328, 334, 429 TE 3.1: 320d, 329a, 335a, 343i</p> <p>The Literary Terms: Formal and Informal Language lesson on TE 3.1: 320d discusses the use of formal and informal language in spoken and</p>

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Continued	written works. Students have many opportunities to determine which kind of language to use in presentations. Help students decide whether to use formal or informal language based on the type of speaking situation. Identify situations and ask students whether the context requires formal language and to explain why. Use these contexts: a conversation between friends, a weather report for children, the President’s State of the Union Address, a graduation ceremony, instructions for how to play a game, and so on. Then when students begin working on each speaking activity in the program, have them identify the reason for speaking and whether they should use formal or informal language for their presentation.

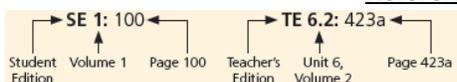
Language Standards

Conventions in Writing and Speaking

Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SE 1: 133, 159, 191, 277, 395, 423, 453; **2:** 45, 75, 107, 133, 159, 309, 345
TE 1.2: 113d, 123c, 123d–123e, 131e, 132–133, 133a–133c, 137c, 137d–137e, 137o, DI•99, 141d, 151c, 157e, 158–159 165c, 165o, 165p, DI•124, IR46, IR56; **2.2:** 259d, 267c, 275e, 276–277, 283c, 283o, 283p, DI•99, 287d, 297c, 303e, 309c, 309o, DI•124, IR46, IR56; **3.1:** 375d, 387c, 393e 394–395, 401c, 401o–401p, DI•74; **3.2:** 405d, 415c, 421e, 422–423, 429c 429o–429p, DI•99, 433d, 443c, 451e, 452–453, 459c, 459o, DI•124, IR36, IR46 IR56; **4.1:** 23d, 35c, 43e, 44–45, 51c, 51o–51p, DI•24, 55d, 67c, 73e, 74–75, 81c 81o–81p, DI•49, 85d, 95c, 105e, 106–107, 111c, 111o–111p, DI•74, CW•8;

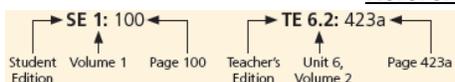
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Continued	<p>4.2: 115d, 125c, 131e, 132–133, 139c, 139o–139p, DI•99, 143d, 151c, 157e, 158–159, 165c, 165o–165p, DI•124, IR16, IR26, IR36, IR46, IR56;</p> <p>5.1: 185d, 185e, 194–195c, 199d, 199e; 203d, 213c, 219e, 220–221, 227c, 227o, 227p, 231d, 241c, 247e, 255c, 255o; 5.2: 259d, 269c, 279e, 287c, 287o, 301c, 301d, 301e, 307e, 308–309c, 315c, 315d, 315e, 315o–315p, DI•124, IR56; 6.1: 325d, 335c, 343e, 344–345, 349c, 349o–349p DI•24, CW•8; 6.2: IR16</p> <p>Unit 4 Week 3 Tab Side 2: Use with Conventions, TE p. 85d</p> <p>Unit 5 Week 2 Tab Side 2: Use with Conventions, TE p. 203d</p> <p>In the Student Edition, grammar and usage are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, grammar and usage, along with capitalization and punctuation, are taught in the Conventions strand that appears in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction pages at the end of the week and in the Interactive Review week at the end of the unit.</p>
<p>Language 1.a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>The Conventions strand of the program presents grammar topics including use of pronouns and adverbs. The lessons for pronouns focus on singular and plural forms, case, demonstrative pronouns, and reflexive pronouns. Adverb instruction focuses on adverbs modifying verbs, adverbs, and adjectives. The Conventions strand also presents clauses in complex</p>

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Continued	<p>sentences. When discussing complex sentences in Unit 1 (TE 1.1: 141d, 151c, 157e, 165), point out to students that words such as <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>, <i>when</i>, <i>where</i>, and <i>why</i> can introduce clauses in complex sentences. Then introduce the relative pronouns by providing the following examples:</p> <ul style="list-style-type: none"> • <i>Amanda is the only employee who uses that computer.</i> • <i>Josh was the person to whom all the data was given.</i> • <i>The cap that I'm wearing belongs to my brother.</i> • <i>This path, which goes through the park, is five miles long.</i> <p>After discussing the relative pronouns, write these sentences on the board and ask students to complete the sentences with the correct pronoun.</p> <ul style="list-style-type: none"> • <i>The book _____ I borrowed from the library is due Monday. (that)</i> • <i>The student _____ we elect as class president will give an acceptance speech at the assembly. (whom)</i> • <i>Monarch butterflies, _____ are orange and black, migrate south every fall. (which)</i> • <i>The runner _____ won this race finished third in the last race. (who)</i> <p>Use the following examples to introduce the relative adverbs <i>when</i>, <i>where</i>, and <i>why</i>:</p> <ul style="list-style-type: none"> • <i>I saw Meredith when I was at the library.</i> • <i>Ivan used a map to show me where Kenya is in Africa.</i> • <i>We wanted to know why the program did not start on time.</i>

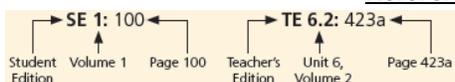
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Continued	<p>Have students look for sentences with relative adverbs in Student Edition selections. Ask them to share the sentences they find with the class.</p> <p>4.1: 55d, 67c, 73e, 81c, 81o Unit 4 Week 2 Tab Side 2: Use with Conventions, TE p. 55d</p>
<p>Language 1.b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>SE 1: 339, 365 TE 3.1: 319d, 329c, 337e, 338–339, 343c, 343o, DI•24, 347d, 357c, 363e, 364–365 371c, 371o, 371p, DI•49; 3.2: 451e, IR16, IR26</p> <p>When discussing action/linking verbs and main/helping verbs, review verb tenses with students. Remind them that by changing the form of a verb, they can show whether something is happening now, has happened in the past, or will happen in the future.</p> <ul style="list-style-type: none"> • Present tense <i>I walk. She walks. They walk.</i> • Past tense <i>You walked. He walked. We walked.</i> • Future tense <i>It will walk. They will walk.</i> <p>Explain that each tense also has a progressive form that is used to show continuous action, that is, action that is, was, or will be going on without stopping.</p> <ul style="list-style-type: none"> • Present progressive <i>I am walking. She is walking. They are walking.</i> • Past progressive <i>You were walking. He was walking. We were walking.</i> • Future progressive <i>It will be walking. They will be walking.</i> <p>In each example, point out the main verb, which always has the <i>-ing</i> ending, and the helping verb, which is</p>

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Continued	always a form of the verb <i>be</i> . Offer simple present, past and future tense sentences and ask students to make the sentences show ongoing action by using the progressive forms. For example: <i>He reads a book. (He is reading a book.) She kicked the ball. (She was kicking the ball.) We will ride the bus. (We will be riding the bus.)</i>
<p>Language 1.c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>In the Teacher’s Edition, verbs are formally presented as part of the Conventions strand of unit 3 lessons. Lessons focus on action and linking verbs, main and helping verbs, subject–verb agreement, verb tense, and irregular verbs. When discussing main and helping verbs in Unit 3 (TE 3.1: 347d, 357c, 363e, 371c, 371o) extend the lesson to the modal auxiliaries. Explain that the modal auxiliary verbs such as <i>can, must, and may</i> help express conditions such as ability, need, and permission. Write these examples on the board:</p> <ul style="list-style-type: none"> • <i>I can do cartwheels.</i> (has the ability to do cartwheels) • <i>Mother said Ana may go to the movies with her friends.</i> (has permission to go) • <i>Devon must be home by six o’clock.</i> (has the need to be home) <p>Discuss the sentences. Then ask students to locate modal auxiliary verbs in a Student Edition selection. Ask them to share the examples they find with the class.</p>

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<p>Language 1.d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	<p>In the Student Edition, adjectives are taught in conjunction with several weekly writing lessons. In the Teacher's Edition, adjectives are formally presented as part of Conventions in the Language Arts section of several lessons. When discussing adjectives in Unit 5 (TE 5.1: 175d, 185c, 193e, 194–195, 199c199o, 199p), point out to students that more than one adjective can be used to describe a noun. Write the following examples on the board:</p> <ul style="list-style-type: none"> • <i>large blue lake</i> • <i>two small green turtles</i> • <i>big white smile</i> • <i>three tiny beads</i> • <i>two gold rings</i> <p>Explain that the examples show how we usually order adjectives. Point out that we usually place number adjectives first, then adjectives for size, and then adjectives for color. Have students write a sentence with at least two adjectives modifying one of the nouns in each of the sentences. Ask students to share their sentences with partners, who check that the adjectives are placed in a conventional pattern.</p>
<p>Language 1.e. Form and use prepositional phrases.</p>	<p>SE 2: 309 TE 5.2: 291d, 301c, 307e, 308–309, 315c, 315o, 315p–315q Unit 5 Week 5 Tab Side 2: Use with Conventions, TE p. 291d</p> <p>In the Teacher's Edition, prepositions and prepositional phrases are formally presented as part of the Conventions strand. In the Student Edition, prepositions and prepositional phrases are taught in conjunction with a writing</p>

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Continued	<p>lesson. Students also proofread their own writing for correct use of prepositions and prepositional phrases in the proofreading phase of the writing process. The process is included in the Teacher’s Edition lesson that accompanies the Let’s Write It! activity in the Student Edition.</p>
<p>Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>SE 1: 103, 304; 2: 195 TE 1.1: 81d, 93c, 101e, 102–103, 109c, 109o, 109p, DI•74; 1.2: IR36; 2.2: 297d 309p; 3.1: 387d–387e, 394–395c, 401d–401e; 3.2: 443d–443e, 452–453c, 459d–459e, 459p; 5.1: 195b, 213d–213e, 220–221c, 227d–227e, DI•25; 6.1: 363d–363e, 375a–375c, 381d–381e Unit 6 Week 2 Tab Side 2: Use with Writing, TE pp. 363d–363e</p> <p>When discussing complete subjects and predicates in sentences, remind students that a complete sentence is one that has both a subject and a predicate. Offer incomplete sentences that are missing either a subject or a predicate and ask students to make the sentences complete. For example: <i>The children on the team</i> (The children on the team worked well together.) <i>Are leaving now.</i> (We are leaving now.)</p> <p>Later, when the topics of fragments and run-ons come up, explain to students that a fragment is a group of words that is not a sentence because it is missing a subject, a predicate, or both; and a run-on is two or more sentences written as one sentence.</p> <ul style="list-style-type: none"> • Fragment <i>Right there in the middle of the street</i> • Run-on <i>We went bowling we ate pizza we sang songs we had a great time.</i>

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Continued	<p>Demonstrate ways to correct the example fragment and run-on. (He stopped right there in the middle of the street. We went bowling, we ate pizza, and we sang songs. We had a great time. We went bowling, ate pizza, and sang songs; we had a great time.) Then offer additional fragments and run-ons and ask students to suggest ways to correct them. Finally, point out that while fragments and run-ons may sometimes be used for effect, especially in dialogue, they should not be used in formal writing or speaking.</p>
<p>Language 1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>SE 2: 198 TE 3.1: 347c, 348e, 348–349, 363e, 371c, 371h; 5.1: 176c, 176e, 186c, 188–189, 189a, 199a, 199h, DI•20 RWN: 193, 198</p> <p>After students have been introduced to the concept of homophones in Spelling point out that because these words sound alike but have different meanings, they often cause problems for writers. Explain that the only way students can be sure that they are using the correct word is to check that the meaning of the word matches the context of their writing.</p> <p>Write the following frequently confused words on index cards, one word on a card: <i>ate/eight, cent/sent/scent, hear/here, hole/whole, its/it's, our/hour, there/ their/they're, to/too/two, who's/whose, your/you're.</i></p> <p>Say a sentence, omitting the homophone, and display the two (or three) cards showing the possible homophones. Ask students to choose the correct word and to explain their choice. For example: Ms. Dawson</p>

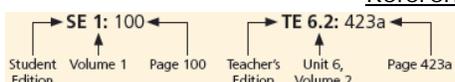
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Continued	asked, “_____ coat is that hanging in the closet?” Show the cards for <i>who’s</i> and <i>whose</i> . Students choose <i>whose</i> and explain that it is a possessive pronoun that modifies the noun <i>coat</i> , while <i>who’s</i> , a contraction of the words <i>who</i> and <i>is</i> , does not make sense in the sentence.
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE 1: 41, 71, 133, 191, 223, 251, 305; 2: 375, 407, 467 TE 1.1: 23d, 39e, 40–41, 45c, 45o, 45p, DI•24, 49d, 61c, 69e, 70–71, 77c, 77o 77p, DI•49; 1.2: 133b, IR16, IR26; 2.1: 175d, 183c, 189e, 190–191, 195c, 195o, 199d, DI•24, 211c, 221e, 222–223, 227c, 227o, DI•49, 231d, 241c, 249e, 250–251 255c, 255o, DI•74, CW•8; 2.2: 287d, 304–305, 309o, IR16, IR26, IR36; 3.1: CW•8; 4.1: CW•8; 6.1: 353d, 363c 373e, 374–375, 381c, 381o, 381p, DI•49, 385d, 395c, 405e, 406–407, 413c 413o, 413p, DI•74, CW•8 ; 6.2: 447d, 459c, 465e, 466–467, 473c, 473o, 473p, DI•124 IR26, IR36, IR56</p> <p>In the Student Edition, capitalization and punctuation are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, capitalization and punctuation, along with grammar and usage, make up the Conventions strand that appears in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit.</p>

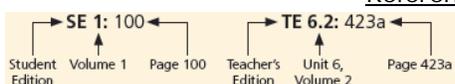
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Continued	Spelling is a separate main component of the Language Arts section. See the references for Language Standard 2.b for more information about spelling in the program.
Language 2.a. Use correct capitalization.	<p>SE 2: 375 TE 6.1: 353d, 363c, 373e, 374–375, 381c, 381o, 381p; 6.2: 447d, 459c, 459d–459e, 465e, 466–467, 467b–467c, 473c, 473d–473e, 473o</p> <p>In the Teacher’s Edition, capitalization is formally reviewed as part of the Conventions strand. The lessons explain that proper nouns, such as persons’ names and titles, place names, names of documents, titles of works, and historical events, are capitalized. In the Student Edition, capitalization is discussed in a Unit 6 writing lesson. The checklists for other writing lessons in the Student Edition also remind students to use capitalization (see for example, SE 1: 70, 452).</p> <p>Students proofread their own writing for correct use of capitalization in the proofreading phase of the writing process. The Proofreading section of the Writing lessons reminds students that they proofread for capitalization as well as spelling punctuation, and grammar (see, for example, TE 1.1: 45p, 77p).</p>
Language 2.b. Use commas and quotation marks to mark direct speech and quotations from a text.	<p>SE 2: 438–439 TE 3.2: 459b; 6.2: 417d, 427a, 427c, 437e, 438–439, 443c, 443o, 443p, DI•99, IR46, CW•13</p> <p>After students are introduced to commas and quotation marks to mark direct speech with speech tags, explain</p>

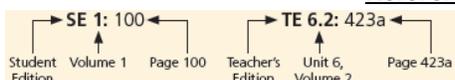
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Continued	that quotation marks are also used to mark quotations taken from a text. Demonstrate how to do this. Read aloud a paragraph from a news-magazine or newspaper. Point out a sentence of the author's and tell students that you really like the way the author made this point and you want to use it word for word in your writing. To avoid plagiarism, you will use quotation marks and mention the author. On the board, first write the phrase <i>According to author [author's name]</i> , then write the author's sentence, and finally enclose the sentence in quotation marks. Point out that you also could have used a phrase such as <i>Author [author's name] says</i> . Ask students to do the same with a sentence or sentences from their favorite trade book.
Language 2.c. Use a comma before a coordinating conjunction in a compound sentence.	<p>SE 1: 132–133; 2: 407 TE 3.2: 123c, 131e, 137c, 137o, 137p; 6.1: 385d, 395a, 395c, 405e, 406–407, 413a, 413c, 413i, 413o, 413p</p> <p>In the Teacher's Edition, comma use is explicitly presented in the Conventions strand. In the Student Edition, use of commas is taught in conjunction with the weekly Let's Write It! lesson. As part of the writing process in the accompanying Teacher's Edition lesson, students proofread their own writing for proper use of commas in compound sentences.</p>
Language 2.d. Spell grade-appropriate words correctly, consulting references as needed.	Each week in the Teacher's Edition a spelling concept is pretested on Day 1 practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages and tested again on Day 5. The spelling concept also appears in the Differentiated Instruction (DI) pages at

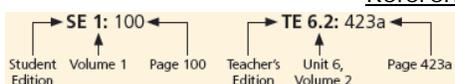
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Continued	<p>the end of the week and in the Interactive Review (IR) week at the end of the unit. See the following representative pages for spelling in Unit 1:</p> <p>TE 1.1: 23c, 31c, 39e, 45c, 45o, DI•20, 49c, 61c, 69e, 77c, 77o, DI•45, 81c, 93c 101e, 109c, 109o, DI•70; 1.2: 113c, 123c, 131e, 137c, 137o, DI•95, 141a, 141c, 142e, 142_143, 150–151, 151c, 152c, 157e, 165a, 165c, 165h, 165o, DI•120, IR16, IR26, IR36, IR46, IR56</p>
Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>The program’s Conventions strand focuses on grammar skills and structure. Topics include parts of speech such as adjectives, adverbs, pronouns, verbs, nouns, and conjunctions; sentence types and structure; capitalization; and punctuation. The Literary Terms section focuses on figurative language including similes, metaphors, idioms as well as topics on structure, literary devices, sound devices, word choice such as sensory words, humor, foreshadowing, onomatopoeia, stanza, and tone.</p> <p>Students apply their understandings of language and its conventions as they read and respond to reading selections and participate in the program’s writing and listening and speaking activities. See the following pages from Unit 2 as representative examples:</p> <p>SE 1: 222–223, 227 TE 2.1: 183d–183e, 191a–191c, 195d–195f, 199d, 200d, 205a, 211c, 221e, 222–223, 223a–223b, 227a, 227c, 227i, 227p</p>

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<p>Language 3.a. Choose words and phrases to convey ideas precisely.</p>	<p>SE 1: 40–41, 77; 2: 45, 74–75, 248–249, 406–407, 438–439 TE 1.1: 41b–41c, 77a, DI•25; 1.2: 137d; 2.1: 191b, 251b; 2.2: CW•17; 3.1: 343d 3.2: 443d, CW•17; 4.1: 45b, 51d, 75b, 81d; 5.1: 241d, 249b, 255d; 5.2: CW•17 6.1: 407b, DI•75, CW•7; 6.2: 439b, 443e, DI•100</p> <p>The program strongly emphasizes the importance of word choice in writing and speaking. Examples of appropriate words and phrases are often pointed out in the Student Edition models. Many of the mini–lessons in the Teacher’s Edition writing lessons focus on the kinds of words students should choose for a particular kind of writing, including vivid words, exact words, strong verbs, and persuasive words.</p> <p>Listening and Speaking instruction often discusses the need to choose words that are appropriate for the particular occasion. In addition, students learn that when they write or speak, they should look for vague or weak words that they can replace with more exact or more vivid words that will convey their ideas more precisely. For additional word choice references, see Writing Standard 3.d.</p>
<p>Language 3.b. Choose punctuation for effect.</p>	<p>SE 1: 71 TE 1.1: 23d, 31c, 39e, 40–41, 45c, 45o, 45p, 61c, 69e, 70–71, 77c, 77p RWN: 43, 54</p> <p>After students have been introduced to periods, question marks, and exclamation marks, discuss with them how these punctuation marks can be used for effect in their writing. Ask volunteers to read aloud paragraphs they have written and together decide where exclamation marks might be added to show strong feeling.</p>

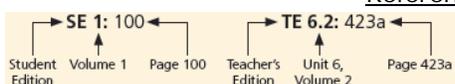
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<p>Language 3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>The program’s Conventions strand specifically addresses the use of formal and informal language.</p> <p>TE 3.1: 320d, 328–329, 334–335, 343i</p> <p>Whenever appropriate to the type of writing or speaking they are doing, students are encouraged to make language choices that are suitable for their audience and purpose. In addition to the use of formal or informal language, language choice includes word choice, such as persuasive words or sensory words. Word choice is an important topic in the writing lessons in both the Student Edition and the Teacher’s Edition. See the following references:</p> <p>SE 1: 132, 304, 364, 422; 2: 132 TE 1.1: 103b, 109a; 1.2: 133b, 159b; 2.1: 227a, 255a; 2.2: CW•17; 3.1: 357d 365b, 401d; 3.2: CW•17; 4.1: 45b, 75b; 5.1: 227a; 5.2: 281b, 287d, 315a 6.1: 349d, 413a</p>
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>SE 1: 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349 376–377, 400, 406–407, 428, 434–435, 458; 2: 24–25, 50, 56–57, 80, 86–87 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261 286, 290–291, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419 448–449, 472</p> <p>TE 1.1: 24e, 32–33, 45a, 50e, 62–63, 77a, 82e, 86–87, 87a, 94c, 109a, 109h 1.2: 114e, 122–123, 137a, 142e, 150–151, 165a; 2.1: 176e, 184–185, 195a</p>

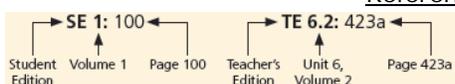
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Continued	<p>200e, 206–207, 209a, 212c, 213a, 216–217, 227a, 232e, 232–233, 242c, 242–243, 243a, 254–255, 255a, 255h; 2.2: 260e, 260–261, 268c 268–269, 269a, 271a, 283a, 283h, 288e, 288–289, 292–293, 293a, 295a, 298c, 299a 309a, 309h; 3.1: 320e, 320–321, 327a, 328–329, 329a, 330c, 331a, 343a, 343h, 348e 346–357, 357a, 358c, 359a, 371a, 371h, 376e, 376–377, 384–385, 385a, 388c, 389a 401a, 401h; 3.2: 406e, 414–415, 429a, 434e, 442–443, 459a; 4.1: 24a, 32–33 51a, 56e, 64–65, 65a, 68c, 68e, 68–69, 69a, 77a, 81a, 81h, 86e, 86–87, 91a, 94–95, 95a, 96c 96–97, 97a, 111a, 111h; 4.2: 116e, 128–129, 139a, 144e, 150–151; 5.1: 176e 186c, 188–189, 189a, 199a, 199h, 204e, 216–217, 227a, 231a, 232e–233, 238–239, 239a 241a, 242b, 242c, 250b, 255a, 255h, 255i; 5.2: 260a, 266–267, 287a, 290e, 298–299, 315a 6.1: 326e, 336–337, 349a, 354e, 358–359, 359a, 361a, 363a, 364c, 365a, 367a 381a, 381h, 386e, 386–387, 390–391, 391a, 393a, 396c, 396–397, 397a, 413a, 413h 6.2: 418e, 418–419, 423a, 426–427, 427a, 428c, 434–435, 435a, 443a, 443h, 448e, 448–449, 460c, 460–461, 461a, 473a, 473h</p> <p>The Vocabulary strand helps students use a variety of strategies to determine word meaning of unknown and multiple-meaning words and phrases. Strategies include word structure analysis, dictionary use, and context including clues such as synonyms and antonyms. In addition, the program helps students analyze the meanings of words and phrases used figuratively.</p> <p>In the Teacher’s Edition, Guide Comprehension provides modeling and</p>

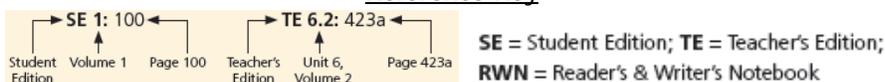
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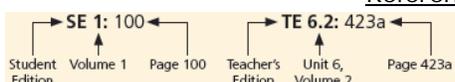
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Continued	practice in determining word meaning and Extend Thinking/Think Critically and Comprehension Check each include questions about word meaning.
<p>Language 4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400; 2: 24–25, 50 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419 442, 448–449, 472 TE 1.2: 114e, 114_114, 118–119, 119a, 122–123, 123a, 124c, 125a, 137a, 137h; 2.1: 175a, 176e, 176–177, 184c, 184–185, 185a, 195h, 3.1: 320e, 320–321, 328–329, 343a, 343h 348e, 356–357, 371a, 371h, 376e, 376–377, 384–385, 388c, 401a, 401h; 4.1: 24e, 24–25, 32–33, 33a, 36c, 36–37, 37a, 51a, 51h, 56e, 64–65, 65a, 68e, 68–69, 69a, 81a, 81h; 4.2: 144e, 144–145, 150–151, 152c, 165a, 165h; 5.1: 232e 238–239, 255a, 255h; 5.2: 289a, 292a, 292e, 298–299, 302c, 302–303, 310a, 315a, 315h; 6.1: 386e, 386–387, 390–391, 391a, 392–393, 393a, 396c, 396–397, 397a, 413a, 413h; 6.2: 418e, 418–419, 423a, 426–427, 427a, 428c, 434–435, 435a, 443a 443h, 448e, 448–449, 460c, 460–461, 473a, 473h Unit 2 Week 5 Tab Side 2: Use with Oral Vocabulary, TE p. 285a</p> <p>The program’s Vocabulary strand in the Student and Teacher’s Editions provides instruction in word–recognition strategies and concepts including using context to determine meaning of multiple–meaning and unfamiliar words. Questions in the Teacher’s Edition help students apply the skill as they read selections.</p>

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<p>Language 4.b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p>	<p>SE 2: 116–117, 138, 204–205, 226, 260–261, 286 TE 1.1: 23a, 24e, 24–25, 32c, 32–33, 33a, 45a, 45h; 50e, 58–59, 59a, 62c, 62–63, 63a, 77a, 77h; 1.2: 141a, 142e, 142_143, 150–151, 152c, 165a, 165h; 2.1: 175a, 176e, 176–177, 189b, 194–195; 2.1: 232e, 232–233, 242c, 242–243, 243a, 254–255, 255h; 3.2: 406e, 406–407, 429h, 434e, 434–435, 459h; 4.2: 113a, 116b, 116e, 116–117, 121a, 126b, 126c, 128–129, 129a, 134b, 139a, 139h; 5.1: 204e, 214c, 216–217 217a, 227a, 227h, 227l; 5.2: 260c, 260e, 272–273, 287a, 287l; 6.1: 326c, 349l; 6.2: 448c, 473l Unit 4 Week 4 Tab Side 2: Use with Vocabulary, TE p. 116e</p> <p>The program focuses on the meanings of root words, including Latin and Greek roots, in Word Analysis and Vocabulary lessons.</p>
<p>Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>SE 1: 200–201, 226, 260–261, 282, 288–289, 308; 2: 86–87, 110, 176–177, 198 TE 2.1: 200e, 206–207, 209a, 212c, 213a, 216–217, 227a; 2.2: 260e, 260–261, 283a, 283h 288e, 288–289, 292–293, 293a, 295a, 298c, 299a, 309a, 309h; 4.1: 86e, 86–87, 91a, 94–95, 95a, 96c, 96–97, 97a, 111a, 111h; 5.1: 176c, 176e, 186c, 188–189, 189a, 199a, 199h; 6.1: 381a</p> <p>The program’s Vocabulary strand in the Student and Teacher’s Editions provides instruction in word–recognition strategies and concepts. Instruction includes using the dictionary to identify word meaning, syllabication, and pronunciation. Questions in the Teacher’s Edition help students apply the use of dictionaries as they read selections.</p>

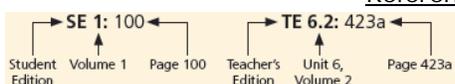
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<p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Explicit instruction in identifying and differentiating figurative language is provided in Teacher’s Edition Literary Terms lessons. Students are then asked to analyze the meanings of these figures of speech that appear in selections. See the following representative examples:</p> <p>SE 1: 310–311 TE 2.1: 200d, 205a, 227i, 251b; 2.2: 310–311, 311a; 3.1: 383a; 4.2: 144d, 165i 6.1: 386d, 413i Unit 3 Week 4 Tab Side 2: Use with Library Terms, TE p. 406d</p> <p>Word relationships including words related by meaning, such as synonyms and antonyms; by symbols, such as homographs; and by base words and affixes are a focus of the program’s Vocabulary and Word Analysis strands. See these representative pages:</p> <p>SE 1: 114–115, 136; 2: 176–177, 198 TE 1.2: 114e, 119a, 122–123, 137a, 142c, 165i; 5.1: 176e, 186c, 188–189, 189a 5.2: 232c, 255i</p> <p>Encourage students to use dictionaries to distinguish subtleties in meaning. Many intermediate dictionaries include synonym study features that distinguish meanings of related words. Provide an example of two words with related meanings and distinguish the meanings for students. For example, <i>scatter</i> and <i>strew</i> have a shared meaning of “spread out.” However, <i>scatter</i> means “to throw around so things are spread out,” and <i>strew</i> means “to throw or drop messily in no order.” One might <i>scatter</i> birdseed on the ground but <i>strew</i> clothes around a room.</p>

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Continued	<p>Have students use a dictionary to help them distinguish the meanings of the words in the following word pairs and then use the words appropriately in sentences.</p> <ul style="list-style-type: none"> • <i>conceal, hide</i> • <i>proud, boastful</i> • <i>quiet, silent</i> • <i>shy, timid</i>
<p>Language 5.a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>SE 1: 310–311 TE 2.1: 200d, 205a, 227i, 251b; 2.2: 310–311, 311a; 3.1: 383a; 4.2: 144d, 165i 6.1: 386d, 413i Unit 6 Week 3 Tab Side 2: Use with Literary Terms, TE 386d</p> <p>Explicit instruction in identifying and differentiating figurative language, including similes and metaphors, is provided in Teacher’s Edition Literary Terms lessons. Students are then asked to analyze the meanings of these figures of speech that appear in selections.</p>
<p>Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>SE 2: 50, 164 TE 4.1: 24d, 51a, 51i; 4.2: 116d, 123a, 139i, 165a; 6.1: 413a; 6.2: 448d, 473i Unit 4 Week 1 Tab Side 2: Use with Library Terms, TE p. 24d; SE/TE p. 23</p> <p>Literary Terms lessons in the Teacher’s Edition provide explicit instruction in identifying idioms. Provide additional support by defining <i>proverb</i> or <i>adage</i> and <i>idiom</i>. (Adage or proverb: a maxim; a saying that expresses a common observation; Idiom: an expression that cannot be understood from the ordinary meanings of the words that form it) Then ask students to determine the meanings of the</p>

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Continued	<p>following adages, proverbs, and idioms.</p> <ul style="list-style-type: none"> • Proverbs or Adages <ul style="list-style-type: none"> • <i>A stitch in time saves nine.</i> • <i>A penny saved is a penny earned.</i> • <i>One rotten apple spoils the barrel.</i> • <i>Honesty is the best policy.</i> • Idioms <ul style="list-style-type: none"> • <i>cry wolf</i> • <i>cry over spilt milk</i> • <i>diamond in the rough</i> • <i>all in the same boat</i> • <i>Take it with a grain of salt.</i> <p>Suggest that students find information about the meanings by looking in reference books such as a dictionary of idioms and a book of adages or by conducting an Internet search.</p>
<p>Language 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>SE 1: 114–115, 136; 2: 24–25, 144–145, 292–293 TE 1.2: 114e, 114–115, 119a, 122–123, 123a, 124c, 125a, 137a, 137h; 4.1: 24e, 24–25, 32–33, 33a, 36c, 36–37, 37a, 51a, 51h, 65a; 4.2: 131c, 144e, 144–145, 149a, 150–151, 151a, 152c, 153a, 165a, 165h; 5.2: 289a, 292a, 292e, 298–299, 299a, 302–303, 302c, 303a, 310a, 315h Unit 1 Week 4 Tab Side 2: Use with Vocabulary, SE/TE pp. 114–115; SE pp. 134–135</p> <p>To foster the use of specific words, Vocabulary lessons in the Read and Comprehend section and questions that accompany the reading selection in the Teacher’s Edition focus on defining and identifying synonyms and antonyms and using them to understand the meanings of words.</p>

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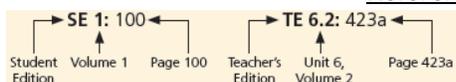
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<p>Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words. See the following representative pages for the first week of Unit 1:</p> <p>TE 1.1: 21a, 23a, 24b, 32b, 42b, 45f Unit 6 Week 4 Tab Side 2: Use with Fluency, TE pp. 416–417 and Conventions, TE p. 417d</p>

Language Progressive Skills, by Grade

Grade 3	
<p>Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>TE 3.1: 375d, 387c, 393e, 401c, 401p–401q; 4.1: 85d, 95c, 105e, 111c, 111p–111q</p> <p>In its Conventions lessons, the program provides explicit instruction in identifying and following rules for subject–verb agreement and pronouns and their antecedents.</p> <p>To provide additional practice, ask students to choose the verbs or antecedents needed in the following sentences.</p> <ul style="list-style-type: none"> • <i>Anna wrote _____ report on the buffalo.</i> (her) • <i>Every day the friends _____ in the park.</i> (play) • <i>I _____ to see that movie.</i> (want) • <i>Nate and Cal are going to the movie with _____ dad.</i> (their)

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<p>Language 3.a. Choose words and phrases for effect.</p>	<p>SE 1: 40–41, 102–103, 132–133, 158–159, 190–191, 250–251, 364–365 2: 44–45, 158–159, 248–249, 406–407 TE 1.1: 40–41, 41a, 41b–41c, 102–103, 103a, 103b–103c; 1.2: 158–159, 159a 159b–159c; 2.1: 190–191, 191a, 191b–191c, 250–251, 251a, 251b–251c 3.1: 364–365, 365a, 365b–365c; 4.1: 44–45, 45a, 45b–45c; 4.2: 158–159, 159a 159b–159c; 5.1: 248–249, 249a, 249b–249c; 5.2: CW•17; 6.1: 406–407, 407a 407b–407c</p> <p>As noted in the Grade 4 Writing Standards, the program strongly emphasizes the importance of choosing words carefully to achieve the desired effect in a particular kind of writing. In addition to discussing specific examples of well-chosen words in models in the Student Edition and Teacher’s Edition, many of the mini-lessons in the Teacher’s Edition writing lessons focus on how to choose words, including vivid words, exact words, strong verbs, and persuasive words. In addition, students learn that as they draft and revise, they should look for vague or weak words that they can replace with more exact or more vivid words to improve the effect of their writing.</p>

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