



Grade 4
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STANDARDS

PAGE REFERENCES

During the fourth-grade year, students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words, such as nation/national/nationality. They learn variations on word meanings---synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in nonfiction books, biographies, historical fiction, science fiction, and mythology. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books that they have read.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *re-*, *-est*, *-ful*), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

STANDARDS		PAGE REFERENCES
Decoding and Word Recognition		
4.1.1	Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	Teacher Edition: Unit 1: S22, 31A, 59A, 73A, 97A, 121A Unit 2: 155A, 183A, 195A, 219A, 251A Unit 3: 285A, 319A, 333A, 361A, 391A Unit 4: 429A, 455A, 469A, 497A, 527A Unit 5: 563A, 591A, 605A, 631A, 659A Unit 6: 723A, 737A, 769A, 797A
Vocabulary and Concept Development		
4.1.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.	Student Edition: Unit 1: 40 Unit 4: 476 Unit 5: 572, 640 Unit 6: 776 Teacher Edition: Unit 1: S11, S12, 14, 47, 65C, 65K, 68, 77G, 77O, 77AA, 127, 129 Unit 2: 190, 199G, 199Y, 214, 263 Unit 3: 367U, 367W, 401 Unit 4: 490, 493, 503K, 503U Unit 5: 580, 584, 597C, 597K, 597U, 663C, 663U, 669O Unit 6: 796, 801C, 801U, 803, 805
4.1.3	Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.	Student Edition: Unit 3: 270 Teacher Edition: Unit 1: 86 Unit 3: 270, 304, 291C Unit 4: 414 Unit 6: 712, 732
4.1.4	Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	Student Edition: Unit 4: 438 Teacher Edition: Unit 1: 65D, 112 Unit 2: 138, 187D, 199H, 257D Unit 3: 276, 291D, 395D Unit 4: 438, 443, 444, 461C, 461K, 461U, 532, 535, 537 Unit 5: 600, 604, 609G, 609O, 609Y Unit 6: 732, 741G, 741Y, 750

STANDARDS		PAGE REFERENCES
4.1.5	Use a thesaurus to find related words and ideas.	Student Edition: Unit 1: 40 Unit 5: 572 Teacher Edition: Unit 1: S14, S30, 65C, 68 Unit 2: 263I Unit 5: 580, 584, 597K, 669C
4.1.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	Student Edition: Unit 2: 164 Unit 5: 612 Teacher Edition: Unit 1: S11, 14, 37F Unit 2: 187C, 187K, 199O, 225C, 225K, 257K Unit 3: 395C, 395K Unit 4: 432, 435C, 435F, 435K, 473O, 485, 500 Unit 5: 556, 569C, 569K, 569U, 609J, 617, 637C, 637K, 637U, 663K Unit 6: 729K, 741O, 773K, 801K
4.1.7	Use context to determine the meaning of unknown words.	Student Edition: Unit 2: 164 Teacher Edition: Unit 1: S11, 14, 37F Unit 2: 187C, 187K, 199O, 225C, 225K, 257K Unit 3: 395C, 395K Unit 4: 406K, 432, 435C, 435F, 435K, 473O, 500 Unit 5: 556, 569C, 569K, 569U, 609J, 617, 637C, 637U, 663K Unit 6: 729K, 741O, 773K, 801K

STANDARDS	PAGE REFERENCES
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.</p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>4.2.1 Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.</p>	<p>Student Edition: Unit 1: 63, 70 Unit 2: 204, 210, 217, 219, 229 Unit 5: 613, 614, 619, 628, 631, 641, 642, 651, 655, 659 Unit 6: 707</p> <p>Teacher Edition: Unit 1: 69A, 71, 72, 77Q, 77R, 77V, 77X, 77Y, 77BB, 77CC, 77DD Unit 2: 157, 203A-203B, 205, 206, 209, 210, 211, 212, 213, 214, 215, 216, 225M, 225N, 225U, 225Y, 229A-229B Unit 4: 500 Unit 5: 613A-613B, 616, 617, 619, 620, 621, 622, 623, 627, 628, 637M, 637N, 637U, 637Y, 641A-641B, 643, 645, 646, 647, 651, 652, 655, 656, 663M, 663N, 663U, 663Y Unit 6: 703N, 703U, 703Y, 707A-707B</p>
<p>4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read</p>	<p>Student Edition: Unit 1: 107 Unit 2: 229 Unit 5: 641, 642, 651, 655, 659</p> <p>Teacher Edition: Unit 1: 107A-107B Unit 2: 229A-229B, 263B Unit 3: 285B Unit 5: 641A-641B, 645, 646, 647, 651, 652, 655, 656</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>4.2.2 Use appropriate strategies when reading for different purposes. Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.</p>	<p>Student Edition: Unit 1: 63, 70 Unit 2: 204, 210, 217, 219, 229 Unit 5: 613, 614, 619, 628, 631, 641, 642, 651, 655, 659 Unit 6: 707</p> <p>Teacher Edition: Unit 1: xvii, S18, 69A, 71, 72, 77Q, 77R, 77V, 77X, 77Y, 77BB, 77CC, 77DD Unit 2: 157, 203A-203B, 205, 206, 209, 210, 211, 212, 213, 214, 215, 216, 225M, 225N, 225U, 225Y, 229A-229B Unit 4: 469C-469D, 500 Unit 5: 613A-613B, 616, 617, 619, 620, 621, 622, 623, 627, 628, 637M, 637N, 637U, 637Y, 641A-641B, 643, 645, 646, 647, 651, 652, 655, 656, 663M, 663N, 663U, 663Y Unit 6: 703N, 703U, 703Y, 707A-707B, 807B</p>
<p>4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. Example: After reading an informational text, such as <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.</p>	<p>Student Edition: Unit 6: 745, 746, 758, 766, 769</p> <p>Teacher Edition: Unit 1: 71, 77R, 77Y, 77CC, 99 Unit 2: 141, 147, 161N, 161U, 161Y, 167, 179, 187N, 187U, 187Y, 193, 199R, 199Y, 199CC, 205, 225N, 225U, 225Y Unit 3: 288, 291N, 291U, 291Y, 295A-295B Unit 4: 441, 461N, 461U, 461Y, 467, 473R, 473Y, 473CC, 509, 519, 531N, 531U, 531Y Unit 5: 547, 569N, 569U, 569Y, 603, 609R, 609Y, 609CC, 615, 637N, 637U, 637Y, 643, 653, 663N, 663U, 663Y Unit 6: 735, 741R, 741Y, 741CC, 745A-745B, 747, 750, 752, 755, 757, 759, 761, 766, 773N, 773U, 773Y, 779, 786, 789, 797B, 801N, 801U, 801Y</p>
<p>4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book <i>Amazing Sea Creatures</i> by Andrew Brown.</p>	<p>Teacher Edition: Unit 1: S21 Unit 2: 155, 183, 219 Unit 4: 455, 527 Unit 5: 563, 631, 659 Unit 6: 769, 797</p>

STANDARDS	PAGE REFERENCES
<p>4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).</p>	<p>Student Edition: Unit 1: 73 Unit 2: 192, 195, 546, 552, 560, 563, 602, 605</p> <p>Teacher Edition: Unit 2: 157, 191A-191B, 194, 199Q, 199R, 199Y, 199AA, 199CC, 211, 212, 219B, 260, 261 Unit 3: 321, 333 Unit 4: 432, 445, 499 Unit 5: 545A-545B, 549, 550, 552, 553, 554, 557, 558, 560, 569M, 569N, 569U, 569Y, 601A-601B, 604, 609Q, 609R, 609Y, 609CC, 619, 631B, 654 Unit 6: 737, 765</p>
<p>4.2.5 Compare and contrast information on the same topic after reading several passages or articles. Example: Read several informational texts about guide dogs, such as A Guide Dog Puppy Grows Up by Carolyn Arnold, Buddy: The First Seeing Eye Dog by Eva Moore, and Follow My Leader by James B. Garfield, and compare and contrast the information presented in each.</p>	<p>Student Edition: Unit 1: 70, 73 #4 Unit 5: 614, 619, 628, 631</p> <p>Teacher Edition: Unit 1: 69A-69B, 72, 77Q, 77R, 77Y, 77CC, 97B Unit 2: 170, 177, 183B Unit 4: 503Y Unit 5: 586, 613A-613B, 616, 619, 620, 621, 622, 623, 627, 628, 637M, 637N, 637U, 637Y, 647, 659B Unit 6: 786, 799</p>
<p>4.2.6 Distinguish between cause and effect and between fact and opinion in informational text. Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as Snowshoe rabbits change color from brown to white in the winter) from opinions (such as Snowshoe rabbits are very pretty animals because they can change colors).</p>	<p>Student Edition: Unit 2: 204, 210, 217, 219 Unit 3: 330, 333 #1-#2 Unit 4: 527 #2 Unit 6: 734, 737 #2</p> <p>Teacher Edition: Unit 2: 203A-203B, 209, 210, 212, 213, 214, 215, 216, 225M, 225N, 225U, 225Y, 251B Unit 3: 329A-329B, 332, 333B, 337Q, 337R, 337Y, 337AA, 337CC, 398, 399 Unit 4: 450, 455B, 510, 527B Unit 6: 699, 733A-733B, 734, 736, 737B, 741Q, 741R, 741Y, 741CC, 750, 751, 758, 764, 769B, 804</p>
<p>4.2.7 Follow multiple-step instructions in a basic technical manual. Example: Follow directions to learn how to use computer commands or play a video game.</p>	<p>Teacher Edition: Unit 4: 534-535</p>

STANDARDS	PAGE REFERENCES
<p>Standard 3 READING: Comprehension and Analysis of Literary Text Students read and respond to a wide variety of significant works of children’s literature. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	
<p>Structural Features of Literature</p>	
<p>4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. Example: After reading some of the Greek or Norse myths found in such books as <i>Book of Greek Myths</i> or <i>Book of Norse Myths</i>, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.</p>	<p>Student Edition: Unit 1: 10, 82, 108 Unit 2: 220, 230 Unit 3: 272, 296, 372 Unit 4: 410, 456 Unit 5: 574, 592 Unit 6: 678, 708</p> <p>Teacher Edition: Unit 1: 7A-7B, 16, 22, 26, 39A-39B, 46, 51, 67A, 88, 105A-105B, 111, 126 Unit 2: 163A-163B, 232, 247, 258 Unit 3: 275, 280, 298, 311, 387, 396 Unit 4: 414, 419, 437A-437B, 459, 473A, 475A-475B Unit 5: 543A-543B, 584, 587, 664 Unit 6: 684, 705A-705B, 713, 802</p>
<p>Analysis of Grade-Level-Appropriate Literary Text</p>	
<p>4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. Example: Discuss the causes and effects of the main event of the plot in each story within Rudyard Kipling’s collection of animal tales, <i>The Jungle Book</i>.</p>	<p>Student Edition: Unit 1: 42, 59 #1, #3, 97 #2 Unit 2: 251 #1 Unit 3: 372, 375, 388, 391 #3 Unit 5: 591 #3</p> <p>Teacher Edition: Unit 1: 25, 41A-41B, 46, 47, 50, 52, 54, 55, 56, 65M, 65N, 65U, 65Y, 90, 113, 117, 121B Unit 2: 245 Unit 3: 371A-371B, 374, 375, 377, 379, 380, 381, 383, 386, 387, 388 Unit 4: 419, 424, 429B, 532 Unit 5: 585 Unit 6: 690, 802</p>

STANDARDS	PAGE REFERENCES
<p>4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions. Example: After reading <i>The Sign of the Beaver</i> by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.</p>	<p>Student Edition: Unit 1: 10, 19, 22, 31 #3, 61 Unit 2: 251 #3 Unit 3: 272, 277, 280, 285 #3, 361 #2</p> <p>Teacher Edition: Unit 1: 9A-9B, 13, 15, 18, 19, 20, 21, 23, 25, 27, 28, 37M, 37N, 37U, 37Y, 44, 48, 94, 127 Unit 2: 235, 247 Unit 3: 271A-271B, 274, 275, 277, 278, 279, 281, 282, 291M, 291N, 291U, 291Y, 302, 397 Unit 5: 577, 580, 661 Unit 6: 686, 689, 718</p>
<p>4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures. Example: Read a book of trickster tales from other countries, such as <i>The Barefoot Book of Trickster Tales</i> retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.</p>	<p>Student Edition: Unit 1: 31 #5, 59 #5, 63, 97 #5, 121 #5 Unit 2: 251 #5 Unit 3: 285 #5, 319 #5, 361 #5, 391 #5 Unit 4: 429 #5, 497 #5 Unit 5: 591 #5 Unit 6: 697 #5, 723 #5</p> <p>Teacher Edition: Unit 1: 63</p>

STANDARDS	PAGE REFERENCES
<p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggeration for effect • Personification: a description that represents a thing as a person <p>Example: Identify a simile, such as Twinkle, twinkle little star... like a diamond in the sky. Identify a metaphor, such as You were the wind beneath my wings. Identify an example of hyperbole, such as Cleaner than clean, whiter than white. Identify an example of personification, such as The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.</p>	<p>Student Edition: Unit 1: 122, 123 Unit 2: 220, 223 #1-#2 Unit 4: 456, 528 Unit 5: 632 Unit 6: 770, 771 #1, 798, 799 #1</p> <p>Teacher Edition: Unit 1: 27, 84, 123 Unit 2: 151, 207, 214, 221, 222, 240 Unit 3: 378 Unit 4: 457, 480, 526, 529, 531W Unit 5: 633, 647, 650 Unit 6: 756</p>
<p>4.3.6 Determine the theme. Example: Identify the theme in the classic novel, Hans Brinker or The Silver Skates by Mary Mapes Dodge.</p>	<p>Student Edition: Unit 3: 342, 347, 351, 361 Unit 4: 410, 415, 426, 429</p> <p>Teacher Edition: Unit 1: S15, 126 Unit 2: 179 Unit 3: 341A-341B, 345, 347, 348, 349, 352, 353, 357, 358, 367M, 367N, 367U, 367Y Unit 4: 409A-409B, 415, 416, 417, 421, 422, 423, 424, 426, 435M, 435N, 435U, 435Y, 492, 497B Unit 5: 583, 587, 591B Unit 6: 802</p>
<p>4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.</p>	<p>Teacher Edition: Unit 1: S15, 88 Unit 2: 182, 237 Unit 3: 276, 377, 400 Unit 4: 483 Unit 5: 632, 633, 665, 667</p>

STANDARDS	PAGE REFERENCES
<p>Standard 4 WRITING: Processes and Features Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	
<p>Organization and Focus</p>	
<p>4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p>	<p>Teacher Edition: Unit 2: 199B Unit 3: 337B Unit 5: 609B, 663A, 669A Unit 6: 807B</p>
<p>4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.</p>	<p>Student Edition: Unit 5: 662-663 Unit 6: 800-801 Teacher Edition: Unit 1: S24, S25, 65A, 131B, 131D Unit 2: 199B, 199C, 263B, 263D Unit 3: 337B, 337D, 401B, 401D Unit 4: 473C, 473D, 537B, 537D Unit 5: 597A, 663A, 669B, 669D, 669F Unit 6: 703A, 729A, 741C, 741D, 799A-799B, 801A-801B, 807B, 807D, 807F</p>
<p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. 	<p>Student Edition: Unit 1: 35, 101 Unit 2: 159 Unit 3: 289, 323, 393 Unit 4: 433, 448, 501 Unit 5: 567 Unit 6: 727 Teacher Edition: Unit 1: 22, 33, 35, 61, 99, 101 Unit 2: 159, 176, 221, 246, 253, 255 Unit 3: 289, 323, 354, 362, 365 Unit 4: 426, 493, 501, 524 Unit 5: 559, 565, 567, 581, 595, 635 Unit 6: 684, 725, 727, 741A-741F, 764, 789, 807E</p>

STANDARDS	PAGE REFERENCES
<p>4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.</p>	<p>Student Edition: Unit 5: 596-597, 662-663 Unit 6: 800-801</p> <p>Teacher Edition: Unit 1: S24, S25, 65A, 131B, 131D Unit 2: 199B, 199C, 263B, 263D Unit 3: 337B, 337D, 401B, 401D Unit 4: 473C, 473D, 537B, 537D Unit 5: 595A-595B, 597A-597B, 609A-609F, 663A, 669A-669F Unit 6: 703A, 729A, 741C, 741D, 799A-799B, 801A-801B, 807B, 807D, 807F</p>
Research Process and Technology	
<p>4.4.5 Quote or paraphrase information sources, citing them appropriately.</p>	<p>Student Edition: Unit 1: 33, 35, 63, 101 Unit 2: 159, 255 Unit 3: 289 Unit 4: 501 Unit 5: 567 Unit 6: 701, 727</p> <p>Teacher Edition: Unit 1: xvi, 63, 101 Unit 2: xvi-xvii, 159, 255 Unit 3: xvi-xvii, 289, 401K Unit 4: xvi-xvii, 501, 537K-537L Unit 5: xvi-xvii, 567, 669K-669L Unit 6: xvi-xvii, 701, 727, 807K-807L</p>
<p>4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p>	<p>Student Edition: Unit 6: 806</p> <p>Teacher Edition: Unit 1: 73B Unit 2: 175, 260 Unit 3: 318, 398 Unit 4: 534 Unit 6: xvi, 754, 804</p>

STANDARDS		PAGE REFERENCES
4.4.7	Use multiple reference materials and online information (the Internet) as aids to writing.	Teacher Edition: Unit 1: xvi, 131K Unit 2: xvi Unit 3: 333C-333D, 401C Unit 4: xvi Unit 5: xvi-xvii
4.4.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Student Edition: Unit 1: 32, 60, 98 Unit 2: 156, 192, 204 Unit 3: 286, 320 Unit 4: 440, 466, 498, 505A Unit 5: 546, 564, 642 Unit 6: 701, 724 Teacher Edition: Unit 1: S17, 62, 70, 73B, 98, 128, 129 Unit 2: 156 Unit 3: 321 Unit 4: 445, 466, 468, 498 Unit 5: 556, 564, 614, 617, 622, 625, 628, 629, 642 Unit 6: 699, 700, 703W, 726, 805 #5
4.4.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Teacher Edition: Unit 1: 131C-131E, 131I Unit 2: 263C-263E Unit 3: 401C-401E Unit 4: 537C-537E Unit 5: 669C-669E Unit 6: 807C-807E
Evaluation and Revision		
4.4.10	Review, evaluate, and revise writing for meaning and clarity.	Teacher Edition: Unit 1: S25-S26, 37B, 77C-77D, 77E-77F, 103B, 125B, 131D-131E Unit 2: 199C-199D Unit 3: 291B, 325B, 337C-337D, 337E-337F, 367B, 395B, 401D-401E Unit 4: 435B, 461B, 473C-473D, 473E-473F, 503B, 531B, 537D-537E Unit 5: 569B, 597B, 609E-609F, 637B, 664B, 669D-669E Unit 6: 703B, 729B, 741C-741D, 741E-741F, 773B, 801

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<p>4.4.11 Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p>	<p>Student Edition: Unit 1: 37, 65, 103, 125 Unit 2: 161, 187, 225 Unit 3: 291, 325, 367, 395 Unit 4: 503, 531 Unit 5: 569, 597, 637, 663 Unit 6: 703, 729, 773, 801</p> <p>Teacher Edition: Unit 1: S25-S26, 37B, 65B, 77E-77F, 103B, 125B, 131E, 131G Unit 2: 199F, 263E Unit 3: 291B, 325B, 337C-337D, 337E-337F, 367B, 395B, 401D-401E Unit 4: 435B, 461B, 473C-473D, 473E-473F, 503B, 531B, 537D-537E Unit 5: 569B, 597B, 609E-609F, 637B, 663B, 669D-669E Unit 6: 703B, 729B, 741C-741D, 741E-741F, 773B, 801B</p>
<p>4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	<p>Teacher Edition: Unit 1: S25-S26, 37B, 77C-77D, 77E-77F, 103B, 125B, 131D-131E Unit 2: 263D-263E Unit 3: 291B, 325B, 337C-337D, 337E-337F, 367B, 395B, 401D-401E Unit 4: 435B, 461B, 473C-473D, 473E-473F, 503B, 531B, 537D-537E Unit 5: 569B, 597B, 609E-609F, 637B, 663B, 669D-669E Unit 6: 703B, 729B, 741C-741D, 741E-741F, 773B, 801B</p>

STANDARDS	PAGE REFERENCES
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> <p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</p>	
<p>4.5.1 Write narratives that:</p> <ul style="list-style-type: none"> include ideas, observations, or memories of an event or experience. provide a context to allow the reader to imagine the world of the event or experience. use concrete sensory details. <p>Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.</p>	<p>Student Edition: Unit 1: 76-77</p> <p>Teacher Edition: Unit 1: 77A-77F, 131A-131E Unit 4: 537A-537E</p>
<p>4.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of a literary work. support statements with evidence from the text. <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	<p>Student Edition: Unit 1: 31, 59 Unit 2: 251 Unit 3: 285, 319, 361, 391 Unit 4: 429, 459, 497 Unit 5: 591, 635 Unit 6: 697, 723, 769</p>

STANDARDS	PAGE REFERENCES
<p>4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details. Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.</p>	<p>Student Edition: Unit 1: 108, 121 #3 Unit 2: 155, 183, 251 Unit 3: 285, 319, 361, 391 Unit 4: 429, 455, 497, 527 Unit 5: 545, 546, 563, 574, 591, 602, 631, 659 Unit 6: 697, 723, 769, 797</p> <p>Teacher Edition: Unit 1: S19, 20, 81A, 84, 89, 94, 95, 103M, 103N, 103U, 103Y, 107A, 110, 114, 117, 125M, 125N, 125U, 125Y Unit 2: 173 Unit 3: 352 Unit 4: 418, 425, 469, 487, 517 Unit 5: 545A, 548, 555, 560, 569M, 569N, 569U, 569Y, 573A, 576, 582, 588, 597M, 597N, 597U, 597Y, 601A, 605, 609Q, 609R, 609CC, 653 Unit 6: 687</p>
<p>4.5.5 Use varied word choices to make writing interesting. Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.</p>	<p>Student Edition: Unit 2: 186-187, 224-225, 256-257 Unit 3: 366-367 Unit 4: 460-461, 530-531 Unit 5: 568-569</p> <p>Teacher Edition: Unit 1: S24, 77C-77D, 103A, 125A, 131D Unit 2: 161A-161B, 185A-185B, 187A-187B, 223A-223B, 225A-225B, 255A-255B, 257A-257B, 263D Unit 3: 337C, 365A-365B, 367A-367B, 401D Unit 4: 435A-435B, 459A-459B, 461A-461B, 529A-529B, 531A-531B, 537D, 537F Unit 5: 551, 567A-567B, 569A-569B, 584, 609C-609D, 669D, 669F Unit 6: 807D, 807F</p>

STANDARDS	PAGE REFERENCES
<p>4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person. Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.</p>	<p>Student Edition: Unit 1: 36-37, 64-65, 76-77, 102-103, 124-125 Unit 2: 160-161, 186-187, 198-199, 224-225, 255, 256-257 Unit 3: 289, 290-291, 323, 324-325, 336-337, 336-367, 393, 394-395 Unit 4: 433, 434-435, 472-473, 501, 502-503, 530-531 Unit 5: 567, 568-569, 596-597, 636-637, 662-663 Unit 6: 701, 702-703, 727, 728-729, 740-741, 770, 772-773, 800-801</p> <p>Teacher Edition: Unit 1: 37A-37B, 63, 63A-63B, 65A-65B, 77A-77F, 101A-101B, 103A-103B, 123A-123B, 125A-125B, 131A-131E Unit 2: 159A-159B, 161A-161B, 185A-185B, 187A-187B, 199A-199F, 223A-223B, 225A-225B, 255, 255A-255B, 263A-263E Unit 3: 289, 289A-289B, 291A-291B, 323, 323A-323B, 325A-325B, 337A-337F, 365, 365A-365B, 367A-367B, 393A-393B, 395A-395B, 401A-401E Unit 4: 433, 433A-433B, 435A-435B, 473A-473F, 501, 501A-501B, 503A-503B, 529A-529B, 531A-531B, 537A-537E Unit 5: 567, 567A-567B, 569A-569B, 595, 595A-595B, 597A-597B, 635, 635A-635B, 637A-637B, 660, 661A-661B, 663A-663B, 669A-669E Unit 6: 701, 701A-701B, 703A-703B, 727, 727A-727B, 729A-729B, 741A-741F, 771A-771B, 773A-773B, 789, 799A-799B, 801A-801B, 807A-807E</p>

STANDARDS	PAGE REFERENCES
Research Application	
<p>4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). demonstrates that information that has been gathered has been summarized. organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. <p>Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.</p>	<p>Student Edition: Unit 1: 35, 63, 101 Unit 2: 159, 255 Unit 3: 289, 323 Unit 4: 433, 501 Unit 5: 567 Unit 6: 701, 727</p> <p>Teacher Edition: Unit 1: 22, 33, 35, 61, 63, 99, 101 Unit 2: 157, 159, 221, 246, 255 Unit 3: 289, 321, 323, 362, 365, 386, 393 Unit 4: xvi-xvii, 469C-469D, 501, 528 Unit 5: xvi-xvii, 559, 565, 567, 581, 595, 628, 635, 655, 660 Unit 6: xvi-xvii, 701, 727, 737C-737D, 741A-741F, 807A-807E, 807K</p>

STANDARDS	PAGE REFERENCES
<p>Standard 6 WRITING: English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p>	
<p>Handwriting</p>	
<p>4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p>	<p>The following references may be used to meet this objective:</p> <p>Student Edition: Unit 1: 36-37, 64-65, 76-77, 102-103, 124-125 Unit 2: 160-161, 186-187, 198-199, 224-225, 255, 256-257 Unit 3: 289, 290-291, 323, 324-325, 336-337, 336-367, 393, 394-395 Unit 4: 433, 434-435, 472-473, 501, 502-503, 530-531 Unit 5: 567, 568-569, 596-597, 636-637, 662-663 Unit 6: 701, 702-703, 727, 728-729, 740-741, 770, 772-773, 800-801</p> <p>Teacher Edition: Unit 1: 37A-37B, 63, 63A-63B, 65A-65B, 77A-77F, 101A-101B, 103A-103B, 123A-123B, 125A-125B, 131A-131E Unit 2: 159A-159B, 161A-161B, 185A-185B, 187A-187B, 199A-199F, 223A-223B, 225A-225B, 255, 255A-255B, 263A-263E Unit 3: 289, 289A-289B, 291A-291B, 323, 323A-323B, 325A-325B, 337A-337F, 365, 365A-365B, 367A-367B, 393A-393B, 395A-395B, 401A-401E Unit 4: 433, 433A-433B, 435A-435B, 473A-473F, 501, 501A-501B, 503A-503B, 529A-529B, 531A-531B, 537A-537E Unit 5: 567, 567A-567B, 569A-569B, 595, 595A-595B, 597A-597B, 635, 635A-635B, 637A-637B, 660, 661A-661B, 663A-663B, 669A-669E Unit 6: 701, 701A-701B, 703A-703B, 727, 727A-727B, 729A-729B, 741A-741F, 771A-771B, 773A-773B, 789, 799A-799B, 801A-801B, 807A-807E</p>

STANDARDS		PAGE REFERENCES
Sentence Structure		
4.6.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing	<p>Student Edition: Unit 6: 772-773</p> <p>Teacher Edition: Unit 1: S24, 35A-35B, 101A-101B Unit 2: 159A-159B, 199D, 223A-223B, 257A-257B, 263D Unit 3: 289A-289B, 365A-365B, 367A-367B, 395A, 401D Unit 4: 501A-501B, 531A, 537D Unit 5: 567A-567B, 630, 635A-635B, 661A-661B, 669D Unit 6: 701A-701B, 771A-771B, 773A-773B, 807D</p>
4.6.3	<p>Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Verbs: We <u>strolled</u> by the river. • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: We walked <u>slowly</u>. • Appositives: noun phrases that function as adjectives, such as We played the Cougars, the <u>team from Newport</u>. • Participial phrases: verb phrases that function as adjectives, such as The man walking <u>down the street</u> saw the delivery truck. • Prepositional phrases: in the field, across the room, over the fence • Conjunctions: and, or, but 	<p>Student Edition: Unit 6: 772-773</p> <p>Teacher Edition: Unit 1: S24, 35A-35B, 101A-101B Unit 2: 159A-159B, 199D, 223A-223B, 257A-257B, 263D Unit 3: 289A-289B, 291G-291H, 291EE, 325G-325H, 325EE, 337K-337L, 365A-365B, 367A-367B, 367G-367H, 395A, 395G-395H, 401D Unit 4: 501A-501B, 531A, 537D Unit 5: 567A-567B, 569G-569H, 569EE, 609K-609L, 609II, 630, 635A-635B, 661A-661B, 663EE, 669D Unit 6: 701A-701B, 703G-703H, 703EE, 729G-729H, 729EE, 771A-771B, 773A-773B, 773G-773H, 801G-801H, 801EE, 807D</p>
Grammar		
4.6.4	Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between)	<p>Teacher Edition: Unit 2: 223A-223B, 257A Unit 3: 395G-395H, 395EE Unit 6: 703G-703H, 703EE, 729G-729H, 729EE, 773G-773H, 773EE, 801G-801H, 801EE</p>

STANDARDS		PAGE REFERENCES
Punctuation		
4.6.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (He said, "I'd be happy to go."), apostrophes to show possession (Jim's shoes, the dog's food), and apostrophes in contractions (can't, didn't, won't).	Teacher Edition: Unit 2: 225G Unit 3: 337L
4.6.6	Use underlining, quotation marks, or italics to identify titles of documents. <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. 	Teacher Edition: Unit 6: 773H, 807C
Capitalization		
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Teacher Edition: Unit 2: 161H Unit 4: 435H Unit 6: 729H, 773H, 807C

STANDARDS	PAGE REFERENCES
Spelling	
<p>4.6.8 Spell correctly roots (bases of words, such as <u>unnecessary</u>, <u>cowardly</u>), inflections (words like <u>care/careful/caring</u>), words with more than one acceptable spelling (like <u>advisor/adviser</u>), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur•prise or e•col•o•gy).</p>	<p>Teacher Edition: Unit 1: S5-S6, S7-S8, 7D, 37S, 37W, 39D, 65W, 77W, 77AA, 79D, 103S, 103W, 105D, 125S, 125W, 125FF Unit 2: 137D, 161S, 161W, 163D, 187S, 187W, 189D, 199W, 199AA, 201D, 225S, 225W, 227C-227D, 257S, 257W Unit 3: 269D, 291W, 293D, 325S, 325W, 327D, 337AA, 339D, 367S, 367W, 369D, 395S, 395W Unit 4: 407C-407D, 435J, 435S, 435W, 437C-437D, 461J, 461S, 461W, 463D, 473AA, 475D, 503W, 504K, 505D, 531W Unit 5: 542K, 543C-543D, 571C-571D, 597W, 599D, 609AA, 611D, 637W, 639C-639D, 663W Unit 6: 675C-675D, 703W, 705D, 731C-731D, 741AA, 743C-743D, 773W, 775C-775D, 801J, 801S, 801W</p>
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
Comprehension	
<p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p>	<p>The following references may be used to meet this objective: Student Edition: Unit 1: 74 Unit 2: 196 Unit 3: 334 Unit 4: 470 Unit 5: 606 Unit 6: 738 Teacher Edition: Unit 1: 56, 74, 94 Unit 2: 196 Unit 3: 334 Unit 4: 470 Unit 5: 588, 606 Unit 6: 738</p>

STANDARDS		PAGE REFERENCES
4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations.	Teacher Edition: Unit 1: 7A-7B, 39A-39B, 56, 67A-67B, 79A-79B, 94, 105A-105B Unit 2: 137A-137B, 163A-163B, 189A-189B, 201A-201B, 227A-227B Unit 3: 269A-269B, 293A-293B, 327A-327B, 339A-339B, 369A-369B Unit 4: 407A-407B, 437A-437B, 463A-463B, 475A-475B, 505A-505B Unit 5: 543A-543B, 571A-571B, 588, 599A-599B, 611A-611B, 639A-639B Unit 6: 675A-675B, 705A-705B, 731A-731B, 743A-743B, 775A-775B
4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures.	Teacher Edition: Unit 1: 52, 56, 58, 91, 92, 93, 96, 116, 120 Unit 4: 496, 515 Unit 6: 722, 768
4.7.4	Give precise directions and instructions.	Student Edition: Unit 4: 534-535 Teacher Edition: Unit 2: 187A-187B, 225A-225B, 257A-257B, 263A-263E Unit 6: 762
4.7.15	Connect and relate experiences and ideas to those of a speaker.	Teacher Edition: Unit 1: 7B, 31, 39B, 59, 79B, 97, 105B, 121 Unit 2: 137B, 155, 163B, 183, 189B, 201B, 227B, 251 Unit 3: 269B, 285, 293B, 319, 327B, 339B, 361, 369B, 391 Unit 4: 407B, 429, 439B, 455, 465B, 475B, 497, 505B, 527 Unit 5: 543B, 563, 571B, 591, 611B, 631, 639B, 659 Unit 6: 675B, 697, 705B, 723, 731B, 743B, 769, 775B

STANDARDS		PAGE REFERENCES
Organization and Delivery of Oral Communication		
4.7.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	Teacher Edition: Unit 1: 131E Unit 2: 263E Unit 3: 401E Unit 6: 741C, 807E
4.7.6	Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	Student Edition: Unit 1: 36-37, 64-65, 76-77, 102-103, 124-125 Unit 2: 160-161, 186-187, 198-199, 224-225, 255, 256-257 Unit 3: 289, 290-291, 323, 324-325, 336-337, 336-367, 393, 394-395 Unit 4: 433, 434-435, 472-473, 501, 502-503, 530-531 Unit 5: 567, 568-569, 596-597, 636-637, 662-663 Unit 6: 701, 702-703, 727, 728-729, 740-741, 770, 772-773, 800-801 Teacher Edition: Unit 1: 37A-37B, 63, 63A-63B, 65A-65B, 77A-77F, 101A-101B, 103A-103B, 123A-123B, 125A-125B, 131A-131E Unit 2: 159A-159B, 161A-161B, 185A-185B, 187A-187B, 199A-199F, 223A-223B, 225A-225B, 255, 255A-255B, 263A-263E Unit 3: 289, 289A-289B, 291A-291B, 323, 323A-323B, 325A-325B, 337A-337F, 365, 365A-365B, 367A-367B, 393A-393B, 395A-395B, 401A-401E Unit 4: 433, 433A-433B, 435A-435B, 473A-473F, 501, 501A-501B, 503A-503B, 529A-529B, 531A-531B, 537A-537E Unit 5: 567, 567A-567B, 569A-569B, 595, 595A-595B, 597A-597B, 635, 635A-635B, 637A-637B, 660, 661A-661B, 663A-663B, 669A-669E Unit 6: 701, 701A-701B, 703A-703B, 727, 727A-727B, 729A-729B, 741A-741F, 771A-771B, 773A-773B, 789, 799A-799B, 801A-801B, 807A-807E

STANDARDS	PAGE REFERENCES
<p>4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p>	<p>Teacher Edition: Unit 1: 7B, 39B, 67B, 105B, 131E Unit 2: 137B, 163B, 189B, 201B, 227B, 263E Unit 3: 269B, 293B, 327B, 339B, 369B, 401E Unit 4: 407B, 437B, 463B, 475B, 5050B Unit 5: 543B, 571B, 611B, 639B Unit 6: 675B, 701, 705B, 731B, 743B, 775B, 807E</p>
<p>4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.</p>	<p>Teacher Edition: Unit 1: 7B, 37A-37B, 39B, 56, 63, 63A-63B, 65A-65B, 67B, 77A-77F, 101A-101B, 103A-103B, 105B, 123A-123B, 125A-125B, 131A-131E Unit 2: 137B, 159A-159B, 161A-161B, 163B, 185A-185B, 187A-187B, 189B, 199A-199F, 201B, 223A-223B, 225A-225B, 227B, 255, 255A-255B, 263A- 263E Unit 3: 269B, 289, 289A-289B, 291A-291B, 293B, 323, 323A-323B, 325A-325B, 327B, 337A-337F, 339B, 365, 365A-365B, 367A-367B, 369B, 393A-393B, 395A-395B, 401A-401E Unit 4: 407B, 433, 433A-433B, 435A-435B, 437B, 463B, 473A-473F, 475B, 501, 501A-501B, 503A-503B, 505B, 529A-529B, 531A-531B, 537A-537E Unit 5: 543B, 567, 567A-567B, 569A-569B, 571B, 595, 595A-595B, 597A-597B, 611B, 635, 635A-635B, 637A-637B, 639B, 660, 661A-661B, 663A-663B, 669A-669E Unit 6: 675B, 701, 701A-701B, 703A-703B, 705B, 727, 727A-727B, 729A-729B, 731B, 741A-741F, 743B, 771A-771B, 773A-773B, 775B, 789, 799A-799B, 801A-801B, 807A-807E</p>
<p>4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.</p>	<p>Teacher Edition: Unit 1: 7B, 39B, 67B, 105B, 131E Unit 2: 137B, 163B, 189B, 201B, 227B, 263E Unit 3: 269B, 293B, 327B, 339B, 358, 369B, 401E Unit 4: 407B, 437B, 463B, 475B, 505B, 537E Unit 5: 543B, 571B, 611B, 639B Unit 6: 675B, 701, 705B, 731B, 743B, 775B, 807E</p>

STANDARDS	PAGE REFERENCES
Analysis and Evaluation of Oral and Media Communications	
4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.	Student Edition: Unit 4: 430, 433 #1, 536 Teacher Edition: Unit 1: 6L, 103W, 131J Unit 2: 263J Unit 3: 267L, 337A-337F, 401A-401E, 401J Unit 4: 431, 433, 537J Unit 5: 669J Unit 6: 807J
4.7.16 Distinguish between the speaker's opinions and verifiable facts.	Student Edition: Unit 3: 330, 333 #2 Unit 4: 527 #2 Unit 6: 734, 737#2 Teacher Edition: Unit 3: 329A-329B, 330, 332, 337Q, 337R, 337Y, 337AA, 337CC, 398 #1, 399 #5 Unit 4: 450, 455B, 510, 527B Unit 6: 733A-733B, 734, 736, 741Q, 741R, 741Y, 741CC, 750, 758, 764, 769B, 780, 804
Speaking Applications	
4.7.11 Make narrative presentations that: <ul style="list-style-type: none"> • relate ideas, observations, or memories about an event or experience. • provide a context that allows the listener to imagine the circumstances of the event or experience. • provide insight into why the selected event or experience should be of interest to the audience. 	Teacher Edition: Unit 1: 7B, 37A-37B, 39B, 63, 63A-63B, 65A-65B, 67B, 77A-77F, 101A-101B, 103A-103B, 105B, 123A-123B, 125A-125B, 131E Unit 4: 407B, 433, 433A-433B, 435A-435B, 437B, 463B, 473A-473F, 475B, 501, 501A-501B, 503A-503B, 505B, 529A-529B, 531A-531B, 537A-537E

STANDARDS	PAGE REFERENCES
<p>4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p>Teacher Edition: Unit 1: 7B, 37A-37B, 39B, 63, 63A-63B, 65A-65B, 67B, 77A-77F, 101A-101B, 103A-103B, 105B, 123A-123B, 125A-125B, 131E Unit 2: 137B, 159A-159B, 161A-161B, 163B, 185A-185B, 187A-187B, 189B, 199A-199F, 201B, 223A-223B, 225A-225B, 227B, 255, 255A-255B, 263A- 263E Unit 4: 407B, 433, 433A-433B, 435A-435B, 437B, 463B, 473A-473F, 475B, 501, 501A-501B, 503A-503B, 505B, 529A-529B, 531A-531B, 537A-537E</p>
<p>4.7.12 Make informational presentations that:</p> <ul style="list-style-type: none"> • focus on one main topic. • include facts and details that help listeners focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). 	<p>Student Edition: Unit 1: 35, 101 Unit 2: 159 Unit 3: 289, 323, 393 Unit 4: 433, 448, 501 Unit 5: 567 Unit 6: 727</p> <p>Teacher Edition: Unit 1: 22, 33, 35, 61, 99, 101 Unit 2: 159, 176, 221, 246, 253, 255 Unit 3: 289, 323, 354, 362, 365 Unit 4: 426, 493, 501, 524 Unit 5: 559, 565, 567, 581, 595, 635 Unit 6: 684, 725, 727, 741A-741F, 764, 789, 807E</p>
<p>4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p>	<p>Student Edition: Unit 1: 31, 59, 97, 121 Unit 2: 155, 183, 219, 251 Unit 3: 285, 319, 361, 391 Unit 4: 429, 455, 497, 527 Unit 5: 563, 591, 631, 659 Unit 6: 697, 701, 723, 769, 797</p> <p>Teacher Edition: Unit 1: 63 Unit 2: 157 Unit 3: 350 Unit 4: 418, 431, 456, 459 Unit 6: 692, 720, 756</p>