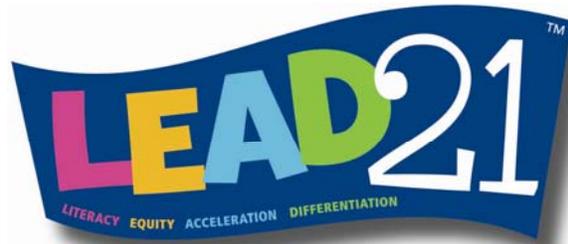
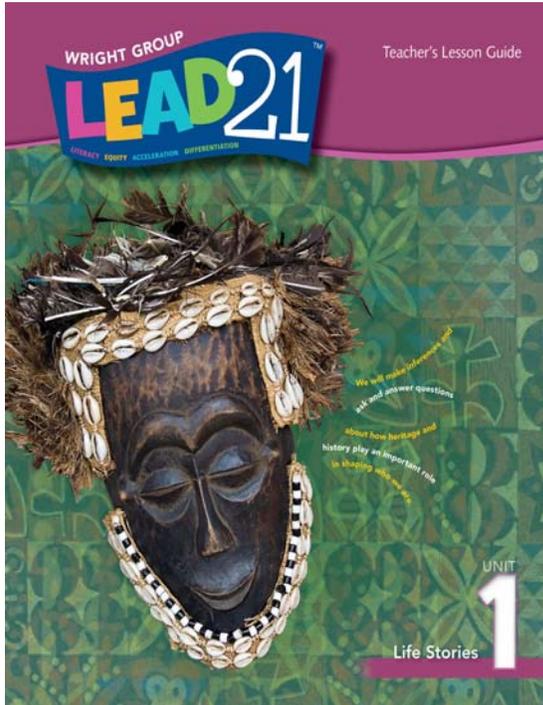




Wright Group

Content and Performance Standards
Reading and Writing
Grade 4



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	
<p>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.</p>	<p>Student Resources: <i>Practice Companion Volume 1</i> 6-7, 24-25, 50-51, 70-71, 98-99, 116-117, 142-143, 162-163, 190-191, 208-209, 234-235, 254-255, 282-283, 300-301, 326-327, 346-347; <i>Practice Companion Volume 2</i> 6-7, 24-25, 50-51, 70-71, 98-99, 116-117, 142-143, 162-163, 190-191, 208-209, 234-235, 254-255, 282-283, 300-301, 326-327, 346-347</p> <p>Teacher Edition: Unit 1: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264 Unit 2: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264, 285, 287 Unit 3: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264 Unit 4: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264, 285-287 Unit 5: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264 Unit 6: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264, 285, 287 Unit 7: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264 Unit 8: 15, 27, 39, 51, 66, 75, 87, 99, 111, 126, 153, 165, 177, 189, 204, 213, 225, 237, 249, 264</p>
Vocabulary and Concept Development	
<p>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.</p>	<p>Student Resources: <i>Practice Companion</i> 10-11, 74-75, 102-103, 120-121, 194-195, 286-287; <i>Theme Reader</i> 12, 88, 200, 262, 334, 391, 444-456</p> <p>Teacher Edition: Unit 1: 17, 36-37, 43-44 Unit 2: 36-37, 44-45, 96, 105 Unit 4: 36-37, 43, 194 Unit 5: 36-37, 41, 44, 53, 55, 57, 80, 91, 103, 181, 225, 234 Unit 6: 96-97, 101 Unit 7: 36-37, 44-45 Unit 8: 36-37</p>

STANDARDS		PAGE REFERENCES
4.1.3	Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.	<p>Student Resources: <i>Practice Companion Volume 1</i> 31, 79, 105, 171; <i>Practice Companion Volume 2</i> 31, 79, 105, 171</p> <p>Teacher Edition: Unit 1: 99, 111, 237, 249 Unit 5: 99, 111, 237, 249 Unit 6: 39, 51, 237, 249</p>
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).	<p>Student Resources: <i>Practice Companion Volume 1</i> 31, 79, 105, 171; <i>Practice Companion Volume 2</i> 31, 79, 105, 171</p> <p>Teacher Edition: Unit 1: 99, 111, 237, 249 Unit 5: 99, 111, 237, 249 Unit 6: 39, 51, 237, 249</p>
4.1.5	Use a thesaurus to find related words and ideas.	<p>Teacher Edition: Unit 2: 139, 275 Unit 5: 96, 241 Unit 7: 277</p>
4.1.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	<p>Student Resources: <i>Practice Companion Volume 1</i> 28-29, 212-213; <i>Practice Companion Volume 2</i> 212-213, 330-331</p> <p>Teacher Edition: Unit 1: 96 Unit 3: 96 Unit 7: 96, 105 Unit 8: 174, 175, 179</p>
4.1.7	Use context to determine the meaning of unknown words.	<p>Student Resources: <i>Practice Companion Volume 1</i> 28-29, 212-213; <i>Practice Companion Volume 2</i> 212-213</p> <p>Teacher Edition: Unit 1: 96 Unit 3: 96 Unit 7: 96, 105</p>

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 Resources: <i>Practice Companion Volume 1</i> 59, 78, 164-165, 176, 196, 214, 243, 262, 269, 306, 335, 354, <i>Practice Companion Volume 2</i> 59, 78, 100-101, 192-193, 196, 214, 243, 306; <i>Theme Reader</i> 8-66, 129-190, 315-376, 377-438, 442-501; <i>Writing Models Chart</i> 4-5, 12-15, 20-21, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 165, 175, 235, 238, 240, 248-249, 268-269, 273 Unit 2: 37, 50, 97, 110, 120, 247, 251, 268, 272, 274, 277 Unit 3: 50, 110, 120, 188, 235, 248, 249, 250, 251, 268-269, 271 Unit 4: 13, 25, 49, 109, 110, 131, 175, 178, 179, 180, 235, 238, 239, 240 Unit 5: 25, 89, 110, 131, 164, 175, 178, 180, 183, 188, 235, 238, 240, 248-249, 269, 273 Unit 6: 12, 13, 25, 50, 84, 120, 130-131, 133, 186, 271, 273 Unit 7: 25, 37, 50, 97, 98, 99, 100, 101, 102-103, 104, 121, 175, 205, 248, 249, 250-251, 265, 268-269 Unit 8: 12, 97, 110, 111, 112, 114, 116, 117, 130, 131, 137, 175, 178, 180, 235, 248, 249, 251, 268-269, 271</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 Resources: <i>Practice Companion Volume 2</i> 335; <i>Theme Reader</i> 8-66, 129-190, 253-314, 377-438, 442-501; <i>Writing Models Chart</i> 4-5, 52-55</p> <p>Teacher Edition: Unit 1: 248-249, 273, 274, 275 Unit 3: 248, 249, 251 Unit 5: 248, 249, 273 Unit 7: 248, 249, 268-269 Unit 8: 175, 178, 180, 248, 249, 251</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 Resources: <i>Adventures in the Heartland</i> 80-93; <i>Eastern Seaboard Excursions</i> 6-17; <i>Ecosystem Adventures</i> 6-17; <i>Ecosystem Encounters</i> 6-18; <i>Ecosystems Everywhere</i> 6-15; <i>Goals Across the World</i> 30-53; <i>Heartland Ways of Life</i> 80-89; <i>Heritage Connections</i> 30-39; <i>Investigating Earth's Resources</i> 30-41; <i>Practice Companion Volume 1</i>: 8-9, 26-27; <i>Practice Companion Volume 2</i> 72-73, 77, 164-165, 256-257, 322; <i>Sharing Our Heritage</i> 30-41; <i>The Heartland Here and Now</i> 80-91; <i>Theme Reader</i> 5-66, 87-91, 150-154, 194-203, 253-314, 326-331, 396-403, 471-487; <i>Voyage to the West</i> 80-90; <i>Westward Expeditions</i> 80-89</p> <p>Teacher Edition: Unit 1: 25, 27, 28, 29, 30, 49, 85, 88, 89, 90, 109, 111, 141 Unit 2: 80, 89, 157 Unit 3: 32, 73, 275 Unit 4: 12, 16, 18, 20, 21 Unit 5: 223, 224, 226, 228, 230, 231 Unit 6: 26, 28, 30, 32, 33 Unit 7: 73, 223, 226, 228, 247 Unit 8: 73, 116, 155, 159</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>Adventures in the Heartland</i> 56-63; <i>Discovering Earth's Resources</i> 16-27; <i>Eastern Seaboard Excursions</i> 80-93; <i>Goals Without Limits</i> 18-27; <i>Heartland Ways of Life</i> 56-65; <i>Investigating Earth's Resources</i> 18-27, 56-67; <i>Passage to the West</i> 56-65, 80-89; <i>Practice Companion Volume 1</i> 104, 144-145, 240, 261, 353; <i>Practice Companion Volume 2</i> 52-53, 236-237, 261, 288; <i>Striving for Goals</i> 18-27; <i>The Frontiers of Space</i> 80-90; <i>The Heartland Here and Now</i> 56-63; <i>Theme Reader</i> 67-128, 161-177, 253-314, 377-438, 409-423, 450-452; <i>Voyage to the West</i> 56-67; <i>Westward Expeditions</i> 56-65</p> <p>Teacher Edition: Unit 2: 37, 40, 42, 163, 166, 167 Unit 3: 151, 229, 230 Unit 4: 231 Unit 5: 163, 166, 167, 168, 169, 170, 187 Unit 6: 55 Unit 7: 159, 163, 165, 166, 168, 170, 187, 229, 230 Unit 8: 37, 40, 42, 45, 139</p>

STANDARDS	PAGE REFERENCES
<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>Student Resources: <i>Adventures in the Heartland</i> 56-77; <i>Ecosystems Everywhere</i> 42-53; <i>Passage to the West</i> 30-53; <i>The Frontiers of Space</i> 6-15; <i>Theme Reader</i> 315-376, 396-403, 442-501</p> <p>Teacher Edition: Unit 1: 21, 33, 79, 159 Unit 3: 187, 263 Unit 4: 33 Unit 5: 194 Unit 6: 25, 73, 101 Unit 7: 77, 80, 116, 167, 199 Unit 8: 159, 237</p>
<p>4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).</p>	<p>Student Resources: <i>Heartland Ways of Life</i> 18-27, 42-53; <i>Inspiring Goals</i> 68-77; <i>Practice Companion Vol. 2</i> 12, 30; <i>The Heartland Here and Now</i> 18-27, 42-53; <i>Theme Reader</i> 253-314; <i>Writing Models Chart</i> 32-33</p> <p>Teacher Edition: Unit 5: 19, 37, 40, 42, 97, 100, 102, 134 Unit 8: 183</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 <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.</p>	<p>Student Resources: <i>Discovering Space</i> 6-27, 30-41; <i>Eastern Seaboard Excursions</i> 30-53; <i>Ecosystem Adventures</i> 68-79, 94-102; <i>Ecosystem Encounters</i> 56-79; <i>Ecosystems Everywhere</i> 66-79; <i>Goals Without Limits</i> 41-53; <i>Journeys Through Space</i> 6-27, 30-43; <i>Passage to the West</i> 30-41, 56-77; <i>Practice Companion Vol. 2</i> 151, 170, 306; <i>Reflections on the Heartland</i> 56-77; <i>Stories of Space</i> 6-27, 30-44; <i>Striving for Goals</i> 30-39, 40-53; <i>The Frontiers of Space</i> 6-27, 30-41; <i>Theme Reader</i> 143-149, 150-154, 315-376; <i>Voyage to the West</i> 30-41, 56-77; <i>Westward Bound</i> 30-41, 56-77; <i>Westward Expeditions</i> 40-53, 56-77</p> <p>Teacher Edition: Unit 1: 34, 58, 92, 94 Unit 2: 27, 118, 172, 196, 232, 256 Unit 3: 27, 79, 116, 219 Unit 4: 34, 58, 94 Unit 5: 195 Unit 6: 175, 178, 180, 194, 235, 240, 241 Unit 7: 118, 172, 196 Unit 8: 91, 97, 100, 102</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>Discovering Space</i> 18-27; <i>Heartland Ways of Life</i> 66-77; <i>Journeys Through Space</i> 18-27; <i>Passage to the West</i> 42-53; <i>Practice Companion Vol. 1</i> 288; <i>Practice Companion Vol. 2</i> 59, 78, 214; <i>Stories of Space</i> 19-27; <i>The Frontiers of Space</i> 16-27; <i>The Heartland Here and Now</i> 64-77, 92-102; <i>Theme Reader</i> 150-154, 191-252, 253-314, 377-438; <i>Voyage to the West</i> 42-53; <i>Westward Expeditions</i> 40-53</p> <p>Teacher Edition: Unit 3: 81 Unit 4: 37, 40, 42, 44, 45 Unit 5: 175, 178, 180, 235, 238 Unit 7: 97, 99, 100, 101, 102, 104</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>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 86; <i>Writing Models Chart</i> 4-5, 6-7</p> <p>Teacher Edition: Unit 1: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283</p>
<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 Resources: <i>Practice Companion Vol. 1</i> 128-129, 130; <i>Practice Companion Vol. 2</i> 220, 221, 222; <i>Theme Reader</i> 67-128, 129-190, 194-252, 253-314, 318-376, 380-438; <i>Writing Models Chart</i> 8-11, 48-51</p> <p>Teacher Edition: Unit 2: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 3: 224 Unit 4: 224, 225 Unit 5: 224 Unit 6: 224 Unit 7: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 224</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Literary Text	
<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 Resources: <i>Practice Companion Vol. 1</i> 128; <i>Practice Companion Vol. 2</i> 220, 221, 222, 360, 361, 362; <i>Writing Models Chart</i> 8-11, 48-51, 60-63</p> <p>Teacher Edition: Unit 2: 132, 136 Unit 7: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283</p>
<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 Resources: <i>Ecosystem Adventures</i> 30-53, 56-79; <i>Ecosystem Encounters</i> 70-79; <i>Ecosystems Everywhere</i> 30-53, 56-79; <i>Heartland Ways of Life</i> 80-102; <i>Heritage Connections</i> 80-102; <i>Journeys Through Space</i> 80-102; <i>Practice Companion Vol. 1</i> 128; <i>Practice Companion Vol. 2</i> 149; <i>Sharing Our Heritage</i> 80-102; <i>Stories of Space</i> 80-102; <i>The Heartland Here and Now</i> 80-102; <i>Theme Reader</i> 285-299, 347-376; <i>Voyage to the West</i> 68-77; <i>Wild Ecosystems</i> 68-79; <i>Writing Models Chart</i> 8-11, 60-63</p> <p>Teacher Edition: Unit 1: 251 #2, 253 #2, 262 Unit 2: 138 Unit 4: 251 #2, 253 #2 Unit 5: 158, 187, 227, 251 #2, 253 #2, 262 Unit 6: 103, 113 #2, 115 #2, 124, 176, 177, 181, 182, 183, 191 #2, 193 #2, 202 Unit 7: 181 Unit 8: 268, 270</p>

STANDARDS	PAGE REFERENCES
<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.</p> <p>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 Resources:</p> <p><i>A View of the Eastern Seaboard</i> 80-89; <i>Adventures in the Heartland</i> 30-43; <i>Discovering Earth's Resources</i> 42-53, 56-67; <i>Discovering Space</i> 6-27; <i>Earth's Amazing Resources</i> 40-53, 56-63; <i>Eastern Seaboard Excursions</i> 80-93; <i>Ecosystem Adventures</i> 56-67; <i>Ecosystem Encounters</i> 56-69; <i>Ecosystems Everywhere</i> 56-65; <i>Experiencing Heritage</i> 6-15, 16-27, 30-39; <i>Goals Across the World</i> 6-17; <i>Goals without Limits</i> 6-17; <i>Heartland Ways of Life</i> 30-41; <i>Heritage Connections</i> 6-19, 20-27, 30-39; <i>Inspiring Goals</i> 6-17; <i>Investigating Earth's Resources</i> 42-53, 56-67; <i>Journeys Through Space</i> 6-27; <i>Learning Through Heritage</i> 16-27, 30-39; <i>Life on the Eastern Seaboard</i> 80-93; <i>Passage to the West</i> 80-89; <i>Protecting Earth's Resources</i> 40-53, 56-67; <i>Reflections on the Heartland</i> 30-41; <i>Scenes from the Eastern Seaboard</i> 80-89; <i>Sharing Our Heritage</i> 6-17, 18-27, 30-41; <i>Stories of Space</i> 6-27; <i>Striving for Goals</i> 6-17; <i>The Frontiers of Space</i> 6-27; <i>The Heartland Here and Now</i> 30-41; <i>Theme Reader</i> 5-66, 68-128, 129-190, 196-209, 253-314, 315-376, 380-438, 439-501; <i>Voyage to the West</i> 80-90; <i>Westward Bound</i> 80-89; <i>Westward Expeditions</i> 80-89; <i>Wild Ecosystems</i> 56-67</p> <p>Teacher Edition:</p> <p>Unit 1: 34, 58, 94 Unit 2: 118, 172, 196 Unit 3: 232, 256 Unit 4: 34, 58 Unit 5: 94, 118 Unit 6: 172, 196 Unit 7: 232, 256 Unit 8: 34, 58, 94</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 Resources: <i>Earth's Amazing Resources</i> 56-77; <i>Heartland Ways of Life</i> 18-27; <i>Investigating Earth's Resources</i> 56-77; <i>Protecting Earth's Resources</i> 56-77; <i>Practice Companion Vol. 1</i> 149; <i>Theme Reader</i> 99-128, 272-277, 285-299, 300-314, 320-325, 332-337, 362-376; <i>Writing Models Chart</i> 32-35</p> <p>Teacher Edition: Unit 2: 176, 177, 191, 194, 195, 202 Unit 5: 43, 81, 131, 138, 157, 159, 165 Unit 6: 21, 77, 165</p>
<p>4.3.6 Determine the theme. Example: Identify the theme in the classic novel, <i>Hans Brinker</i> or <i>The Silver Skates</i> by Mary Mapes Dodge.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 2, 3, 20, 112, 113, 138, 231, 322; <i>Practice Companion Vol. 2</i> 2, 3, 20, 112, 113, 212-213, 231, 322; <i>Theme Reader</i> 5, 138-66, 67-128, 129-190, 191-252, 253-314, 315-376, 377-438, 439-501</p> <p>Teacher Edition: Unit 1: 10, 24, 36, 48, 72, 210 Unit 2: 84, 108, 150, 222 Unit 3: 96, 186, 234 Unit 4: 162, 246 Unit 5: 10, 24, 36, 48, 72, 210 Unit 6: 84, 108, 150, 222 Unit 7: 96, 186, 234 Unit 8: 162, 246</p>

STANDARDS	PAGE REFERENCES
<p>4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.</p>	<p>Student Resources: <i>A View of the Eastern Seaboard</i> 56-77; <i>Differentiated Reader</i> 82-102; <i>Discovering Earth's Resources</i> 30-53; <i>Investigating Earth's Resources</i> 30-53</p> <p>Teacher Edition: Unit 2: 113 #2, 115 #2 Unit 3: 193 Unit 4: 262-263</p>
<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>Student Resources: <i>Practice Companion Vol. 1</i> 7, 84, 85, 128, 176, 177, 221, 268, 269, 312, 313, 361; <i>Practice Companion Vol. 2</i> 36, 37, 84, 85, 128, 129, 176, 177, 220, 221, 268, 269, 313, 360, 361; <i>Writing Models Chart</i> 3, 4-7, 8-11, 12-15, 20-21, 24-27, 28-31, 32-33, 36-37, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 138-139, 270-271, 272-273 Unit 2: 132-133, 134, 269-270 Unit 3: 131, 269-270 Unit 4: 131-132, 269-270 Unit 5: 131-132, 269-270 Unit 6: 131-132, 269-270 Unit 7: 131-132, 269-270 Unit 8: 131-132, 269-270</p>

STANDARDS	PAGE REFERENCES
<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 Resources: <i>Practice Companion Vol. 1</i> 85,128, 176, 220, 268, 312, 313, 360; <i>Practice Companion Vol. 2</i> 37, 128, 177, 221, 268, 269, 312, 313, 360-361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-33, 36-37, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 268-269 Unit 2: 132, 272 Unit 3: 134, 268-269 Unit 4: 130-131, 134, 268-269, 274 Unit 5: 130-131, 134, 269, 272 Unit 6: 130-131, 136, 268-269, 272 Unit 7: 131, 134, 268-269, 270, 272-273, 276-277 Unit 8: 130-131, 134-135, 136-137, 268-269, 272-273</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 Resources: <i>Practice Companion Vol. 1</i> 84, 85, 268, 269; <i>Practice Companion Vol. 2</i> 85, 129, 313; <i>Writing Models Chart</i> 4-7, 20-21, 36-37, 40-43, 56-59</p> <p>Teacher Edition: Unit 1: 268-269, 270-271, 272-273, 274-275, 276-277, 27-279, 280-281, 282-283 Unit 3: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 5: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 6: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145</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 Resources: <i>Practice Companion Vol. 1</i> 84, 85, 268, 269, 312, 313, 360-361; <i>Practice Companion Vol. 2</i> 84, 85, 128, 129, 176, 177, 268, 269, 312, 313; <i>Writing Models Chart</i> 4-5, 20-21, 24-27, 28-31, 36-37, 40-43, 44-47, 52-55, 56-59</p> <p>Teacher Edition: Unit 1: 268-269, 272, 274, 276-277 Unit 3: 268-269, 278 Unit 4: 130-131, 134, 268-269 Unit 5: 269, 272, 276-277 Unit 6: 130-131, 136, 268-269, 272, 276 Unit 7: 268-269, 272, 276-277 Unit 8: 130-131, 136-137</p>
Research Process and Technology	
<p>4.4.5 Quote or paraphrase information sources, citing them appropriately.</p>	<p>Student Resources: <i>A View of the Eastern Seaboard</i> 64, 92; <i>Goals Without Limits</i> 87; <i>Life on the Eastern Seaboard</i> 58, 92-93; <i>Practice Companion Vol. 1</i> 243, 262; <i>Practice Companion Vol. 2</i> 128, 129, 354; <i>Striving for Goals</i> 87; <i>Theme Reader</i> 140, 165, 444; <i>Writing Models Chart</i> 40-43</p> <p>Teacher Edition: Unit 3: 175, 178, 179 #2, 180, 235, 238, 240, 241 #1, 274 Unit 6: 134, 135 Unit 8: 235, 238, 240, 241 #1</p>
<p>4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p>	<p>Student Resources: <i>Ecosystem Adventures</i> 6-27; <i>Life on the Eastern Seaboard</i> 9; <i>Practice Companion Vol. 2</i> 256-257; <i>Theme Reader</i> 20, 29, 150-154, 264, 267, 326, 327, 328, 335, 395, 398-399, 406, 514, 520-523</p> <p>Teacher Edition: Unit 1: 38, 41, 53 #2, 77 Unit 2: 55 #2, 98 Unit 3: 53 #2, 55 #2, 64, 79 Unit 4: 98, 99, 113 #2, 124, 125 Unit 5: 27, 38, 39 Unit 6: 38, 39, 53 #2, 55 #2, 98, 99 Unit 7: 38, 55 #2, 98, 113 #2, 211, 223</p>

STANDARDS	PAGE REFERENCES
<p>4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 268, 269, 312, 313; <i>Practice Companion Vol. 2</i> 84, 85, 128, 129, 312, 313; <i>Writing Models Chart</i> 20-21, 24-27, 36-37, 40-43, 56-59</p> <p>Teacher Edition: Unit 3: 272-273 Unit 4: 134-135 Unit 5: 272-273 Unit 6: 134-135 Unit 8: 134-135</p>
<p>4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p>	<p>The following references can be expanded to meet this objective.</p> <p>Student Resources: <i>Practice Companion</i> 312, 313; <i>Writing Models Chart</i> 56-59</p> <p>Teacher Edition: Unit 3: 272-273 Unit 4: 134-135 Unit 5: 272-273 Unit 6: 134-135 Unit 8: 134-135 Unit 8: 130-131, 134-135, 144</p>

STANDARDS	PAGE REFERENCES
<p>4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 274-275, 276-277, 278-279, 280-281, 282-283 Unit 2: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 3: 133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 4: 136-137, 138-139, 140-141, 142-143, 144-145, 272-273, 276-277, 278-279, 280-281, 282-283 Unit 5: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 6: 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 7: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 8: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283</p>

STANDARDS	PAGE REFERENCES
Evaluation and Revision	
<p>4.4.10 Review, evaluate, and revise writing for meaning and clarity.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 278-279, 280-281 Unit 2: 140-141, 142-143, 278-279, 280-281 Unit 3: 140-141, 142-143, 280-281 Unit 4: 140-141, 142-143, 278-279, 280-281 Unit 5: 140-141, 142-143, 278-279, 280-281 Unit 6: 142-143, 278-279, 280-281 Unit 7: 140-141, 142-143, 278-279, 280-281 Unit 8: 140-141, 142-143, 278-279, 280-281</p>
<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>Teacher Edition: Unit 1: 282-283 Unit 2: 144-145, 282-283 Unit 3: 144-145, 282-283 Unit 4: 144-145, 282-283 Unit 5: 144-145, 282-283 Unit 6: 144-145, 282-283 Unit 7: 144-145, 282-283 Unit 8: 144-145, 282-283</p>

STANDARDS	PAGE REFERENCES
<p>4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 278-279, 280-281, 282-283 Unit 2: 140-141, 142-143, 144-145, 278-279, 280-281, 282-283 Unit 3: 140-141, 142-143, 144-145, 278-279, 280-281, 282-283 Unit 4: 140-141, 142-143, 144-145, 278-279, 280-281, 282-283 Unit 5: 140-141, 142-143, 144-145, 278-279, 280-281, 282-283 Unit 6: 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 7: 140-141, 142-143, 144-145, 274-275, 278-279, 280-281, 282-283 Unit 8: 140-141, 142-143, 144-145, 278-279, 280-281, 282-283</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 Resources: <i>Practice Companion Vol. 1</i> 128, 129, 176, 177; <i>Practice Companion Vol. 2</i> 220, 221; <i>Writing Models Chart</i> 8-11, 12-15, 48-51</p> <p>Teacher Edition: Unit 2: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283, 284-285 Unit 7: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283</p>

STANDARDS	PAGE REFERENCES
<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 Resources:</p> <p><i>A View of the Eastern Seaboard</i> 20-27; <i>Adventures in the Heartland</i> 6-27; <i>Eastern Seaboard Excursion</i> 18-27; <i>Ecosystem Adventures</i> 18-27; <i>Ecosystem Encounters</i> 19-27; <i>Ecosystems Everywhere</i> 16-27; <i>Heartland Ways of Life</i> 6-27; <i>Life on the Eastern Seaboard</i> 16-27; <i>Passage to the West</i> 6-14; <i>Reflections on the Heartland</i> 6-27; <i>Scenes from the Eastern Seaboard</i> 16-27; <i>The Heartland Here and Now</i> 6-27; <i>Theme Reader</i> 10-22, 23-36, 37-66, 72-86, 87-98, 99-128, 210-215, 442-449; <i>Voyage to the West</i> 6-15; <i>Westward Bound</i> 6-13; <i>Westward Expeditions</i> 6-17; <i>Wild Ecosystems</i> 18-27</p> <p>Teacher Edition:</p> <p>Unit 1: 50, 98, 176</p> <p>Unit 2: 50, 110, 188, 236</p> <p>Unit 3: 41 #1-#2, #1-#3, 43 #1-#3, #1-#3, 44, 45</p> <p>Unit 4: 77 #1-#2, #1-#3, 79 #1-#3, #1-#2, 80 #1-#2, 81 #1-#2</p> <p>Unit 5: 53 #1-#4, 55 #1-#4, 56 #1-#2, 57 #1-#2</p> <p>Unit 6: 41 #1-#3, #1-#3, 43 #1-#2, #1-#3, 44 #1-#2, 45 #1-#2</p> <p>Unit 7: 29 #1-#3, #1-#3, 31 #1-#3, #1-#3, 32, 33 #1-#2</p> <p>Unit 8: 17 #1-#2, #1-#3, 19 #1-#2, #1-#2, 20 #1-#2, 21 #1-#2</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 Resources: <i>A View of the Eastern Seaboard</i> 56-67; <i>Differentiated Readers</i> 6-27, 30-53, 56-77, 80-102; <i>Discovering Earth’s Resources</i> 56-67; <i>Eastern Seaboard Excursions</i> 56-68; <i>Ecosystem Adventures</i> 30-40; <i>Ecosystems Everywhere</i> 30-41; <i>Etools</i> 21; <i>Goals Without Limits</i> 30-40; <i>Heartland Ways of Life</i> 6-27; <i>Life on the Eastern Seaboard</i> 56-67; <i>Practice Companion Vol. 1</i> 236-237; <i>Practice Companion Vol. 2</i> 118-119, 302-303; <i>Scenes from the Eastern Seaboard</i> 56-67; <i>Striving for Goals</i> 30-39; <i>Theme Reader</i> 99-113, 129-190, 258-271, 315-376, 409-423, 439-501; <i>Westward Bound</i> 30-41; <i>Wild Ecosystems</i> 30-39</p> <p>Teacher Edition: Unit 1: 65, 203, 263 Unit 2: 65, 77, 125, 155, 169, 203 Unit 3: 163, 165, 166, 168, 170, 171 Unit 4: 65, 203 Unit 5: 39, 55, 65, 263 Unit 6: 85, 88, 90, 91, 93 Unit 7: 93, 155 Unit 8: 85, 88, 90</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 Resources: <i>Practice Companion Vol. 1</i> 85, 128, 129, 176, 177, 220, 221; <i>Practice Companion Vol. 2</i> 36, 37, 41, 42, 268, 269, 312, 360, 361; <i>Writing Models Chart</i> 2, 4-5, 8-11, 12-15, 16-17, 32-35, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 132-133, 277 Unit 2: 138-139, 274-275 Unit 3: 130-131, 136-137, 138-139 Unit 5: 134, 137, 138-139, 141, 143 Unit 7: 276-277 Unit 8: 136, 138, 274, 277, 279</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 Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 274-275, 276-277, 278-279, 280-281, 282-283 Unit 2: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 3: 133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 4: 136-137, 138-139, 140-141, 142-143, 144-145, 272-273, 276-277, 278-279, 280-281, 282-283 Unit 5: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 6: 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 7: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 8: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283</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 Resources: <i>Practice Companion Vol. 1</i> 84, 85, 86, 268, 269, 312-313; <i>Practice Companion Vol. 2</i> 84, 85, 128, 129, 312, 313, 314; <i>Writing Models Chart 4-7</i>, 20-21, 22-23, 24-27, 36-37, 38-39, 40-43, 56-59</p> <p>Teacher Edition: Unit 1: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 3: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 4: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 5: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 6: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145</p>
<p>Standard 6 WRITING: English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p>	
Handwriting	
<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>Teacher Edition: Unit 1: 144-145, 282-283 Unit 2: 144-145, 282-283 Unit 3: 144-145, 282-283 Unit 4: 144-145, 282-283 Unit 5: 144-145, 282-283 Unit 6: 144-145, 282-283 Unit 7: 144-145, 282-283 Unit 8: 144-145, 282-283</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.	Student Resources: <i>Practice Companion Vol. 1</i> 89, 131; <i>Practice Companion Vol. 2</i> 317, 318, 363, 364 Teacher Edition: Unit 1: 279 Unit 2: 135 Unit 8: 141, 143, 273, 275
4.6.3	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. <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 	Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 133, 134, 177, 179, 180, 225, 226, 271, 272, 273, 274, 315, 316; <i>Practice Companion Vol. 2</i> 41, 42, 87, 88, 89, 123, 131, 133, 152, 179, 180, 181, 223, 224, 225, 226, 271, 272, 365, 366 Teacher Edition: Unit 1: 276-277 Unit 2: 141, 143, 273, 274, 275 Unit 3: 141, 143, 273, 275, 277, 279 Unit 4: 135, 137, 273 Unit 5: 141, 143, 273, 275, 279 Unit 6: 19, 99, 111, 135, 139, 177, 189, 275, 279 Unit 7: 135, 137, 141, 143, 273, 275 Unit 8: 279, 281
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).	Student Resources: <i>Practice Companion Vol. 1</i> 225, 226, 271, 272, 274, 315, 316; <i>Practice Companion Vol. 2</i> 133, 179, 180, 181, 182, 223, 224, 225, 226, 271, 272 Teacher Edition: Unit 1: 276 Unit 3: 141, 143, 273, 275, 279 Unit 4: 135, 137 Unit 6: 19, 139, 273, 275, 279, 281 Unit 7: 135, 137, 141, 143, 273, 275

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).	Student Resources: <i>Practice Companion Vol. 1</i> 134, 180, 318, 363; <i>Writing Models Chart 2</i> , 8-11 Teacher Edition: Unit 1: 134-135 Unit 2: 143, 273 Unit 4: 143, 273
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. 	The following references may be used to meet this objective. Teacher Edition: Unit 3: 272 Unit 5: 272 Unit 7: 134, 135 Unit 8: 134
Capitalization		
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	The following references may be used to meet this objective. Teacher Edition: Unit 1: 135 Unit 3: 272 Unit 5: 272 Unit 7: 134, 135 Unit 8: 134
Spelling		
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 <u>sur•prise</u> or <u>e•col•o•gy</u>).	Student Resources: <i>Practice Companion Vol. 1</i> 232, 233, 281, 299; <i>Practice Companion Vol. 2</i> 48, 232, 233, 280, 289 Teacher Edition: Unit 3: 152, 165, 177 Unit 4: 39, 99 Unit 5: 152, 165 Unit 7: 165, 177 Unit 8: 14, 27, 39

STANDARDS	PAGE REFERENCES
<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>	
<p>Comprehension</p>	
<p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p>	<p>Student Resources: <i>Etools 21; Practice Companion Vol. 1</i> 106, 107, 108, 174, 198, 200, 290, 292, 370, 371, 372; <i>Practice Companion Vol. 2</i> 16, 82, 108, 174, 198, 200, 266, 290, 292, 358, 370, 371; <i>Theme Reader</i> 71-98, 134-160, 194-222, 258-284, 318-346, 380-408</p> <p>Teacher Edition: Unit 1: 61 Unit 2: 60-61, 62-63 Unit 3: 60, 62, 259 Unit 4: Unit 4: 60, 62 Unit 5: 60, 62 Unit 6: 60-61 Unit 7: 60-61, 62-63 Unit 8: 60, 62</p>
<p>4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.</p>	<p>Student Resources: <i>Differentiated Reader</i> 6-27, 30-53, 56-77, 80-102; <i>Etools 21</i></p> <p>Teacher Edition: Unit 1: 160, 202-203, 262-263 Unit 2: 64-65, 124-125, 202-203 Unit 3: 118, 124-125, 172 Unit 4: 64-65, 82, 94, 106 Unit 5: 22, 34, 46, 58 Unit 6: 160, 184, 244 Unit 7: 64-65, 118, 202-203 Unit 8: 34, 58, 262-263</p>

STANDARDS		PAGE REFERENCES
4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures.	<p>The following references may be used to meet this objective.</p> <p>Student Resources: <i>Experiencing Heritage</i> 16-27; <i>Theme Reader</i> 8-15, 129-190, 409-423; <i>The Heartland Here and Now</i> 6-17</p> <p>Teacher Edition: Unit 1: 17, 45 Unit 3: 84, 154-155, 156-157, 164 Unit 5: 28-29, 30-31, 43, 52-53 Unit 7: 154-155, 156-157, 158-159</p>
4.7.4	Give precise directions and instructions.	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84-85; <i>Writing Models Chart</i> 4-5</p> <p>Teacher Edition: Unit 1: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283</p>
4.7.15	Connect and relate experiences and ideas to those of a speaker.	<p>Teacher Edition: Unit 1: 160, 202-203, 262-263, 278, 283 Unit 2: 64-65, 124-125, 140, 145, 202-203, 278, 283 Unit 3: 118, 134, 145, 124-125, 172, 280, 283 Unit 4: 64-65, 82, 94, 106, 140, 145, 278, 283 Unit 5: 22, 34, 46, 58, 140, 145, 278, 283 Unit 6: 142, 145, 160, 184, 244, 278, 283 Unit 7: 64-65, 118, 140, 145, 202-203, 278, 283 Unit 8: 34, 58, 140, 145, 262-263, 278, 283</p>

STANDARDS	PAGE REFERENCES
Organization and Delivery of Oral Communication	
<p>4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 128, 176, 222, 268, 269, 312, 313, 360; <i>Practice Companion Vol. 2</i> 36, 37, 85, 128, 129, 176, 177, 220, 221, 268, 269, 312, 313, 360-361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 18-19, 20-21, 24-27, 28-31, 32-33, 36-37, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 274, 283 Unit 2: 132, 140, 145, 272, 278, 283 Unit 3: 134, 140, 145, 276, 278-279, 280, 283 Unit 4: 136-137, 140, 145, 268, 274, 278, 283 Unit 5: 130-131, 140, 145, 269, 272, 278, 283 Unit 6: 130-131, 138, 140, 142, 145, 268-269, 276, 278, 283 Unit 7: 131, 136, 138-139, 140, 145, 268-269, 274, 278, 283 Unit 8: 130-131, 136, 140, 145, 268-269, 278, 283</p>

STANDARDS	PAGE REFERENCES
<p>4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 274-275, 276-277, 278-279, 280-281, 282-283 Unit 2: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 3: 133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 4: 136-137, 138-139, 140-141, 142-143, 144-145, 272-273, 276-277, 278-279, 280-281, 282-283 Unit 5: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 6: 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 7: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 8: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283</p>
<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: 278, 283 Unit 2: 140, 145, 278, 283 Unit 3: 140, 145, 278, 283 Unit 4: 140, 145, 278, 283 Unit 5: 140, 145, 278, 283 Unit 6: 140, 145, 278, 283 Unit 7: 140, 145, 278, 283 Unit 8: 140, 145, 278, 283</p>

STANDARDS	PAGE REFERENCES
<p>4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.</p>	<p>Student Resources: <i>Practice Companion Vol. 1</i> 84, 85, 128, 129, 176-177, 220-221, 268, 269, 312, 313, 361, 362; <i>Practice Companion Vol. 2</i> 37, 129, 177, 221, 269, 313, 361; <i>Writing Models Chart</i> 4-5, 8-11, 12-15, 17, 20-21, 24-27, 28-31, 32-35, 40-43, 44-47, 48-51, 52-55, 56-59, 60-63</p> <p>Teacher Edition: Unit 1: 274-275, 276-277, 278-279, 280-281, 282-283 Unit 2: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 3: 133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 4: 136-137, 138-139, 140-141, 142-143, 144-145, 272-273, 276-277, 278-279, 280-281, 282-283 Unit 5: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283 Unit 6: 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 7: 136-137, 138-139, 140-141, 142-143, 144-145, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 8: 136-137, 138-139, 140-141, 142-143, 144-145, 276-277, 278-279, 280-281, 282-283</p>
<p>4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.</p>	<p>Teacher Edition: Unit 1: 278, 283 Unit 2: 140, 145, 278, 283 Unit 3: 140, 145, 278, 283 Unit 4: 140, 145, 278, 283 Unit 5: 140, 145, 278, 283 Unit 6: 140, 145, 278, 283 Unit 7: 123, 140, 145, 278, 283 Unit 8: 140, 145, 278, 283</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 Resources: <i>Etools 21; Practice Companion Vol. 2 372</i> Teacher Edition: Unit 1: 123 Unit 2: 61 Unit 3: 61, 63, 199, 263 Unit 4: 61, 63, 263 Unit 5: 63, 121 Unit 6: 61 Unit 7: 63 Unit 8: 61, 63, 199, 263
4.7.16	Distinguish between the speaker's opinions and verifiable facts.	Student Resources: <i>Discovering Space 18-27; Journeys Through Space 18-27, 44-53; Practice Companion Vol. 1 288, 306; Stories of Space 19-27, 45-53; The Frontiers of Space 16-27; Theme Reader 150-154, 191-252</i> Teacher Edition: Unit 3: 81 Unit 4: 37, 40, 42, 44, 45, 97, 100, 102, 113, 139 Unit 7: 99
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. 	Student Resources: <i>Practice Companion Vol. 1 128, 129, 176, 177; Practice Companion Vol. 2 220, 221; Writing Models Chart 8-11, 12-15, 48-51</i> Teacher Edition: Unit 2: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283, 284-285 Unit 7: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283
4.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Student Resources: <i>Practice Companion Vol. 2 36-37; Writing Models Chart 32-33</i> Teacher Edition: Unit 5: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145

STANDARDS	PAGE REFERENCES
<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 Resources: <i>Practice Companion Vol. 1</i> 84, 85, 268, 269; <i>Practice Companion Vol. 2</i> 85, 129, 313; <i>Writing Models Chart</i> 4-7, 20-21, 36-37, 40-43, 56-59</p> <p>Teacher Edition: Unit 1: 268-269, 270-271, 272-273, 274-275, 276-277, 27-279, 280-281, 282-283 Unit 3: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 5: 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283 Unit 6: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145 Unit 8: 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145</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 Resources: <i>A View of the Eastern Seaboard</i> 56-67; <i>Differentiated Readers</i> 6-27, 30-53, 56-77, 80-102; <i>Discovering Earth's Resources</i> 56-67; <i>Eastern Seaboard Excursions</i> 56-68; <i>Ecosystem Adventures</i> 30-40; <i>Ecosystems Everywhere</i> 30-41; <i>Etools 21</i>; <i>Goals Without Limits</i> 30-40; <i>Heartland Ways of Life</i> 6-27; <i>Life on the Eastern Seaboard</i> 56-67; <i>Practice Companion Vol. 1</i> 236-237; <i>Practice Companion Vol. 2</i> 118-119, 302-303; <i>Scenes from the Eastern Seaboard</i> 56-67; <i>Striving for Goals</i> 30-39; <i>Theme Reader</i> 99-113, 129-190, 258-271, 315-376, 409-423, 439-501; <i>Westward Bound</i> 30-41; <i>Wild Ecosystems</i> 30-39</p> <p>Teacher Edition: Unit 1: 65, 203, 263 Unit 2: 65, 77, 125, 155, 169, 203 Unit 3: 163, 165, 166, 168, 170, 171 Unit 4: 65, 203 Unit 5: 39, 55, 65, 263 Unit 6: 85, 88, 90, 91, 93 Unit 7: 93, 155 Unit 8: 85, 88, 90</p>