

Texas' English Language Arts Standards – Fourth Grade

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments <i>*WRTR 6th Revised Edition</i>	Spalding Resource Center
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>			
<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p><u>Planning Section</u> p. 73 Comprehension #1-7 (<i>teach and practice</i>) p. 87 Comprehension #1-8 (<i>teach and practice</i>) <u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p>	<p>Listen actively p. 96 Delivering Integrated Writing Instruction (<i>teach</i>) Ask relevant questions p. 173 last paragraph regarding reading comprehension strategies continued on page 174 (<i>teach</i>) p. 27 Aligning Questions and Responses to Each Objective: Examples (<i>teach</i>) Make pertinent comments p. 35 Articulation and Reflection (<i>teach</i>)</p>	<p>Downloadable > All Grades > Collins Model of Instruction (<i>teach</i>)</p>

<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Follow</p> <p><u>Delivering Section</u></p> <p>p. 6 (<i>teach and practice</i>)</p> <p>p. 24-25 (<i>teach and practice</i>)</p> <p>p. 40-41 (<i>teach and practice</i>)</p> <p>Restate</p> <p><u>Delivering Section</u></p> <p>p. 8 (<i>teach and practice</i>)</p> <p>p. 10-12 (<i>teach and practice</i>)</p> <p>p. 34 (<i>teach and practice</i>)</p> <p>p. 38 (<i>teach and practice</i>)</p> <p>p. 40-41 (<i>teach and practice</i>)</p> <p>p. 44 (<i>teach and practice</i>)</p> <p>p. 48 (<i>teach and practice</i>)</p> <p>p. 52 (<i>teach and practice</i>)</p> <p>p. 55 (<i>teach and practice</i>)</p> <p>p. 59 (<i>teach and practice</i>)</p> <p>p. 63 (<i>teach and practice</i>)</p> <p>p. 66 (<i>teach and practice</i>)</p>	<p>Follow instructions p. 181 Attention Management continued on p. 182 (<i>teach</i>)</p> <p>Restate instructions p. 184 Articulation (<i>teach</i>)</p> <p>Give oral instructions p. 184 Articulation (<i>teach</i>)</p>	
--	---	--	--

	<p>p. 70 (<i>teach and practice</i>)</p> <p>p. 74 (<i>teach and practice</i>)</p> <p>p. 77 (<i>teach and practice</i>)</p> <p>p. 81 (<i>teach and practice</i>)</p> <p>p. 85 (<i>teach and practice</i>)</p> <p>p. 89 (<i>teach and practice</i>)</p> <p>Give</p> <p><u>Delivering Section</u></p> <p>p. 20 (<i>teach and practice</i>)</p> <p>p. 27-28 (<i>teach and practice</i>)</p>		
<p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	<p><u>Delivering Section</u></p> <p>Fluent and Expressive Reading Procedures p. 84-85 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 73 Composition #2 (<i>practice</i>)</p> <p>p. 87 Composition #2 (<i>practice</i>)</p>		<p>Downloadable > All Grades > Assessment Checklists, Forms & Analyses > Oral Presentation Rubric (<i>practice</i>)</p> <p>Teacher's Guides > Fourth Grade Teacher's Guides > Oral Reading Fluency Manual p. 348-349 (<i>teach and practice</i>)</p> <p>Employing speaking rate</p> <p>Teacher's Guides > Fourth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly</p>

			<p>Expressive Reading Focus Pacing/Tempo (<i>teach and practice</i>)</p> <p>Employing volume</p> <p>Teacher’s Guides > Fourth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Intonation (<i>teach and practice</i>)</p> <p>Employing enunciation</p> <p>Teacher’s Guides > Fourth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach and practice</i>)</p> <p>Employing the conventions of language</p> <p>Teacher’s Guides > Fourth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Phrasing (<i>teach and practice</i>)</p>
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>			<p>Downloadable All Grades > Writing > Group Project Organizer Template & Group Project Organizer Example</p> <p>(<i>Teach and Practice</i>)</p>

<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>			
<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> i. decoding words with specific orthographic patterns and rules, including regular and irregular plurals; ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; iii. decoding words using advanced knowledge of 	<p>Decoding words with specific orthographic patterns, including regular plurals</p> <p><u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #3-5 (<i>teach</i> and <i>practice</i>)</p> <p>p. 78 Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)</p> <p>Decoding words with specific orthographic rules, including regular plurals</p> <p><u>Planning Section</u></p>	<p>Decoding words with specific orthographic patterns</p> <p>p. 170 Orthographic Unit Recognition (<i>teach</i>)</p> <p>Decoding words with specific orthographic rules p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)</p> <p>Decoding multisyllabic words p. 172 Spatial Placement (<i>teach</i>)</p> <p>Decoding words with syllable patterns</p> <p>p. 225-226 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Word Analysis > Syllable Division Patterns Chart & Worksheet (<i>practice</i>)</p> <p>Downloadable > All Grades > Word Analysis > Activities (<i>practice</i>)</p> <p>Decoding words with specific orthographic patterns</p> <p>Downloadable > All Grades > Writing > Noun Plurals Posters (<i>teach</i>)</p> <p>Downloadable > Fourth Grade Resources > Fourth Grade: Week 06 > Writing > G4W6SCV2 (<i>practice</i>)</p>

<p>syllable division patterns such as VV;</p> <p>v. decoding words using knowledge of prefixes;</p> <p>v. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p>i. identifying and reading high-frequency words from a research-based list;</p>	<p>p. 66 High Frequency Vocabulary #4-9 (<i>teach and practice</i>)</p> <p>p. 69 High Frequency Vocabulary #4-9 (<i>teach and practice</i>)</p> <p>p. 62 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>Decoding words with specific orthographic patterns, including irregular plurals</p> <p><u>Planning Section</u></p> <p>p. 78 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 78 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <p>Decoding words with specific orthographic rules, including irregular plurals</p> <p><u>Planning Section</u></p> <p>p. 83 High Frequency Vocabulary #3-7 (<i>teach and practice</i>)</p> <p>Decoding multisyllabic words</p> <p><u>Delivering Section</u></p> <p>p. 33-38</p>	<p>Decoding words with prefixes and suffixes</p> <p>p. 224 Morphology (<i>teach</i>)</p> <p>Identifying high frequency words</p> <p>p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)</p> <p>p. 252 first two paragraphs (<i>teach</i>)</p> <p>Reading high frequency words</p> <p>p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)</p>	
---	--	--	--

	<p>Decoding multisyllabic words with closed syllables</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #4-7 (<i>teach and practice</i>)</p> <p>Decoding multisyllabic words with open syllables</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #5-7 (<i>teach and practice</i>)</p> <p>Decoding words with advanced knowledge of syllable division patterns VCE</p> <p><u>Planning Section</u></p> <p>p. 69 High Frequency Vocabulary #4-6 (<i>teach and practice</i>)</p> <p>Decoding words with advanced knowledge of syllable division patterns vowel teams including digraphs</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <ul style="list-style-type: none"> • i.e. tele<u>ph</u>one 		<p>Closed Syllables</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>Open Syllables</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>VCE</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 2 (<i>teach and practice</i>)</p> <p>Final stable syllables</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p>
--	--	--	--

	<p>Decoding words with vowel teams including diphthongs</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <p>p. 90 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <ul style="list-style-type: none"> • i.e. through<u>ou</u>t <p>Decoding words with r-controlled syllables</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <p>p. 90 High Frequency Vocabulary #3-5 (<i>teach and practice</i>)</p> <ul style="list-style-type: none"> • i.e. ci<u>r</u>cle <p>Decoding words with final stable syllables</p> <p><u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #4-6 (<i>teach and practice</i>)</p> <p>Decoding words with advanced knowledge of syllable division patterns</p>		<p>Advanced knowledge of syllable division</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 4-41 (<i>teach and practice</i>)</p> <p>Decoding words using knowledge of prefixes</p> <p>Downloadable > Fourth Grade Resources > Fourth Grade: Week 24 > Writing > G4W24SCV5 (<i>practice</i>)</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 7 (<i>teach and practice</i>)</p> <p>Suffixes</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide p. 7 (<i>teach and practice</i>)</p>
--	--	--	--

	<p><u>Planning Section</u></p> <p>p. 134 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p>Decoding words using knowledge of prefixes</p> <p><u>Planning Section</u></p> <p>p. 111 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>p. 86 High Frequency Vocabulary #3-5 and Spelling Sidebar (<i>teach and practice</i>)</p> <p>Decoding words using knowledge of suffixes</p> <p><u>Planning Section</u></p> <p>p. 110 Spelling sidebar with High Frequency Vocabulary #1-4 (<i>teach and practice</i>)</p> <p>p. 100 Sentence Construction with Vocabulary Development #4 and Spelling sidebar (<i>teach and practice</i>)</p> <p>p. 78 Sentence Construction with Vocabulary Development #3-5 and Spelling sidebar (<i>teach and practice</i>)</p> <p>Identifying high-frequency words</p>		<p>Identifying high-frequency words</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Construction Model Lesson Template (<i>teach</i>)</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Sample Model Lesson Template (<i>teach</i>)</p> <p>Identifying and Reading high-frequency words</p> <p>Downloadable > All Grades > Intervention and Enrichment > Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Construction Coach Lesson Template (<i>practice</i>)</p>
--	--	--	--

	<p><u>Delivering Section</u></p> <p>p. 29-32</p> <p><u>Planning Section</u></p> <p>p. 118 High Frequency Vocabulary #1-2 (daily HFV reading practice)</p> <p>Reading high-frequency words</p> <p><u>Delivering Section</u></p> <p>p. 29-32</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #1-3 (<i>teach</i> and <i>practice</i>)</p> <p>p. 66 Sentence Construction with Vocabulary Development #1 (<i>teach</i> and <i>practice</i>) (daily HFV sentence construction practice)</p>		<p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable > All Grades > Intervention and Enrichment > Beginning Fluency Practice (<i>practice</i>)</p> <p>Downloadable > All Grades > Intervention and Enrichment > Beginner Readers (<i>practice</i>)</p>
--	---	--	--

<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> i.spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; i.spelling homophones; i.spelling multisyllabic words with multiple sound-spelling patterns; v.spelling words using advanced knowledge of syllable division patterns; v.spelling words using knowledge of prefixes; and i.spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and 	<p>Demonstrate spelling multisyllabic words with closed syllables</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #4-6 (<i>teach</i>)</p> <p>Demonstrate spelling multisyllabic words with open syllables</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #5-6 (<i>teach</i>)</p> <p>Demonstrate spelling multisyllabic words with VCe syllables</p> <p><u>Planning Section</u></p> <p>p. 69 High Frequency Vocabulary #4-5 (<i>teach</i>)</p> <p>Demonstrate spelling multisyllabic words with digraphs</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #3-4 (<i>teach</i>)</p> <p>Demonstrate spelling multisyllabic words with diphthongs</p> <p><u>Planning Section</u></p>	<p>Spelling multisyllabic words with syllables p. 58 High-Frequency Vocabulary paragraph 1</p> <p>Spelling homophones p. 102 Word Meaning</p> <p>Spelling words using knowledge of suffixes p. 15 English Spelling, Pronunciation, and Language Rules</p>	<p>Downloadable > All Grades > Assessment Checklists, Forms and Analyses > SSA Forms by Grade Level > SSA Analysis Chart and SSA Analysis Worksheet</p> <p>Spelling words using knowledge of suffixes</p> <p>Downloadable > Fourth Grade: Week 07 > Writing > G4W7SCV6 (<i>practice</i>)</p>
--	--	--	--

p. 86 High Frequency Vocabulary #3-4 (*teach*)

Demonstrate spelling multisyllabic words with r-controlled syllables

Planning Section

p. 86 High Frequency Vocabulary #3-4 (*teach*)

Demonstrate spelling multisyllabic words with final stable syllables

Planning Section

p. 72 High Frequency Vocabulary #4-5 (*teach*)

Apply spelling multisyllabic words with closed syllables

Planning Section

p. 66 High Frequency Vocabulary #7 (*practice*)

Apply spelling multisyllabic words with open syllables

p. 66 High Frequency Vocabulary #7 (*practice*)

Apply spelling multisyllabic words with VCe syllables

Planning Section

p. 69 High Frequency Vocabulary #6
(*practice*)

**Apply spelling multisyllabic words
with digraphs**

Planning Section

p. 86 High Frequency Vocabulary #5
(*practice*)

**Apply spelling multisyllabic words
with diphthongs**

Planning Section

p. 86 High Frequency Vocabulary #5
(*practice*)

**Apply spelling multisyllabic words
with r-controlled syllables**

Planning Section

p. 86 High Frequency Vocabulary #5
(*practice*)

**Apply spelling multisyllabic words
with final stable syllables**

Planning Section

p. 72 High Frequency Vocabulary #6
(*practice*)

Demonstrate spelling homophones

	<p><u>Planning Section</u></p> <p>p. 60 High Frequency Vocabulary #2 (<i>teach and practice</i>)</p> <p><u>Delivering Section</u></p> <p>p. 44 (<i>teach and practice</i>)</p> <p>Apply spelling homophones</p> <p><u>Planning Section</u></p> <p>p. 60 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with multiple sound-spelling patterns</p> <p><u>Planning Section</u></p> <p>p. 64 High Frequency Vocabulary #1- 2 (<i>teach and practice</i>)</p> <p><u>Delivering Section</u></p> <p>23-32 (<i>teach and practice</i>)</p> <p>Apply spelling multisyllabic words with multiple sound-spelling patterns</p> <p><u>Planning Section</u></p> <p>p. 66 High Frequency Vocabulary #1- 7 (<i>teach and practice</i>)</p>		
--	---	--	--

	<p>Demonstrate spelling words with advanced knowledge of syllable division patterns</p> <p>p. 134 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><u>Delivering Section</u></p> <p>p. 33-38 (<i>teach and practice</i>)</p> <p>Apply spelling words with advanced knowledge of syllable division patterns</p> <p><u>Planning Section</u></p> <p>p. 134 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><u>Delivering Section</u></p> <p>p. 33-38 (<i>teach and practice</i>)</p> <p>Demonstrate spelling words using knowledge of prefixes</p> <p><u>Planning Section</u></p> <p>p. 111 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>p. 86 High Frequency Vocabulary #3-4 and Spelling Sidebar (<i>teach and practice</i>)</p>		
--	--	--	--

<p>Apply spelling words using knowledge of prefixes</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #5 and Spelling Sidebar (<i>teach and practice</i>)</p> <p>Demonstrate spelling words using knowledge of suffixes</p> <p><u>Planning Section</u></p> <p>p. 75 High Frequency Vocabulary #3-4 and Spelling sidebar (<i>teach and practice</i>)</p> <p>p. 64 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>Apply spelling words using knowledge of suffixes</p> <p><u>Planning Section</u></p> <p>p. 75 High Frequency Vocabulary #5 and Spelling sidebar (<i>teach and practice</i>)</p>		
--	--	--

<p>(C) write legibly in cursive to complete assignments.</p>	<p><u>Planning Section</u></p> <p>p. 60 Systematic Phonics #7 (<i>teach</i>) and #8 (<i>practice</i>)</p> <p>p. 64 Systematic Phonics #5 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 66 Introducing Cursive Lowercase Handwriting, Grade-Level Sequence, and Instructional Strategies continued until p. 75 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Phonogram Introduction with Handwriting > PI Overview & Procedures (<i>teach</i>)</p> <p>Downloadable > All Grades > Phonogram Introduction with Handwriting > Additional Phonograms Introduction with Cursive Handwriting Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Capital Letters Dialogue > Cursive Handwriting Capital Letters Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Written Phonogram Review > Handwriting Focus Procedures & Signs > Handwriting Focus Signs Cursive (<i>teach</i>)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary</p>			

expressively. The student is expected to:			
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<p>Meaning</p> <p><u>Planning Section</u></p> <p>p. 46-47 Writing Skills Trace (<i>teach</i>)</p> <p>p. 118 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p> <p><u>Delivering Section</u></p> <p>p. 39-44 (<i>teach and practice</i>)</p> <p>Syllabication</p> <p><u>Delivering Section</u></p> <p>p. 33-38 (<i>teach and practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 118 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p>Pronunciation</p> <p><u>Delivering Section</u></p> <p>p. 23-38 (<i>teach and practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 118 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p>		<p>Downloadable > All Grades > Reading > 3 Mental Actions (<i>teach</i>)</p> <p>Downloadable > All Grades > Word Analysis > Fourth Grade Syllabication Pacing Guide (<i>teach and practice</i>)</p>

<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>Within a sentence</p> <p><u>Delivering Section</u></p> <p>p. 87-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 73 Comprehension # 1-2 (<i>teach</i>) and #3-5 (<i>practice</i>)</p> <p>Beyond a sentence</p> <p><u>Planning Section</u></p> <p>p. 73 Comprehension # 1-2 (<i>teach</i>) and #7 (<i>practice</i>)</p>	<p>p. 174 Last two paragraphs (<i>teach</i>)</p>	
<p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>	<p>Determine the meaning with affixes</p> <p><u>Planning Section</u></p> <p>p. 46-47 Writing Skills Trace (<i>teach</i>)</p> <p>p. 106 Sentence Construction with Vocabulary Development #5-6 (<i>teach</i> and <i>practice</i>)</p> <p>Use words with affixes</p> <p><u>Planning Section</u></p> <p>p. 46-47 Writing Skills Trace (<i>teach</i>)</p> <p>p. 102 Sentence Construction with Vocabulary Development #5-6 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 15 English Spelling, Pronunciation, and Language Rules (<i>teach</i>)</p>	<p>Downloadable > Fourth Grade > Fourth Grade Week 26 > Writing > G4W26SCV2_4 (<i>practice</i>)</p>

	<p>Determine the meaning of words with roots</p> <p><u>Planning Section</u></p> <p>p. 46-47 Writing Skills Trace (<i>teach</i>)</p> <p>p. 102 Sentence Construction with Vocabulary Development #4-5 (<i>teach</i> and <i>practice</i>)</p> <p>Use words with roots</p> <p><u>Planning Section</u></p> <p>p. 46-47 Writing Skills Trace (<i>teach</i>)</p> <p>p. 118 Sentence Construction with Vocabulary Development #5 (<i>teach</i> and <i>practice</i>)</p>		
<p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>Identify</p> <p><u>Delivering Section</u></p> <p>p. 44</p> <p>Bullet 1: Model Thinking (<i>teach</i>)</p> <p>Use</p> <p><u>Delivering Section</u></p> <p>p. 44</p>	<p>p. 102 Word Meaning (<i>teach</i>)</p> <p>p. 306 example for instruction: pair (two), pear (eat), pare (cut) (<i>teach</i>)</p>	

	<p>Bullets 3 and 4: Coach as Students Practice, Check Application (<i>teach and practice</i>)</p> <p>p. 60 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p> <p>Explain the meaning</p> <p><u>Delivering Section</u></p> <p>p. 44</p> <p>Bullet 2: Check for Understanding (<i>teach and practice</i>)</p>		
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><u>Delivering Section</u></p> <p>p. 82-85 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 76 Literary Appreciation/Fluency #1 (<i>practice</i>)</p> <p>p. 97 Literary Appreciation/Fluency #1 (<i>practice</i>)</p>	<p>p. 21 Fluent and Expressive Reading (<i>teach</i>)</p> <p>p. 175 Text Fluency and Decodable Books (<i>teach</i>)</p> <p>p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable > All Grades > Assessment Checklists, Forms, & Analyses > Fluent and Expressive Reading Checklist (<i>teach</i>)</p> <p>Downloadable > All Grades > Assessment Checklists, Forms, & Analyses > Practicing and Assessing Fluency Forms (<i>teach</i>)</p> <p>Appropriate rate</p> <p>Teacher's Guides > Fourth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly</p>

			<p>Expressive Reading Focus Pacing/Tempo (<i>teach</i> and <i>practice</i>)</p> <p>Appropriate accuracy</p> <p>Teacher’s Guides > Fourth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 13-15 (<i>teach</i> and <i>practice</i>)</p> <p>Appropriate prosody</p> <p>Teacher’s Guides > Fourth Grade Teacher’s Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach</i> and <i>practice</i>)</p> <p>Readers > Spalding Level 1 and Level 2 Readers (<i>practice</i>)</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read</p>	<p>Self-select text</p> <p><u>Delivering Section</u> p. 75-81 (<i>teach</i>)</p> <p><u>Planning Section</u> p. 59 Literary Appreciation #1-3 (<i>teach</i>) and (<i>practice</i>)</p>	<p>Read independently</p> <p>p. 21 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Self-select text</p> <p>Downloadable > Fourth Grade: General Resources > Reading > 4th Grade Fluency Recommended Literature List (<i>teach</i>)</p> <p>Read independently</p> <p>Readers > Spalding Level 1 and Level 2 Readers (<i>practice</i>)</p>

independently for a sustained period of time.			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
(A) establish purpose for reading assigned and self-selected texts;	<p>Assigned</p> <p><u>Planning Section</u></p> <p>p. 18 Framework for Designing Lessons (<i>teach</i>)</p> <p>p. 58 Text Structure #1-5 (<i>teach</i>) and #6 (<i>practice</i>)</p> <p>Self-Selected</p> <p><u>Planning Section</u></p> <p>p. 10 Fluency: Literary Appreciation (<i>teach</i>)</p> <p>p. 79 Comprehension #9 (<i>practice</i>)</p>	p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature (<i>teach</i>)	<p>Assigned</p> <p>Teacher's Guides > Practicing and Assessing Comprehension Guides (<i>teach and practice</i>)</p>
(B) generate questions about text before, during, and after reading to	<p>Before reading to deepen understanding</p> <p><u>Delivering Section</u></p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p>

<p>deepen understanding and gain information;</p>	<p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 109 Comprehension #4-5 (<i>practice</i>)</p> <p>Before reading to gain Information</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 109 Text Structure #1 and Comprehension #1-3 (<i>practice</i>)</p> <p>During reading to deepen understanding</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 79 Comprehension #1-9 (<i>practice</i>)</p> <p>During reading to gain Information</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 81 #1-5 (<i>practice</i>)</p>		<p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
---	---	--	--

	<p>After reading to deepen understanding</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 129 Comprehension #1-2 (<i>practice</i>)</p> <p>p. 129 Literary Appreciation/Fluency #1-3, 6-9 (<i>teach and practice</i>)</p> <p>After reading to gain information</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 84 Comprehension #1-4 (<i>teach and practice</i>)</p>		
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>Make predictions using text features</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 76 Comprehension # 1-4 (<i>teach</i>) and #5-6 (<i>practice</i>)</p>	<p>p. 21 Text structure continued on p. 22</p> <p>p. 145-148</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p>

	<p>p. 84 Text Structure #1 and Comprehension #1-4 (<i>teach and practice</i>)</p> <p><u>Planning Section</u></p> <p>Make predictions using characteristics of genre</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p>p. 85 Comprehension #5-6 (<i>teach and practice</i>)</p> <p>p. 97 Comprehension #4-6 (<i>teach and practice</i>)</p> <p>Make predictions using structures</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 61 Text Structure #1-4</p> <p>Correct or confirm predictions using text features</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p>		<p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
--	---	--	--

	<p>Correct or confirm predictions using text features</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p>p. 79 Text Structure #1 and Comprehension #1-9 (<i>teach and practice</i>)</p> <p>Correct or confirm predictions using characteristics of genre</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 67 Text structure #1-9 (<i>teach and practice</i>)</p> <p>Correct or confirm predictions using structures</p> <p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p>p. 81 Comprehension #1-5 (<i>teach and practice</i>)</p>		
(D) create mental images to deepen understanding;	<p><u>Planning Section</u></p> <p>p. 107 Literary Appreciation/Fluency #5-9 (<i>teach and practice</i>)</p>		Downloadable > Fourth Grade > Fourth Grade: Week 17 > G4W17LAF1_8 p. 7 page 7 (<i>practice</i>)

	p. 55 Comprehension #1 (<i>practice</i>)		
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p>Personal experiences</p> <p><u>Planning Section</u></p> <p>p. 76 Comprehension # 1-4 (<i>teach</i>) and #5-6 (<i>practice</i>)</p> <p>Ideas in other texts</p> <p>p. 99 Comprehension #3-6 (<i>teach</i> and <i>practice</i>)</p> <p>Society</p> <p>p. 87 Comprehension #3 (goes along with McCall Harby story SRC > Teacher's Guides > 4th Grade Teacher's Guide > McCall Harby > Book B #24 p. 110) (<i>teach</i> and <i>practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(F) make inferences and use evidence to support understanding;	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p>Make inferences</p> <p><u>Planning Section</u></p> <p>p. 107 Literary Appreciation/Fluency #3-4 (<i>practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	<p>Downloadable > Fourth Grade Resources > Fourth Grade: Week 18 > Reading > G4W18LAF1_8</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p>

	<p>Use evidence</p> <p>p. 107 Literary Appreciation/Fluency #5 (<i>practice</i>)</p> <p>p. 71 Comprehension # 1-3 (<i>teach and practice</i>)</p>		<p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(G) evaluate details read to determine key ideas;	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 115 Comprehension #1-3 (<i>teach and practice</i>)</p> <p>p. 109 Comprehension #1-5 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(H) synthesize information to create new understanding; and	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 101 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare/Contrast PDF (<i>teach</i>)</p>

	<p>p. 119 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p>		<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading</p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>Monitor comprehension</p> <p><u>Planning Section</u></p> <p>p. 79 Comprehension #1-9 (<i>teach and practice</i>)</p> <p>p. 81 Comprehension #1-9 (<i>teach and practice</i>)</p> <p>Make adjustments</p> <p><u>Planning Section</u></p> <p>p. 99 Comprehension #1-6 (<i>teach and practice</i>)</p> <p>p. 101 Comprehension # 1-4 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>

<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>			
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Planning Section</u> p. 65 Literary Appreciation/Fluency #2 (<i>teach</i>) and #3 (<i>practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p><u>Planning Section</u> p. 130 Composition #1-2 (<i>teach</i> and <i>practice</i>) p. 73 Composition #2 (<i>teach</i> and <i>practice</i>)</p>		<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare-Contrast (<i>practice</i>)</p>
<p>(C) use text evidence to support an appropriate response;</p>	<p><u>Planning Section</u> p. 125 Composition #1-2 (<i>teach</i> and <i>practice</i>) p. 71 Comprehension #1-3</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>Maintain meaning <u>Planning Section</u> p. 87 Comprehension #1 (<i>teach</i>) and #2-4 (<i>practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>)</p>

	<p>9. 119 Comprehension #1-6 (<i>teach and practice</i>)</p> <p>Maintain logical order</p> <p>p. 65 Text structure #2 (<i>teach</i>)</p> <p>p. 71 Text structure #7-8 (<i>teach and practice</i>)</p>		<p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 123 Composition #1</p> <p>p. 127 Comprehension #1-6</p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 24 > Reading > G4W24MA1_5 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 17 > Reading > G4W17LAF1_8 (<i>practice</i>)</p>
(F) respond using newly acquired vocabulary as appropriate; and	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 72 Sentence Construction with High Frequency Vocabulary #1 (<i>teach and practice</i>)</p> <p>p. 54 Sentence Construction with High Frequency Vocabulary #1 (<i>teach and practice</i>)</p>	p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage (<i>teach</i>)	

<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p><u>Planning Section</u></p> <p>p. 115 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p> <p>p. 71 Comprehension #1-3 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>			
<p>(A) infer basic themes supported by text evidence;</p>	<p><u>Planning Section</u></p> <p>p. 113 Composition #1-2 (<i>teach and practice</i>)</p> <p>p. 126 Composition #1-2 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	
<p>(B) explain the interactions of the characters and the changes they undergo;</p>	<p>Interactions</p> <p><u>Planning Section</u></p> <p>p. 74 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable > Fourth Grade > Fourth Grade: Week 17 > Reading > G4W17LAF1_8 (<i>practice</i>)</p>

	<p>p. 113 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p> <p>Changes</p> <p><u>Planning Section</u></p> <p>p. 93 Composition #1 (<i>teach and practice</i>)</p> <p>p. 121 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p> <p>p. 87 Comprehension #7 (<i>teach and practice</i>)</p>		
<p>(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</p>	<p>Rising action</p> <p><u>Planning Section</u></p> <p>p. 131 Literary Appreciation/Fluency #3-4</p> <p>p. 117 Literary Appreciation/Fluency #4-5 (<i>teach and practice</i>)</p> <p>Climax</p> <p><u>Planning Section</u></p> <p>p. 133 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p> <p>Falling action</p> <p><u>Planning Section</u></p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	

	<p>p. 129 Literary Appreciation/Fluency #4-5 (<i>teach and practice</i>)</p> <p>Resolution</p> <p><u>Planning Section</u></p> <p>p. 65 Comprehension #1 (<i>teach and practice</i>)</p>		
(D) explain the influence of the setting, including historical and cultural settings, on the plot.	<p><u>Planning Section</u></p> <p>p. 76 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p> <p>Historical</p> <p>p. 127 Comprehension #1, 3-4 (<i>teach and practice</i>)</p>	p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	<p>Cultural</p> <p>p. 67 Text Structure #2 (<i>teach and practice</i>)</p> <p>p. 115 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>)</p>		

<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	<p><u>Planning Section</u></p> <p>p. 67 Text Structure #3-9 (<i>teach and practice</i>)</p> <p>p. 111 Literary Appreciation/Fluency #7 (<i>teach and practice</i>)</p>		
<p>(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p>	<p><u>Planning Section</u></p> <p>p. 101 Literary Appreciation/Fluency #2 (<i>teach</i>) and 3-5 (<i>practice</i>)</p> <p>p. 103 Literary Appreciation/Fluency #1-5 (<i>teach and practice</i>)</p> <p>p. 105 Literary Appreciation/Fluency #2-5 (<i>teach and practice</i>)</p> <p>p. 107 Literary Appreciation/Fluency #6-9 (<i>teach and practice</i>)</p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 32 > Reading > G4W32LAF2_3 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 22 > Reading > G4W32LAF5 (<i>practice</i>)</p>
<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p><u>Planning Section</u></p> <p>p. 132 Composition #1 (<i>practice</i>)</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Characteristics of Drama</p> <p>(<i>Teach and Practice</i>)</p>
<p>(D) recognize characteristics and structures of informational text, including:</p> <p>i. the central idea with supporting evidence;</p>	<p>Characteristics including central idea</p> <p><u>Planning Section</u></p> <p>p. 111 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p> <p>Structures including central idea</p>		

<p>i.features such as pronunciation guides and diagrams to support understanding; and</p> <p>i.organizational patterns such as compare and contrast;</p>	<p><u>Planning Section</u></p> <p>p. 109 Comprehension #4-5 (<i>teach and practice</i>)</p> <p>p. 99 Comprehension #5 (<i>teach and practice</i>)</p> <p>Characteristics including features</p> <p><u>Planning Section</u></p> <p>p. 127 Text Structure #1 (<i>teach and practice</i>)</p> <p>Structures including features</p> <p><u>Planning Section</u></p> <p>p. 119 Comprehension #2 (<i>teach and practice</i>)</p> <p>p. 70 Text Structure #6-8 (<i>teach and practice</i>)</p> <p>Characteristics including organizational patterns</p> <p><u>Planning Section</u></p> <p>p. 117 Comprehension #5 (<i>teach and practice</i>)</p> <p>p. 127 Comprehension #2 (<i>teach and practice</i>)</p>		
--	---	--	--

	<p>Structures including organizational patterns</p> <p><u>Planning Section</u></p> <p>p. 97 Comprehension #4-6 (<i>teach and practice</i>)</p> <p>p. 125 Comprehension #2 (<i>teach and practice</i>)</p>		
<p>(E) recognize characteristics and structures of argumentative text by:</p> <p>i. identifying the claim;</p> <p>ii. explaining how the author has used facts for an argument; and</p> <p>iii. identifying the intended audience or reader; and</p>	<p>Recognize characteristics by identifying the claim</p> <p><u>Planning Section</u></p> <p>p. 79 Comprehension #5 (<i>teach</i>) and #6 (<i>practice</i>)</p> <p>Recognize structures by identifying the claim</p> <p><u>Planning Section</u></p> <p>p. 84 Comprehension #3 (<i>teach and practice</i>)</p> <p>Recognize characteristics by explaining facts</p> <p><u>Planning Section</u></p> <p>p. 97 Comprehension #3 (<i>teach and practice</i>)</p> <p>Recognize structures by explaining facts</p>		<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative-Narrative (<i>teach and practice</i>)</p>

	<p><u>Planning Section</u></p> <p>p. 97 Comprehension #4-6 (<i>teach and practice</i>)</p> <p>Recognize characteristics by identifying the audience</p> <p><u>Planning Section</u></p> <p>p. 99 Comprehension #2 + informative-narrative graphic organizer (See SRC column →) (<i>teach and practice</i>)</p> <p>Recognize structures by identifying the audience</p> <p><u>Planning Section</u></p> <p>p. 85 Comprehension #4 + informative-narrative graphic organizer (See SRC column →) (<i>teach and practice</i>)</p>		
(F) recognize characteristics of multimodal and digital texts.	<p>Digital</p> <p>Multimodal</p>		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and			

<p>communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>			
<p>(A) explain the author's purpose and message within a text;</p>	<p>Purpose <u>Planning Section</u> p. 84 Comprehension #1-2 (<i>teach</i>) and #3 (<i>practice</i>) p. 67 Text Structure #1 (<i>teach</i>) and #2-9 (<i>practice</i>)</p> <p>Message <u>Planning Section</u> p. 117 Comprehension #1, 3 (<i>practice</i>) p. 68 Literary Appreciation/Fluency #5 (<i>teach</i>) and #6-8 (<i>practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141</p>	
<p>(B) explain how the use of text structure contributes to the author's purpose;</p>	<p><u>Planning Section</u> p. 55 Text Structure #1-6 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	

	p. 65 Text Structure #1-2 (<i>teach and practice</i>)		
(C) analyze the author's use of print and graphic features to achieve specific purposes;	<p>Print features</p> <p>p. 61 Text Structure #2-4 (<i>teach and practice</i>)</p> <p>p. 63 Text Structure #3-4</p> <p>Graphic features</p> <p><u>Planning Section</u></p> <p>p. 58 Comprehension #1 (<i>teach and practice</i>)</p> <p>p. 63 Text Structure #3-4</p>		
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	<p>Imagery</p> <p><u>Planning Section</u></p> <p>p. 125 Literary Appreciation/Fluency #4 (<i>teach and practice</i>)</p> <p>p. 107 Literary Appreciation/Fluency #6-9 (<i>teach and practice</i>)</p> <p>Literal language</p> <p><u>Planning Section</u></p> <p>p. 56 Literary Appreciation/Fluency #5 (<i>teach</i>)</p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 22 > Reading >G4W22LAF5 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 22 > Reading >G4W22LAF7_8 (<i>practice</i>)</p>

	<p>p. 59 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p> <p>Figurative language (simile metaphor)</p> <p><u>Planning Section</u></p> <p>p. 111 Literary Appreciation/Fluency #8 (<i>teach and practice</i>)</p> <p>Sound devices (alliteration)</p> <p>p. 119 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p> <p>p. 105 Literary Appreciation/Fluency #2-5, #7-8 (<i>teach and practice</i>)</p>		
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p>Identify</p> <p><u>Planning Section</u></p> <p>p. 55 Text Structure #5 (<i>teach</i>)</p> <p>p. 73 Composition #1-2 (<i>teach and practice</i>)</p> <p>Understand</p> <p><u>Planning Section</u></p> <p>p. 55 Text Structure #5 (<i>teach</i>)</p> <p>p. 73 Composition #1-2 (<i>teach and practice</i>)</p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 16 > Reading >G4W16LAF1_7 (<i>practice</i>)</p>

<p>(F) discuss how the author's use of language contributes to voice; and</p>	<p><u>Planning Section</u></p> <p>p. 82 Literary Appreciation/Fluency #4 (<i>teach and practice</i>)</p> <p>p. 95 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p> <p>p. 107 Literary Appreciation/Fluency #5-9 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable > Fourth Grade > Fourth Grade: Week 17 > G4W17LAF1_8 p. 7 pages 7 and 8 (<i>practice</i>)</p>
<p>(G) identify and explain the use of anecdote.</p>	<p>Identify</p> <p>Explain the use</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows</p> <p>(<i>teach and practice</i>)</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>			
<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	<p><u>Delivering Section</u></p> <p>p. 69 Prewriting (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 67 Composition #2 (<i>teach and practice</i>)</p>	<p>p. 119 Prewriting continued on p. 120 until Composing</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing</p> <p>Downloadable > Fourth Grade > Week 15 > Reading > G4W15LAF1_7</p>

	p. 70 Composition #2 (<i>teach and practice</i>)		
<p>(B)develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>i.organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>ii.developing an engaging idea with relevant details;</p>	<p><u>Delivering Section</u></p> <p>p. 69 Composing</p> <p>Focus writing by organizing with purposeful structure, including an introduction</p> <p><u>Planning Section</u></p> <p>p. 73 Composition #2 (<i>teach and practice</i>)</p> <p>Structure writing by organizing with purposeful structure, including an introduction</p> <p><u>Planning Section</u></p> <p>p. 73 Composition #2 (<i>teach and practice</i>)</p> <p>Make writing coherent by organizing with purposeful structure, including an introduction</p> <p><u>Planning Section</u></p> <p>p. 73 Composition #2 (<i>teach and practice</i>)</p>	p. 120 Composing	

	<p>Focus writing by organizing with purposeful structure, including transitions</p> <p><u>Planning Section</u></p> <p>p. 87 Composition #1 (<i>teach and practice</i>)</p> <p>Structure writing by organizing with purposeful structure, including transitions</p> <p><u>Planning Section</u></p> <p>p. 91 Composition #1 (<i>teach and practice</i>)</p> <p>Make writing coherent by organizing with purposeful structure, including transitions</p> <p><u>Planning Section</u></p> <p>p. 93 Composition #1 (<i>teach and practice</i>)</p> <p>Focus writing by organizing with purposeful structure, including a conclusion</p> <p><u>Planning Section</u></p> <p>p. 103 Composition #1 (<i>teach and practice</i>)</p>		
--	---	--	--

	<p>Structure writing by organizing with purposeful structure, including a conclusion</p> <p><u>Planning Section</u></p> <p>p. 111 Composition #2 (<i>teach and practice</i>)</p> <p>Make writing coherent by organizing with purposeful structure, including a conclusion</p> <p><u>Planning Section</u></p> <p>p. 111 Composition #2 (<i>teach and practice</i>)</p> <p>Focus writing with an engaging idea and relevant details</p> <p><u>Planning Section</u></p> <p>p. 127 Composition #1-2 and Writing Sidebar (<i>teach and practice</i>)</p> <p>Structure writing with an engaging idea and relevant details</p> <p><u>Planning Section</u></p> <p>p. 70 Composition #3</p> <p>Make writing coherent with an engaging idea and relevant details</p> <p><u>Planning Section</u></p>		
--	--	--	--

	<p>p. 81 Composition #1 (<i>teach and practice</i>)</p>		
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><u>Delivering Section</u></p> <p>p. 69 Revising (<i>teach</i>)</p> <p>Improve sentence structure by adding ideas</p> <p><u>Planning Section</u></p> <p>p. 63 Composition #1 and Writing Sidebar (<i>teach and practice</i>)</p> <p>Improve sentence structure by deleting ideas</p> <p>Improve sentence structure by combining ideas</p> <p><u>Planning Section</u></p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p> <p>Improve sentence structure by rearranging ideas for coherence</p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows</p> <p>(<i>teach and practice</i>)</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising and Editing Bingo</p> <p>(<i>practice</i>)</p>

	<p>Improve sentence structure by rearranging ideas for clarity</p> <p>Improve word choice by adding ideas</p> <p><u>Planning Section</u></p> <p>p. 64 Composition #1</p> <p>Improve word choice by deleting ideas</p> <p>Improve word choice by combining ideas</p> <p>Improve word choice by rearranging ideas for coherence</p> <p>Improve word choice by rearranging ideas for clarity</p>		
<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; i. past tense of irregular verbs; i. singular, plural, common, and proper nouns; 	<p><u>Delivering Section</u></p> <p>p. 70 Editing</p> <p>Complete simple sentences with subject-verb agreement</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p>Complete compound sentences with subject-verb agreement</p>	<p>Simple and compound sentences</p> <p>p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>)</p> <p>p. 106 Teaching (<i>teach</i>)</p> <p>p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows</p> <p>(<i>teach and practice</i>)</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising and Editing Bingo</p> <p>(<i>practice</i>)</p>

<p> j.adjectives, including their comparative and superlative forms; k.adverbs that convey frequency and adverbs that convey degree; l.prepositions and prepositional phrases; m.pronouns, including reflexive; n.coordinating conjunctions to form compound subjects, predicates, and sentences; o.capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; p.punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and q.correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and </p>	<p> <u>Delivering Section</u> p. 45-55 (<i>teach</i>) Complete simple sentences without splices <u>Planning Section</u> p. 67 Composition #1 (<i>teach and practice</i>) p. 70 Composition #1-2 (<i>teach and practice</i>) Complete compound sentences without splices <u>Planning Section</u> p. 67 Composition #1 (<i>teach and practice</i>) p. 70 Composition #1-2 (<i>teach and practice</i>) Complete simple sentences without run-ons <u>Delivering Section</u> p. 45-55 (<i>teach</i>) Complete compound sentences without run-ons <u>Delivering Section</u> </p>	<p> Parts of Speech p. 108 continued through p. 116 (<i>teach</i>) English conventions <u>Delivering Section</u> p. 21-38 (daily spelling <i>teaching and practice</i>) </p>	<p> Downloadable > All Grades > Assessment Checklists, Forms, and Analyses > Writing Checklists (<i>teach and practice</i>) Downloadable > All Grades > Writing > Writing Rubric Template (<i>teach and practice</i>) Downloadable > All Grades > Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>) Downloadable > All Grades > Spelling Dictation > Primary Rule Page Posters (<i>teach</i>) Nouns Downloadable > Fourth Grade > Fourth Grade: Week 03 > Writing > G4W3SCV2 (<i>practice</i>) Adjectives </p>
---	--	--	--

	<p>p. 45-55 (<i>teach</i>)</p> <p>Complete simple sentences without fragments</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p>p. 55 Composition #1 (<i>teach</i>)</p> <p>Complete compound sentences without fragments</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p>Past tense irregular verbs</p> <p><u>Planning Section</u></p> <p>p. 86 Sentence Construction with Vocabulary Development #3 (<i>teach</i> and <i>practice</i>)</p> <p>Singular Nouns</p> <p><u>Planning Section</u></p> <p>p. 54 Sentence Construction with Vocabulary Development #2 (<i>teach</i> and <i>practice</i>)</p> <p>Plural Nouns</p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 05 > Writing > G4W5SCV4 (<i>practice</i>)</p> <p>Adverbs</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 10 > Writing > G4W10SCV4 (<i>practice</i>)</p> <p>Pronouns</p> <p>Downloadable</p> <p>> Fourth Grade > Fourth Grade: Week 29 > Writing > G4W29SCV3 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 10 > Writing > G4W10SCV2-3 (<i>practice</i>)</p> <p>English conventions, including capitalization</p>
--	--	--	--

	<p>p. 78 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>Common Nouns</p> <p><u>Planning Section</u></p> <p>p. 69 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>Proper Nouns</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 83 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>p. 69 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>Adjectives, including comparative</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p>		<p>Downloadable > Fourth Grade > Fourth Grade: Week 03 > Writing > G4W3SCV2 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 03 > Writing > G4W3SCV2 (<i>practice</i>)</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 28 > Writing > G4W28SCV2 (<i>practice</i>)</p> <p>English conventions, including apostrophes</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 03 > Writing > G4W3SCV4 (<i>practice</i>)</p> <p>English conventions, including quotation marks</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 08 > Writing > G4W8SCV7 (<i>practice</i>)</p>
--	--	--	--

	<p>p. 75 Sentence Construction with High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>Adjectives, including superlative</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p>p. 110 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>Adverbs conveying frequency</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 90 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Adverbs conveying degree</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 90 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p>		<p>English conventions, including spelling words with orthographic patterns</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 09 > Spelling > G4W9HFV5 (<i>practice</i>)</p> <p>English conventions, including spelling words with orthographic rules</p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 03 > Writing > G4W3SCV5 (<i>practice</i>)</p> <p>English conventions, including correct Spelling</p> <p>Downloadable > All Grades > Assessment Checklists, Forms and Analyses > Writing Checklists (<i>teach and practice</i>)</p>
--	--	--	--

	<p>Including Prepositions</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 63 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p> <p>Including Prepositional phrases</p> <p>p. 92 Sentence Construction with Vocabulary Development #2-3 (<i>teach and practice</i>)</p> <p>Pronouns, including reflexive</p> <p><u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 90 Sentence Construction with Vocabulary Development #2-3 (<i>teach and practice</i>)</p> <p>p. 72 Sentence Construction with Vocabulary Development #4-6 (<i>teach and practice</i>)</p> <p>Coordinating conjunctions to form compound subjects</p>		
--	--	--	--

	<p>p. 62 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>Coordinating conjunctions to form compound predicates</p> <p><u>Delivering Section</u></p> <p>p. 60-63, 54-55 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 67 Composition #1 (<i>teach and practice</i>)</p> <p>p. 62 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>Coordinating conjunctions to form compound sentences</p> <p><u>Delivering Section</u></p> <p>p. 60-63, 54-55 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 67 Composition #1 (<i>teach and practice</i>)</p> <p>p. 72 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p>		
--	--	--	--

	<p>English conventions, including capitalization of historical periods</p> <p><u>Planning Section</u></p> <p>p. 114 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of historical events</p> <p><u>Planning Section</u></p> <p>p. 126 Sentence Construction and Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of historical documents</p> <p><u>Planning Section</u></p> <p>p. 126 Sentence Construction and Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of books</p> <p><u>Planning Section</u></p> <p>p. 102 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p>		
--	---	--	--

	<p>English conventions, including capitalization of stories</p> <p><u>Planning Section</u></p> <p>p. 102 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of titles of essays</p> <p><u>Planning Section</u></p> <p>p. 126 Sentence Construction and Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of languages</p> <p><u>Planning Section</u></p> <p>p. 128 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of races</p> <p>p. 112 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of nationalities</p>		
--	---	--	--

	<p>p. 112 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including apostrophes</p> <p><u>Planning Section</u></p> <p>p. 70 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 86 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>English conventions, including commas</p> <p><u>Planning Section</u></p> <p>p. 67 Composition #1 (<i>teach and practice</i>)</p> <p>p. 108 Sentence Construction with Vocabulary Development #2 (<i>practice</i>)</p> <p>English conventions, including quotation marks</p> <p><u>Planning Section</u></p> <p>p. 92 Sentence Construction with Vocabulary Development #6-7</p>		
--	--	--	--

	<p>p. 95 Sentence Construction with Vocabulary Development #7</p> <p>English conventions, including spelling words with orthographic patterns</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #3-5 (daily spelling and word analysis <i>teaching</i> and <i>practice</i>)</p> <p>English conventions, including spelling words with orthographic rules</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #1,2, 6 (daily spelling and word analysis <i>teaching</i> and <i>practice</i>)</p> <p>English conventions, including correct spelling</p> <p><u>Planning Section</u></p> <p>p. 86 High Frequency Vocabulary #1-2 (daily spelling, vocabulary, and word analysis <i>teaching</i> and <i>practice</i>)</p> <p>p. 105 Composition #2 revising (<i>practice</i>)</p>		
--	--	--	--

<p>(E) publish written work for appropriate audiences.</p>	<p><u>Delivering Section</u> p. 70 Publishing (<i>teach</i>)</p> <p><u>Planning Section</u> p. 131 Composition #2 (<i>practice</i>)</p>	<p>p. 122 Publishing (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>			
<p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p>	<p>Using genre characteristics</p> <p><u>Planning Section</u> p. 91 Composition #1 (<i>teach and practice</i>) p. 99 Composition #1 (<i>teach and practice</i>)</p> <p>Using craft</p> <p><u>Planning Section</u> p. 129 Composition #2 (<i>teach and practice</i>) p. 134 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Narrative (<i>teach and practice</i>)</p>

<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>Using a clear central idea</p> <p><u>Planning Section</u></p> <p>p. 101 Composition #1-2 (<i>teach and practice</i>)</p> <p>p. 119 Composition #2 (<i>teach and practice</i>)</p> <p>Using genre characteristics</p> <p><u>Planning Section</u></p> <p>p. 105 Composition #1 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1 (<i>teach</i>)</p> <p>Using craft</p> <p><u>Planning Section</u></p> <p>p. 101 Composition #1-2 (<i>teach and practice</i>)</p> <p>p. 70 Composition #3 (<i>teach and practice</i>)</p>	<p>p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative (<i>teach and practice</i>)</p>
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p>Using genre characteristics</p> <p><u>Planning Section</u></p> <p>p. 109 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p>		

	<p>p. 87 Composition #1 (<i>teach and practice</i>)</p> <p>Using craft</p> <p><u>Planning Section</u></p> <p>p. 109 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p> <p>p. 109 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p>		
(D) compose correspondence that requests information.	<p><u>Planning Section</u></p> <p>p. 105 Composition #1 (<i>teach and practice</i>)</p>		
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
(A) generate and clarify questions on a topic for formal and informal inquiry;	<p>Generate formal</p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2 (<i>teach and practice</i>)</p>		

	<p>p. 105 Composition #1 (<i>teach and practice</i>)</p> <p>Clarify formal</p> <p>Planning Section</p> <p>p. 95 Composition #2 (<i>teach and practice</i>)</p> <p>Generate informal</p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p> <p>p. 115 Composition #1 (<i>practice</i>)</p> <p>Clarify informal</p> <p>p. 79 Composition #1 and Writing Sidebar (<i>teach and practice</i>)</p> <p>p. 115 Composition #1 (<i>practice</i>)</p>		
<p>(B) develop and follow a research plan with adult assistance;</p>	<p>Develop</p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2 (<i>teach and practice</i>)</p> <p>p. 97 Composition #1 (<i>teach</i>) and #2 (<i>practice</i>)</p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p>		

	<p>Follow</p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p> <p>p. 97 Composition #2 (<i>practice</i>)</p>		
(C) identify and gather relevant information from a variety of sources;	<p>Identify</p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1 and Writing Sidebar (<i>teach and practice</i>)</p> <p>Gather</p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1 and Writing Sidebar (<i>teach and practice</i>)</p>		
(D) identify primary and secondary sources;	<p>Primary sources</p> <p><u>Planning Section</u></p> <p>p. 81 Literary Appreciation #2-3 (<i>teach</i>)</p> <p>p. 84 Composition #1 (<i>teach and practice</i>)</p>		

	<p>p. 85 Literary Appreciation/Fluency #4 (<i>teach</i>)</p> <p>p. 68 Literary Appreciation #3-4 (<i>teach</i>)</p> <p>p. 71 Literary Appreciation #2 (<i>teach and practice</i>)</p> <p>Secondary sources</p> <p><u>Planning Section</u></p> <p>p. 85 Mental Actions #5-6 (<i>teach</i>)</p> <p>p. 84 Composition #1 (<i>teach and practice</i>)</p> <p>p. 85 Literary Appreciation/Fluency #4 (<i>teach</i>)</p> <p>p. 71 Literary Appreciation #2 (<i>teach and practice</i>)</p>		
<p>(E) demonstrate understanding of information gathered;</p>	<p>(<i>Teach and Practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2</p> <p>p. 97 Composition #2</p> <p>p. 97 Mental Actions #5-6</p> <p>p. 99 Mental Actions #3-6</p> <p>p. 101 Composition #1-2</p>		

(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<p>Developing a Research Report <i>(Practice)</i></p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2</p> <p>p. 97 Composition #2</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References</p> <p><i>(Teach and Practice)</i></p>
(G) develop a bibliography; and	<p>Developing a Research Report <i>(Practice)</i></p> <p><u>Planning Section</u></p> <p>p. 95 Composition #2</p> <p>p. 97 Composition #2</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies</p> <p><i>(Teach and Practice)</i></p>
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>Delivering Section</u></p> <p>p. 70 Publishing <i>(Teach)</i></p> <p><u>Planning Section</u></p> <p>p. 135 Literary Appreciation/Fluency #1 and Reading Sidebar <i>(Practice)</i></p> <p>p. 127 Composition #2 <i>(Practice)</i></p>		