



Treasures

Grade 4
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STANDARDS	PAGE REFERENCES
<p align="center">Early Reading Strategies (R-9) All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p align="center">End of Grade 4 LOCAL ONLY</p>	
<p>No GLE at this grade level</p>	
<p align="center">READING FLUENCY and ACCURACY (R-11)</p>	
<p>R-4-11 Reads grade-level appropriate material with...</p>	
<ul style="list-style-type: none"> • R-4-11.1 Accuracy: reading material appropriate for <u>grade 4</u> with 90-94% accuracy (See Appendix F for sample titles.) (Local) 	<p><i>These readings and others in the series can be adapted for this objective:</i></p> <p>Student Edition: Unit 1 20-35, 86-99 Unit 2 180-199, 224-241 Unit 3 280-295, 346-365 Unit 4 448-461, 486-501 Unit 5 608-625, 636-649 Unit 6 692-709, 743-750</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> • R—4—11.2 Fluency: reading with oral fluency rates of <u>at least 115-140 words correct per minute</u> (Students' rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix C for suggested rates.) (Local) 	<p><i>The following references can be adapted for this objective:</i></p> <p>Student Edition: Unit 1 <i>Fluency</i> 30 Unit 2 <i>Fluency</i> 262 Unit 3 <i>Fluency</i> 364 Unit 4 <i>Fluency</i> 494 Unit 5 <i>Fluency</i> 585 Unit 6 <i>Fluency</i> 768</p> <p>Teacher Edition: Unit 1 F 44I Unit 2 F 208I Unit 3 F 374I Unit 4 F 508I Unit 5 F 592I Unit 6 F 730I</p>
<ul style="list-style-type: none"> • R—4—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local) 	<p>Teacher Edition: Unit 1 R 65A, 101A Unit 2 R 169A, 209A Unit 3 R 279A, 401A Unit 4 R 463 A, 529A Unit 5 R 585A, 651A Unit 6 R 711A, 777A</p>
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.1 to R-1.3)	
<p>R-4-1 Applies word identification/ decoding strategies by ...</p>	
<ul style="list-style-type: none"> • R-4-1.1 Identifying multi-syllabic words by using knowledge of sounds, <u>six syllable types*/syllable division</u>, or word patterns (including prefixes, and suffixes) (Local) 	<p>Teacher Edition: Unit 1 C 43E, T6 Unit 2 C 17E, T9 Unit 3 C 303M, T6 Unit 4 C 481M, T6 Unit 5 C 657E, 657M Unit 6 C 783M, T6</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R – 4-1.2 Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) 	Teacher Edition: Unit 1 C 43E, T6 Unit 2 C 17E, T9 Unit 3 C 303M, T6 Unit 4 C 481M, T6 Unit 5 657E, 657M Unit 6 C 783M, T6
<ul style="list-style-type: none"> R—4—1.3 Reading grade-level appropriate words (in connected text) with automaticity (Local) 	Teacher Edition: Unit 1 SF 43N, 69N Unit 2 SF 219N, 247N Unit 3 SF 303N, 341N Unit 4 SF 443N, 469N Unit 5 SF 561N, 591N Unit 6 SF 687N, 717N
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.4 to R-1.6)	
R-4-1 Applies word identification/ decoding strategies by ...	
<ul style="list-style-type: none"> R—4—1.4 Reading grade- appropriate words (including irregularly spelled words) (Local) 	Teacher Edition: Unit 1 P 43E, 69 E Unit 2 P 175E, 207F Unit 3 P 469E, 469M Unit 4 P 469M, 481M Unit 5 631E, 631M Unit 6 729E, 729M
<ul style="list-style-type: none"> R-4-1.5 No GLE at this grade level 	
<ul style="list-style-type: none"> R-4-1.6 No GLE at this grade level 	

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES (R-2)	
R-4-2 Students identify the meaning of unfamiliar vocabulary by...	
<ul style="list-style-type: none"> R-4-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State) 	<p>Student Edition: Unit 2 <i>Vocabulary</i> 226 <i>Ways to Confirm Meaning</i> 190 Unit 4 <i>Using a Glossary</i> 465</p> <p>Teacher Edition: Unit 1 V 19, 128 Unit 3 DC 314; IF 369 Unit 4 SF 469Q Unit 5 V 543, 549 Unit 6 DC 699; V 761</p>
BREADTH of VOCABULARY (R-3)	
R-4-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...	
<ul style="list-style-type: none"> R-4-3.1 Identifying synonyms, antonyms, homonyms/ homophones, or <u>shades of meaning</u> (State) EXAMPLE (of <u>shades of meaning</u>): cold, freezing 	<p>Student Edition: Unit 3 279, 286, 291, 345, 352 Unit 4 484, 498 Unit 5 568, 573, 595</p> <p>Teacher Edition: Unit 1 C 69F, 175F Unit 2 C 219F Unit 3 C 303D, 303F, 341F, 373D, 373F; SM 303O, 303R, 373O, 373R Unit 4 C 507D; SM 507O, 507R Unit 5 C 591D, 591F, 591H, 603D; SM 591O, 591R, 603O, 603R Unit 6 C 717G-717H; ELL 717E; MC 688I</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–4–3.2 Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u> (State) EXAMPLE (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious 	<p>Student Edition: Unit 1 <i>Science</i> 38 Unit 2 <i>Vocabulary</i> 222 Unit 3 <i>Picture Prompt</i> 277 <i>Vocabulary</i> 376 Unit 4 <i>Picture Prompt</i> 445</p> <p>Teacher Edition: Unit 3 C 341I; SF 405O, 450Q, V 384; T9 Unit 4 VB 469F, 535F Unit 5 P 593 Unit 6 V 766</p>
<ul style="list-style-type: none"> R–4–3.3 No GLE at this grade level 	
<p style="text-align: center;">INITIAL UNDERSTANDING of LITERARY TEXTS (R-4)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. A list of suggested literary texts for instructional and assessment purposes is included in the Appendix A.</p>	
<p>R–4–4 Demonstrate initial understanding of elements of literary texts by...</p>	
<ul style="list-style-type: none"> R–4–4.1 Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u> (State) 	<p>Student Edition: <i>Comprehension</i> 682 <i>Comprehension Check</i> 681 <i>Reread for Comprehension</i> 691</p> <p>Teacher Edition: Unit 3 DC 358, 383 Unit 5 C 636; P 635A; T5 Unit 6 T15, T18</p>
<ul style="list-style-type: none"> R–4–4.2 Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u>, as appropriate to text (State) 	<p>Teacher Wraparound Edition: Unit 1 C 48, 74; DC 51, 57, 63, 77; P 47A-47B, 73A-73B; R 75; SG 69P, 81O Unit 3 C 334, 337; DC 249, 357, 364, 367; P 333A-333B, 345A-34B; R 335, 337, SG 341O, 373O</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—4—4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local) 	<p>Student Edition: Unit 4 <i>Comprehension</i> 414, 448</p> <p>Teacher Wraparound Edition: Unit 2 C 180, 224, 252; DC 182, 188, 197, 226, 233, 238, 254, 258, 268; P 179A-179B, 233A-233B, 251A-251B; SG 207O, 247O, 271O Unit 4 DC 416, 423, 431, 450, 456, 458; P 413A-413B, 447A-447B; R 415, 449; SG 443O, 469O</p>
<ul style="list-style-type: none"> R—4—4.4 Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, <u>folktales</u>, <u>historical fiction</u>) (Local) 	<p>Student Edition: Unit 1 <i>Comprehension</i> 20, 48, 74, 86, 112 <i>Poetry</i> 66 <i>Science</i> 38, 102 Unit 2 <i>Comprehension</i> 152, 180, 252 <i>Poetry</i> 244 <i>Science</i> 266 <i>Social Studies</i> 202 Unit 3 <i>Comprehension</i> 324, 346 <i>Poetry</i> 402 <i>Social Studies</i> 368 Unit 4 <i>Comprehension</i> 448, 486, 512 <i>Language Arts</i> 530 <i>Poetry</i> 504 <i>Science</i> 438 <i>Social Studies</i> 464 Unit 5 <i>Art</i> 628 <i>Comprehension</i> 566, 608, 636 <i>Language Arts</i> 652 <i>Poetry</i> 558 Unit 6 <i>Comprehension</i> 666, 692, 734, 762 <i>Language Arts</i> 778 <i>Poetry</i> 754 <i>Science</i> 712 <i>Social Studies</i> 682</p> <p>Teacher Wraparound Edition: Unit 1 C 25; DC 22, 33, 92, 119 Unit 2 DC 158, 160, 197, 255; RL 249, 331, 343 Unit 3 DC 348, 375, 381 Unit 4 DC 411; RA 445, 471, 483, 509 Unit 5 RA 541, 563, 593, 605, 633 Unit 6 RA 663, 719, 731</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—4—4.5 Identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u>, description, or dialogue (Local) 	<p>Student Edition: Unit 1 <i>Poetry</i> 66 Unit 2 <i>Poetry</i> 244 Unit 3 <i>Compare and Connect</i> 403 <i>Poetry</i> 402 Unit 6 <i>Compare and Connect</i> 755 <i>Poetry</i> 754</p> <p>Teacher Wraparound Edition: Unit 1 DC 115; SG 69S Unit 2 AC 242; C 247D; DC 229, 232, 237; SG 405Q, 405S; V 223 Unit 3 C 313, 380; DC 319, 388; SG 405Q, 405S Unit 4 AC 556; C 561F; DC 496; SG 561Q Unit 5 DC 639 Unit 6 AC 752</p>
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.4) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<p>R—4—5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R—4—5.1 Making logical predictions (State) 	<p>Teacher Wraparound Edition: Unit 1 R 21, 49, 75, 87, 113; SG 43P, 43T, 69P, 69T, 81P, 81T, 107P, 107T, 143P, 143T Unit 2 R 153, 181, 213, 225, 253; SG 175P, 175T, 207P, 207T, 291P, 219T, 247P, 247T, 271P, 271T Unit 3 R 281,309, 335, 347, 379; SG 303P, 303T, 329P, 329T, 341P, 341T, 373P, 373T, 405P, 405T Unit 4 R 415, 449, 475, 487, 513; SG 443P, 443T, 469P, 469T, 481P, 481T, 507P, 507T, 535P, 535T Unit 5 R 545, 567, 597, 609, 637; SG 561P, 561T, 591P, 591T, 603P, 603T, 631P, 631T, 657P, 657T Unit 6 R 667, 693, 723, 735, 763; SG 687P, 687T, 717P, 717T, 729P, 729T, 757P, 757T, 783P, 783T</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–4–5.2 Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits (State) 	<p>Student Edition: Unit 1 <i>Comprehension</i> 86, 88 <i>Reread for Comprehension</i> 85, 111 Unit 2 <i>Comprehension Check</i> 265 Unit 5 <i>Comprehension</i> 608 <i>Comprehension Check</i> 608 <i>Reread for Comprehension</i> 607</p> <p>Teacher Wraparound Edition: Unit 1 AC 136; C 101B, 112, 137B; DC 91, 92, 95, 96, 97, 98, 117, 123, 128, 130; P 85A-85B; 111A-111B; SG 107O, 107P, 107R, 107T, 143O, 143P, 143R, 143T Unit 2 C 201B, 265B; DC 183, 259; ES 191 Unit 3 DC 359, 361 Unit 5 DC 610, 615, 617, 622, 624; P 607A-607B Unit 6 DC 677, 701</p>
<ul style="list-style-type: none"> R–4–5.3 <u>Making inferences</u> about problem, conflict, or solution (State) EXAMPLE: What influenced the father's decision to let his son try the climb? 	<p>Student Edition: Unit 2 <i>Comprehension Check</i> 201</p> <p>Teacher Edition: Unit 1 DC 116, 121, 122, 124, 140; ELL 94 Unit 2 C 180; DC 156, 162, 164; P 179A-179B; T2 Unit 3 DC 283, 286, 292 Unit 4 DC 452, 505 Unit 5 DC 572; R 559 Unit 6 DC 669</p>
<ul style="list-style-type: none"> R–4–5.4 Identifying who is telling the story (State) 	<p>Teacher Edition: Unit 1 C 88, 116 Unit 2 AC 168 Unit 3 C 350</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.5 to R-5.7, and R-6)	
<ul style="list-style-type: none"> R—4—5.5 Identifying author’s message <u>or theme</u> (State) EXAMPLE: What was the author trying to say about friendship in this story? (e.g., friendship begins with accepting differences) 	<p>Student Edition: Unit 3 <i>Connect and Compare</i> 301 Unit 4 <i>Draw Conclusions</i> 460 Unit 6 <i>Comprehension Check</i> 711 <i>Reread for Comprehension</i> 691 <i>Theme</i> 697, 708</p> <p>Teacher Wraparound Edition: Unit 4 C 452 Unit 6 C 692; DC 698, 705, 707, ES 703; P 691A-691B; SG 717P; 717R, 717T</p>
<ul style="list-style-type: none"> R—4—5.6 <u>Identifying causes or effects, including possible motives of characters</u> (Local) 	<p>Student Edition: <i>Comprehension</i> 682 <i>Comprehension Check</i> 681 <i>Reread for Comprehension</i> 691</p> <p>Teacher Edition: Unit 3 DC 358, 383 Unit 5 C 636; P 635A; T5 Unit 6 T15, T18</p>
<p>This GLE is subsumed under R-4-5.6</p>	
<p>R—4—6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R—4—6.1 <u>Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings</u> (Local) 	<p>Student Edition: Unit 3 <i>Poetry</i> 402</p> <p>Teacher Edition: Unit 1 C 53; P 71 Unit 2 C 229; DC 237, 240 Unit 3 P 471, 509; SF 405Q, 405S Unit 5 DC 639</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
R—4--16 Generates a personal response to what is read through a variety of means ...	
<ul style="list-style-type: none"> R—4—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	Teacher Wraparound Edition: Unit 1 SG 43P, 43R, 43T, 69P, 69R, 69T, 81P, 81R, 81T, 107P, 107R, 107T, 143P, 143R, 143T Unit 2 SG 175P, 175R, 175T, 207P, 207R, 207T, 219P, 219R, 219T, 247P, 247R, 247T, 271R, 271T Unit 3 R 292; SG 303P, 303R, 303T, 329P, 329R, 329T, 341P, 341R, 341T, 373P, 373R, 373T, 405P, 405R, 405T Unit 4 SG 443P, 443R, 443T, 469P, 469R, 469T, 481P, 481R, 481T, 507P, 507R, 507T, 535P, 535R, 535T Unit 5 DC 574; SG 561P, 561R, 561T, 591P, 591R, 591T; 603P, 603R, 603T, 631P, 631R, 631T, 657P, 657R, 657T Unit 6 SG 687P, 687R, 687T, 717P, 717R, 717T, 729R, 729T, 757P, 757R, 757T, 783P, 783R, 783T
<ul style="list-style-type: none"> R—4—16.2 No GLE at this grade level 	
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2) All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.	
R—4—7 Demonstrate initial understanding of informational texts (expository and practical texts) by...	
<ul style="list-style-type: none"> R—4—7.1a Obtaining information from text features (e.g., table of contents, glossary, <u>index</u>, <u>transition words/phrases</u>, bold or italicized text, headings, <u>subheadings</u>, graphic organizers, charts, graphs, or illustrations) (State) R—4—7.1b Obtaining information from text features (e.g., <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>) (Local) 	Student Edition: Unit 4 <i>Social Studies</i> 464 <i>Using a Glossary</i> 464 Teacher Wraparound Edition: Unit 4 C 515; CCC 431; ELL 413A; P 413A; SF 469Q, 469S; T10 Unit 5 R 545

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–4–7.2 Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u> (State) 	<p>Student Edition: Unit 1 <i>Comprehension Check</i> 65, 243 <i>Think and Compare</i> 215 Unit 3 <i>Comprehension</i> 378 <i>Comprehension Check</i> 323, 401 <i>Reread for Comprehension</i> 377 <i>Summarize</i> 390 Unit 4 <i>Comprehension Check</i> 503, 529 Unit 5 <i>Comprehension Check</i> 651 Unit 6 <i>Comprehension Check</i> 753 Teacher Wraparound Edition: Unit 1 DC 235 Unit 2 DC 317, 383, 387, 396, 398; ELL 393; SG 405R, 405T Unit 4 DC 522; ELL 497 Unit 5 DC 643 Unit 6 C 777B; DC 743, 768, 772</p>
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3 to R-7.5)	
<ul style="list-style-type: none"> R–4–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, <u>paraphrasing</u>, or <u>summarizing</u>) (State) 	<p>Student Edition: Unit 1 <i>Comprehension Check</i> 65, 243 <i>Think and Compare</i> 215 Unit 3 <i>Comprehension</i> 378 <i>Comprehension Check</i> 323, 401 <i>Reread for Comprehension</i> 377 <i>Summarize</i> 390 Unit 4 <i>Comprehension Check</i> 503, 529 Unit 5 <i>Comprehension Check</i> 651 Unit 6 <i>Comprehension Check</i> 753 Teacher Wraparound Edition: Unit 1 DC 235 Unit 2 DC 317, 383, 387, 396, 398; ELL 393; SG 405R, 405T Unit 4 DC 522; ELL 497 Unit 5 DC 643 Unit 6 C 777B; DC 743, 768, 772</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—4—7.4 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local) 	<p>Student Edition: Unit 4 <i>Comprehension</i> 414, 448</p> <p>Teacher Wraparound Edition: Unit 2 C 180, 224, 252; DC 182, 188, 197, 226, 233, 238, 254, 258, 268; P 179A-179B, 233A-233B, 251A-251B; SG 207O, 247O, 271O</p> <p>Unit 4 DC 416, 423, 431, 450, 456, 458; P 413A-413B, 447A-447B; R 415, 449; SG 443O, 469O</p>
<ul style="list-style-type: none"> R—4—7.5 Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>encyclopedias</u>, children’s magazines, content trade books, textbooks, <u>student newspapers</u>; and practical/functional texts: procedures, instructions, book orders, announcements, invitations) (Local) 	<p>Student Edition: Unit 1 38-41, 48-65, 74-77, 82-85, 102-105, 108-111, 138-141</p> <p>Unit 2 170-173, 202-205, 212-215, 222-223, 224-241, 266-269, 272-273</p> <p>Unit 3 276-279, 308-321, 324-327, 334-337, 368-371, 378-399</p> <p>Unit 4 438-441, 464-467, 474-477, 486-501, 512-527</p> <p>Unit 5 586-589, 594-595, 596-599, 606-607, 628-629, 636-649</p> <p>Unit 6 682-685, 719-721, 722-725, 731-733, 734-751, 762-775</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8) All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-4-8 Analyze and interpret informational text, citing evidence as appropriate by...</p>	
<ul style="list-style-type: none"> R-4-8.1 Connecting information <i>within</i> a text or <u>across texts</u> (State) 	<p>Student Edition: Unit 1 38-41, 48-65, 74-77, 82-85, 102-105, 108-111, 138-141 Unit 2 170-173, 202-205, 212-215, 222-223, 224-241, 266-269, 272-273 Unit 3 276-279, 308-321, 324-327, 334-337, 368-371, 378-399 Unit 4 438-441, 464-467, 474-477, 486-501, 512-527 Unit 5 586-589, 594-595, 596-599, 606-607, 628-629, 636-649 Unit 6 682-685, 719-721, 722-725, 731-733, 734-751, 762-775</p>
<ul style="list-style-type: none"> R-4-8.2 <u>Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</u> (State) 	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 140 Unit 2 <i>Connect and Compare</i> 173 Unit 4 <i>Comprehension</i> 486 <i>Connect and Compare</i> 441 Unit 6 Reread for Comprehension 761 Teacher Edition: Unit 4 P 485A-485B, 511A-511B; R 513 Unit 6 P 761A-761B; R 763</p>
<ul style="list-style-type: none"> R-4-8.3 <u>Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant</u> (State) 	<p>Teacher Edition: Unit 1 R 33, 36 Unit 2 T1 Unit 3 R 296; RC 279A-279B; R 296; T 12, T14, T16 Unit 4 R 417, 436 Unit 5 R 556, 584 Unit 6 R 680, 752</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–4–8.4 Distinguishing fact from opinion (State) 	<p>Student Edition: Unit 2 <i>Comprehension</i> 212 Unit 5 <i>Comprehension</i> 596</p> <p>Teacher Wraparound Edition: Unit 2 C 243B, DC 215, 227, 240; ELL 214; P 211A-211B; SG 219O, 219P, 219R, 219T Unit 5 DC 598; P 595A-595B; SG 603O, 603P, 603T Unit 6 C 753B; DC 736, 738</p>
<ul style="list-style-type: none"> R–4–8.5 Making inferences about causes or effects (State) 	<p>Student Edition: Unit 5 <i>Cause and Effect</i> 569 <i>Comprehension</i> 636 <i>Comprehension Check</i> 651 <i>Reread for Comprehension</i> 635</p> <p>Teacher Wraparound Edition: Unit 3 DC 383 Unit 5 P 635A-635B; SG 657O, 657R, 657T</p>
<p>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p>R–4–12 Demonstrates ability to monitor comprehension for different types of texts and purposes by...</p>	
<ul style="list-style-type: none"> R—4—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues,) (Local) 	<p>Student Edition: Unit 2 <i>Reread for Comprehension</i> 179</p> <p>Teacher Wraparound Edition: Unit 1 C 23, 50, 89, 115; DC 27, 30, 53, 55, 90, 96, 126 Unit 2 C 157; DC 235, 260; P 179A-179B; R 162 Unit 3 C 349; DC 362 Unit 4 DC 524; R 421 Unit 6 DC 694, 704</p>
<p>R-4-12.2 Subsumed in R-4-12.1</p>	

STANDARDS	PAGE REFERENCES
<p align="center">READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<ul style="list-style-type: none"> R—4—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; <u>sampling a page for readability</u>; <u>summarizing</u>; predicting and making text based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or <u>using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification)</u> 	<p>Teacher Edition:</p> <p>Unit 1 R 21, 49, 75, 87, 113; SG 43P, 43T, 69P, 69T, 81P, 81T, 107P, 107T, 143P, 143T</p> <p>Unit 2 R 153, 181, 213, 225, 253; SG 175P, 175T, 207P, 207T, 291P, 219T, 247P, 247T, 271P, 271T</p> <p>Unit 3 R 281,309, 335, 347, 379; SG 303P, 303T, 329P, 329T, 341P, 341T, 373P, 373T, 405P, 405T</p> <p>Unit 4 R 415, 449, 475, 487, 513; SG 443P, 443T, 469P, 469T, 481P, 481T, 507P, 507T, 535P, 535T</p> <p>Unit 5 R 545, 567, 597, 609, 637; SG 561P, 561T, 591P, 591T, 603P, 603T, 631P, 631T, 657P, 657T</p> <p>Unit 6 R 667, 693, 723, 735, 763; SG 687P, 687T, 717P, 717T, 729P, 729T, 757P, 757T, 783P, 783T</p>
<p align="center">READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)</p> <p align="center">All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.</p>	
<p>R—4—14</p> <p>Demonstrates the habit of reading widely and extensively* by...</p>	
<ul style="list-style-type: none"> R—4—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Teacher Edition:</p> <p>Unit 1 R 21, 49, 75, 87, 113; SG 43P, 43T, 69P, 69T, 81P, 81T, 107P, 107T, 143P, 143T</p> <p>Unit 2 R 153, 181, 213, 225, 253; SG 175P, 175T, 207P, 207T, 291P, 219T, 247P, 247T, 271P, 271T</p> <p>Unit 3 R 281,309, 335, 347, 379; SG 303P, 303T, 329P, 329T, 341P, 341T, 373P, 373T, 405P, 405T</p> <p>Unit 4 R 415, 449, 475, 487, 513; SG 443P, 443T, 469P, 469T, 481P, 481T, 507P, 507T, 535P, 535T</p> <p>Unit 5 R 545, 567, 597, 609, 637; SG 561P, 561T, 591P, 591T, 603P, 603T, 631P, 631T, 657P, 657T</p> <p>Unit 6 R 667, 693, 723, 735, 763; SG 687P, 687T, 717P, 717T, 729P, 729T, 757P, 757T, 783P, 783T</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—4—14.2 Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A) 	<p>Teacher Edition: Unit 1 MC 16R, 43T, 44I, 69T, 70I, 81T, 107T, 108I, 143T Unit 2 MC 148R, 175T, 176I, 207T, 208I, 219T, 220I, 247T, 248I, 271T Unit 3 MC 276R, 303T, 304I, 329T, 330I, 341T, 342I, 373T, 374I, 405T Unit 4 MC 410R, 443T, 441I, 469T, 470I, 481T, 482I, 507T, 508I, 535T Unit 5 MC 540R, 561T, 562I, 591T, 592I, 603T, 604I, 631T, 632I, 657T Unit 6 MC 662R, 687T, 688I, 717T, 729T, 730I, 757T, 758I, 783T</p>
<ul style="list-style-type: none"> R—4—14.3 Reading multiple texts for depth of understanding an author or genre (Local) 	<p>Teacher Edition: Unit 1 MC 16R, 43T, 44I, 69T, 70I, 81T, 107T, 108I, 143T Unit 2 MC 148R, 175T, 176I, 207T, 208I, 219T, 220I, 247T, 248I, 271T Unit 3 MC 276R, 303T, 304I, 329T, 330I, 341T, 342I, 373T, 374I, 405T Unit 4 MC 410R, 443T, 441I, 469T, 470I, 481T, 482I, 507T, 508I, 535T Unit 5 MC 540R, 561T, 562I, 591T, 592I, 603T, 604I, 631T, 632I, 657T Unit 6 MC 662R, 687T, 688I, 717T, 729T, 730I, 757T, 758I, 783T</p>

STANDARDS	PAGE REFERENCES
READING EXTENSIVELY* and IN DEPTH (R-14 and R-17) All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.	
R—5—17 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> R—4—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local) 	Teacher Edition: Unit 1 MC 16R, 43T, 44I, 69T, 70I, 81T, 107T, 108I, 143T Unit 2 MC 148R, 175T, 176I, 207T, 208I, 219T, 220I, 247T, 248I, 271T Unit 3 MC 276R, 303T, 304I, 329T, 330I, 341T, 342I, 373T, 374I, 405T Unit 4 MC 410R, 443T, 441I, 469T, 470I, 481T, 482I, 507T, 508I, 535T Unit 5 MC 540R, 561T, 562I, 591T, 592I, 603T, 604I, 631T, 632I, 657T Unit 6 MC 662R, 687T, 688I, 717T, 729T, 730I, 757T, 758I, 783T
<ul style="list-style-type: none"> R—4—17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	Teacher Edition: Unit 1 MC 16R, 43T, 44I, 69T, 70I, 81T, 107T, 108I, 143T Unit 2 MC 148R, 175T, 176I, 207T, 208I, 219T, 220I, 247T, 248I, 271T Unit 3 MC 276R, 303T, 304I, 329T, 330I, 341T, 342I, 373T, 374I, 405T Unit 4 MC 410R, 443T, 441I, 469T, 470I, 481T, 482I, 507T, 508I, 535T Unit 5 MC 540R, 561T, 562I, 591T, 592I, 603T, 604I, 631T, 632I, 657T Unit 6 MC 662R, 687T, 688I, 717T, 729T, 730I, 757T, 758I, 783T

STANDARDS	PAGE REFERENCES
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
R—4—15 Research* by reading multiple sources (including print and non-print texts) to report information, or to <u>formulate a judgment</u> by...	
<ul style="list-style-type: none"> R—4—15.1 Using sources provided (Local) 	<p><i>These readings and others in the series can be adapted for this objective:</i></p> <p>Student Edition: Unit 1 20-35, 86-99 Unit 2 180-199, 224-241 Unit 3 280-295, 346-365 Unit 4 448-461, 486-501 Unit 5 608-625, 636-649 Unit 6 692-709, 743-750</p>
<ul style="list-style-type: none"> R—4—15.2 Evaluating information presented in terms of relevance (Local) 	<p>Student Edition: Unit 1 <i>Comprehension</i> 20, 48, 74, 86, 112 <i>Poetry</i> 66 <i>Science</i> 38, 102 Unit 2 <i>Comprehension</i> 152, 180, 252 <i>Poetry</i> 244 <i>Science</i> 266 <i>Social Studies</i> 202 Unit 3 <i>Comprehension</i> 324, 346 <i>Poetry</i> 402 <i>Social Studies</i> 368 Unit 4 <i>Comprehension</i> 448, 486, 512 <i>Language Arts</i> 530 <i>Poetry</i> 504 <i>Science</i> 438 <i>Social Studies</i> 464 Unit 5 <i>Art</i> 628 <i>Comprehension</i> 566, 608, 636 <i>Language Arts</i> 652 <i>Poetry</i> 558 Unit 6 <i>Comprehension</i> 666, 692, 734, 762 <i>Language Arts</i> 778 <i>Poetry</i> 754 <i>Science</i> 712 <i>Social Studies</i> 682</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—4—15.3 Gathering information and using a given structure (e.g., chart, diagram, Outline, etc.) to organize it (Local) 	<p>Teacher Edition: Unit 1 DC 28,31, 34, 51, 52, 54, 60, 62, 89, 92, 114, 120, 134 Unit 2 DC 155, 157, 163, 166, 181, 189, 195, 225, 239, 243, 253, 254, 257, 259, 261, 263 Unit 3 DC 297, 309, 313, 316, 318, 321, 347, 353, 355, 356, 359, 362, 264, 279, 282, 287 Unit 4 DC 415, 419, 422, 425, 429, 434, 449, 451, 452, 453, 455, 458, 459, 460, 475, 476, 487, 490, 500, 513, 514, 525 Unit 5 DC 547, 548, 553, 569, 571, 580, 582, 609, 615, 641, 643, 644, 646 Unit 6 DC 668, 671, 674, 693, 697, 698, 703, 705, 706, 708, 724, 735, 737, 740, 747,750, 763, 766, 771</p>
<ul style="list-style-type: none"> R—4—15.4 Using evidence to support conclusions (Local) 	<p>Teacher Edition: Unit 1 C 20, 86; DC 27, 35, 93, 94, 114, 116, 120, 121, 122, 131; P 19A-19b, 85A-85B, 111A-111B; SG 43O, 197O, 143O Unit 2 C 152, 212; DC 156, 162, 164, 166; P 151A-151B, 211A-211B; SG 175O, 219O</p>