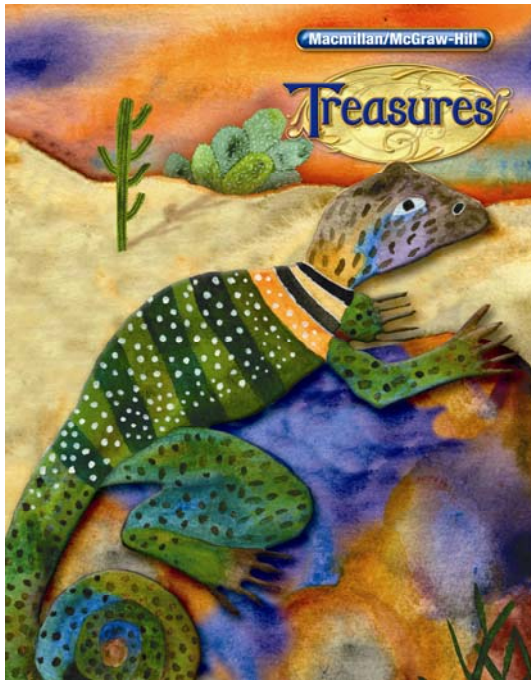




Macmillan/McGraw-Hill

Reading
Grade-Level Expectations
Grade 4



Grade 4
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STANDARDS

PAGE REFERENCES

Reading—Grade 4

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use multi-syllabic decoding when reading words in all texts.

Teacher's Edition:

Unit 1 PWS S5-S6, 7D, 13, 37S, 37W, 39D, 45, 65W, 67D, 77W, 77AA, 79D, 85, 111

Unit 2 PWS 137D, 143, 161S, 161W, 163D, 169, 187W, 189D, 199W, 199AA, 201D, 207, 225S, 233

Unit 3 PWS 269D, 275, 291W, 293D, 299, 325S, 325W, 327D, 337AA, 339D, 345, 375

Unit 4 PWS 407D, 413, 435W, 437D, 443, 461W, 463D, 473AA, 475D, 481, 503W, 505D

Unit 5 PWS 543D, 549, 571D, 577, 597W, 599D, 609AA, 611D, 617, 637W, 639D, 645, 663W

Unit 6 PWS 675D, 703W, 705D, 731D, 741AA, 743D, 749, 773W, 775D, 781, 801W

STANDARDS	PAGE REFERENCES
Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	
<p>1.2.1 Apply reference skills to define, clarify, and refine word meanings.</p> <p>Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, and parts of speech of words.</p>	<p>Student Edition: Unit 1 40, 80 Unit 2 228 Unit 5 572, 640 Unit 6 676, 744, 776</p> <p>Teacher’s Edition: Unit 1 FDV 65C, 103C; V S13-S14, S30, 9, 40, 68, 80 Unit 2 V 228 Unit 3 FDG 291G-291H; V 367W Unit 4 AL 503K; BL 473AA Unit 5 DC 580 #8, 584 #16, 650, 654 #17; RSS 605C-605D; V 554, 572, 640 Unit 6 DC 685 #8, 692 #21, 751 #5, 763, 783 #6, 786 #12, 791 #22, 792; FDV 703C; V 676, 714, 744, 790</p>
<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> • Use word origins to determine the meaning of unknown words. • Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. • Explain how to derive word meaning from knowledge of <u>affixes</u> and <u>roots</u> (e.g., port: transportation, porter, import, report). • Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to <u>predict</u>, clarify, and/or expand word meanings and concepts. 	<p>Student Edition: Unit 1 8 Unit 2 138, 164 Unit 3 270, 294 Unit 4 438, 506, 537 Unit 6 706</p> <p>Teacher’s Edition: Unit 1 DC 113 #8; FDS 37F; FDV 37C-37D, 65D; V S11-S12, 8, 14, 86, 112 Unit 2 AL 187K, 199O, 257K; FDV 161C-161D, 187C-187D, 199H, 225C-225D, 257D; OL 161S; R 259 #4; V 138, 145, 164, 178 Unit 3 AL 291K, 325K, 337O; DC 276 #5; FDV 291C-291D, 395C-395D; OL 291U, 325U, 337Y; V 270, 276, 294, 304, 351, 378 Unit 4 AL 435K, 461K, 473O, 531K; BL 473AA; DC 443 #3; ELL 432, 500; FDS 435F; FDV 435C, 461C, 531C; OL 461U, 531U; PS 432 #4; R 532 #2, 535 #3, 537; V 414, 506 Unit 5 AL 569K; DC 556 #14, 617 #3; FDS 609J; FDV 569C, 609G, 637C; OL 569U, 637U; V 600, 620 Unit 6 AL 729K, 741O, 773K, 801K; FDV 729C; OL 729U, 741Y; V 706, 732, 750</p>

STANDARDS	PAGE REFERENCES
Component 1.3 Build vocabulary through wide reading.	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in oral and written communication. 	<p>Student Edition: Unit 2 186-187, 224-225, 256-257 Unit 3 366-367 Unit 4 460-461, 530-531 Unit 5 568-569</p> <p>Teacher’s Edition: Unit 1 AL 37O, 65N, 65O, 77R, 77S; BL 37Y, 65Y, 77CC; FDV 37C, 65C, 77G, 103C, 125C; OL 37U, 65U, 77Y; V 10, 42, 70; W 77C-77D, 103A, 123A-123B Unit 2 AL 161N, 161O, 187N, 187O; BL 161Y, 187Y; FDV 161C, 187C, 199G, 225C, 257C; OL 161U, 187U; V 140, 166, 192, 204; W 161A, 185A-185B, 187A, 223A-223B, 225A, 255A-255B, 257A Unit 3 AL 291N, 291O, 325N, 325O; BL 291Y, 325Y; FDV 291C, 325C, 337G, 367C, 395C; OL 291U, 325O; V 272, 296; W 337C, 365A-365B Unit 4 FDV 461C, 473G, 503C, 531C; V 410, 440, 466, 478, 508; W435A, 459A-459B, 461A, 529A-529B, 531A Unit 5 CW 551; FDV 569C, 597C, 609G, 637C, 663C; V 546, 574, 602, 614, 642; W 567A-567B, 569A, 609C-609D Unit 6 FDV 703C, 729C, 741G, 773C, 801C; V 678, 708, 734, 746, 778</p>

STANDARDS	PAGE REFERENCES
<p>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text.</p> <p>W</p> <ul style="list-style-type: none"> Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. Explain that some words have a different meaning in different content areas (e.g., concept of <i>shade</i> in science and art). Select, from multiple choices, the meaning of words necessary to understand. Use new vocabulary in oral and written communication and <u>content/academic text</u>. 	<p>Student Edition:</p> <p>Unit 2 186-187, 224-225, 256-257</p> <p>Unit 3 366-367</p> <p>Unit 4 460-461, 530-531</p> <p>Unit 5 568-569, 612</p> <p>Unit 6 744</p> <p>Teacher's Edition:</p> <p>Unit 1 AL 37O, 65N, 65O, 77R, 77S; BL 37Y, 65Y, 77CC; FDS 103F; FDV 37C, 65C, 77G, 103C, 125C; OL 37U, 65U, 77Y; V 10, 42, 70; W 77C-77D, 103A, 123A-123B</p> <p>Unit 2 AL 161N, 161O, 187N, 187O; BL 161Y, 187Y; FDV 161C, 187C, 199G, 225C, 257C; OL 161U, 187U; V 140, 166, 192, 204, 248; W 161A, 185A-185B, 187A, 223A-223B, 225A, 255A-255B, 257A</p> <p>Unit 3 AL 291N, 291O, 325N, 325O; BL 291Y, 325Y; FDV 291C, 325C, 337G, 367C, 395C; OL 291U, 325O; V 272, 296; W 337C, 365A-365B</p> <p>Unit 4 FDV 461C, 473G, 503C, 531C; V 410, 440, 466, 478, 485, 508; W435A, 459A-459B, 461A, 529A-529B, 531A</p> <p>Unit 5 AL 637K; CW 551; DC 559 #20; FDS 663F; FDV 569C, 597C, 609G, 637C, 663C; V 546, 554, 574, 602, 612, 614, 642; W 567A-567B, 569A, 609C-609D</p> <p>Unit 6 DC 714; FDV 703C, 729C, 741G, 773C, 801C; OL 773U; V 678, 708, 734, 744, 746, 778</p>

STANDARDS	PAGE REFERENCES
Component 1.4 Apply word recognition skills and strategies to read fluently.	
<p>1.4.2 Apply <u>fluency</u> to enhance comprehension.</p> <ul style="list-style-type: none"> Read aloud grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression. Read aloud unpracticed grade-level text at a fluency rate of 115–125 words correct per minute. 	<p>Teacher’s Edition:</p> <p>Unit 1 PWS 7D, 39D, 67D, 79D, 105D; RA 7B, 39B, 67B, 79B, 105B; RFC 31A, 59A, 73A, 97A, 121A</p> <p>Unit 2 PWS 137D, 163D, 189D, 201D, 227D; RA 137B, 163B, 189B, 201B, 227B; RFC 155A, 183A, 195A, 219A, 251A</p> <p>Unit 3 PWS 269D, 293D, 327D, 339D, 369D; RA 269B, 293B, 327B, 339B, 369B; RFC 285A, 319A, 333A, 361A, 391A</p> <p>Unit 4 PWS 407D, 437D, 463D, 475D, 505D; RA 407B, 437B, 463B, 475B, 505B; RFC 429A, 455A, 469A, 497A, 527A</p> <p>Unit 5 PWS 543D, 571D, 599D, 611D, 639D; RA 543B, 571B, 599B, 611B, 639B; RFC 563A, 591A, 605A, 631A, 659A</p> <p>Unit 6 PWS 675D, 705D, 731D, 743D; RA 675B, 705B, 731B, 743B; RFC 697A, 723A, 737A, 769A</p>
<p>1.4.3 Apply different reading rates to match text.</p> <ul style="list-style-type: none"> Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., <u>skimming</u> for facts, <u>scanning</u> for key words, and close/careful reading for understanding new or complex ideas). 	<p>Teacher’s Edition:</p> <p>Unit 1 DC 112, 119; MC 110; TP xvii</p> <p>Unit 3 DC 317, 376, 389; MC 298, 374</p> <p>Unit 4 DC 453, 484, 495; MC 450, 480; RSS 469C-469D</p> <p>Unit 5 DC 646 #6, 657; MC 644</p> <p>Unit 6 DC 785, 795; MC 780</p>

STANDARDS	PAGE REFERENCES
EALR 2: The student understands the meaning of what is read.	
Component 2.1 Demonstrate evidence of reading comprehension.	
<p>2.1.3 Apply <u>comprehension monitoring strategies</u> during and after reading: determine importance using <u>theme, main ideas</u>, and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> • State the main idea of an <u>informational/expository text</u> passage and provide three or more text-based details that support it. • State the main idea of a <u>literary/narrative text</u> passage and support with three details from the story. • Select, from multiple choices, the main/major idea of a passage, poem, or selection. • State the theme/message in culturally relevant <u>literary/narrative text</u> and support with text-based evidence. • Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition:</p> <p>Unit 1 73 #1-#4, 108, 112, 121 Unit 2 192, 195 #1-#4 Unit 3 333 #1-#4, 342, 347, 351, 361 Unit 4 410, 415, 426, 429 Unit 5 546, 560, 563, 602, 605 #1-#4 Unit 6 707, 708, 712, 723, 737 #1-#4</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 73; PVC 107B; RMS 109; W 77B Unit 2 AL 199Q-199R; BL 199CC; DC 179 #21, 194 #2, 211 #8, 212; OL 199Y; PS 157 #1; RC 191A-191B Unit 3 DC 347 #8, 353 #16, 357; ELL 349; ES 353; RC 341A-341B; TE 352 Unit 4 C 445; DC 415, 417, 421 #13, 423, 445 #6; ELL 415, 422; ES 421; PS 432 #6, 499 #1; RC 409A; TE 416 Unit 5 AL 569M, 569N; BL 569Y; DC 549, 557 #17, 604 #3; ELL 557, 569CC; OL 569U; RC 545A-545B, 601A-601B; RMS 547; TE 552 Unit 6 DC 713 #6, 765; PVC 707B; RMS 709; TE 716</p>

STANDARDS	PAGE REFERENCES
<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>.</p> <ul style="list-style-type: none"> • Explain connections between self and characters, events, and information occurring within a text or among multiple texts. • Activate prior knowledge about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text 	<p>Student Edition:</p> <p>Unit 1 31, 59, 97, 121 Unit 2 140, 155, 166, 183, 204, 219, 230, 251 Unit 3 272, 285, 296, 319, 342, 361, 372, 391 Unit 4 410, 429, 440, 455, 478, 497, 508, 527 Unit 5 546, 563, 574, 591, 614, 631, 642, 659 Unit 6 678, 697, 708, 723, 746, 769, 778, 797</p> <p>Teacher’s Edition:</p> <p>Unit 1 BB 6, 38, 66, 78, 104; MC 31, 59, 97, 121 Unit 2 BB 136, 162, 188, 200, 226; MC 155, 183, 219, 251 Unit 3 BB 268, 292, 326, 338, 368; MC 285, 319, 361, 391 Unit 4 BB 406, 436, 462, 474, 504; MC 429, 455, 497, 527 Unit 5 BB 542, 570, 598, 610, 638; MC 563, 591, 631, 659 Unit 6 BB 674, 704, 730, 742, 774; MC 697, 723, 769, 797</p>

STANDARDS	PAGE REFERENCES
<p>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> • <u>Predict</u> text content using <u>prior knowledge</u> and <u>text features</u>. • Use text and prior knowledge to make, confirm, or revise <u>inferences</u> and <u>predictions</u>. • Select, from multiple choices, a prediction, or inference from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem). • Select, from multiple choices, a prediction or inference from <u>informational/expository text</u> (e.g., what is likely to happen, or what will happen next). • Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition:</p> <p>Unit 1 10, 19, 22, 31, 59, 97, 121 Unit 2 140, 155, 166, 183, 204, 219, 230, 251 Unit 3 272, 277, 280, 285, 296, 319, 342, 361, 372, 391 Unit 4 410, 429, 440, 455, 478, 497, 508, 527 Unit 5 546, 563, 574, 591, 614, 631, 642, 659 Unit 6 678, 697, 708, 723, 746, 769, 778, 797</p> <p>Teacher’s Edition:</p> <p>Unit 1 AL 37N; BB 6, 38, 66, 78, 104; BL 37Y; C S47; DC 13, 15, 18, 20 #11, 23, 25 #18, 27 #23, 28; ELL 20; ES 21; MC 31, 59, 97, 121; OL 37U; RC S20, 9A; RMS 11; TE 18</p> <p>Unit 2 AL 161N, 187N; BB 136, 162, 188, 200, 226; BL 161Y, 187Y; DC 145 #5, 150 #17, 170 #4, 176 #16, 178, 235, 247 #23; MC 155, 183, 219, 251; OL 161U, 187U; PS 157 #2; RMS 141, 167, 193</p> <p>Unit 3 AL 291N; BB 268, 292, 326, 338, 368; BL 291Y; DC 274 #2, 275 #3, 277 #8, 279, 281, 282 #17; ELL 281; ES 277; MC 285, 319, 361, 391; OL 291U; RC 271A-271B; RMS 273, 297; TE 278</p> <p>Unit 4 AL 435N, 461N; BB 406, 436, 462, 474, 504; BL 435Y, 461Y; MC 429, 455, 497, 527; OL 435U, 461U; PS 432 #5; RMS 411, 441, 467, 479, 509</p> <p>Unit 5 AL 569N, 637N; BB 542, 570, 598, 610, 638; BL 569Y, 637Y; DC 554 #12, 577 #3, 580 #8, 618; MC 563, 591, 631, 659; OL 569U, 637U; RMS 547, 575, 603, 615</p> <p>Unit 6 AL 703N, 729N; BB 674, 704, 730, 742, 774; BL 703Y, 729Y; DC 686 689 #16, 718; MC 697, 723, 769, 797; OL 703U, 729U; PS 726 #3; RMS 679</p>

STANDARDS	PAGE REFERENCES
<p>2.1.6 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> • Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. • Generate and answer questions before, during, and after reading. • Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading. • Organize information to monitor for meaning; generate and answer questions in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	<p>Student Edition: Unit 1 74, 108, 121 Unit 2 192, 204, 210, 217, 219, 229, 230, 237, 240 Unit 3 272, 277, 280, 285, 296, 300, 319 Unit 4 410, 429, 440, 455, 466 Unit 5 546, 552, 560, 563, 574, 591 Unit 6 734, 745, 746, 769, 777, 778, 797</p> <p>Teacher’s Edition: Unit 1 AQ 74; C S45, S48; MC 12, 44, 75, 84, 110; RC S19, S21; TE 113 Unit 2 DC 194 #2, 208, 209 #5, 210 #7, 212 #10, 214, 237 #8, 239 #11, 240 #13, 243 #18, 246, 248 #25; ELL 209; ES 211, 241; MC 206, 232; OL 161T-161V; RC 203B, 229B; TE 210, 242 Unit 3 DC 274, 277 #8, 279, 280 #13, 281, 282 #17, 301, 304, 305, 307 #12, 312, 313, 314, 316; ELL 301; ES 277, 281; MC 274, 298; RC 271A, 295A-295B; TE 278 Unit 4 DC 417, 420, 421 #13, 423, 424, 425 #19, 426, 442 #1, 444, 448, 449, 452 #17, 468 #4, 480 #2; MC 412, 450, 471, 480, 510; RC 409A-409B, 439A-439B, 465A-465B Unit 5 DC 549, 550 #5, 551, 552 #8, 554 #11, 558, 560 #21, 576 #2, 578, 581, 588; ES 583 MC 548, 576, 593, 607, 618, 644; RC 573B Unit 6 DC 736 #3, 748, 750 #3, 752 #8, 753, 755, 757, 758 #16, 766 #25, 780 #1, 783 #7, 784 #8, 785, 787 #15, 793, 794; MC 680, 710, 739, 780; RC 733A, 745A, 777A; RMS 735 #1</p>

STANDARDS	PAGE REFERENCES
<p>2.1.7 Apply <u>comprehension strategies</u> during and after reading: <u>summarize grade-level informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave). Summarize culturally relevant literary/narrative text. Select, from multiple choices, a sentence that best summarizes the story or informational selection. Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 	<p>Student Edition: Unit 1 82, 97, 108, 121 Unit 2 155, 183, 219, 251 Unit 3 285, 319, 361, 391 Unit 4 429, 455, 497, 527 Unit 5 546, 563, 573, 574, 591 Unit 6 697, 723, 769, 797</p> <p>Teacher’s Edition: Unit 1 AL 103M, 103N, 125 M, 125N; BL 103Y, 125Y; DC 84 #1, 89, 94 #19, 110 #1, 114, 117 #15; OL 103U, 125U; RC S19, 81A, 107A Unit 2 DC 173 #10 Unit 3 DC 352 #15 Unit 5 AL 569M, 569N; BL 569Y; DC 549, 550 #5, 560 #22, 576 #1, 578 #6, 581, 582 #11, 588; OL 569U; RC 545A, 573A Unit 6 DC 687 #12</p>
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Understand sequence in <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> Explain ideas or events in <u>sequential</u> order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.) Recognize and explain <u>literary/narrative text</u> written out of <u>sequence</u> (e.g., flashbacks, tales from other cultures). Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). 	<p>Student Edition: Unit 1 59 #2, 108, 112, 118, 121 #2-#3 Unit 2 155 #2, 183 #2, 230, 237, 240, 251 #2 Unit 4 429 #2, 455 #2, 497 #2 Unit 5 642, 651, 655, 659 #2 Unit 6 697 #2, 797 #2</p> <p>Teacher’s Edition: Unit 1 AL 125M, 125N; BL 125W, 125Y; DC 87 #5, 111 #3, 113 #6, 115 #10, 116 #13, 118 #18; ELL 125CC; ES 115 PS 33 #2; OL 125U; RC 107A-107B; TE 113 Unit 2 DC 144, 149 #14, 232 #2, 237 #8, 239 #11, 240 #13, 243 #18, 246 #22, 248 #25; ES 241; RC 229A-229B; RFC 155B; TE 242 Unit 3 DC 276 #7; RFC 285B Unit 5 AL 663N; BL 663Y; DC 645 #4, 646 #5, 647 #8, 651 #12, 655; ELL 663CC; ES 651; OL 663U; PS 634 #3; RC 641A-641B Unit 6 DC 684 #6, 692 #20, 693 #23; RFC 697B</p>

STANDARDS	PAGE REFERENCES
<p>2.2.2 Apply features of printed and <u>electronic text</u> to locate and comprehend text. <u>W</u></p> <ul style="list-style-type: none"> Identify and use grade-level appropriate <u>text features</u>. Explain how certain text features help you understand the selection. Interpret information from <u>graphic features</u>. Identify, from multiple choices, where certain information/ideas might be found in the text. Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u> on an electronic device. 	<p>Student Edition:</p> <p>Unit 1 32, 60, 63 31-#2, 98, 101 #1 Unit 2 156, 159 #1, 252, 254, 255 #1 Unit 3 286, 320, 392, 393 #1 Unit 4 430, 498, 501 #1 Unit 5 564, 567 #1 Unit 6 698, 701 #1-#2, 724, 727 #1</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 72 #2; G 128; PS 33 #1, 62 #3, 98, 100 #2; RFC 73B Unit 2 DC 175 #13; G 260; PS 156, 158, 252, 254 #3 Unit 3 AC 318; G 398; PS 286, 287, 320, 321 #2-#3, 364 #5, 392, 393 #1 Unit 4 C 499; DC 452 #16; G 534; PS 430, 431 #2-#3, 498, 499 #2, 500 #3 Unit 5 C 616; DC 550 #4, 557 #16, 626 #15, 644 #2; PS 566 Unit 6 C 806; CW 756; DC 754; G 804; PS 700 #4, 726 #4-#5; TP xvi</p>

STANDARDS	PAGE REFERENCES
<p>2.2.3 Understand and analyze <u>story elements</u>. W</p> <ul style="list-style-type: none"> • Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits. • Identify the main events in a <u>plot</u>, including the cause and effect relationship in problem solving. • Describe the components of <u>setting</u> and explain how and why setting is important to the story. • Differentiate between first and third person <u>point of view</u> in a selection and explain the difference. • Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character). 	<p>Student Edition:</p> <p>Unit 1 10, 31 #2-#3, 42, 47, 54, 59 #3 Unit 2 230, 251 #1-#2 Unit 3 277, 280, 285 #2-#3, 301, 307 Unit 4 429 #3, 489, 491 Unit 5 574, 591 #3, 632, 635 #1 Unit 6 678, 697 #3, 707, 708, 717, 723 #2</p> <p>Teacher's Edition:</p> <p>Unit 1 AL 65M, 65N; BL 65Y; C S15, 25, 53; CW 52; DC 12, 21 #13, 24, 44 #1, 46 #5, 47 #6, 49, 50, 54 #14, 55, 56; ELL 50, 52; ES 46; OL 65U; RC 9A, 41A-41B; TE 54</p> <p>Unit 2 C 237; DC 232 #1, 233, 237 #8, 238, 239 #11, 240 #13, 241 #14, 242, 243, 246 #22, 248; ELL 245; RC 229</p> <p>Unit 3 C 302; DC 276 #6, 277 #8, 279, 281, 282 #17, 299 #3, 304, 306, 307 #12, 309, 312, 314; ELL 281; TE 278</p> <p>Unit 4 C 483; DC 419 #11, 424 #18, 481, 483, 485, 486, 494; ELL 489; ES 487; TE 486</p> <p>Unit 5 C 632; DC 578 #6, 579, 580 #8, 581, 585, 586 #19; PS 633 #1; RC 573, 573A-573B; TE 582</p> <p>Unit 6 DC 680, 681, 682 #4, 683, 685 #9, 686, 688, 689 #16, 690, 693 #24, 694, 710 #1, 715, 716, 718, 720; ES 687, 717; RC 707A-707B; TE 716</p>

STANDARDS	PAGE REFERENCES
<p>2.2.4 Apply understanding of <u>text organizational structures</u>.</p> <ul style="list-style-type: none"> Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension. Identify and use text written in the text organizational structure of <i>chronological order</i> to find and organize information and comprehend text. 	<p>Student Edition:</p> <p>Unit 1 59 #2, 70, 108, 112, 118, 121 #2 Unit 2 155 #2, 183 #2, 230, 237, 240, 251 #2 Unit 4 429 #2, 440, 443, 451, 455 #2-#3, 497 #2 Unit 5 614, 631 #2 Unit 6 678, 685, 695, 697 #2-#3</p> <p>Teacher's Edition:</p> <p>Unit 1 AL 125M, 125N; BL 125Y; C 97B; DC 72 #3-#4, 87 #5, 91 #12, 111 #3, 116 #13; ELL 118; ES 115; OL 125U; PS 33 #2; RC 69A-69B, 107A-107B; RMS 71; TE 113</p> <p>Unit 2 C 155B; DC 144 #4, 149 #14, 151 #18, 170 #5, 177 #17, 222 #5, 233 #3, 241 #14, 244, 246 #22, 248 #26; ES 241; RC 229A-229B; TE 242</p> <p>Unit 3 C 285B; DC 276 #7, 385</p> <p>Unit 4 BL 503Y; DC 443 #4, 444, 446, 449 #12, 468 #2, 447 #9, 451, 452 #17; ELL 449; ES 447; RC 439A-439B; TE 446</p> <p>Unit 5 AL 637M, 637N; BL 637Y; DC 586 #20, 616, 617 #2, 620, 622, 628 #18; ELL 619; OL 637U; RC 613A-613B</p> <p>Unit 6 DC 680, 682 #4, 683, 684 #6, 688 #14, 693, 694; ELL 691; RC 677A-677B</p>

STANDARDS	PAGE REFERENCES
Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.	
<p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> • Compare and contrast <u>plots</u>, characters, and <u>settings</u> in multiple texts. • Compare and contrast information (e.g., similar topics written in different <u>genres</u> such as a short story and a poem or magazine article and encyclopedia). • Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections). • Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections). • Recognize and explain cause and effect relationships in <u>informational/expository text</u> and <u>literary/narrative text</u>, using evidence from the text. • Select, from multiple choices, a sentence that explains the cause of events or the effects of actions. 	<p>Student Edition:</p> <p>Unit 1 30, 31 #5, 35 #3, 63 #3, 59 #5, 97 #5, 101 #3, 121 #5, 123 #3</p> <p>Unit 2 166, 183 #5, 184, 185 #3, 204, 219 #5, 220, 223 #3</p> <p>Unit 3 272, 285 #5, 286, 289 #3, 361 #5, 362, 365 #3, 391 #5, 392, 393 #3</p> <p>Unit 4 410, 429 #5, 430, 433 #3, 455 #5, 456, 459 #3, 527 #5, 528, 529 #3</p> <p>Unit 5 591 #5, 595 #3, 631 #5, 635 #3</p> <p>Unit 6 723 #5, 727 #3, 769 #5, 771 #3, 797 #5</p> <p>Teacher’s Edition:</p> <p>Unit 1 AC 30, 58, 96, 120; DC 16, 46 #4, 51, 88 #8, 111 #4; PS #3</p> <p>Unit 2 AC 182; CW 184; DC 172 #9, 209 #4</p> <p>Unit 3 AC 284, 390; C 362; DC 275 #4, 280 #14, 387</p> <p>Unit 4 AC 454; C 418, 433, 456, 459; DC 414, 419 #10, 445, 513; ELL 513; PS 4331 #2-#3, 457, 458</p> <p>Unit 5 AC 630; C 585, 624, 634; CC 581; DC 584 #15, 625; PS 634 #4</p> <p>Unit 6 AC 768; C 788; CW 754, 770; DC 713 #7, 754, 788; PS 725</p>

STANDARDS	PAGE REFERENCES
<p>2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.</p> <ul style="list-style-type: none"> Use multiple organizational systems to locate information from reference and content area materials. Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose. 	<p>Student Edition: Unit 1 8, 40, 80, 106 Unit 2 228 Unit 5 572, 640 Unit 6 676, 744, 776</p> <p>Teacher’s Edition: Unit 1 FDV 37C, 65C, 103C; TP xvi; V S13-S14, S30, 68 Unit 2 TP xvi; WP 263I Unit 3 TP xvi Unit 4 TP xvi Unit 5 AL 597K; DC 580 #9, 584 #16, 650, 654 #17; RSS 605C-605D; TP xvi; V 554; WR 669C Unit 6 AL 703K; DC 685 #8, 692 #21, 751 #5, 763, 783 #6, 784 #9, 786 #12, 791 #22, 792; FDV 703C; TP xvi; V 714, 790</p>
<p>2.3.3 Understand <u>literary/narrative devices</u>. W</p> <ul style="list-style-type: none"> Explain the meaning of <u>simile</u>, <u>personification</u>, <u>metaphor</u>, <u>idiom</u>, and humor in <u>literary/narrative</u> passages. 	<p>Student Edition: Unit 1 122, 123 #4 Unit 2 220 Unit 3 272 Unit 4 456, 459 #2, 528, 529 #2 Unit 6 770, 771 #1, #4, 776</p> <p>Teacher’s Edition: Unit 1 DC 51, 84 #2; PS 100 #3, 122, 123; V 47 Unit 2 DC 151 #19; FDV 199G; PS 220; V 190, 214; WS 263 Unit 3 DC 275 #4, 280 #14 Unit 4 AC 428, 526; DC 480 #1, 493 #18; PS 456, 457, 528, 529 #1-#2 Unit 5 C 647; V 650 Unit 6 AC 796; DC 756 #12; R 803 #3, 805 #4; V 776</p>

STANDARDS	PAGE REFERENCES
Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.	
<p>2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights to <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> • Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). • Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful). 	<p>Student Edition: Unit 3 296, 301, 307, 319 #3 Unit 4 478, 489, 491, 497 #3 Unit 5 DC 653 #15 Unit 6 745, 746, 758, 766, 769 #3</p> <p>Teacher’s Edition: Unit 1 PS 99 Unit 2 DC 147 #9, 179 #20, 234 Unit 3 AL 325M, 325N; BL 325Y; DC 299 #4, 301, 304, 306, 307 #12, 310, 312, 314, 315, 316; ELL 301; OL 325U; PS 288 #4; RC 295A-295B; TE 306 Unit 4 DC 481, 483, 485, 486, 491, 494; ELL 489ES 487; RC 477A-477B; TE 486 Unit 6 DC 750 #3, 752 #8, 755, 757, 759 #17, 761, 766 #26; ELL 752; ES 759; RC 745A-745B; TE 757</p>
<p>2.4.2 Analyze the <u>author’s purpose</u> for and style of writing in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <ul style="list-style-type: none"> • Determine the author’s purpose and support decision with evidence/details from text. • Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts. 	<p>Student Edition: Unit 1 30, 31 #4, 58, 59 #4, 96, 97 #4, 120 Unit 2 139, 140, 145, 153, 154, 155 #4 Unit 3 284, 285 #4, 318, 319 #4, 360, 361 #4, 390, 391 #4 Unit 4 428, 454, 455 #4, 466, 496, 497 #4, 526, 527 #4 Unit 5 562, 563 #4, 590, 591 #4, 630, 631 #4, 658, 659 #4 Unit 6 696, 697 #4, 722, 723 #4, 768, 769 #4, 783, 796, 797 #4</p> <p>Teacher’s Edition: Unit 1 AC 120; PS #4 Unit 2 AC 154; AL 161M, 161N; BL 161Y; C 149; DC 144 #3, 145 #6, 147 #10, 149 #15, 150 #16, 152 #21; ELL 150; ES 147; OL 161U; RC 139A-139B; TE 144 Unit 3 AC 284, 318, 360, 390; BL 337CC Unit 4 AC 428, 454, 496, 526; AL 473Q, 473R; BL 473CC; DC 468 #3-#4; OL 473Y; RC 465A-465B Unit 5 AC 562, 590, 630, 658; BL 609AA; C 646; DC 623 #10; RFC 605B Unit 6 AC 696, 722, 768, 796; DC 782</p>

STANDARDS	PAGE REFERENCES
<p>2.4.3 Understand the difference between fact and opinion. <u>W</u></p> <ul style="list-style-type: none"> Identify facts and opinions; provide evidence from the text to support your answer. Select, from multiple choices, a statement that is a fact or an opinion. 	<p>Student Edition: Unit 3 330, 333 #1-#3 Unit 4 527 #2 Unit 6 734, 737 #2</p> <p>Teacher's Edition: Unit 3 AL 337Q-337R; BL 337AA, 337CC; DC 332 #3; OL 337Y; R 398, 399 #5; RC 329A-329B Unit 4 DC 450, 510 #1; RFC 455B, 527B Unit 6 AL 741Q, 741R; BL 741CC; DC 736 #3, 750, 758 #15, 764, 780 #3; OL 741Y; R 804 #1; RC 733A-733B; RFC 769B</p>
<p>2.4.4 Evaluate author's effectiveness for a chosen audience. <u>W</u></p> <ul style="list-style-type: none"> Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says. 	<p>Student Edition: Unit 1 30, 31 #4, 58, 59 #4, 96, 97 #4, 120 Unit 2 139, 140, 145, 153, 154, 155 #4 Unit 3 284, 285 #4, 318, 319 #4, 360, 361 #4, 390, 391 #4 Unit 4 428, 454, 455 #4, 466, 496, 497 #4, 526, 527 #4 Unit 5 562, 563 #4, 590, 591 #4, 630, 631 #4, 658, 659 #4 Unit 6 696, 697 #4, 722, 723 #4, 768, 769 #4, 783, 796, 797 #4</p> <p>Teacher's Edition: Unit 1 AC 120; PS #4 Unit 2 AC 154; AL 161M, 161N; BL 161Y; C 149; DC 144 #3, 145 #6, 147 #10, 149 #15, 150 #16, 152 #21; ELL 150; ES 147; OL 161U; RC 139A-139B; TE 144 Unit 3 AC 284, 318, 360, 390; BL 337CC Unit 4 AC 428, 454, 496, 526; AL 473Q, 473R; BL 473CC; DC 468 #3-#4; OL 473Y; RC 465A-465B Unit 5 AC 562, 590, 630, 658; BL 609AA; C 646; DC 623 #10; RFC 605B Unit 6 AC 696, 722, 768, 796; DC 782</p>

STANDARDS	PAGE REFERENCES
<p>2.4.5 Understand how to <u>generalize</u> from text. W</p> <ul style="list-style-type: none"> Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west). Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br'er Rabbit stories of the Deep South). 	<p>Student Edition: Unit 3 296, 301, 307, 319 #3 Unit 4 478, 489, 491, 497 #3 Unit 5 DC 653 #15 Unit 6 745, 746, 758, 766, 769 #3</p> <p>Teacher’s Edition: Unit 1 PS 99 Unit 2 DC 147 #9, 179 #20, 234 Unit 3 AL 325M, 325N; BL 325Y; DC 299 #4, 301, 304, 306, 307 #12, 310, 312, 314, 315, 316; ELL 301; OL 325U; PS 288 #4; RC 295A-295B; TE 306 Unit 4 DC 481, 483, 485, 486, 491, 494; ELL 489ES 487; RC 477A-477B; TE 486 Unit 6 DC 750 #3, 752 #8, 755, 757, 759 #17, 761, 766 #26; ELL 752; ES 759; RC 745A-745B; TE 757</p>
<p>EALR 3: The student reads different materials for a variety of purposes.</p>	
<p>Component 3.1 Read to learn new information.</p>	
<p>3.1.1 Understand how to select and use appropriate <u>resources</u>.</p> <ul style="list-style-type: none"> Collect and use information from a variety of resources to solve a problem or answer a question. 	<p>Student Edition: Unit 1 35, 63, 101 Unit 2 159, 255 Unit 3 289 Unit 5 567 Unit 6 701, 727</p> <p>Teacher’s Edition: Unit 1 CC 33, 35, 63, 101; TP xvi Unit 2 CC 159, 255; TP xvi Unit 3 CC 289; TP xvi Unit 4 TP xvi Unit 5 CC 567; TP xvi-xvii Unit 6 CC 701, 727; RSS 737C-737D; TP xvi-xvii; W 741A-741F, 807A-807E</p>

STANDARDS	PAGE REFERENCES
Component 3.2 Read to perform a task.	
<p>3.2.1 Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget). 	<p>Student Edition: Unit 3 392, 393 #1 Unit 4 430, 534-535</p> <p>Teacher’s Edition: Unit 3 PS 392, 393 #1 Unit 4 G 534; PS 430, 431 #3; R 534 #1-#2, 535 #4-#5</p>
<p>3.2.2 Understand a variety of <u>functional documents</u>.</p> <ul style="list-style-type: none"> Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends). 	<p>Student Edition: Unit 1 98, 101 #1 Unit 3 392, 393 #1 Unit 4 430, 534-535</p> <p>Teacher’s Edition: Unit 1 PS 98 Unit 2 FDG 257H Unit 3 PS 392, 393 #1 Unit 4 CC 431; G 534; PS 430, 431 #2-#3; R 534 #1-#2, 535 #4-#5 Unit 5 W 569A Unit 6 RSS 737C-737D</p>

STANDARDS	PAGE REFERENCES
Component 3.4 Read for literary experience in a variety of genres.	
<p>3.4.2 Understand contemporary and traditional literature written in a variety of genres.</p> <ul style="list-style-type: none"> • Explain the characteristics of a variety of genres. • Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content. 	<p>Student Edition:</p> <p>Unit 1 30, 31 #5, 35 #3, 63 #3, 59 #5, 97 #5, 101 #3, 121 #5, 123 #3</p> <p>Unit 2 166, 183 #5, 184, 185 #3, 204, 219 #5, 220, 223 #3</p> <p>Unit 3 272, 285 #5, 286, 289 #3, 361 #5, 362, 365 #3, 391 #5, 392, 393 #3</p> <p>Unit 4 410, 429 #5, 430, 433 #3, 455 #5, 456, 459 #3, 527 #5, 528, 529 #3</p> <p>Unit 5 591 #5, 595 #3, 631 #5, 635 #3</p> <p>Unit 6 723 #5, 727 #3, 769 #5, 771 #3, 797 #5</p> <p>Teacher’s Edition:</p> <p>Unit 1 AC 30, 58, 96, 120; DC 16, 46 #4, 51, 88 #8, 111 #4; PS #3</p> <p>Unit 2 AC 182; CW 184; DC 172 #9, 209 #4</p> <p>Unit 3 AC 284, 390; C 362; DC 275 #4, 280 #14, 387</p> <p>Unit 4 AC 454; C 418, 433, 456, 459; DC 414, 419 #10, 445, 513; ELL 513; PS 431 #2-#3, 457, 458</p> <p>Unit 5 AC 630; C 585, 624, 634; CC 581; DC 584 #15, 625; PS 634 #4</p> <p>Unit 6 AC 768; C 788; CW 754, 770; DC 713 #7, 754, 788; PS 725</p>

STANDARDS	PAGE REFERENCES
<p>3.4.3 Analyze a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> • Compare and contrast cultures and traditions from a variety of literature. • Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations). 	<p>Student Edition:</p> <p>Unit 1 30, 31 #5, 35 #3, 63 #3, 59 #5, 97 #5, 101 #3, 121 #5, 123 #3</p> <p>Unit 2 166, 183 #5, 184, 185 #3, 204, 219 #5, 220, 223 #3</p> <p>Unit 3 272, 285 #5, 286, 289 #3, 361 #5, 362, 365 #3, 391 #5, 392, 393 #3</p> <p>Unit 4 410, 429 #5, 430, 433 #3, 455 #5, 456, 459 #3, 527 #5, 528, 529 #3</p> <p>Unit 5 591 #5, 595 #3, 631 #5, 635 #3</p> <p>Unit 6 723 #5, 727 #3, 769 #5, 771 #3, 797 #5</p> <p>Teacher’s Edition:</p> <p>Unit 1 AC 30, 58, 96, 120; DC 16, 46 #4, 51, 88 #8, 111 #4; PS #3</p> <p>Unit 2 AC 182; CW 184; DC 172 #9, 209 #4</p> <p>Unit 3 AC 284, 390; C 362; DC 275 #4, 280 #14, 387</p> <p>Unit 4 AC 454; C 418, 433, 456, 459; DC 414, 419 #10, 445, 513; ELL 513; PS 4331 #2-#3, 457, 458</p> <p>Unit 5 AC 630; C 585, 624, 634; CC 581; DC 584 #15, 625; PS 634 #4</p> <p>Unit 6 AC 768; C 788; CW 754, 770; DC 713 #7, 754, 788; PS 725</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading	
Component 4.1 Assess reading strengths and need for improvement.	
<p>4.1.1 Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> Identify reading strengths and weaknesses and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists. 	<p>Student Edition:</p> <p>Unit 1 73 #1-#4, 108, 112, 121 Unit 2 192, 195 #1-#4 Unit 3 333 #1-#4, 342, 347, 351, 361 Unit 4 410, 415, 426, 429 Unit 5 546, 560, 563, 602, 605 #1-#4 Unit 6 707, 708, 712, 723, 737 #1-#4</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 73; PVC 107B; RMS 109; W 77B Unit 2 AL 199Q-199R; BL 199CC; DC 179 #21, 194 #2, 211 #8, 212; OL 199Y; PS 157 #1; RC 191A-191B Unit 3 DC 347 #8, 353 #16, 357; ELL 349; ES 353; RC 341A-341B; TE 352; Unit 4 C 445; DC 415, 417, 421 #13, 423, 445 #6; ELL 415, 422; ES 421; PS 432 #6, 499 #1; RC 409A; TE 416 Unit 5 AL 569M, 569N; BL 569Y; DC 549, 557 #17, 604 #3; ELL 557, 569CC; OL 569U; RC 545A-545B, 601A-601B; RMS 547; TE 552 Unit 6 DC 713 #6, 765; PVC 707B; RMS 709; TE 716</p>

STANDARDS	PAGE REFERENCES
<p>4.1.2 Apply strategies for setting grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance. 	<p>The following references may be used to address this objective.</p> <p>Student Edition:</p> <p>Unit 1 73 #1-#4, 108, 112, 121 Unit 2 192, 195 #1-#4 Unit 3 333 #1-#4, 342, 347, 351, 361 Unit 4 410, 415, 426, 429 Unit 5 546, 560, 563, 602, 605 #1-#4 Unit 6 707, 708, 712, 723, 737 #1-#4</p> <p>Teacher’s Edition:</p> <p>Unit 1 DC 73; PVC 107B; RMS 109; W 77B Unit 2 AL 199Q-199R; BL 199CC; DC 179 #21, 194 #2, 211 #8, 212; OL 199Y; PS 157 #1; RC 191A-191B Unit 3 DC 347 #8, 353 #16, 357; ELL 349; ES 353; RC 341A-341B; TE 352; Unit 4 C 445; DC 415, 417, 421 #13, 423, 445 #6; ELL 415, 422; ES 421; PS 432 #6, 499 #1; RC 409A; TE 416 Unit 5 AL 569M, 569N; BL 569Y; DC 549, 557 #17, 604 #3; ELL 557, 569CC; OL 569U; RC 545A-545B, 601A-601B; RMS 547; TE 552 Unit 6 DC 713 #6, 765; PVC 707B; RMS 709; TE 716</p>
<p>Component 4.2 Develop interests and share reading experiences.</p>	
<p>4.2.1 Evaluate authors, books, and genres to select favorites.</p> <ul style="list-style-type: none"> Discuss and share favorite authors, books, and genres with others. Explain reason for choices. 	<p>Teacher’s Edition:</p> <p>Unit 1 AL 37P; BL 37Z; ELL 37HH; OL 37V Unit 2 AL 161P; BL 161Z; ELL 161HH; OL 161V Unit 3 AL 291P; BL 291Z; ELL 291HH; OL 291V Unit 4 AL 435P; BL 435Z; ELL 435HH; OL 435V Unit 5 AL 569P; BL 569Z; ELL 569HH; OL 569V Unit 6 AL 703P; BL 703Z; ELL 703HH; OL 703V</p>