

Title: Touchpebbles Volume A		Alignment to Sunshine State ELA Standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-4.pdf
Lesson 1	A Different Kind of Class	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present

		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 2	The Judge	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
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	LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
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Lesson 4	The Clever Thief	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
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		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 6	The Lion and the Mouse	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text

		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary

		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 7	A Test of Strength	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)

		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives

		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 8	Pandora's Box	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media

		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences

		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 9	The Confessions	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects

		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
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		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs

		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 10	Emile or On Educaton	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details

		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points

Lesson 11	The Pillow	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests

		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 12	Catching Fish in the Forest	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text

		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity

		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 13	The Eagle	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words

		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language)
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.

		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 14	They Share the Work	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context

		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)

		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 15	Two Portraits	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text

		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 16	The Republic	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text

		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 17	How to Catch a Thief	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text

		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary

		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 18	Definitions of a Straight Line	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.1 The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps)
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections

		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 19	Gilgamesh the King	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text

		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary

		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 20	The Weapons of King Chuko	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)

		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives

		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 21	The Odyssey	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media

		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences

		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 22	How Much is a Son Worth?	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme

		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs

		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 23	Images of Waves	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects

		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 24	About Lying	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis

		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests

		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 25	The Man Who Thought He Could Do Anything	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly

		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions

		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 26	Robinson Crusoe	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)

		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.

		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 27	Narcissus	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context

		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)

		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 28	The Spider and the Turtle	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text

		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 29	A Map of Iceland	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.1 The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps)
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text

		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
		LA.4.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.4.3.2.3 The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.
		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
		LA.4.3.3.2 The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)
		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
		LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points
Lesson 30	The Histories	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text

		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present
		LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details
		LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing
		LA.4.2.2.4 The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)
		LA.4.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests
		LA.4.3.1.2 The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece
		LA.4.3.2.1 The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions
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		LA.4.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation
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		LA.4.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)

		LA.4.3.4.1 The student will edit for the correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary
		LA.4.3.4.2 The student will edit for the correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.)
		LA.4.3.4.3 The student will edit for the correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives
		LA.4.3.4.4 The student will edit for the correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions
		LA.4.3.4.5 The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences
		LA.4.3.4.6 The student will edit for the correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.
		LA.4.3.5.3 The student will share the writing with the intended audience.
		LA.4.4.2.3 The student will write informational/expository essays that contain introductory, body, and concluding paragraphs
		LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
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