

Standard 1: Reading

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

PO 1. Identify root words

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*See addressing Latin roots.*

**Chapter by Chapter**, p. T27; **The Funny Side**, p. T39; **It Takes a Leader**, p. T613

*Students identify root words in the context of working with prefixes and suffixes.*

**The Funny Side**, p. R2–R3; **Nature Guides**, p. R42–R43; **It Takes a Leader**, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; **It Takes a Leader**, p. R82–R83

PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes

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*See focused instruction on affixes.*

**The Funny Side**, p. R2–R3; **Nature Guides**, p. R42–R43; **It Takes a Leader**, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; **It Takes a Leader**, p. R82–R83

PO 3. Confirm meaning of words using context clues

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*Focusing on using context clues.*

**Chapter by Chapter**, p. T22, T34, T36 T58, T167; **What an Idea!**, p. T252, T295, T298; **Discovery Teams**, p. T156, T594–T595; **The Funny Side**, p. T26, T172, R9; **Nature Guides**, p. T270, T298, R30; **It Takes a Leader**, p. T492, T568, T592, T609, T618, R70

- **R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections**

PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text

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*Main ideas and details.*

**Chapter by Chapter**, p. T44, T45, T46, T86; **What an Idea!**, p. T248, T249, T250, T258, T260, T262, T270–T271, T274, T300, T301, R98, R105; **Discovery Teams**, p. T484, T582, T632 **The Funny Side**, p. T182; **Nature Guides**, p. T350, T392; **It Takes a Leader**, p. T458, T459, T460, T462, T464, T468, T470, T474, T476, T480, T484–T485, T488, T489, T580, T581, R108, R113

*Author's purpose.*

**Discovery Teams**, p. T584, T585; **The Funny Side**, p. T136; **Nature Guides**, p. T248, T338; **It Takes a Leader**, p. T470, T612, T613, T614, T622, T626, T630–T631, T632

*Point of view.*

**The Funny Side**, p. T130; **It Takes a Leader**, p. T458, T472, T473, T568, T569, T586–T587

PO 2. Distinguish fact from opinion

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*Fact/opinion.*

**Nature Guides**, p. T254, T255, T344, T345, T358–T359

PO 3. Summarize the text in own words (assessed at district level only)

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*Summarize.*

**Chapter by Chapter**, p. T32, T78, T82, T132, T140, T147, T174; **What an Idea!**, p. T302, T313, T348, T371, T398, T417; **Discovery Teams**, p. T516, T518, T519, T522, T524, T528, T534–T535, T538, T539, T574, T576, T577, T591, T626, R112, R117; **The Funny Side**, p. T32, T49, T72, T73, T80, T84, T88, T96–T97, T100, T134, T140, T182, T183, R91, R94; **Nature Guides**, p. T250, T260, T267, T294, T342, T388; **It Takes a Leader**, p. T516, T572, T589, T616

<p>PO 5. Determine cause-and-effect relationships</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>Determine cause/effect</i>  <b>Chapter by Chapter</b>, p. T36, T37, T52–T53, T83, T84, R88, R92; <b>What an Idea!</b>, p. T298, T360; <b>Discovery Teams</b>, p. T470; <b>The Funny Side</b>, p. T92, T184; <b>Nature Guides</b>, p. T384, T385, T386, T392, T394, T400–T401, T404, T425; <b>It Takes a Leader</b>, p. T458, T460, T461, T470, R105, R112</p>
<p>PO 6. Identify the text in chronological, sequential or logical order</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>Identify sequence</i>  <b>Chapter by Chapter</b>, p. T78, T176, T177; <b>What an Idea!</b>, p. T354, T355, T368–T369, T406, T407, R102, R107; <b>The Funny Side</b>, p. T170, T171, T174, T176, T188–T189, T192; <b>Nature Guides</b>, p. T342, T343, R96, R101; <b>It Takes a Leader</b>, p. T520, T521, T537</p>
<p>PO 7. Make an inference using contextual clues</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>Make inferences</i>  <b>Chapter by Chapter</b>, p. T28, T90, T92, T182; <b>What an Idea!</b>, p. T252, T256, T300, T304, T342, T346, T350, <b>Discovery Teams</b>, p. T568, T569, T570, T572, T582, T588–T589, T590, T618, T620, T630, T631, T634, T640, T646, R114, R118; <b>The Funny Side</b>, p. T26, T30, T72, T74, T76, T78, T82, T84, T85, T86, T88, T90, T130, T131, T132, T136, T138, T144–T145, T146, T172, T174, T175, T180, T184, T212, R90, R93; <b>Nature Guides</b>, p. T246, T292, T302, T338, T346, R98, R102; <b>It Takes a Leader</b>, p. T460, T514, T526, T566, T568, T570, T576, T580, T614</p>
<p>• <b>R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection</b></p>	
<p>PO 1. Distinguish the main characters from the minor characters</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>Students identify main and minor characters</i>  <b>Chapter by Chapter</b>, p. T48, T188; <b>What an Idea!</b>, p. T364, T412; <b>Discovery Teams</b>, p. T586, T652; <b>The Funny Side</b>, p. T142, T186; <b>It Takes a Leader</b>, p. T532, T582  <i>See focusing on character</i>  <b>Chapter by Chapter</b>, p. T28, T33, T34, T36, T40, T130, T215; <b>What an Idea!</b>, p. T352, T353, T358, T394, T395, T396, T400, T404, T414–T415, T416, T436; <b>Discovery Teams</b>, p. T474, T475, T568, T578, T634, T635, R110, R116; <b>The Funny Side</b>, p. T28, T29, T86, T87, T130, T138; <b>Nature Guides</b>, p. T250, T251, T424; <b>It Takes a Leader</b>, p. T466, T522, T523, T524, T566, T567, T568, T570, T572, T574, T576, T584–T585, T588, T618, T619, T626, T653, R109, R114  <i>See keeping track of characters to emphasize</i>  <b>It Takes a Leader</b>, p. T462</p>
<p>PO 2. Summarize the plot line to include cause and effect</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>See focusing on plot</i>  <b>Chapter by Chapter</b>, p. T26, T27, T30, T34, T38, T40, T50–T51, T54, T180, T181, R90, R93; <b>The Funny Side</b>, p. T26, T27, T30, T34, T38, T42, T46–T47, T48, T76, T77, T213, R88, R92</p>
<p>PO 3. Explain the interaction of major and minor characters in a selection</p>	<p style="text-align: center;"><b>Literacy Place™ ©2000 Grade Four</b></p> <p><i>Students focus on the interactions and relationships between characters in a selection</i>  <b>What an Idea!</b>, p. T343; <b>Discovery Teams</b>, p. T569, T570, T578, T614, T620, T628, T634, T636; <b>The Funny Side</b>, p. T74, T76, T84, T86, T132, T138; <b>It Takes a Leader</b>, p. T512, T514, T516, T518, T520, T522, T528, T570, T576</p>

PO 4. Draw defensible conclusions based on events and settings

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*Draw conclusions.*

**Chapter by Chapter**, p. T36, T44, T46, T78, T79, T80, T84, T86, T90, T92, T96–T97, T98, T134, T135, T138, T172, T180, T214, R89, R93; **What an Idea!**, p. T255, T258, T272–T273, T349, T394, T402, R99, R105; **Discovery Teams**, p. T478, T516, T518, T520, T524, T528, T530, T574, T620, T644; **The Funny Side**, p. T26, T28, T38, T76, T86, T132; **Nature Guides**, p. T256, T350, T352, T384, T386; **It Takes a Leader**, p. T476, T478, T512, T528, T570, T612, T618, T624

PO 5. Differentiate fiction, nonfiction and poetry based on their attributes

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*Students focus on the characteristics of different genre.*

Environmental Fiction, **Nature Guides**, p. T383  
 Historical Fiction, **Discovery Teams**, p. T613  
 Humorous Fiction, **Nature Guides**, p. T245  
 Informational Fiction, **It Takes a Leader**, p. T457  
 Play, **It Takes a Leader**, p. T625  
 Realistic Fiction, **Discovery Teams**, p. T567; **It Takes a Leader**, p. T565, T653  
 Science Fiction, **Discovery Teams**, p. T469, T472  
 Short Story, **What an Idea!**, p. T341; **The Funny Side**, p. T129  
 Folk Song, **The Funny Side**, p. T179  
 Folk Tale/Tall Tale, **Chapter by Chapter**, p. T169, **What an Idea!**, p. T359; **The Funny Side**, p. T169; **Nature Guides**, p. T300, T301; **It Takes a Leader**, p. T511  
 Fractured Fairy Tale, **The Funny Side**, p. T25  
 Legend, **Chapter by Chapter**, p. T25; **Nature Guides**, p. T289  
 Myth, **What an Idea!**, p. T393  
 Nonfiction, **Chapter by Chapter**, p. T43  
 Anecdote, **Chapter by Chapter**, p. T127  
 Autobiography/Biography, **Chapter by Chapter**, p. T77; **Discovery Teams**, p. T581; **It Takes a Leader**, p. T611  
 Diary, **Nature Guides**, p. T337  
 Expository Text, **What an Idea!**, p. T297; **Discovery Teams**, p. T482, T483  
 Field Guide, **Nature Guides**, p. T396, T397  
 Informational Article, **The Funny Side**, p. T141  
 Profile, **It Takes a Leader**, p. T479  
 Reminiscence, **Chapter by Chapter**, p. T89  
 Science Nonfiction, **Discovery Teams**, p. T515  
 Poetry, **Chapter by Chapter**, p. T187; **What an Idea!**, p. T247, T411; **It Takes a Leader**, p. T530–T531; **Nature Guides**, p. T349

PO 6. Explain cause and effect within the plot

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**Chapter by Chapter**, p. T36, T37, T52–T53, T83, T84, R88, R92; **What an Idea!**, p. T298, T360; **Discovery Teams**, p. T470; **The Funny Side**, p. T92, T184; **Nature Guides**, p. T384, T385, T386, T392, T394, T400–T401, T404, T425; **It Takes a Leader**, p. T458, T460, T461, T470, R105, R112

• **R-E4. Identify the author’s purpose, position, bias and strategies in a persuasive selection**

PO 1. Identify the author’s purpose and use of details to support the purpose

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*Author’s purpose.*

**Discovery Teams**, p. T584, T585; **The Funny Side**, p. T136; **Nature Guides**, p. T248, T338; **It Takes a Leader**, p. T470, T612, T613, T614, T622, T626, T630–T631, T632

PO 2. Describe the author’s use of strategies to

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*See specific instruction on recognizing persuasion, and understanding how to create persuasive text and speeches.*

convince or persuade	<b>What an Idea!</b> , p. T446–T447; <b>The Funny Side</b> , p. T203; <b>Nature Guides</b> , p. T415; <b>It Takes a Leader</b> , p. T494–T495
PO 3. Identify the author’s bias	<b>Literacy Place™ ©2000 Grade Four</b> <i>Teachers can integrate in the context of identifying an author’s message through the use of emotion-filled words to describe action.</i> <b>It Takes a Leader</b> , p. T620
<ul style="list-style-type: none"> <li><b>R-E5. Evaluate an instructional manual such as assembly directions or user’s guide for clarity and completeness</b> Note: Can be used for 5th and 8th grades, depending on difficulty of manual used for the assessment</li> </ul>	<b>Literacy Place™ ©2000 Grade Four</b> <i>See writing and presenting specific instructions. Teachers can integrate in this context.</i> <b>What an Idea!</b> , p. T389, T409, T418; <b>The Funny Side</b> , p. T112
PO 1. Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	
PO 2. Incorporate information from the illustrations	<b>Literacy Place™ ©2000 Grade Four</b> <i>See creating and presenting a process diagram.</i> <b>Discovery Teams</b> , p. T550
PO 3. Locate support help in manual or from manufacturer	<b>Literacy Place™ ©2000 Grade Four</b> <i>Not specifically addressed at this grade level.</i>
PO 4. Identify the sequence of activities needed to carry out a procedure	<b>Literacy Place™ ©2000 Grade Four</b> <i>Students focus on steps in a process.</i> <b>It Takes a Leader</b> , p. T481
PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	<b>Literacy Place™ ©2000 Grade Four</b> <i>Not specifically addressed at this grade level.</i>
<ul style="list-style-type: none"> <li><b>R-E6. Compare and contrast the historical and cultural perspectives of literary selections</b> Note: For instructional purposes—not for state assessment (Grades 4-5)</li> </ul>	<b>Literacy Place™ ©2000 Grade Four</b> <i>Teachers can include in the context of reading about historical characters and events.</i> Dinner at Aunt Connie’s House, <b>It Takes a Leader</b> , p. T456–T477 Teammates, <b>It Takes a Leader</b> , p. T610–T623 Where Was Patrick Henry on the 29th of May?, <b>It Takes a Leader</b> , p. T653 Story of Thomas Alva Edison, Inventor, The, <b>It Takes a Leader</b> , p. T537 The Last Princess., <b>Chapter by Chapter</b> , p. T214 <i>Students read and research historical figures and present reports.</i> <b>It Takes a Leader</b> , p. T500
PO 1. Compare one author’s perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, nonfiction)	
PO 2. Compare the lives and experiences of characters in history to present-day individuals who	<b>Literacy Place™ ©2000 Grade Four</b> <i>Students compare the lives and experiences of historical figures and characters in a selection. See the following selections and connection activities.</i> Sweet Clara and the Freedom Quilt, <b>It Takes a Leader</b> , p. T652

have similar goals or face similar challenges

Where Was Patrick Henry on the 29th of May?, ***It Takes a Leader***, p. T653

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PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

*Students compare folk tales, fables, tall tales, fairy tales, myths and legends.*  
***What an Idea!***, p. T431  
*Students recall folk tales and their heroes from different cultures, research and report about them, creating a class book of folk heroes.*  
***The Funny Side***, p. T203  
*Students relate characters from other classic tales to an African folk tale.*  
***Chapter by Chapter***, p. T183  
*Students read traditional tales online and compare common elements.*  
***Chapter by Chapter***, p. T87, T159  
*See the Extended Study on genre, students read more tall tales, connect to film, TV and factual information.*  
***The Funny Side***, p. T206–T214

**Standard 2: Writing**

*Students effectively use written language for a variety of purposes and with a variety of audiences.*

**ESSENTIALS (Grades 4-8)**

*Students know and are able to do all of the above and the following*

- **W-EI. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

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PO 1. Spell correctly

*See focused instruction on spelling*  
***Chapter by Chapter***, R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; ***What an Idea!***, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; ***Discovery Teams***, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; ***The Funny Side***, p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; ***Nature Guides***, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; ***It Takes a Leader***, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83  
*Students revise for spelling.*  
***Chapter by Chapter***, p. T212; ***What an Idea!***, p. T434; ***Discovery Teams***, p. T676; ***The Funny Side***, p. T210; ***Nature Guides***, p. T422; ***It Takes a Leader***, p. T650

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PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter’s greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

*See specific lessons on punctuation.*  
 Colons: ***The Funny Side***, p. R22–R23, R95  
 Commas: ***The Funny Side***, p. R22–R23, R95; ***Nature Guides***, p. R32–R33, R94; ***It Takes a Leader***, p. R78–R79, R115, R116  
 Exclamation Points : ***Chapter by Chapter***, R4–R5, R94  
 Question Marks: ***Chapter by Chapter***, R4–R5, R94  
 Periods: ***Chapter by Chapter***, R4–R5, R94  
 Quotation Marks/Dialogue: ***The Funny Side***, p. R22–R23, R95  
 Underline titles: ***Chapter by Chapter***; R10  
 Use italics for title: ***Chapter by Chapter***; R10

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PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

*See focused instruction on capitalization.*  
***Chapter by Chapter***; R4–R5, R10–R11, R94, R95

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PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

*See grammar lessons.*

**Chapter by Chapter**, R4–R5, R10–R11, R16–R17, R22–R23, R28–R29, R94, R95; **What an Idea!**, p. R32–R33, R38–R39, R44–R45, R50–R51, R56–R57, R108, R109; **Discovery Teams**, p. R60–R61, R66–R67, R72–R73, R78–R79, R84–R85, R119, R120; **The Funny Side**, p. R4–R5, R16–R17, R28–R29, R94, R95; **Nature Guides**, p. R32–R33, R38–R39, R44–R45, R48–49, R50–R51, R56–R57, R94, R103, R104; **It Takes a Leader**, p. R60–R61, R66–R67, R78–R79, R115, R116

*See the Scholastic Guide, **Checking Your Grammar**. This useful reference book includes important grammar rules students need to know, helps them organize sentences, teaches parts of speech and style and usage.*

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*See instruction on sentences.*

**Chapter by Chapter**, R4–R5, R94; **Discovery Teams**, p. R60–R61, R78–R79, R119, R120; **The Funny Side**, p. R4–R5, R94; **Nature Guides**, p. R32–R33, R103; **It Takes a Leader**, p. R60–R61, R78–R79, R115, R116

*See focused instruction on paragraph building*

**Chapter by Chapter**, p. T100, T101

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

**• W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

PO 1. Write a personal experience narrative

- develop a story line in a sequence that is clear
- use descriptive words and phrases

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*Students write narrative, expository and descriptive compositions in the writing lessons. See writing personal experience narratives, anecdotes and essays.*

**Chapter by Chapter**, p. T73, T87, T100, T137, T148, T218–T223; **What an Idea!**, p. T323; **Discovery Teams**, p. T669; **The Funny Side**, p. T157; **It Takes a Leader**, p. T561, T577, T590

*See focusing on creating descriptions including sensory descriptions.*

**Discovery Teams**, p. T525, T587, T609, T651, T660; **Nature Guides**, p. T305; **It Takes a Leader**, p. T629

-OR-

PO 2. Write a story

- develop a story line in a sequence that is clear
- develop the characters
- describe the setting
- use dialog when appropriate
- use descriptive words and phrases

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*Students write stories.*

Fable, **Nature Guides**, p. T379, T395, T406

Science Fiction Story, **Discovery Teams**, p. T465, T481, T494

Stories, **What an Idea!**, p. T250, T366; **Nature Guides**, p. T293, T371, T399; **It Takes a Leader**, p. T499

Tale, **What an Idea!**, p. T432–T435; **The Funny Side**, p. T113, T118, T187, T208–T211; **Nature Guides**, p. T285, T299, T310

Write a story innovation, **Chapter by Chapter**, p. T30

Write a story from a different point of view, **It Takes a Leader**, p. T567

Write a story extension, **The Funny Side**, p. T138; **It Takes a Leader**, p. T626

Write a Snapshot Story, **Chapter by Chapter**, p. T109

Create a Legend, **Chapter by Chapter**, p. T65

Rewrite a Folk Tale, **Chapter by Chapter**, p. T206

**• W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources**

PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

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*Students write a variety of reports*

Write a report on regional culture, **Chapter by Chapter**, p. T210–T213

Research and write a report, **What an Idea!**, p. T285; **Nature Guides**, p. T319;

Write a sports report, **It Takes a Leader**, p. T507, T529, T538

Research the space shuttle and write a report, **Discovery Teams**, p. T484

Observation Report, **Nature Guides**, p. T333, T347, T362

PO 2. Use logical sequence (including transitional words and phrases such as *first, next, then*)

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*See focused instruction on using logical and chronological order.*  
 Logical Order, **What an Idea!**, p. T418, T419  
 Chronological Order, **It Takes a Leader**, p. T634, T635  
*See focused instruction on transition words.*  
**Chapter by Chapter**, p. T224–T225

PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

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*See the Scholastic Guide, Putting It In Writing, providing students different ways to organize their ideas, samples of text as models for content, and explaining the conventions of format for a variety of compositions. See writing a bibliography on pages 92-93. Teachers can include when students research and prepare reports as examples identify above.*

• **W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

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*See specific instruction on parts of a letter.*  
**The Funny Side**, p. T50, T51  
*See activities writing communications for a variety of audiences and purposes.*  
 A Letter to the King, **What an Idea!**, p. T427  
 Invite a Friend, **Discovery Teams**, p. T504  
 Write a Letter to the Editor, **The Funny Side**, p. T59  
 Letter of Support, **Chapter by Chapter**, p. T65  
 Write a letter to friend, **Chapter by Chapter**, p. R9; **The Funny Side**, p. T34, T40; **It Takes a Leader**, p. T568  
 Job Advertisement, A, **Chapter by Chapter**, p. T158  
 Write letter, **Chapter by Chapter**, p. T143, T184; **The Funny Side**, p. T43; **It Takes a Leader**, p. T617  
     Brochure/Advertisement, **What an Idea!**, p. T381; **The Funny Side**, p. T143; **Nature Guides**, p. T420–T423; **It Takes a Leader**, p. T600  
     Persuasive Letter, **Chapter by Chapter**, p. T65; **What an Idea!**, p. T309, T427; **Discovery Teams**, p. T504, T563, T579, T592; **The Funny Side**, p. T59; **It Takes a Leader**, p. T656–T661  
 Friendly Letter, **Discovery Teams**, p. T550  
 Write a postcard, **Nature Guides**, p. T262  
 Write a thank-you card, **It Takes a Leader**, p. T483  
     Persuasive Speech, **Chapter by Chapter**, p. T165, T185, T196; **The Funny Side**, p. T203; **Nature Guides**, p. T415; **It Takes a Leader**, p. T453, T477, T490, T494–T495  
     Poster, **What an Idea!**, p. T269  
 Make a Public Service Announcement, **It Takes a Leader**, p. T477, T541, T549–T554  
 Create an Op-Ed Page, **It Takes a Leader**, p. T493, T541, T593, T623, T637, T656–T663  
     Letter, Postcard, Note, **Chapter by Chapter**, p. T143; **The Funny Side**, p. T21, T43, T50; **Nature Guides**, p. T263; **It Takes a Leader**, p. T483  
     Friendly Letter, **Discovery Teams**, p. T550  
*See the Scholastic Guide, Putting It In Writing, providing students different ways to organize their ideas, samples of text as models for content, and explaining the conventions of format for business letters, friendly letters, invitations, notes and announcements.*

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., *first, next, then*)

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*See focused instruction on signal words.*  
**Chapter by Chapter**, p. T224–T225

PO 3. Express ideas that are clear and directly

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*See the above references to formal communications. Students write and revise for clarity and effectiveness of their communication.*

related to the topic

- **W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences**

PO 1. Write a clear response supported with examples from the text, other works or experiences

*Students write book reviews.*  
**What an Idea!**, p. T413

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PO 2. Relate own ideas to supporting details in a clear manner

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*See the Scholastic Guide, Putting It In Writing, a reference guide providing samples and suggestions for organizing and presenting information in the form of Book Reports, Essays, Reviews and more. Students relate their own ideas in response to a literary selection when creating reviews and book reports. See the citations above.*

PO 3. Organize response with a clear beginning, middle and end

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*Teachers emphasize in the context of writing a book review.*  
**What an Idea!**, p. T413

### Standard 3: Listening And Speaking

*Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.*

#### ESSENTIALS (Grades 4-8)

*Students know and are able to do all of the above and the following*

- **Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience**

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*See preparing and giving speeches.*  
**Chapter by Chapter**, p. T165, T185, T196, T205; **The Funny Side**, p. T61, T203; **Nature Guides**, p. T388, T415; **It Takes a Leader**, p. T453, T477, T490, T494–T495, T581

- **Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience**

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*Students prepare and deliver oral reports throughout the program.*  
**Chapter by Chapter**, p. T81, T153, T212; **What an Idea!**, p. T257, T265; **Discovery Teams**, p. T472, T484, T584, T664–T665; **The Funny Side**, p. T135; **Nature Guides**, p. T261, T372, T386, T415; **It Takes a Leader**, p. T460, T524, T547, T576, T578, T582, T612, T618

- **Interpret and respond to questions and evaluate responses both as interviewer and interviewee.**

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*See participating in interviews as the interviewer or interviewee.*  
**Chapter by Chapter**, p. T129, T139, T189, R19; **What an Idea!**, p. 304; **Discovery Teams**, p. T522, T529; **The Funny Side**, p. T54–T55, R87, R92; **It Takes a Leader**, p. T481, T574, T578, T650

- **Predict, clarify, analyze and critique a speaker's information and point of view**

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*See Oral Language lessons. Students are involved in reviewing each other, offering suggestions and evaluating each other's presentation.*  
**Chapter by Chapter**, p. T153; **What an Idea!**, p. T423  
*See using the mentor videos.*  
**Chapter by Chapter**, p. T13; **What an Idea!**, p. T235; **Discovery Teams**, p. T457; **The Funny Side**, p. T13; **Nature Guides**, p. T233; **It Takes a Leader**, p. T445  
*Students listen to peers give oral reports and presentations across the curriculum. Students apply active listening skills, predicting analyzing and identifying points of view. See, for example, listening to students deliver a persuasive speech and an oral report.*  
**Chapter by Chapter**, p. T205; **Discovery Teams**, p. T664-665

### Standard 4: Viewing And Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

**ESSENTIALS (Grades 4-8)**

*Students know and are able to do all of the above and the following*

- **Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions**

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*See the following projects and workshops.*

Create an Op-Ed Page, **It Takes a Leader**, p. T493, T541, T593, T623, T637, T656–T663  
 Create a Comic Strip, **The Funny Side**, p. T53, T105, T185, T197, T216–T223  
 Create a Multimedia Presentation, **Discovery Teams**, p. T595, T641, T663, T682–T687  
 Market Your Invention, **What an Idea!**, p. T317, T375, T409, T421, T440–T447  
 Make a Book Jacket, **Chapter by Chapter**, p. T41, T59, T111–T116  
 Make a Public Service Announcement, **It Takes a Leader**, p. T477, T541, T549–T554

*Teachers include in activities such as the following*

Advertisement, **Chapter by Chapter**, p. T158; **What an Idea!**, p. T381; **Discovery Teams**, p. T487  
 Poster, **What an Idea!**, p. T269  
 TV Newscast, **What an Idea!**, p. T365  
 TV Advertisement, **The Funny Side**, p. T143  
 Web Brochure, **Nature Guides**, p. T420–T423  
 Travel Brochure, **It Takes a Leader**, p. T600

*Students view nature photographs by famous photographers and describing visual elements.*

**Discovery Teams**, p. T651; **The Funny Side**, p. T207

*Students examine magazines and compare the presentation of information.*

**Nature Guides**, p. T397

*Students recall literature that has helped them understand other cultures or countries.*

**It Takes a Leader**, p. T647

*Use the mentor videos.*

**Chapter by Chapter**, p. T13; **What an Idea!**, p. T235; **Discovery Teams**, p. T457; **The Funny Side**, p. T13; **Nature Guides**, p. T233; **It Takes a Leader**, p. T445

- **Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images**

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*See specifically the Unit Project on developing and presenting a multimedia presentation.*

Create a Multimedia Presentation, **Discovery Teams**, p. T595, T641, T663, T682–T687

*See also the following*

Market Your Invention, **What an Idea!**, p. T317, T375, T409, T421, T440–T447  
 Make a multimedia scrapbook collection, **Chapter by Chapter**, p. T157  
 Videotape original news reports to present to class, **What an Idea!**, p. T365  
 Produce a storybook video of the literature, **Nature Guides**, p. T395  
 Create a documentary on making a puppet show, **It Takes a Leader**, p. T548  
 TV Newscast, **What an Idea!**, p. T365  
 Create poster, **What an Idea!**, p. T404; **Discovery Teams**, p. T516

*See suggestions for using the computer to illustrate and create visual images.*

**Chapter by Chapter**, p. T33, T112, T137, T199; **What an Idea!**, p. T269, T381, T427; **Discovery Teams**, p. T481, T545, T552, T575, T625; **The Funny Side**, p. T45, T95, T117, T157, T204, T221, T222; **Nature Guides**, p. T271, T277, T322, T416, T433, T434; **It Takes a Leader**, p. T483, T499, T515, T551, T599, T644, T661

- **Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness**

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*Students write a video review.*

**Discovery Teams**, p. T549

*See the following projects and workshops that include evaluating visual effectiveness.*

Create a Comic Strip, **The Funny Side**, p. T53, T105, T185, T197, T216–T223  
 Draw a Wildlife Diagram, **Nature Guides**, p. T257, T271, T321–T326  
 Make a Book Jacket, **Chapter by Chapter**, p. T41, T59, T111–T116  
 Make an Exploration Map, **Discovery Teams**, p. T481, T497, T543, T551–T556  
 Make an Invention Diagram, **What an Idea!**, p. T263, T279, T325–T330  
 Create a Multimedia Presentation, **Discovery Teams**, p. T595, T641, T663, T682–T687

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*See examples of viewing activities to include.*

Create an African Display, **Chapter by Chapter**, p. T206

Create a Vacation Guide, **Nature Guides**, p. T371

Model a Rain Forest Plant, **Nature Guides**, p. T416

Take a Picture Expedition, **Discovery Teams**, p. T549

Putting a Story into Pictures, **What an Idea!**, p. T381

Create an Adventure Collage, **Discovery Teams**, p. T601