

**Kansas Curricular Standards for Reading and Writing  
correlated to the  
Scholastic Literacy Place  
Grade 4**

<b>By the End of the Fifth Grade:</b>	
<b>Standard 1 - Reading:</b>	
Learners demonstrate skills in reading a variety of materials for a variety of purposes.	
<b>Benchmark 1:</b>	
The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.	
<b>Indicators: The students:</b>	
1. Identify a correct restatement of the main idea.	Main Idea: <b>PV:</b> 23, 135, 191, 226; <b>PS:</b> 21, 22, 23, 24, 25, 26, 27, 29, 33, 35,37, 38, 46, 47, 65, 71, 153, 192, 275, 16, 23; <b>TW:</b> 34, 121, 149; <b>MI:</b> 18, 55, 109, 153; <b>CI:</b> 34, 71, 111, 153, 157, 200, 233
2. Identify details to support their understanding.	Main Idea/Details: <b>PV:</b> 23, 135, 191, 226; <b>PS:</b> 21, 22, 23, 24, 25, 26, 27, 29, 33, 35,37, 38, 46, 47, 65, 71, 153, 192, 275, 16, 23; <b>TW:</b> 34, 121, 149; <b>MI:</b> 18, 55, 109, 153; <b>CI:</b> 34, 71, 111, 153, 157, 200, 233
3. Identify author's purpose.	Evaluate Author's Purpose: <b>TW:</b> 118; <b>CE:</b> 107; <b>MI:</b> 59, 62, 63, 67, 68, 71, 72, 80, 81, 84, 190, 230, 267; <b>CI:</b> 31, 188, 191, 193, 194, 195, 196, 199, 203, 204, 212, 213
4. Connect predictions with information read.	Preview and Predict: <b>PV:</b> 16, 28, 52, 58, 94, 132, 140, 176, 188, 214, 228; <b>PS:</b> 16, 20, 62, 70, 106, 146, 154, 188, 198, 228, 248; <b>TW:</b> 16, 30, 58, 110, 120, 146, 150, 196, 232, 244; <b>CE:</b> 16, 32, 56, 60, 102, 122, 150, 152, 196, 202, 230, 242; <b>MI:</b> 16, 28, 54, 106, 140, 152, 188, 196, 228; <b>CI:</b> 16, 17, 62, 70, 106, 142, 154, 190, 226, 240
5. Identify characteristics of narrative text and expository text.	Students are exposed to narrative and expository texts and their characteristics throughout the program. In addition, the program provides instruction in writing both narrative and expository texts. See for example: <b>CE:</b> 36-37, 70-71, 246-249; <b>TW:</b> 124-125; <b>PS:</b> 158-159

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6. Reread as necessary for understanding.	Reread: <b>TW:</b> 20, 240; <b>CE:</b> 158
7. Compare and contrast information in texts.	Compare/Contrast: <b>PV:</b> 27, 54, 148, 174, 177, 178, 179, 180, 182, 184, 185, 187, 189, 191, 192, 200, 201, 202, 218; <b>PS:</b> 30, 152, 197; <b>TW:</b> 21, 24, 25, 6870, 153, 234, 245; <b>CE:</b> 17, 19, 20, 21, 22, 24, 25, 31, 34, 42, 43, 44, 115, 200, 234, 239; <b>MI:</b> 61, 67, 116, 148; <b>CI:</b> 22, 199, 235, 241
8. Link causes to effects.	Cause/Effect: <b>PV:</b> 19, 22, 60; <b>PS:</b> 148; <b>TW:</b> 144, 151, 152, 156, 157, 163, 164, 172, 173, 206; <b>CE:</b> 58, 151; <b>MI:</b> 14, 17, 19, 25, 27, 30, 385, 39, 42, 112, 153, 267; <b>CI:</b> 14, 20, 21, 22, 25, 30, 31, 36, 37, 38, 46, 47, 50, 112, 144, 237, 241
9. Use the skills of skimming to get an overview of the text and scanning to find specific information in the text.	The following matches provide opportunities to meet this objective: Summarize: <b>PV:</b> 17, 18, 19, 22, 24, 27, 29, 30, 38, 39, 60, 61, 220; <b>PS:</b> 37, 113, 152; <b>TW:</b> 203, 235, 247; <b>CE:</b> 27, 111, 148, 153, 154
10. Recognize problem and solution.	Problem/Solution: <b>PS:</b> 63, 64, 65, 69, 74, 82, 83, 84, 118, 119, 123, 150, 192, 249; <b>CE:</b> 110; <b>CI:</b> 112, 221
11. Use various parts of a book such as table of contents, appendix, and glossary, to locate information.	Use Parts of a Book to Acquire Information: <b>PV:</b> 80, 81, 162, 163
12. Identify text organizers such as headings, topic and summary sentences, and graphic features.	Topic Sentences: <b>MI:</b> 36 Graphic Devices: <b>MI:</b> 201; <b>CE:</b> 64
<b>Benchmark 2:</b>	
The proficient reader decodes accurately and understands new words in reading materials.	
<b>Indicators: The students:</b>	
1. Use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary.	Context Clues: <b>PS:</b> 13 Definition/Example: <b>PS:</b> 185; <b>CE:</b> 53 Unfamiliar Words: <b>PV:</b> 118, 119; <b>MI:</b> 66, 82-83, 267

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2. Use synonyms, antonyms, homographs, and homophones.	Synonyms/Antonyms: <b>TW:</b> 132, 133; <b>CE:</b> 13; <b>MI:</b> 162; <b>CE:</b> 187
3. Use a dictionary or a glossary to determine the meaning of vocabulary.	Students are encouraged to use a dictionary to determine the meaning of vocabulary throughout the program.
4. Use phonetics including times (phonograms) and structural analysis to determine meaning of unfamiliar words.	<b>PV:</b> 35, 67, 113; <b>PS:</b> 43, 129; <b>TW:</b> 41, 81, 127; <b>CE:</b> 73, 131; <b>MI:</b> 35, 77, 123; <b>CI:</b> 43, 79, 123
5. Identify figurative language (similes, metaphors, and idioms).	Similes: <b>PS:</b> 190; <b>TW:</b> 21, 154; <b>CE:</b> 168; <b>MI:</b> 230, 241; <b>CI:</b> 113 Metaphors: <b>CE:</b> 133 Idioms: <b>CE:</b> 199 Figurative Language: <b>CE:</b> 155, <b>MI:</b> 199
<b>Benchmark 3:</b>	
The proficient reader reads fluently.	
<b>Indicators: The students:</b>	
1. Demonstrate rhythms of natural speech in oral reading.	Oral Reading: <b>PV:</b> 217; <b>MI:</b> 223
2. Recognize the need to adjust silent reading rate to focus on the meaning of the text.	Adjust Reading Rate: <b>PS:</b> 68, 148; <b>MI:</b> 142, 239; <b>CI:</b> 30, 110
3. Use vocabulary, punctuation, and sentence structure to assist in reading fluently.	The following matches support this objective: Word Attack: <b>PS:</b> 66, 111, 152, 193, 237; <b>PV:</b> 25, 99, 137, 216; <b>TW:</b> 25, 112, 148, 206, 237; <b>CE:</b> 27, 64, 110, 154; <b>CI:</b> 27, 66, 113, 149, 202

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<b>Benchmark 4:</b>	
The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.	
<b>Indicators: The students:</b>	
1. Use patterns such as cause and effect and comparison and contrast to understand expository text.	Cause/Effect: <b>PV:</b> 19, 22, 60; <b>PS:</b> 148; <b>TW:</b> 144, 151, 152, 156, 157, 163, 164, 172, 173, 206; <b>CE:</b> 58, 151; <b>MI:</b> 14, 17, 19, 25, 27, 30, 38, 39, 42, 112, 153, 267; <b>CI:</b> 14, 20, 21, 22, 25, 30, 31, 36, 37, 38, 46, 47, 50, 112, 144, 237, 241 Compare/Contrast: <b>PV:</b> 27, 54, 148, 174, 177, 178, 179, 180, 182, 184, 185, 187, 189, 191, 192, 200, 201, 202, 218; <b>PS:</b> 30, 152, 197; <b>TW:</b> 21, 24, 25, 68, 70, 153, 243, 245; <b>CE:</b> 17, 19, 20, 21, 22, 24, 25, 31, 34, 42, 43, 44, 115, 200, 234, 239; <b>MI:</b> 61, 67, 116, 148; <b>CI:</b> 22, 199, 235, 241
2. Use elements of story, such as setting, character and plot, to understand narrative text.	Setting: <b>PV:</b> 92, 95, 108; <b>PS:</b> 30, 189, 199, 231; <b>TW:</b> 59, 72, 108, 111, 113, 115, 116, 117, 118, 119, 122, 123, 130, 131, 134; <b>CE:</b> 136, 137; <b>MI:</b> 85, 197, 229, 233; <b>CI:</b> 26, 193, 229 Plot: <b>PV:</b> 184; <b>PS:</b> 118, 226, 250; <b>TW:</b> 23, 206; <b>CE:</b> 109, 124, 169, 172, 173, 194, 208; <b>MI:</b> 138, 141, 142, 144, 145, 146, 148, 151, 156, 164, 165, 166, 267 Character: <b>PV:</b> 18, 56, 92, 95, 97, 98, 99, 101, 104, 107, 108, 116, 117, 136, 182; <b>PS:</b> 104, 120, 124, 226, 229, 230, 231, 233, 234, 235, 237, 241, 243, 244, 245, 247, 250, 260, 261; <b>TW:</b> 17, 47, 66, 69, 89, 153; <b>CE:</b> 21, 118, 119, 234, 235, 257; <b>MI:</b> 60, 62, 64, 72; <b>CI:</b> 22, 26, 117, 128, 129, 144, 198, 200, 215, 224, 243

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3. Adapt how they read depending upon whether the material is a narrative (story) or expository (informational) text.	Adjust Reading Rate: <b>PS:</b> 68, 148; <b>MI:</b> 142, 239; <b>CI:</b> 30, 110
4. Draw on past experiences to make connections to the text.	Activate Prior Knowledge: <b>PV:</b> 12, 48, 90, 128, 172, 210; <b>PS:</b> 12, 58, 102, 142, 184, 224; <b>TW:</b> 12, 54, 106, 142, 192, 228; <b>CE:</b> 12, 52, 98, 146, 192, 226; <b>MI:</b> 12, 50, 64, 102, 136, 184, 224; <b>CI:</b> 12, 58, 102, 138, 186, 222
5. Apply reading skills and strategies to a variety of expository text such as textbook, direction, procedure, and magazine.	Selected examples include: Autobiography/Biography: <b>PV:</b> 215; <b>TW:</b> 108, 115, 122; <b>CI:</b> 188, 198, 204 Magazine Article: <b>PV:</b> 189; <b>TW:</b> 121; <b>CE:</b> 57 Expository Writing/Text: <b>PS:</b> 60, 64, 74; <b>TW:</b> 148
<b>Benchmark 5:</b>	
The proficient reader draws conclusions supported by the text.	
<b>Indicators: The students:</b>	
1. Identify common topics in different texts.	The following selected matches provide opportunities to meet this objective: Reading Across Texts: <b>PV:</b> 30, 31, 40, 41, 59, 62, 72, 73, 108, 109; <b>PS:</b> 38, 39, 50, 51, 74, 75, 84, 85, 124, 125; <b>TW:</b> 134, 135, 164, 165, 174, 175, 210, 211; <b>CE:</b> 218, 219, 244, 245, 256, 257; <b>MI:</b> 30, 31, 42, 43, 72, 73, 84, 85, 118, 119; <b>CI:</b> 130, 131, 158, 159, 168, 169, 204, 205

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2. Draw conclusions from the text.	Draw Conclusions: <b>PV:</b> 26, 59, 100, 138, 141, 184, 212, 217, 218, 220, 223, 224, 227, 231, 233, 234, 244, 245, 246; <b>PS:</b> 33, 67, 155, 193, 240; <b>TW:</b> 18, 67, 74, 112, 147, 161, 194, 197, 198, 201, 208, 209, 210, 218, 219, 220, 234, 239, 243, 247, 248; <b>CE:</b> 29, 54, 61, 63, 66, 67, 68, 76, 77, 80, 112, 118, 119, 123, 153, 161, 235, 240, 240; <b>MI:</b> 24, 64, 70, 194, 195, 200, 240; <b>CI:</b> 64, 68, 104, 107, 109, 111, 114, 115, 117, 118, 126, 127, 192, 198, 203, 229, 236, 238
<b>Standard 2 - Writing:</b>	
Learners write effectively for a variety of audiences, purposes, and contexts.	
<b>Benchmark 1:</b>	
The proficient writer uses ideas that are well developed, clear and interesting.	
<b>Indicators: The students:</b>	
1. Select a topic from a generated list of ideas.	Prewriting: <b>PV:</b> 32, 64, 110, 144, 194, 237; <b>PS:</b> 40, 76, 126, 158, 206, 253; <b>TW:</b> 38, 78, 124, 166, 212, 253; <b>CE:</b> 36, 70, 128, 164, 210, 247; <b>MI:</b> 32, 74, 120, 158, 208, 245; <b>CI:</b> 40, 76, 120, 161, 206, 245
2. Maintain focused writing throughout the text.	Writing: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 41, 77, 121, 162, 207, 246
<b>Benchmark 2:</b>	
The proficient writer uses authentic and appropriate voice.	
<b>Indicators: The students:</b>	
1. Show personal expression in their writing.	The following matches provide opportunities to meet this objective: Writing: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 41, 77, 121, 162, 207, 246

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<b>Benchmark 3:</b>	
The proficient writer uses organization that enhances the reader's understanding.	
<b>Indicators: The students:</b>	
1. Write a cohesive piece with a clear beginning, middle, and end.	Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
2. Use a variety of organizational strategies, which may include webbing, concept mapping, graphic organizers, clusters, and brainstorming.	Prewriting: <b>PV:</b> 32, 64, 110, 144, 194, 237; <b>PS:</b> 40, 76, 126, 158, 206, 253; <b>TW:</b> 38, 78, 124, 166, 212, 253; <b>CE:</b> 36, 70, 128, 164, 210, 247; <b>MI:</b> 32, 74, 120, 158, 208, 245; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
3. Use transitions to allow ideas to flow smoothly within paragraphs.	Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
<b>Benchmark 4:</b>	
The proficient writer uses effective word choice.	
<b>Indicators: The students:</b>	
1. Choose words and phrases appropriate for purpose and such audiences as peers, teachers, and community.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
2. Use specific nouns, powerful verbs, vivid adjectives, adverbs, and descriptive phrases in writing.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247

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<b>Benchmark 5:</b>	
The proficient writer uses clear and fluent sentences.	
<b>Indicators: The students:</b>	
1. Use a variety of sentence structures (including simple and compound) and introductory phrases.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
<b>Benchmark 6:</b>	
The proficient writer uses standard American English conventions.	
<b>Indicators: The students:</b>	
1. Use accurate punctuation including end marks and commas.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
2. Use accurate capitalization and correct spelling.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247

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3. Write complete sentences.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
4. Use appropriate paragraphing.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
<b>Benchmark 7:</b>	
The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document. Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.	
<b>Indicators: The students:</b>	
1. Generate ideas and select one topic on which to write.	Prewriting: <b>PV:</b> 32, 64, 110, 144, 194, 237; <b>PS:</b> 40, 76, 126, 158, 206, 253; <b>TW:</b> 38, 78, 124, 166, 212, 253; <b>CE:</b> 36, 70, 128, 164, 210, 247; <b>MI:</b> 32, 74, 120, 158, 208, 245; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247

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2. Organize their thoughts about the selected topic.	Prewriting: <b>PV:</b> 32, 64, 110, 144, 194, 237; <b>PS:</b> 40, 76, 126, 158, 206, 253; <b>TW:</b> 38, 78, 124, 166, 212, 253; <b>CE:</b> 36, 70, 128, 164, 210, 247; <b>MI:</b> 32, 74, 120, 158, 208, 245; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
3. Write a draft about the selected topic.	Writing: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 41, 77, 121, 162, 207, 246 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
4. Revise the draft and edit for content and conventions, including spelling.	Editing/Revising: <b>PV:</b> 33, 65, 111, 145, 195, 238; <b>PS:</b> 41, 77, 126, 159, 207, 254; <b>TW:</b> 39, 79, 125, 167, 213, 254; <b>CE:</b> 36, 71, 129, 165, 211, 248; <b>MI:</b> 33, 75, 121, 159, 209, 246; <b>CI:</b> 40, 76, 120, 161, 206, 245 Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
5. Generate a legible final copy for presentations.	Writing Process Workshop: <b>PV:</b> 236-239; <b>PS:</b> 252-255; <b>TW:</b> 252-255; <b>CE:</b> 246-249; <b>MI:</b> 244-247; <b>CI:</b> 244-247
<b>Benchmark 8:</b>	
The proficient writer uses writing as a tool for learning throughout the curriculum.	
<b>Indicators: The students:</b>	
1. Write notes, outlines, lab reports, journal entries, and research reports while studying in content areas.	Selected examples include: Use reference sources to acquire information: <b>MI:</b> 92, 93, 112, 174-175; <b>TW:</b> 182-183; <b>CE:</b> 182-183; <b>CI:</b> 178-179

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<b>Benchmark 9:</b>	
The proficient writer uses a variety of modes of writing for different purposes and audiences.	
<b>Indicators: The students:</b>	
1. Write descriptive pieces, which may include poetry, ballad, and journal entry.	Selected examples include: Write a Rhythm Poem: <b>CE:</b> 133 Write Limericks: <b>CE:</b> 41 Write the Sounds of the Rain Forest: <b>CI:</b> 250 Write and Illustrate a Poem: <b>PV:</b> 198
2. Write narrative pieces, which may include creative story, personal narrative, and folklore (such as fairy tale and tall tale).	Selected examples include: Invent a Personal Narrative: <b>PV:</b> 242 Write a Tale of Sunken Treasure: <b>TW:</b> 264 Write a Cat Tale: <b>TW:</b> 82
3. Write expository pieces, which may include written direction, book and research project.	Selected examples include: Write an Encyclopedia Entry: <b>MI:</b> 36 Make a Process Diagram: <b>TW:</b> 265 Research the Environment: <b>TW:</b> 83
4. Write for the purpose of narrating.	Selected examples include: Produce a Nature Documentary: <b>MI:</b> 37 Write a Speech: <b>CI:</b> 81
<b>Standard 3 - Literature Genres:</b>	
Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.	
<b>Benchmark 1:</b>	
The proficient reader demonstrates knowledge of the effects of cultures on literature.	
<b>Indicators: The students:</b>	
1. Recognize the impact of culture on a character.	The following matches provide opportunities to meet this objective: Extend Meaning: <b>MI:</b> 151, 195 Evaluate Author's Viewpoint: <b>PS:</b> 203; <b>MI:</b> 226, 229, 230, 232, 233, 236, 237, 238, 241, 242, 252, 253, 255 Interpret Character: <b>PV:</b> 20

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<p>2. Compare and contrast customs and ideas within literature from a variety of cultures.</p>	<p>The following matches provide opportunities to meet this objective: Compare and Contrast: <b>PV:</b> 27, 54, 148, 174, 177, 178, 179, 180, 182, 184, 185, 187, 189, 191, 192, 200, 201, 202, 218; <b>PS:</b> 30, 152, 197; <b>TW:</b> 21, 24, 25, 68, 70, 153, 243, 245; <b>CE:</b> 17, 19, 20, 21, 22, 24, 25, 31, 34, 42, 43, 44, 115, 200, 234, 239; <b>MI:</b> 61, 67, 116, 148; <b>CI:</b> 22, 199, 235, 241</p>
<p><b>Benchmark 2:</b></p>	
<p>The proficient reader identified characteristics of a wide variety of literary genres in various formats.</p>	
<p><b>Indicators: The students:</b></p>	
<p>1. Identify fiction and nonfiction and a variety of genres, such as folklore (fable and hero tale), fantasy, poetry, historical fiction, realistic fiction, biography, and informational text.</p>	<p>Selected examples include: Fantasy: <b>CE:</b> 100, 126, 203; <b>CI:</b> 19 Historical Fiction: <b>CI:</b> 104, 118 Realistic Fiction: <b>PV:</b> 97; <b>TW:</b> 18, 56, 72, 76; <b>CE:</b> 228, 231, 244 Autobiography/Biography: <b>PV:</b> 215; <b>TW:</b> 108, 115, 122; <b>CI:</b> 188, 198, 204 Magazine Article: <b>PV:</b> 189; <b>TW:</b> 121; <b>CE:</b> 57</p>
<p><b>Benchmark 3:</b></p>	
<p>The proficient reader demonstrates knowledge of the effects of time periods on literature.</p>	
<p><b>Indicators: The students:</b></p>	
<p>1. Distinguish between past, present, and future settings.</p>	<p>Setting: <b>PV:</b> 92, 95, 108; <b>PS:</b> 30, 189, 199, 231; <b>TW:</b> 59, 72, 108, 111, 113, 115, 116, 117, 118, 119, 122, 123, 130, 131, 134; <b>CE:</b> 136, 137; <b>MI:</b> 85, 197, 229, 233; <b>CI:</b> 26, 193, 229</p>

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<b>Standard 4 - Literature Response:</b>	
Learners demonstrate skills needed to read and respond to literature.	
<b>Benchmark 1:</b>	
The proficient reader uses literary concepts to interpret literature.	
<b>Indicators: The students:</b>	
1. Identify elements of fiction and drama, such as character, setting, plot, resolution, and theme.	Character: <b>PV:</b> 18, 56, 92, 95, 97, 98, 99, 101, 104, 107, 108, 116, 117, 136, 182; <b>PS:</b> 104, 120, 124, 226, 229, 230, 231, 233, 234, 235, 237, 241, 243, 244, 245, 247, 250, 260, 261; <b>TW:</b> 17, 47, 66, 69, 89, 153; <b>CE:</b> 21, 118, 119, 234, 235, 257; <b>MI:</b> 60, 62, 64, 72; <b>CI:</b> 22, 26, 117, 128, 129, 144, 198, 200, 215, 224, 243 Setting: <b>PV:</b> 92, 95, 108; <b>PS:</b> 30, 189, 199, 231; <b>TW:</b> 59, 72, 108, 111, 113, 115, 116, 117, 118, 119, 122, 123, 130, 131, 134; <b>CE:</b> 136, 137; <b>MI:</b> 85, 197, 229, 233; <b>CI:</b> 26, 193, 229 Plot: <b>PV:</b> 184; <b>PS:</b> 118, 226, 250; <b>TW:</b> 23, 206; <b>CE:</b> 109, 124, 169, 172, 173, 194, 208; <b>MI:</b> 138, 141, 142, 144, 145, 146, 148, 151, 156, 164, 165, 166, 267
2. Identify text structure in expository literature, such as cause and effect, comparison and contrast, description, sequence, and problems and solution.	Cause/Effect: <b>PV:</b> 19, 22, 60; <b>PS:</b> 148; <b>TW:</b> 144, 151, 152, 156, 157, 163, 164, 172, 173, 206; <b>CE:</b> 58, 151; <b>MI:</b> 14, 17, 19, 25, 27, 30, 38, 39, 42, 112, 153, 267; <b>CI:</b> 14, 20, 21, 22, 25, 30, 31, 36, 37, 38, 46, 47, 50, 112, 144, 237, 241 Compare/Contrast: <b>PV:</b> 27, 54, 148, 174, 177, 178, 179, 180, 182, 184, 185, 187, 189, 191, 192, 200, 201, 202, 218; <b>PS:</b> 30, 152, 197; <b>TW:</b> 21, 24, 25, 68, 70, 153, 243, 245; <b>CE:</b> 17, 19, 20, 21, 22, 24, 25, 31, 34, 42, 43, 44, 115, 200, 234, 239; <b>MI:</b> 61, 67, 116, 148; <b>CI:</b> 22, 199, 235, 241

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<b>Benchmark 2:</b>	
The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.	
<b>Indicators: The students:</b>	
1. Explain connections between characters and events in literature and people and events in their lives.	Relate to Personal Experience: <b>PV:</b> 21, 134, 232; <b>PS:</b> 116, 191; <b>TW:</b> 158, 240; <b>CE:</b> 22, 112; <b>MI:</b> 23; <b>CI:</b> 156, 200
2. Compare responses within a group of peers.	The following matches provide opportunities to meet this objective: Relate to Personal Experience: <b>PV:</b> 21, 134, 232; <b>PS:</b> 116, 191; <b>TW:</b> 158, 240; <b>CE:</b> 22, 112; <b>MI:</b> 23; <b>CI:</b> 156, 200
3. Select literature from various time periods and cultures based on purposes for reading.	The Fluency Library and Related Trade Books allow students to selection literature from various time periods and cultures based on purposes for reading
4. Evaluate literature based on purpose for reading.	Evaluate: <b>PV:</b> 57, 107, 141, 189, 219; <b>PS:</b> 37, 69, 122, 203, 249; <b>TW:</b> 27, 113, 119, 199, 204, 249; <b>CE:</b> 20, 59, 111, 115, 121, 125, 156; <b>MI:</b> 17, 57, 69, 117, 191, 205; <b>CI:</b> 23, 37, 71, 73, 108, 147, 148, 151, 229, 233, 239