

MARYLAND STATE CONTENT STANDARDS for LANGUAGE ARTS
A Response by
LITERACY PLACE™ ©2000 by SCHOLASTIC INC • GRADE FOUR

1.0 Reading – Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

By the end of grade 5, students know and are able to do everything required at earlier grades and:

1.5.1 Concepts of Print and Structural Features of Text

LITERACY PLACE™ • GRADE FOUR	
1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text (MLO .R. 2.2.1)	Identify organizational structures: <i>Chapter by Chapter</i> , p. T42, T78, T90, T128; <i>What an Idea!</i> , p. T246, T264, 437; <i>Discovery Teams</i> , p. T468, T566; <i>The Funny Side</i> , p. T24, T213; <i>Nature Guides</i> , p. T336, , T337, T425; <i>It Takes a Leader</i> , p. T614, T653 Students use common organizational structures: Arrange details in order of importance, <i>Nature Guides</i> , p. T362, T363 Beginning, Middle, End, <i>It Takes a Leader</i> , p. T649 Chronological Order, <i>It Takes a Leader</i> , p. T634, T635 Logical Order, <i>What an Idea!</i> , p. T418, T419
2. use glossaries, table of contents, chapter headings and subheadings, indexes, and sidebars to locate information in text	Use Text Organizers, table of contents, subheadings, headings, indexes, <i>Nature Guides</i> , p. T410–T411, R100, R103 Use online glossary, <i>Chapter by Chapter</i> , p. T103 Use the unit glossaries: <i>Discovery Teams</i> , p. T694–704; <i>It Takes a Leader</i> , p. T668–678 Sidebar, <i>Nature Guides</i> , p. T258, T259 Captions and Illustrations, <i>Nature Guides</i> , p. T248, T256 Feature Box, <i>What an Idea!</i> , p. T304 Encyclopedia, <i>Discovery Teams</i> , p. T670 Using the Thesaurus, <i>Discovery Teams</i> , p. T601; <i>It Takes a Leader</i> , p. T474

1.5.5 Comprehension and Interpretation of Informational Text*

LITERACY PLACE™ • GRADE FOUR	
1. use prior knowledge and ideas presented in texts to make and confirm predictions (MLO.R. 2.2.2)	<i>Chapter by Chapter</i> , p. T126, T128; ; <i>What an Idea!</i> , p. T296; <i>Nature Guides</i> , p. T264–T265, T336, T346, R98, R102; ; <i>It Takes a Leader</i> , p. T610, T616, T622
2. evaluate new information and hypotheses by testing them against known information and ideas (MLO.R. 2.3.1, MLO.R. 3.3.1)	<i>Chapter by Chapter</i> , p. T86, T88; <i>What an Idea!</i> , p. T300, T302; <i>Discovery Teams</i> , p. T522, T530; <i>It Takes a Leader</i> , p. T580
3. revise and clarify steps in a set of directions, instructions or procedures (MLO.R. 3.2.1)	<i>Chapter by Chapter</i> , p. T224–T225; <i>What an Idea!</i> , p. T285, T403, T418; <i>The Funny Side</i> , p. T112
4. know and use different focusing, monitoring and assessing reading strategies (e.g., skimming and scanning) to comprehend text	Skimming, <i>Discovery Teams</i> , p. T618 Students apply to reading informational selections: <i>Chapter by Chapter</i> , p. T76–T87, T88–T93, T126–T137, T138–T141; <i>What an Idea!</i> , p. T296–T303, T304–T307; <i>Discovery Teams</i> , p. T482–T485, T514–T525, T526–T531, T615; <i>The Funny Side</i> , p. T140–T141; <i>Nature Guides</i> , p. T258–T261, T336–T347, T396–T397; <i>It Takes a Leader</i> , p. T478–T481, T578–T581, T610–T623
5. evaluate the various functions of language used (to inform, to persuade) to comprehend text (MLO.R. 2.4.2)	Author uses emotion-filled words: <i>It Takes a Leader</i> , p. T620 Effects of language: <i>The Funny Side</i> , p. T203; <i>Nature Guides</i> , p. T355, T415; <i>It Takes a Leader</i> , p. T494–T495
6. summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning (MLO.R. 2.1.1)	<i>Chapter by Chapter</i> , p. T78, T82, T132, T140, T147; <i>What an Idea!</i> , p. T302; <i>Discovery Teams</i> , p. T516, T518, T519, T522, T524, T528, T534–T535, R112, R117; <i>The Funny Side</i> , p. T96–T97, T140, R91, R94; <i>Nature Guides</i> , p. T260, T342; <i>It Takes a Leader</i> , p. T616

LITERACY PLACE™ • GRADE FOUR	
7. determine the author’s purpose (MLO.R. 2.1.2.)	<i>Discovery Teams</i> , p. T584, T585; <i>The Funny Side</i> , p. T136; <i>Nature Guides</i> , p. T248, T338; <i>It Takes a Leader</i> , p. T470, T612, T613, T614, T622, T626, T630–631, T632
LITERACY PLACE™ • GRADE FOUR	
8. compare and contrast information in the text with prior knowledge (MLO. R.2.3.2.)	<i>What an Idea!</i> , p. T260, T261, R96, R104; <i>Discovery Teams</i> , p. T524, T526; <i>Nature Guides</i> , p. T346, T348; <i>It Takes a Leader</i> , p. T486–T487, T620, T621, R110, R114
9. summarize the steps in text (MLO. R. 3.1.1.)	<i>Chapter by Chapter</i> , p. T78; <i>What an Idea!</i> , p. T368–T369, R102, R107; <i>Nature Guides</i> , p. T342, T343, R96, R101
10. reorganize information from the text into a different form (charts, drawings, or graphic organizers) (MLO. R. 3.2.2.)	Organize information: <i>What an Idea!</i> , p. T248 Students sort and organize information, <i>Chapter by Chapter</i> , p. T20, T49, T122; <i>What an Idea!</i> , p. T242, T285, T299, T421, T434, T440; <i>Discovery Teams</i> , p. T464, T503, T533, T608, T641, T676, T682; <i>The Funny Side</i> , p. T105, T116, T133, T164, T177; <i>Nature Guides</i> , p. T347, T378, T411; <i>It Takes a Leader</i> , p. T606, T629, T646, T662
11. identify additional information needed (MLO. R. 3.2.3.)	Integrate information from more than one text: <i>What an Idea!</i> , p. T256, T257 Add information: <i>What an Idea!</i> , p. T266 Students research to acquire information and determine when additional information is needed to complete their inquiry: <i>Chapter by Chapter</i> , p. T84, T210, R12, R13, R19, R25, R24; <i>Nature Guides</i> , p. T304, T305, T340, T386, T390; <i>What an Idea!</i> , p. T300, T302, T400, T408, R35, R53, R63; <i>Discovery Teams</i> , p. T472, T484, T584, T596–T597, T670, R35, R59, R81; <i>The Funny Side</i> , p. T42, T45, T60, T78, T95, T172, T187; <i>Nature Guides</i> , p. T304, T305, T340, T386, T390, T419; <i>It Takes a Leader</i> , p. T460, T466, T467, T524, T533, T576, T612, T618, T621

1.5.6 Evaluation of Informational Text

LITERACY PLACE™ • GRADE FOUR	
1. explain how the tone is reflected in the author’s style (MLO.R.2.4.1)	Focus on author’s tone: <i>The Funny Side</i> , p. T32, T33; <i>Chapter by Chapter</i> , p. T197; <i>It Takes a Leader</i> , p. T620, T622
2. distinguish relevant from irrelevant information contained within text and identify possible points of confusion (MLO.R.2.3.4, MLO. R. 3.4.1.)	<i>Chapter by Chapter</i> , p. T129; <i>What an Idea!</i> , p. T252; <i>Discovery Teams</i> , p. T518, T519, T522; <i>Nature Guides</i> , p. T342
3. distinguish among facts, supported inferences, and opinions in text (MLO.R.2.2.3)	<i>Nature Guides</i> , p. T254, T255, T344, T345, T358–T359

1.5.7 Reading Fluency

LITERACY PLACE™ • GRADE FOUR	
1. read prose and poetry - silently and aloud with fluency, rhythm, and pace- aloud with appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author	Reading the literature: <i>Chapter by Chapter</i> , p. T42–T47, T76–T87, T88–T93, T126–T137, T138–T141, T186–T187; <i>What an Idea!</i> , p. T246–T263, T296–T303, T304–T307, T340–T357, T410–T411; <i>Discovery Teams</i> , p. T459, T468–T481, T482–T485, T514–T525, T526–T531, T566–T579, T612–T641, T648–T649, T650–T651; <i>The Funny Side</i> , p. T70–T89, T128–T139, T140–T141, T212; <i>Nature Guides</i> , p. T244–T257, T382–T395, T396–T397, T336–T347, T348–T353, T235, T258–T261; <i>It Takes a Leader</i> , p. T456–T477, T564–T577, T578–T581, T478–T481, T530–T531, T610–T623, T624–T627 Choral reading, <i>What an Idea!</i> , p. T274; <i>Discovery Teams</i> , p. T492; <i>It Takes a Leader</i> , p. T536 Dramatic reading, <i>Chapter by Chapter</i> , p. T83; <i>The Funny Side</i> , p. T111, T131, T135, T146, T198–T199 Read with expression, <i>Chapter by Chapter</i> , p. T90, T194; <i>Discovery Teams</i> , p. T590; <i>The Funny Side</i> , p. T100 Echo read, <i>What an Idea!</i> , p. T312, T370; <i>Nature Guides</i> , p. T309 Reader’s Theater, <i>Chapter by Chapter</i> , p. T66; <i>Discovery Teams</i> , p. T478, T658; <i>Nature Guides</i> , p. T266, T301; <i>It Takes a Leader</i> , p. T488 Paired/partner reading, <i>Chapter by Chapter</i> , p. T54, T146; <i>What an Idea!</i> , p. T275, T416; <i>Discovery Teams</i> , p. T493, T538; <i>The Funny Side</i> , p. T48, T101; <i>Nature Guides</i> , p. T308, T361; <i>It Takes a Leader</i> , p. T588, T589, T633 Read aloud, <i>The Funny Side</i> , p. T32, T35, T82, T100, T130, T140; <i>Nature Guides</i> , p. T258, T260; <i>It Takes a Leader</i> , p. T475, T521, T528, T566, T568

1.5.8 Independent Reading

LITERACY PLACE™ • GRADE FOUR	
<p>1. self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment)</p>	<p>Teachers develop and maintain classroom libraries providing easy access to titles selected to meet the reading level needs of the class. These titles are selected to enhance and expand upon the unit themes and topics. A bibliography of titles for independent reading accompanies every unit: <i>Chapter by Chapter</i>, p. T216; <i>What an Idea!</i>, p. T438; <i>Discovery Teams</i>, p. T680; <i>The Funny Side</i>, p. T214; <i>Nature Guides</i>, p. T426; <i>It Takes a Leader</i>, p. T654</p> <p>Teachers include multiple resources in the classroom workplace model: <i>Chapter by Chapter</i>, p. T12, T226; <i>What an Idea!</i>, p. T234, T448; <i>It Takes a Leader</i>, p. T444, T664; <i>Nature Guides</i>, p. T232, T436; <i>Discovery Teams</i>, p. T456, T690; <i>The Funny Side</i>, p. T12, T224</p> <p>See the trade book library: <i>Chapter by Chapter</i>, p. T212–213; <i>What an Idea!</i>, p. T436–437; <i>Discovery Teams</i>, p. T678–679; <i>The Funny Side</i>, p. T214–215; <i>Nature Guides</i>, p. T424–425; <i>It Takes a Leader</i>, p. T652–653</p> <p>Using the Library/Media Center, <i>Chapter by Chapter</i>, p. T60–T61, R87, R92</p> <p>Students select texts to read for information: <i>Chapter by Chapter</i>, p. T84, T210, R12, R13, R19, R25, R24; <i>Nature Guides</i>, p. T304, T305, T340, T386, T390; <i>What an Idea!</i>, p. T300, T302, T400, T408, R35, R53, R63; <i>Discovery Teams</i>, p. T472, T484, T584, T596–T597, T670, R35, R59, R81; <i>The Funny Side</i>, p. T42, T45, T60, T78, T95, T172, T187; <i>Nature Guides</i>, p. T304, T305, T340, T386, T390, T419; <i>It Takes a Leader</i>, p. T460, T466, T467, T524, T533, T576, T612, T618, T621</p>

2.0 Literature - Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques. By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:

2.5.1 Characteristics of Literary Genres

LITERACY PLACE™ • GRADE FOUR	
<p>1. identify the characteristics of various imaginative forms of literature (e.g., fantasies, fables, myths, fairy tales, folk tales)</p>	<p>Instruction on the characteristics of a variety of genres: <i>Chapter by Chapter</i>, p. T25, T43, T77, T89, T127, T169, T187; <i>What an Idea!</i>, p. T247, T411, T297, T341, T359, T393; <i>Discovery Teams</i>, p. T469, T472, T482, T483, T515, T567, T581, T613; <i>The Funny Side</i>, p. T25, T129, T141, T169, T179; <i>Nature Guides</i>, p. T245, T289, T300, T301, T337, T349, T383, T396, T397; <i>It Takes a Leader</i>, p. T457, T479, T511, T530–T531, T565, T653, T611, T625</p>
<p>2. distinguish the characteristics of fiction and non-fiction</p>	<p>Focus on characteristics of fiction: <i>Chapter by Chapter</i>, p. T25, T169; <i>What an Idea!</i>, p. T341, T359, T393, T417; <i>Discovery Teams</i>, p. T469, T472, T567, T613; <i>The Funny Side</i>, p. T25, T129, T169, T179; <i>Nature Guides</i>, p. T245, T289, T300, T301, T383; <i>It Takes a Leader</i>, p. T457, T511, T565, T653, T625</p> <p>Addressing nonfiction: <i>Chapter by Chapter</i>, p. T43</p>

2.5.2 Comprehension, Interpretation and Analysis of Text

LITERACY PLACE™ • GRADE FOUR	
<p>1. determine the theme whether it is implied or stated directly (M.L.O.R.1.1.3)</p>	<p>Theme, <i>Chapter by Chapter</i>, p. T182, T183, T184, T186, T192–T193, R100, R106; <i>What an Idea!</i>, p. T362, T363, R100, R106; <i>Discovery Teams</i>, p. T679; <i>Nature Guides</i>, p. T390, T391, T402–T403; <i>It Takes a Leader</i>, p. T528, T574, T575, R107, R113</p>

LITERACY PLACE™ • GRADE FOUR	
2. identify the main incidents of a plot, their causes, how they influence future action, and how they are resolved (MLO.R.1.2.1)	Plot, <i>Chapter by Chapter</i> , p. T26, T27, T30, T34, T38, T40, T50–T51, T54, T180, T181, R90, R93; <i>The Funny Side</i> , p. T26, T27, T30, T34, T38, T42, T46–T47, T48, T76, T77, T213, R88, R92
3. analyze the influence of setting on the mood and meaning of the text (MLO.R.1.2.2)	Setting, <i>Chapter by Chapter</i> , p. T38, T176; <i>What an Idea!</i> , p. T258, T259; <i>Discovery Teams</i> , p. T470, T471, T472, T474, T478, T480, T488–T489, T492, T568, T584, T622, T623, T678, R113, R117; <i>Nature Guides</i> , p. T338, T339, T340, T344, T356–T357, T360, T389, R99, R102; <i>It Takes a Leader</i> , p. T466, T467 Mood, <i>Discovery Teams</i> , p. T572, T638, T639, T640, T656–T657, T679; <i>It Takes a Leader</i> , p. T526, T527
4. summarize the text (MLO.R. 1.1.1) and identify the main story elements (MLO.R.1.1.2)	<i>Chapter by Chapter</i> , p. T32, T78, T82, T132, T140, T147, T174; <i>What an Idea!</i> , p. T302, T313, T348, T371, T398, T417; <i>Discovery Teams</i> , p. T516, T518, T519, T522, T524, T528, T534–T535, T538, T539, T574, T576, T577, T591, T626, R112, R117; <i>The Funny Side</i> , p. T32, T49, T72, T73, T80, T84, T88, T96–T97, T100, T134, T140, T182, T183, R91, R94; <i>Nature Guides</i> , p. T250, T260, T267, T294, T342, T388; <i>It Takes a Leader</i> , p. T516, T572, T589, T616
5. evaluate text for elements of realism or fantasy (MLO.R.1.4.4)	<i>Chapter by Chapter</i> , p. T26; <i>What an Idea!</i> , p. T396; <i>Discovery Teams</i> , p. T472; <i>The Funny Side</i> , p. T80, T81, T98–99; <i>Nature Guides</i> , p. T384; <i>It Takes a Leader</i> , p. T474, T475, T524
6. respond to and analyze the effects of sound in poetry (e.g., alliteration, assonance, consonance, rhythm, onomatopoeia, and rhyme scheme)	Alliteration, <i>What an Idea!</i> , p. T251; <i>Nature Guides</i> , p. T352 Figurative Language, <i>The Funny Side</i> , p. T172, T173, T180, T190–T191 Poetry: <i>Chapter by Chapter</i> , p. T186–T187; <i>What an Idea!</i> , p. T246–T263, T410–T411; <i>Discovery Teams</i> , p. T648–T649, T650–T651; <i>Nature Guides</i> , p. T348–T353; <i>It Takes a Leader</i> , p. T530–T531, T624–T627
7. evaluate the author's choice of title (MLO. R. 1.4.2.)	<i>What an Idea!</i> , p. T340; <i>The Funny Side</i> , p. T168; <i>Nature Guides</i> , p. T382; <i>It Takes a Leader</i> , p. T564 Students preview each selection and identify titles. Teachers can address choice of title in previewing a selection and in responding to the text.

2.5.3 Comparison of Literary Text From Diverse Cultures

LITERACY PLACE™ • GRADE FOUR	
1. identify how culture, ethnicity, and historical eras are represented in literary texts	<i>Chapter by Chapter</i> , p. T76-87, T88-93, T168–185, T186-187, T209, T214; <i>The Funny Side</i> , p.168-177, 178-185; <i>What an Idea!</i> , p. T358-363, T392-409; <i>Nature Guides</i> , p. T288-299, 300-303; <i>It Takes a Leader</i> p. T456-477, T510-529, T530–T531, T564-577, T647, T652
2. compare and contrast tales from diverse cultures by tracing the exploits of one character type and connect	Students read tales from diverse cultures and make comparisons. African Tale, Folktale: <i>Chapter by Chapter</i> , p. T168-185; <i>What an Idea!</i> , p. T358-363 Greek Myth, <i>What an Idea!</i> , p. T392-409 Legend / Tall Tale: <i>Chapter by Chapter</i> , p. T24-41; <i>The Funny Side</i> , p. T168-177 Liberian folk tale: <i>Nature Guides</i> , p. T300-303 Mayan Tale: <i>It Takes a Leader</i> , p. T510-529 Native American Legend: <i>Nature Guides</i> , p. T288-299 Legend, <i>Chapter by Chapter</i> , p. T24-41 Present a folk tale from rain forest countries, <i>Nature Guides</i> , p. T416 Connect tales by theme, <i>It Takes a Leader</i> , p. T652 The bibliography for independent reading suggested titles that expand upon reading traditional tales from diverse cultures, such as <i>The Adventures of Spider</i> , <i>Chapter by Chapter</i> , p. T216; <i>What an Idea!</i> , p. T438; <i>Discovery Teams</i> , p. T680; <i>The Funny Side</i> , p. T214; <i>Nature Guides</i> , p. T426; <i>It Takes a Leader</i> , p. T654

2.5.4 Evaluation of Literary Works

LITERACY PLACE™ • GRADE FOUR	
1. explain how the author’s life and time are reflected in his or her work (MLO.R.1.4.3)	<i>Chapter by Chapter</i> , p. T76–T87, T126–T137; <i>What an Idea!</i> , p. T365; <i>Nature Guides</i> , p. T263, T305, T355, T399; <i>It Takes a Leader</i> , p. T483, T578–T581, T583, T610–T623, T629
2. analyze the text for literary elements (MLO.R.1.2.3), including the effect of sensory imagery and extended metaphors on the emotional reaction of the reader	Mood, <i>Discovery Teams</i> , p. T572, T638, T639, T640, T656–657, T679; <i>It Takes a Leader</i> , p. T526, T527 Point of view, <i>The Funny Side</i> , p. T130; <i>It Takes a Leader</i> , p. T458, T472, T473, T568, T569, T586–587 Tone, <i>The Funny Side</i> , p. T32, T33 Descriptive Language, <i>Discovery Teams</i> , p. T678; <i>Nature Guides</i> , p. T353; <i>It Takes a Leader</i> , p. T622 Exaggeration/Hyperbole, <i>The Funny Side</i> , p. T190 Figurative Language, <i>The Funny Side</i> , p. T172, T173, T180, T190–T191 Foreshadowing, <i>Discovery Teams</i> , p. T636; <i>It Takes a Leader</i> , p. T516, T517 Humor, <i>Chapter by Chapter</i> , p. T136; <i>What an Idea!</i> , p. T353, T354; <i>The Funny Side</i> , p. T38, T39 Imagery, <i>Discovery Teams</i> , p. T627 Metaphor, <i>The Funny Side</i> , p. T170, T190 Onomatopoeia, <i>What an Idea!</i> , p. T253; <i>Discovery Teams</i> , p. T483, T643; <i>Nature Guides</i> , p. T259, T302, T303 Personification, <i>Nature Guides</i> , p. T296 Sensory Words, <i>Discovery Teams</i> , p. T620, T621; <i>Nature Guides</i> , p. T251, T290, T312 Similes, <i>Chapter by Chapter</i> , p. T36, T39; <i>Discovery Teams</i> , p. T570, T571, T630; <i>The Funny Side</i> , p. T190
3. evaluate the various techniques used by the author to influence the reader’s feelings and attitudes (MLO.R. 1.4.1)	Personification, <i>Nature Guides</i> , p. T296 Humor, <i>Chapter by Chapter</i> , p. T136; <i>What an Idea!</i> , p. T353, T354; <i>The Funny Side</i> , p. T38, T39 Exaggeration/Hyperbole, <i>The Funny Side</i> , p. T190 Sensory Words, <i>Discovery Teams</i> , p. T620, T621; <i>Nature Guides</i> , p. T251, T290, T312

3.0 Writing - Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (i.e., pre-writing, drafting, revising, editing, and publishing).

By the end of grade 5, students know and are able to do everything required at earlier grades and:

3.5.1 Organization and Focus

LITERACY PLACE™ • GRADE FOUR	
1. create a paragraph that guides and informs the reader’s understanding of key ideas and evidence and that presents effective introductory and concluding sentences, logical sequencing of ideas and transitional words (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)	Focused instruction on paragraph building, <i>Chapter by Chapter</i> , p. T100, T101 Focused instruction on topic sentences, <i>Chapter by Chapter</i> , p. T211 Focused instruction on strong closing, <i>It Takes a Leader</i> , p. T490, T491 Focused instruction on ordering details, <i>Nature Guides</i> , p. T362, T363 Focused instruction on logical order, <i>What an Idea!</i> , p. T418, T419 Focused instruction on strong opening lead for a newspaper story, <i>What an Idea!</i> , p. T372, T373 Using transitional words, <i>Chapter by Chapter</i> , p. T224–T225
2. create a clear organizing structure that includes descriptions placed in a logical, chronological, or narrative sequence in ways that help the reader follow the line of thought (MLO.W.1.2, MLO.W.2.2, MLO.W.3.2)	Focused instruction on clear organizing structure, <i>It Takes a Leader</i> , p. T649 Chronological Order, <i>It Takes a Leader</i> , p. T634, T635 Logical Order, <i>What an Idea!</i> , p. T418, T419
3. connect relevant descriptions, including sensory details, personal experiences, observations, and/or research-based information, linking paragraphs and ideas in ways that make a topic or message clear to the reader (MLO.W. 1.3, MLO.W.2.3, MLO.W.3.3)	<i>Chapter by Chapter</i> , p. T56, T100, T148, T196, T210–T213; <i>What an Idea!</i> , p. T276, T314, T372, T418, T432–T435; <i>Discovery Teams</i> , p. T494, T540, T592, T660, T674–T677; <i>The Funny Side</i> , p. T50, T102, T148, T194, T208–210; <i>Nature Guides</i> , p. T268, T310, T362, T406, T420–T423; <i>It Takes a Leader</i> , p. T490, T538, T590, T634, T648–T651

3.5.2 Research

LITERACY PLACE™ • GRADE FOUR	
<p>1. understand and use the organizational features of printed texts such as the preface, afterword, table of contents, chapter headings, subtitles, index, glossary, and end notes to locate relevant information to accomplish writing tasks</p>	<p><i>See selected Study Skills lessons:</i> Use Multiple References, dictionary, thesaurus, etymological dictionary, rhyming dictionary, <i>The Funny Side</i>, p. T152–T153, R89, R93 Use Multiple Sources, newspapers, encyclopedias, atlas, experts in the field, television and radio programs, electronic texts, <i>Discovery Teams</i>, p. T596–T597, R115, R118; <i>It Takes a Leader</i>, p. T594–T595, R111, R115 Compare a print source to its; counterpart on the Internet, consider advantages/disadvantages to both, <i>Discovery Teams</i>, p. T597 Use Text Organizers/Graphic Aids, <i>Chapter by Chapter</i>, p. T104–T105; <i>What an Idea!</i>, p. R97, R104; <i>Discovery Teams</i>, p. T520; <i>Nature Guides</i>, p. T410–T411, R100, R103 Use Text Organizers, table of contents, subheadings, headings, indexes, captions, diagrams, maps, charts, <i>Nature Guides</i>, p. T410–T411, R100, R103 Guide words, <i>Chapter by Chapter</i>, p. R15, R21 Students use the anthology glossaries, <i>Discovery Teams</i>, p. T694–704; <i>It Takes a Leader</i>, p. T668–678 Students use informational and references sources in their research: <i>Chapter by Chapter</i>, p. T84, T210, R12, R13, R19, R25, R24; <i>Nature Guides</i>, p. T304, T305, T340, T386, T390; <i>What an Idea!</i>, p. T300, T302, T400, T408, R35, R53, R63; <i>Discovery Teams</i>, p. T472, T484, T584, T596–T597, T670, R35, R59, R81; <i>The Funny Side</i>, p. T42, T45, T60, T78, T95, T172, T187; <i>Nature Guides</i>, p. T304, T305, T340, T386, T390, T419; <i>It Takes a Leader</i>, p. T460, T466, T467, T524, T533, T576, T612, T618, T621</p>

3.5.3 Revision and Evaluation of Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. improve the organization and consistency in ideas among paragraphs by revising writing based on given or self-generated criteria and on others' responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5)</p>	<p>Students use the writing process and revise their compositions: <i>Chapter by Chapter</i>, p. T56, T100, T148, T196, T212; <i>What an Idea!</i>, p. T212, T276, T314, T372, T418, T434; <i>Discovery Teams</i>, p. T494, T540, T592, T660, T676; <i>The Funny Side</i>, p. T50, T102, T148, T194, T210; <i>Nature Guides</i>, p. T268, T310, T362, T406, T422; <i>It Takes a Leader</i>, p. T490, T538, T590, T634, T650</p>
<p>2. self-edit writing using knowledge of standard English conventions of language (e.g., punctuation, sentence structure, usage, spelling) and appropriate print and non-print resources (e.g., dictionary, thesaurus, spell-check software)</p>	<p>Students edit/proofread for grammar, spelling and mechanics: <i>Chapter by Chapter</i>, p. T56, T100, T148, T196, T212; <i>What an Idea!</i>, p. T212, T276, T314, T372, T418, T434; <i>Discovery Teams</i>, p. T494, T540, T592, T660, T676; <i>The Funny Side</i>, p. T50, T102, T148, T194, T210; <i>Nature Guides</i>, p. T268, T310, T362, T406, T422; <i>It Takes a Leader</i>, p. T490, T538, T590, T634, T650</p>
<p>3. provide an oral or written explanation of decisions about topic, form, word choice, and detail</p>	<p><i>Chapter by Chapter</i>, p. T56, T100, T148, T196, T212; <i>What an Idea!</i>, p. T212, T276, T314, T372, T418, T434; <i>Discovery Teams</i>, p. T494, T540, T592, T660, T676; <i>The Funny Side</i>, p. T50, T102, T148, T194, T210; <i>Nature Guides</i>, p. T268, T310, T362, T406, T422; <i>It Takes a Leader</i>, p. T490, T538, T590, T634, T650</p>
<p>4. prepare writing for publication by purposefully using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product</p>	<p><i>Chapter by Chapter</i>, p. T212; <i>What an Idea!</i>, p. T434; <i>Discovery Teams</i>, p. T676; <i>The Funny Side</i>, p. T210; <i>Nature Guides</i>, p. T422; <i>It Takes a Leader</i>, p. T650</p>

3.5.4 Personal Narrative Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. write to express personal ideas in stories, poems, plays, and other writings that</p> <ul style="list-style-type: none"> · relate ideas, observations or memories using narrative strategies such as dialogue and description · provide a context to enable the reader to imagine the world of the event or experience (MLO.W.3.4) 	<p><i>Chapter by Chapter</i>, p. T21, T41, T56, T109, T137, T148, T205, T218–223; <i>What an Idea!</i>, p. T243, T263, T276, T323, T381, T432–435; <i>Discovery Teams</i>, p. T465, T481, T494, T550, T587, T653, T669, T674–677; <i>The Funny Side</i>, p. T67, T89, T102, T113, T118, T157, T165, T185, T187, T194, T208–211; <i>Nature Guides</i>, p. T277, T285, T299, T310, T371, T379, T395, T399, T406, T415, T421; <i>It Takes a Leader</i>, p. T499, T547, T561, T577, T583, T590</p>

3.5.5 Practical Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. write letters (friendly and formal) that</p> <ul style="list-style-type: none"> · address the knowledge and interests of the audience, · state the purpose and the context (MLO.W. 1.6, MLO.W.2.5), and · include the date, proper salutation, body, closing, and signature 	<p><i>Chapter by Chapter</i>, p. T65, T143, T184, R9; <i>What an Idea!</i>, p. T309, T427; <i>Discovery Teams</i>, p. T504, T550, T563, T579, T592; <i>The Funny Side</i>, p. T21, T43, T50, T59; <i>Nature Guides</i>, p. T263; <i>It Takes a Leader</i>, p. T483, T617, T656–661</p> <p>The Scholastic Guide, <i>Putting It In Writing</i>, provides students explanations and samples of writing forms that include business and friendly letters, invitations, thank-you notes, envelopes and announcements. See <i>Putting It In Writing</i> pages 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74.</p>

3.5.4 Informational Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. write essays of description and problem/solution for an intended audience and purpose that</p> <ul style="list-style-type: none"> · use concrete sensory details to support impressions of people, places, and things (MLO.W. 1.5) · follow an organizational pattern particular to its type (e.g., if description, is spatial; if problem/solution, is paired) 	<p><i>What an Idea!</i>, p. T323; <i>Discovery Teams</i>, p. T525, T526, T587, T609, T651, T660; <i>Nature Guides</i>, p. T305; <i>It Takes a Leader</i>, p. T629</p>
<p>2. write information reports for an intended audience and purpose that</p> <ul style="list-style-type: none"> · frame a key question · present a literal understanding of the topic · include facts and details that illuminate the main idea (MLO.W.1.7) 	<p><i>Chapter by Chapter</i>, p. T49, T73, T87, T95, T100, T143, T157, T158, T189, T210–T213; <i>What an Idea!</i>, p. T269, T285, T337, T357, T365, T372, T389, T409, T418; <i>Discovery Teams</i>, p. T482, T483, T487, T511, T525, T533, T540, T602, T609, T651, T660; <i>The Funny Side</i>, p. T21, T43, T50, T45, T95, T112; <i>Nature Guides</i>, p. T241, T257, T263, T268, T305, T319, T333, T347, T355, T362; <i>It Takes a Leader</i>, p. T483, T507, T529, T538, T561, T577, T607, T623, T629, T634, T648–T651</p>

3.5.7 Persuasive Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. write to persuade an intended audience by selecting an appropriate form that</p> <ul style="list-style-type: none"> · establishes a clear position in support of a proposition or proposal · supports the position with organized and relevant evidence (MLO.W.2.6) 	<p><i>Chapter by Chapter</i>, p. T65, T165, T185, T196; <i>What an Idea!</i>, p. T293, T307, T309, T314, T381, T413, T427; <i>Discovery Teams</i>, p. T504, T563, T579, T592; <i>The Funny Side</i>, p. T59, T125, T139, T143, T148, T203; <i>Nature Guides</i>, p. T415, T420–T423; <i>It Takes a Leader</i>, p. T453, T477, T490, T494–T495, T533, T600, T643, T656–T661</p>

3.5.8 Independent Writing

LITERACY PLACE™ • GRADE FOUR	
<p>1. write independently for an extended period of time to produce at least five final products in different writing contexts (e.g., exposition, narration, description) annually</p>	<p>See the Writing Process Workshops, <i>Chapter by Chapter</i>, p. T210–T213; <i>What an Idea!</i>, p. T432–T435; <i>Discovery Teams</i>, p. T674–T677; <i>The Funny Side</i>, p. T208–210; <i>Nature Guides</i>, p. T420–T423; <i>It Takes a Leader</i>, p. T648–T651</p> <p>Teachers encourage students to carry all writing lessons through to the publishing step: <i>Chapter by Chapter</i>, p. T56, T100, T148, T196; <i>Discovery Teams</i>, p. T494, T540, T592, T660; <i>The Funny Side</i>, p. T50, T102, T148, T194; <i>Nature Guides</i>, p. T268, T310, T362, T406; <i>It Takes a Leader</i>, p. T490, T538, T590, T634</p>

4.0 Language -- Students understand and use the structures and conventions of the English language (i.e., vocabulary, spelling, grammar, mechanics, and usage) in their oral and written communications.**By the end of grade 5, students know and are able to do everything required at earlier grades and:****4.5.1 Acquisition and Application of New Vocabulary**

LITERACY PLACE™ • GRADE FOUR	
1. use knowledge of word parts such as prefixes (e.g., un-, pre-, dis-), suffixes (e.g., -ful, -less)	<i>Chapter by Chapter</i> , p. T23, T75, T125, T175, T194, T195, T198; <i>What an Idea!</i> , p. T245, T254, T278, T395; <i>Discovery Teams</i> , p. T467, T484, T513, T645, T647; <i>The Funny Side</i> , p. T41, T48, T49, T52, T69, T86, T167, T184, T196.; <i>It Takes a Leader</i> , p. T455, T615
2. use knowledge of Greek and Latin derived roots to determine the meaning of complex words	<i>Chapter by Chapter</i> , p. T27; <i>The Funny Side</i> , p. T39; <i>It Takes a Leader</i> , p. T613
3. use knowledge of word relationships, including antonyms, synonyms, homographs, homophones, and idioms to determine the meaning of words and phrases	Word relationships, <i>Chapter by Chapter</i> , p. T22, T58, T167; <i>What an Idea!</i> , p. T295; <i>The Funny Side</i> , p. R9; <i>Nature Guides</i> , p. T270, T298, R30, R49; <i>It Takes a Leader</i> , p. T492, T568, T592, T609, R70 See also the Word Study pages, <i>Chapter by Chapter</i> , p. T27, T45, T79, T129, T171; <i>What an Idea!</i> , p. T253, T254, T255, T299, T349, T353, T361, T397; <i>Discovery Teams</i> , p. T519, T573, T583, T621, T629, T631, T635, T639; <i>The Funny Side</i> , p. T27, T39, T41, T73, T75, T83, T137, T183; <i>Nature Guides</i> , p. T249, T257, T259, T295, T303, T341, T349, T387, T389, T397; <i>It Takes a Leader</i> , p. T461, T467, T515, T519, T523, T569, T577, T613, T617, T629
4. apply such context clues as definition, example, comparison and contrast, cause and effect to discern word meanings	<i>Chapter by Chapter</i> , p. T23, T34, T58, T75, T102, T125, T166, T167; <i>What an Idea!</i> , p. T245, T295, T339, T391; <i>Discovery Teams</i> , p. T467, T513, T542, T565, T594–T595, T611; <i>The Funny Side</i> , p. T23, T26, T69, T108, T127, T150, T167; <i>Nature Guides</i> , p. T243, T287, T335, T381; <i>It Takes a Leader</i> , p. T455, T509, T563, T592, T609

4.5.2 Comprehension and Application of Standard English Language Conventions

LITERACY PLACE™ • GRADE FOUR	
1. identify and use standard English language conventions correctly to communicate clearly, including <ul style="list-style-type: none"> · sentence structure (e.g., fragments, run-ons) · punctuation (e.g., quotation marks, apostrophes) · grammar (e.g., parts of speech) · usage (e.g., pronoun referents, properly used modifiers, irregular verbs) (MLO.L.1.1) 	Sentences, subjects and predicates, <i>Chapter by Chapter</i> , R4–R5, R94; <i>Discovery Teams</i> , p. R60–R61, R78–R79, R119, R120; <i>The Funny Side</i> , p. R4–R5, R94; <i>Nature Guides</i> , p. R32–R33, R103; <i>It Takes a Leader</i> , p. R60–R61, R78–R79, R115, R116 Punctuation, <i>Chapter by Chapter</i> , R10, R4–R5, R94; <i>The Funny Side</i> , p. R22–R23, R95; <i>Nature Guides</i> , p. R32–R33, R94; <i>It Takes a Leader</i> , p. R78–R79, R115, R116 Capitalization, <i>Chapter by Chapter</i> , R4–R5, R10–R11, R94, R95 Focused instruction on grammar, <i>Chapter by Chapter</i> , R4–R5, R10–R11, R16–R17, R22–R23, R28–R29, R94, R95; <i>What an Idea!</i> , p. R32–R33, R38–R39, R44–R45, R50–R51, R56–R57, R108, R109; <i>Discovery Teams</i> , p. R60–R61, R66–R67, R72–R73, R78–R79, R84–R85, R119, R120; <i>The Funny Side</i> , p. R4–R5, R16–R17, R28–R29, R94, R95; <i>Nature Guides</i> , p. R32–R33, R38–R39, R44–R45, R48–49, R50–R51, R56–R57, R94, R103, R104; <i>It Takes a Leader</i> , p. R60–R61, R66–R67, R78–R79, R115, R116 Usage, including subject/verb agreement, avoiding double negatives and using pronouns, <i>The Funny Side</i> , p. R10–R11, R95, R116; <i>It Takes a Leader</i> , p. R72–R73, R84–R85, R116
2. select the structures and features of language appropriate to the specific audience, purpose, and context (MLO.L.1.2)	<i>Chapter by Chapter</i> , p. T30, T43, T56, T88, T92, T100, T128, T130, T135, T140, T143, T148, T158, T184, T196, T210–T213, R9, R19; <i>What an Idea!</i> , p. T250, T266, T276, T285, T306, T314, T323, T352, T366, T372, T381, T404, T418, T432–T435; <i>Discovery Teams</i> , p. T474, T478, T480, T494, T516, T526, T540, T550, T578, T592, T602, T624, T626, T628, T640, T648 T660, T674–T677, T669; <i>The Funny Side</i> , p. T15, T26, T34, T40, T43, T53, T50, T76, T80, T82, T90, T94, T95, T102, T112, T138, T148, T157, T170, T180, T182, T194, T197, T208–210; <i>Nature Guides</i> , p. T247, T256, T262, T268, T277, T293, T310, T319, T348, T352, T362, T366–367, T371, T406, T415, T420–T423; <i>It Takes a Leader</i> , p. T480, T481, T483, T490, T499, T530, T538, T547, T567, T568, T584, T590, T600, T617, T622, T626, T630, T634, T639, T648–T651

LITERACY PLACE™ • GRADE FOUR	
3. spell correctly: assigned high-frequency, content area, and complex pattern words in their own writing (MLO.L.1.3)	Spelling instruction, <i>Chapter by Chapter</i> , R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <i>What an Idea!</i> , p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; <i>Discovery Teams</i> , p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; <i>The Funny Side</i> , p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <i>Nature Guides</i> , p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; <i>It Takes a Leader</i> , p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83 Students proofread their compositions for correct spelling, <i>Chapter by Chapter</i> , p. T56, T100, T148, T196, T212; <i>What an Idea!</i> , p. T212, T276, T314, T372, T418, T434; <i>Discovery Teams</i> , p. T494, T540, T592, T660, T676; <i>The Funny Side</i> , p. T50, T102, T148, T194, T210; <i>Nature Guides</i> , p. T268, T310, T362, T406, T422; <i>It Takes a Leader</i> , p. T490, T538, T590, T634, T650

5.0 Listening – Students demonstrate effective listening to learn, process, and analyze the meaning of information.

By the end of grade 5, students know and are able to do everything required at earlier grades and:

5.5.1 Active Listening Strategies

LITERACY PLACE™ • GRADE FOUR	
1. demonstrate active listening behaviors (e.g., body language) and listening strategies (e.g., responding to cues) in such situations as large, small, and cooperative groups, and one-to-one discussions	<i>Chapter by Chapter</i> , p. T13, T153; <i>What an Idea!</i> , p. T235, T422–423; <i>Discovery Teams</i> , p. T457; <i>The Funny Side</i> , p. T13, T197; <i>Nature Guides</i> , p. T233, T315; <i>It Takes a Leader</i> , p. T445 See also the Integrated Language Arts Listening activities, <i>Chapter by Chapter</i> , p. T65, T109, T110, T205, T206; <i>What an Idea!</i> , p. T324, T422, T428; <i>Discovery Teams</i> , p. T503, T601, T602, T664; <i>The Funny Side</i> , p. T60, T158, T198, T204; <i>Nature Guides</i> , p. T278, T314, T319; <i>It Takes a Leader</i> , p. T494, T548, T599, T643 Students listen to literature read aloud daily, <i>Chapter by Chapter</i> , p. T31, T41, 55, T61, T66, T81, T87, T99, T105, T110, T131, T137, T147, T153, T158, T173, T185, T195, T201, T206; <i>What an Idea!</i> , p. T253, T263, T275, T303, T307, T313, T319, T347, T357, T371, T377, T397, T409, T417, T423; <i>Discovery Teams</i> , p. T473, T481, T493, T499, T513, T517, T525, T539, T545, T565, T573, T579, T591, T597, T625, T641, T659, T665; <i>The Funny Side</i> , p. T31, T43, T49, T55, T60, T79, T89, T101, T107, T112, T133, T139, T147, T153, T158, T177, T185, T193, T199, T204; <i>Nature Guides</i> , p. T249, T257, T267, T273, T278, T293, T299, T309, T315, T320, T341, T347, T361, T367, T372, T387, T395, T405, T411, T416; <i>It Takes a Leader</i> , p. T463, T477, T789, T495, T500, T515, T529, T537, T543, T548, T571, T577, T589, T595, T600, T615, T623, T633, T639, T644

5.5.2 Comprehension and Analysis

LITERACY PLACE™ • GRADE FOUR	
1. determine a speaker’s attitude toward subject and audience through verbal (e.g., tone of voice, vocal inflections) and non-verbal (e.g., body position, facial expressions) cues	<i>Chapter by Chapter</i> , p. T205; <i>What an Idea!</i> , p. T324, T422–423; <i>Nature Guides</i> , p. T434–T435; <i>It Takes a Leader</i> , p. T494–495, T599, T662–T663 Speaking instruction: <i>Chapter by Chapter</i> , p. T152–T153; <i>What an Idea!</i> , p. T422–T423; <i>Discovery Teams</i> , p. T664–T665, T688–T689; <i>Nature Guides</i> , p. T314–T315, T434–T435; <i>It Takes a Leader</i> , p. T494–T495
2. identify language sounds and patterns (e.g., alliteration, rhyme, onomatopoeia) and how they affect the listener	Focus on alliteration, <i>What an Idea!</i> , p. T251; <i>Nature Guides</i> , p. T352 Focus on onomatopoeia, <i>What an Idea!</i> , p. T253, T359; <i>Discovery Teams</i> , p. T483, T643; <i>Nature Guides</i> , p. T259, T302, T303 Song, <i>The Funny Side</i> , p. T179
3. gather and convey information from listening (e.g., listing key ideas, paraphrasing)	<i>Chapter by Chapter</i> , p. T13; <i>What an Idea!</i> , p. T235; <i>Discovery Teams</i> , p. T457; <i>The Funny Side</i> , p. T13; <i>Nature Guides</i> , p. T233; <i>It Takes a Leader</i> , p. T445 See instruction on interviewing, <i>The Funny Side</i> , p. T54–T55, R7, R87, R92
4. use memory techniques (e.g., creating associations, numbering, categorizing)	<i>Nature Guides</i> , p. T290, T349; <i>It Takes a Leader</i> , p. T599 Teachers include as they determine appropriate.

6.0 Speaking – Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.

By the end of grade 5, students know and are able to do everything required at earlier grades and:

6.5.1 Organization and Delivery Strategies

LITERACY PLACE™ • GRADE FOUR	
1. speak clearly and with volume appropriate to the setting (e.g., partner, small group, large group discussions)	Speaking and presenting, <i>Chapter by Chapter</i> , p. T152–T153; <i>What an Idea!</i> , p. T422–T423; <i>Discovery Teams</i> , p. T665, T688–T689; <i>The Funny Side</i> , p. T55, T198–T199, T206; <i>Nature Guides</i> , p. T314–T315; <i>It Takes a Leader</i> , p. T494–T495 Students speak appropriately in discussion and conversation: PV: Chapter by Chapter, p. T13, T21, T49, T73, T95, T123, T143, T165, T189, T212–213; PS: What an Idea!, p. T235, T243, T269, T293, T309, T324, T337, T365, T389, T413, T424–425; TW: Discovery Teams, p. T457, T465, T479, T487, T511, T563, T587, T609, T653, T652–653; CE: The Funny Side, p. T13, T21, T45, T67, T95, T125, T143, T165, T187, T214–215; MI: Nature Guides, p. T233, T241, T263, T285, T296, T305, T333, T355, T379, T399, T436–437; CI: It Takes a Leader, p. T445, T453, T483, T507, T518, T533, T561, T583, T607, T623, T629, T678–679
2. use verbal (e.g., pacing, timing, emphasis, volume) and non-verbal techniques (e.g., posture, eye contact, facial expressions, gesture) to enhance communication	<i>Chapter by Chapter</i> , p. T152–T153; <i>What an Idea!</i> , p. T422–T423; <i>Discovery Teams</i> , p. T665, T688–T689; <i>The Funny Side</i> , p. T55, T198–T199, T206; <i>Nature Guides</i> , p. T314–T315; <i>It Takes a Leader</i> , p. T494–T495
3. select audio or visual aids and technology (e.g., props, computer graphics, lighting) to support presentations	Create a Multimedia Presentation, <i>Discovery Teams</i> , p. T682–T687 See other presentations incorporating graphic visuals, <i>Chapter by Chapter</i> , p. T81, T212, R13, R25, T84; <i>What an Idea!</i> , p. T257, T265, T300, T325–T330, T400, T408, T440–T447, R35, R53, R63; <i>Discovery Teams</i> , p. T472, T551–T556, T584; <i>The Funny Side</i> , p. T135; <i>Nature Guides</i> , p. T261, T321–T326, T372, T386, T390, T415; <i>It Takes a Leader</i> , p. T460, T500, T524, T576, T578, T582, T612, T618

6.5.2 Oral Presentations

LITERACY PLACE™ • GRADE FOUR	
1. support a position with organized and appropriate details	Persuasive Speeches, <i>Chapter by Chapter</i> , p. T165, T185; <i>The Funny Side</i> , p. T203; <i>Nature Guides</i> , p. T415; <i>It Takes a Leader</i> , p. T453, T477, T490, T494–T495
2. participate in a dramatic presentation to express ideas	Dramatic Folk Song Reading, <i>The Funny Side</i> , p. T198–T199 Create a radio play/drama, <i>The Funny Side</i> , p. T85, T143, T206; <i>Discovery Teams</i> , p. T601 Dramatic reading, <i>Chapter by Chapter</i> , p. T83; <i>The Funny Side</i> , p. T131, T135, T146, T198–T199; <i>It Takes a Leader</i> , p. T500 Students role play, <i>Chapter by Chapter</i> , p. T32, T172; <i>What an Idea!</i> , p. T304, T310, T360; <i>Discovery Teams</i> , p. T522, T570, T574, T616; <i>The Funny Side</i> , p. T34, T40, T101, T134; <i>Nature Guides</i> , p. T252, T260, T388; <i>It Takes a Leader</i> , p. T468
3. speak in a variety of situations using an appropriate organizational pattern (e.g., chronological, spatial, topical) to inform and/or to relate experiences	Give an Oral Report, <i>Discovery Teams</i> , p. T664–T665 Retell a Story, <i>Nature Guides</i> , p. T314–T315 Tell a Story to Entertain, <i>What an Idea!</i> , p. T422–T423 Students make presentations, oral reports, <i>Chapter by Chapter</i> , p. T81, T212, T218–T223, R13, R25, T84; <i>What an Idea!</i> , p. T257, T265, T300, T329, T400, T408, T434, T440–T447, R35, R53, R63; <i>Discovery Teams</i> , p. T472, T503, T551–T556, T584, T676, T682–T687; <i>The Funny Side</i> , p. T113–T118, T135, T210; <i>Nature Guides</i> , p. T261, T321–T326, T372, T386, T390, T397, T390, T415, T422, T428–T435; <i>It Takes a Leader</i> , p. T460, T524, T547, T549–T554, T576, T578, T582, T612, T618, T650, T656–T661, T663

6.5.3 Evaluation of Oral Presentations

LITERACY PLACE™ • GRADE FOUR	
1. use student and teacher-generated criteria to evaluate oral presentations and discussions	Self, teacher and peer assess performance as a speaker and listener, <i>Chapter by Chapter</i> , p. T153; <i>What an Idea!</i> , p. T423; <i>Discovery Teams</i> , p. T665, T689 Teachers can include the in context of oral reports as they determine appropriate: <i>Chapter by Chapter</i> , p. T81, T212, R13, R25, T84; <i>What an Idea!</i> , p. T257, T265, T300, T400, T408, R35, R53, R63; <i>Discovery Teams</i> , p. T472, T584; <i>The Funny Side</i> , p. T135; <i>Nature Guides</i> , p. T261, T372, T386, T390, T415; <i>It Takes a Leader</i> , p. T460, T524, T576, T578, T582, T612, T618 See speaking activities to include evaluations, <i>Chapter by Chapter</i> , p. T66, T109, T205; <i>What an Idea!</i> , p. T285, T286, T324, T428; <i>Discovery Teams</i> , p. T503, T601; <i>The Funny Side</i> , p. T60, T111, T157, T158, T204; <i>Nature Guides</i> , p. T278, T319, T372, T415, T416; <i>It Takes a Leader</i> , p. T500, T547, T548, T599, T643