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correlated to

Wisconsin's Model Academic
Standards for English Language Arts
Grades K-5



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Write Source © 2007, Kindergarten correlated to Wisconsin’s Model Academic Standards for English Language Arts Grade 4

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Performance Standards, Grade 4	Write Source, Kindergarten
<p>By the end of grade four, students will:</p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 8-9, 10-11, 18 Teacher’s Edition: 7, 9, 16, 158-160</p>
<ul style="list-style-type: none"> Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 8-9, 10-11, 18 Teacher’s Edition: 7, 9, 16, 158-160</p>
<ul style="list-style-type: none"> Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty 	<p>Pupil Edition: 24 Teacher’s Edition: 28-29</p>
<ul style="list-style-type: none"> Read aloud with age-appropriate fluency, accuracy, and expression 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 29 Teacher’s Edition: 9, 11, 13, 16, 38-39</p>

Performance Standards, Grade 4	Write Source, Kindergarten
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 24, 54-55 Teacher's Edition: 11, 28-29, 68-69</p>
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Pupil Edition: 24 Teacher's Edition: 28-29</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning 	<p>Pupil Edition: 58-59 Teacher's Edition: 72-73, 89, 118</p>
<ul style="list-style-type: none"> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 58-59 Teacher's Edition: 72-73</p>
<p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 56-57, 58-59 Teacher's Edition: 70-71, 72-73</p>
<ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Pupil Edition: 38-39 Teacher's Edition: 50</p>
<ul style="list-style-type: none"> Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 56-57, 58-59 Teacher's Edition: 29, 70-71, 72-73</p>
<ul style="list-style-type: none"> Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Teacher's Edition: 27, 33, 49, 51, 71</p>

Performance Standards, Grade 4	Write Source, Kindergarten
A.4.4 Read to acquire information.	
<ul style="list-style-type: none"> Identify a topic of interest then seek information by investigating available text resources 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 24, 38-39 Teacher’s Edition: 28-29, 50-51</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 4	Write Source, Kindergarten
By the end of grade four, students will:	Pupil Edition: 48-49, 50-51, 56-57
B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes. <ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences 	Teacher’s Edition: 62-63, 64-65, 70-71, 91, 126, 184
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	Pupil Edition: 46-47, 52-53 Teacher’s Edition: 60-61, 66-67
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	Pupil Edition: 58-59 Teacher’s Edition: 72-73, 127
<ul style="list-style-type: none"> Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation 	The opportunity to address this objective is available throughout the text.
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	Teacher’s Edition: 44-45 The opportunity to address this objective is also available throughout the text.

Performance Standards, Grade 4	Write Source, Kindergarten
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>The opportunity to address this objective is available throughout the text.</p>
<p>B.4.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 20-35, 36-45, 46-59 Teacher’s Edition: 18-45, 46-57, 58-73, 112, 113, 114, 171</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 196, 202, 216, 226, 234, 274-275, 283 Teacher’s Edition: 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 196, 202, 216, 226, 234, 274-275, 283, 474, 501</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 27, 42 Teacher’s Edition: 34-35, 42, 54-55, 113, 177</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p>	
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>Pupil Edition: 12-13, 16-17, 28 Teacher’s Edition: 10-11, 14-15, 36-37, 165, 167, 168</p>
<ul style="list-style-type: none"> Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	<p>Pupil Edition: 14-15, 28 Teacher’s Edition: 12-13, 36-37, 109, 166</p>
<ul style="list-style-type: none"> Spell frequently used words correctly 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 8-9, 82-95 Teacher’s Edition: 6-7, 98-99, 207</p>

Performance Standards, Grade 4	Write Source, Kindergarten
<ul style="list-style-type: none"> Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	<p>Pupil Edition: 10-11, 12-13, 14-15, 28</p> <p>Teacher's Edition: 8-9, 10-11, 12-13, 36-37, 42, 107, 164</p>

Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 4	Write Source, Kindergarten
<p>By the end of grade four, students will:</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	<p>The opportunity to address this objective is available on the following pages:</p> <p>Pupil Edition: 29</p> <p>Teacher's Edition: 38-39</p>
<ul style="list-style-type: none"> Read aloud effectively from previously-read material 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 29</p> <p>Teacher's Edition: 38-39</p>
<ul style="list-style-type: none"> Present autobiographical or fictional stories that recount events effectively to larger and small audiences 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 58-59</p> <p>Teacher's Edition: 72-73</p>
<ul style="list-style-type: none"> Perform dramatic readings and presentations 	<p>The opportunity to address this objective is available on the following pages:</p> <p>Pupil Edition: 58-59</p> <p>Teacher's Edition: 72-73</p>
<p>C.4.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> Follow basic directions 	<p>Teacher's Edition: 91</p>
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	<p>Teacher's Edition: 50</p>

Performance Standards, Grade 4	Write Source, Kindergarten
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	<p>Pupil Edition: 40-41</p> <p>Teacher's Edition: 52-53</p>
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 40-41</p> <p>Teacher's Edition: 52-53</p>
<ul style="list-style-type: none"> Understand increasingly complex sentence structures 	<p>The opportunity to address this objective is available on the following pages:</p> <p>Pupil Edition: 10-11, 44-45</p> <p>Teacher's Edition: 8-9, 56-57</p>
<p>C.4.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly 	<p>The opportunity to address this objective is available on the following pages:</p> <p>Pupil Edition: 29</p> <p>Teacher's Edition: 38-39</p>
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues 	<p>Pupil Edition: 21</p> <p>Teacher's Edition: 22-23</p>
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully 	<p>Pupil Edition: 21</p> <p>Teacher's Edition: 22-23</p>
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas 	<p>Pupil Edition: 29</p> <p>Teacher's Edition: 38-39</p>

Standard D: Language

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 4	Write Source, Kindergarten
<p>By the end of grade four, students will:</p> <p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	<p>Pupil Edition: 82-95</p> <p>Teacher's Edition: 98-99, 139-152</p>

Standard E: Media and Technology

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 4	Write Source, Kindergarten
<p>By the end of grade four, students will:</p> <p>E.4.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Operate common computer hardware and software 	<p>Pupil Edition: 34-35</p> <p>Teacher's Edition: 44-45, 115, 181</p>
<ul style="list-style-type: none"> • Use basic word-processing, graphics, and drawing programs 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 34-35</p> <p>Teacher's Edition: 44-45, 182</p>
<ul style="list-style-type: none"> • Create, store, and retrieve electronic files 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Teacher's Edition: 44-45</p>
<ul style="list-style-type: none"> • Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	<p>Teacher's Edition: 44-45</p>

Performance Standards, Grade 4	Write Source, Kindergarten
<p>E.4.3 Create products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Write news articles appropriate for familiar media 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 56-57 Teacher's Edition: 70-71</p>

Standard F: Research and Inquiry
Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 4	Write Source, Kindergarten
<p>By the end of grade four, students will:</p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information 	<p>The opportunity to address this objective is available on the following pages: Pupil Edition: 22, 23, 25 Teacher's Edition: 24-25, 26-27, 30-31</p>
<ul style="list-style-type: none"> Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources 	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 27, 29, 33, 45, 51</p>
<ul style="list-style-type: none"> Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers 	<p>The opportunity to address this objective is available on the following pages: Teacher's Edition: 33</p>



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correlated to
Wisconsin’s Model Academic Standards for
English Language Arts
Grade 4

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading.</p>	
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Pupil Edition: 184-185</p> <p>Teacher’s Edition: 184-185</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning 	<p>Pupil Edition: 251</p> <p>Teacher’s Edition: 251</p>
<ul style="list-style-type: none"> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 140-149</p> <p>Teacher’s Edition: 140-149</p>
<ul style="list-style-type: none"> Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different words to each other and to real-life experiences 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 140-149</p> <p>Teacher’s Edition: 140-149</p>

Performance Standards, Grade 4	Write Source, Grade 1
<p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> • Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life’s experiences 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 86-101 Teacher’s Edition: 86-101</p>
<ul style="list-style-type: none"> • Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Pupil Edition: 142-149, 150-157 Teacher’s Edition: 142-149, 150-157, 376, 378, 379</p>
<ul style="list-style-type: none"> • Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>The opportunity to address this objective is available on the following pages. Pupil Edition: 82-105, 140-159, 160-177 Teacher’s Edition: 82-105, 140-159, 160-177</p>
<ul style="list-style-type: none"> • Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>Pupil Edition: 140-159 Teacher’s Edition: 140-159</p>
<p>A.4.4 Read to acquire information.</p> <ul style="list-style-type: none"> • Summarize key details of informational texts, connecting new information to prior knowledge 	<p>Pupil Edition: 150-157 Teacher’s Edition: 150-157, 378</p>
<ul style="list-style-type: none"> • Identify a topic of interest then seek information by investigating available text resources 	<p>Pupil Edition: 180-191 Teacher’s Edition: 180-191</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences 	<p>Pupil Edition: 80-81, 106-125, 126-127, 150-157, 178-200</p> <p>Teacher's Edition: 80-81, 106-125, 126-127, 150-157, 178-200</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	<p>Pupil Edition: 60-79, 82-101, 102-103, 140-149, 208-211</p> <p>Teacher's Edition: 60-79, 82-101, 102-103, 140-149, 208-211</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	<p>Pupil Edition: 160-177</p> <p>Teacher's Edition: 160-177</p>
<ul style="list-style-type: none"> Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation 	<p>Pupil Edition: 60-81, 82-129, 130-139, 140-159, 160-177, 178-197</p> <p>Teacher's Edition: 60-81, 82-129, 130-139, 140-159, 160-177, 178-197</p>
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	<p>Pupil Edition: 38-39, 266-267</p> <p>Teacher's Edition: 38-39, 266-267</p> <p>The opportunity to address this objective is also available throughout the text.</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>Pupil Edition: 60-81, 82-129, 130-139, 140-159, 160-177, 178-197</p> <p>Teacher's Edition: 60-81, 82-129, 130-139, 140-159, 160-177, 178-197</p>

Performance Standards, Grade 4	Write Source, Grade 1
<p>B.4.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>Pupil Edition: 14-41, 60-199 (Forms of Writing Unit), 241-255</p> <p>Teacher’s Edition: 14-41, 60-199 (Forms of Writing Unit), 241-255, 342-346</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	<p>Pupil Edition: 20-21, 26-27, 72-73, 94-95, 118-119, 147, 155, 168, 196-197</p> <p>Teacher’s Edition: 20-21, 26-27, 72-73, 94-95, 118-119, 147, 155, 168, 196-197, 322, 325-340</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>Pupil Edition: 104-105, 128-129, 158-159</p> <p>Teacher’s Edition: 104-105, 128-129, 158-159</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	<p>Pupil Edition: 48-49, 220-227, 238-239, 290-293, 297</p> <p>Teacher’s Edition: 48-49, 220-227, 238-239, 290-293, 297361-364, 372-374, 377, 381-382</p>
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	<p>Pupil Edition: 223, 224-227, 234-235, 289</p> <p>Teacher’s Edition: 223, 224-227, 234-235, 289, 402</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>Pupil Edition: 53, 222, 275-277, 288</p> <p>Teacher’s Edition: 53, 211, 373, 400, 470-475, 375, 388-391</p>
<ul style="list-style-type: none"> Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	<p>Pupil Edition: 55, 270-271, 288</p> <p>Teacher’s Edition: 55, 270-271, 288, 358-360, 401</p>
<ul style="list-style-type: none"> Use commas correctly to punctuate appositives and lists 	<p>Pupil Edition: 272-273</p> <p>Teacher’s Edition: 272-273</p>

Performance Standards, Grade 4	Write Source, Grade 1
<ul style="list-style-type: none"> • Spell frequently used words correctly 	<p>Pupil Edition: 256-257, 278-283</p> <p>Teacher’s Edition: 256-257, 278-283</p>
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	<p>Pupil Edition: 44-55, 270-271, 288, 290</p> <p>Teacher’s Edition: 44-55, 270-271, 288, 290, 355-360</p>

S t a n d a r d C : O r a l L a n g u a g e

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> • Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	<p>Pupil Edition: 202-203</p> <p>Teacher’s Edition: 202-203</p>
<ul style="list-style-type: none"> • Read aloud effectively from previously-read material. 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 169, 176</p> <p>Teacher’s Edition: 169, 176</p>
<ul style="list-style-type: none"> • Present autobiographical or fictional stories that recount events effectively to larger and small audiences 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 100, 169, 176</p> <p>Teacher’s Edition: 96-113, 268-279</p>
<ul style="list-style-type: none"> • Perform dramatic readings and presentations 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 169, 176</p> <p>Teacher’s Edition: 169, 176</p>
<ul style="list-style-type: none"> • Distinguish between fact and opinion and provide evidence to support opinions 	<p>Pupil Edition: 130-139</p> <p>Teacher’s Edition: 130-139</p>

Performance Standards, Grade 4	Write Source, Grade 1
C.4.2 Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	<p>Pupil Edition: 204-205, 210-211</p> <p>Teacher's Edition: 204-205, 210-211</p>
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	<p>Pupil Edition: 251</p> <p>Teacher's Edition: 251</p>
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 142-149, 163, 165</p> <p>Teacher's Edition: 142-149, 163, 165</p>
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Pupil Edition: 130, 132, 142, 150</p> <p>Teacher's Edition: 130, 132, 142, 150</p>
C.4.3 Participate effectively in discussion.	<p>Pupil Edition: 204-205</p> <p>Teacher's Edition: 204-205</p>
<ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly 	
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues 	<p>Pupil Edition: 202-203</p> <p>Teacher's Edition: 202-203</p>
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas 	<p>Pupil Edition: 204-205</p> <p>Teacher's Edition: 204-205</p>
<ul style="list-style-type: none"> Summarize information conveyed through discussion 	<p>Pupil Edition: 204-205</p> <p>Teacher's Edition: 204-205</p>

Standard D: Language

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	<p>Pupil Edition: 186-187, 256-259</p> <p>Teacher's Edition: 186-187, 256-259</p>

Standard E: Media and Technology

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>E.4.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Operate common computer hardware and software 	<p>Pupil Edition: 38-39, 266-267</p> <p>Teacher's Edition: 38-39, 266-267</p>
<ul style="list-style-type: none"> • Use basic word-processing, graphics, and drawing programs 	<p>Pupil Edition: 38-39, 266-267</p> <p>Teacher's Edition: 38-39, 266-267</p>
<ul style="list-style-type: none"> • Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	<p>Pupil Edition: 180-183</p> <p>Teacher's Edition: 180-183</p>
<p>E.4.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> • Identify the intent or appeal behind products and messages promoted via media 	<p>Pupil Edition: 212-213</p> <p>Teacher's Edition: 212-213</p>

Performance Standards, Grade 4	Write Source, Grade 1
<ul style="list-style-type: none"> Recognize basic propaganda techniques 	<p>Pupil Edition: 212-213</p> <p>Teacher's Edition: 212-213</p>

Standard F: Research and Inquiry

Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 4	Write Source, Grade 1
<p>By the end of grade four, students will:</p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information 	<p>Pupil Edition: 178-180, 190</p> <p>Teacher's Edition: 178-180, 190</p>
<ul style="list-style-type: none"> Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources 	<p>Pupil Edition: 182-187, 193</p> <p>Teacher's Edition: 182-187, 193</p>
<ul style="list-style-type: none"> Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers 	<p>Pupil Edition: 190-199</p> <p>Teacher's Edition: 190-199</p>
<ul style="list-style-type: none"> Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids 	<p>Pupil Edition: 199, 262-265</p> <p>Teacher's Edition: 199, 262-265</p>



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Write Source © 2006, Grade 2
correlated to
Wisconsin’s Model Academic Standards for
English Language Arts
Grade 4

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Table with 2 columns: Performance Standards, Grade 4 and Write Source, Grade 2. It lists various reading strategies and their corresponding page numbers in the Student Book and Teacher's Edition.

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	<p>The opportunity to address this objective is available on the following pages. Student Book: 101, 109, 257, 282-283, 377-379 Teacher's Edition: 101, 109, 257, 282-283, 377-379</p>
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Student Book: 251, 257 Teacher's Edition: 251, 257</p>
<ul style="list-style-type: none"> Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature 	<p>The opportunity to address this objective is available on the following pages. Student Book: 164-169, 170-181, 182-191, 192-197, 198-203, 294 Teacher's Edition: 164-169, 170-181, 182-191, 192-197, 198-203, 294</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning 	<p>Student Book: 170-181, 192-197, 294, 363, 364 Teacher's Edition: 170-181, 192-197, 294, 363, 364, 550</p>
<ul style="list-style-type: none"> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Student Book: 170-181, 192-197 Teacher's Edition: 170-181, 192-197</p>
<ul style="list-style-type: none"> Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different words to each other and to real-life experiences 	<p>Student Book: 170-181, 182-197, 294 Teacher's Edition: 170-181, 182-197, 294</p>
<ul style="list-style-type: none"> Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience 	<p>Student Book: 170-181, 182-197 Teacher's Edition: 170-181, 182-197</p>

Performance Standards, Grade 4	Write Source, Grade 2
<p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences 	<p>The opportunity to address this objective is available on the following pages. Student Book: 164-169 Teacher's Edition: 164-169</p>
<ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Student Book: 170-181, 182-191, 192-197, 264-267, 294 Teacher's Edition: 170-181, 182-191, 192-197, 264-267, 294, 544, 548, 550</p>
<ul style="list-style-type: none"> Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>Student Book: 170, 182, 209, 228-241, 246 Teacher's Edition: 170, 182, 209, 228-241, 246</p>
<ul style="list-style-type: none"> Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Student Book: 164-169, 170-171, 182-191, 192-197, 198-203, 294 Teacher's Edition: 164-169, 170-171, 182-191, 192-197, 198-203, 294</p>
<p>A.4.4 Read to acquire information.</p> <ul style="list-style-type: none"> Summarize key details of informational texts, connecting new information to prior knowledge 	<p>Student Book: 182-191, 258-279, 294 Teacher's Edition: 182-191, 258-279, 294, 544</p>
<ul style="list-style-type: none"> Identify a topic of interest then seek information by investigating available text resources 	<p>Student Book: 258-279 Teacher's Edition: 258-279, 544</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 4	Write Source, Grade 2
<p>By the end of grade four, students will:</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences 	<p>Student Book: 96-127, 258-279, 280-283</p> <p>Teacher's Edition: 96-127, 258-279, 280-283, 528-533</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	<p>Student Book: 50-61, 62-95, 162-205, 293-294</p> <p>Teacher's Edition: 50-61, 62-95, 162-205, 293-294, 521-522, 523-527</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	<p>Student Book: 206-241</p> <p>Teacher's Edition: 206-241, 550-554</p>
<ul style="list-style-type: none"> Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation 	<p>Student Book: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295</p> <p>Teacher's Edition: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295, 521-557</p>
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	<p>The opportunity to address this objective is available throughout the text.</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>Student Book: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295, 358, 366-367</p> <p>Teacher's Edition: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295, 358, 366-367, 461-463, 465</p>

Performance Standards, Grade 4	Write Source, Grade 2
<p>B.4.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>Student Book: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295</p> <p>Teacher’s Edition: 8-13, 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295, 465, 471-472, 503, 504-513, 514-557</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 196, 202, 216, 226, 234, 274-275, 283</p> <p>Teacher’s Edition: 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 196, 202, 216, 226, 234, 274-275, 283, 474, 501</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>Student Book: 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295</p> <p>Teacher’s Edition: 42-49, 50-61, 62-95, 96-129, 130-161, 162-205, 206-241, 258-279, 292-295, 504-513, 514-557</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	<p>Student Book: 312-337, 347-358</p> <p>Teacher’s Edition: 312-337, 347-358, 471-472, 516, 518-520, 522, 523, 527, 528, 532, 534, 537, 540, 542, 546, 547, 549, 551-553, 557</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases 	<p>Student Book: 336-337, 454-455</p> <p>Teacher’s Edition: 336-337, 454-455</p>
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	<p>Student Book: 330, 331, 344</p> <p>Teacher’s Edition: 330, 331, 344</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>Student Book: 398-401</p> <p>Teacher’s Edition: 398-401</p>

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	Student Book: 346, 386, 456-457 Teacher's Edition: 346, 386, 456-457
<ul style="list-style-type: none"> Use commas correctly to punctuate appositives and lists 	Student Book: 386, 388 Teacher's Edition: 386, 388
<ul style="list-style-type: none"> Spell frequently used words correctly 	Student Book: 409-418 Teacher's Edition: 409-418
<ul style="list-style-type: none"> Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	Student Book: 382-385, 339-341, 345 Teacher's Edition: 382-385, 339-341, 345

Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 4	Write Source, Grade 2
<p>By the end of grade four, students will:</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	Student Book: 290-291 Teacher's Edition: 290-291
<ul style="list-style-type: none"> Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail 	<p>The opportunity to address this objective is available on the following pages.</p> Student Book: 98-103, 104-121, 208-217, 286-291 Teacher's Edition: 98-103, 104-121, 208-217, 286-291
<ul style="list-style-type: none"> Present autobiographical or fictional stories that recount events effectively to larger and small audiences 	<p>The opportunity to address this objective is available on the following pages.</p> Student Book: 64-69, 70-87, 208-217, 286-291 Teacher's Edition: 64-69, 70-87, 208-217, 286-291
<ul style="list-style-type: none"> Perform dramatic readings and presentations 	Student Book: 37, 218-227, 280-283, 286-291 Teacher's Edition: 37, 218-227, 280-283, 286-291

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions 	<p>Student Book: 130-161, 297</p> <p>Teacher's Edition: 130-161, 297</p>
<p>C.4.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> Follow basic directions 	<p>Student Book: 302-303</p> <p>Teacher's Edition: 302-303</p>
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	<p>Student Book: 293, 303</p> <p>Teacher's Edition: 293, 303</p>
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	<p>Student Book: 48, 173, 363-365</p> <p>Teacher's Edition: 48, 173, 363-365</p>
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 209-213</p> <p>Teacher's Edition: 209-213</p>
<ul style="list-style-type: none"> Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 	<p>Student Book: 170-181</p> <p>Teacher's Edition: 170-181</p>
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion 	<p>Student Book: 130, 170, 182, 297</p> <p>Teacher's Edition: 130, 170, 182, 297</p>
<ul style="list-style-type: none"> Understand increasingly complex sentence structures 	<p>Student Book: 303, 345-347</p> <p>Teacher's Edition: 303, 345-347</p>
<ul style="list-style-type: none"> Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	<p>Student Book: 303, 371-374</p> <p>Teacher's Edition: 303, 371-374</p>
<p>C.4.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly 	<p>Student Book: 14-17, 303-303</p> <p>Teacher's Edition: 14-17, 303-303, 501</p>

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues 	Student Book: 303 Teacher's Edition: 303
<ul style="list-style-type: none"> Use appropriate strategies to keep a discussion going 	Student Book: 14-17, 302 Teacher's Edition: 14-17, 302
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully 	Student Book: 14-17, 302 Teacher's Edition: 14-17, 302
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas 	Student Book: 16, 303 Teacher's Edition: 16, 303, 501
<ul style="list-style-type: none"> Summarize information conveyed through discussion 	Student Book: 14-17 Teacher's Edition: 14-17

S t a n d a r d D : L a n g u a g e

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 4	Write Source, Grade 2
<p>By the end of grade four, students will:</p> <p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	Student Book: 253-255, 369 Teacher's Edition: 253-255, 369
<ul style="list-style-type: none"> Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words 	Student Book: 371-374 Teacher's Edition: 371-374

Performance Standards, Grade 4	Write Source, Grade 2
<p>D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations 	<p>The opportunity to address this objective is available on the following pages. Student Book: 21, 164-169, 170-181, 182-192, 198-203, 366-377</p> <p>Teacher's Edition: 21, 164-169, 170-181, 182-192, 198-203, 366-367</p>
<ul style="list-style-type: none"> Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments 	<p>The opportunity to address this objective is available on the following pages. Student Book: 21, 164-169, 170-181, 182-192, 198-203, 366-377</p> <p>Teacher's Edition: 21, 164-169, 170-181, 182-192, 198-203, 366-377</p>

Standard E: Media and Technology

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 4	Write Source, Grade 2
<p>By the end of grade four, students will:</p> <p>E.4.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> Operate common computer hardware and software 	<p>The opportunity to address this objective is available on the following pages. Student Book: 39, 279, 280-283</p> <p>Teacher's Edition: 39, 279, 280-283</p>
<ul style="list-style-type: none"> Use basic word-processing, graphics, and drawing programs 	<p>The opportunity to address this objective is available on the following pages. Student Book: 39, 279, 280-283</p> <p>Teacher's Edition: 39, 279, 280-283</p>
<ul style="list-style-type: none"> Create, store, and retrieve electronic files 	<p>The opportunity to address this objective is available on the following pages. Student Book: 39, 279, 280-283</p> <p>Teacher's Edition: 39, 279, 280-283</p>
<ul style="list-style-type: none"> Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	<p>Student Book: 252, 256, 301</p> <p>Teacher's Edition: 252, 256, 301</p>

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Generate, send, and retrieve electronic messages 	<p>Student Book: 60-61</p> <p>Teacher’s Edition: 60-61</p>
<p>E.4.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> Identify the intent or appeal behind products and messages promoted via media 	<p>Student Book: 300</p> <p>Teacher’s Edition: 300</p>
<ul style="list-style-type: none"> Recognize basic propaganda techniques 	<p>Student Book: 300</p> <p>Teacher’s Edition: 300</p>
<ul style="list-style-type: none"> Identify images and symbols central to particular messages 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 300</p> <p>Teacher’s Edition: 300</p>
<p>E.4.3 Create products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Write news articles appropriate for familiar media 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 297</p> <p>Teacher’s Edition: 297</p>
<ul style="list-style-type: none"> Create simple advertising messages and graphics appropriate for familiar media 	<p>Student Book: 126-127, 158-159</p> <p>Teacher’s Edition: 126-127, 158-159</p>
<ul style="list-style-type: none"> Prepare and perform school announcements and program scripts 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 126-127, 158-159</p> <p>Teacher’s Edition: 126-127, 158-159</p>
<p>E.4.4 Demonstrate a working knowledge of media productions and distribution.</p> <ul style="list-style-type: none"> Make distinctions between messages presented on radio, television, and in print 	<p>Student Book: 296-301</p> <p>Teacher’s Edition: 296-301</p>
<ul style="list-style-type: none"> Recognize how messages are adjusted for different audiences 	<p>Student Book: 296-301</p> <p>Teacher’s Edition: 296-301</p>

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Identify sales approaches and techniques aimed at children 	<p>The opportunity to address this objective is available on the following pages. Student Book: 300 Teacher's Edition: 300</p>
<p>E.4.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects 	<p>Student Book: 280-283 Teacher's Edition: 280-283</p>
<ul style="list-style-type: none"> Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work 	<p>The opportunity to address this objective is available on the following pages. Student Book: 14-17, 280-283 Teacher's Edition: 14-17, 280-283</p>

Standard F: Research and Inquiry

Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 4	Write Source, Grade 2
<p>By the end of grade four, students will:</p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information 	<p>Student Book: 26-27, 262-267, 356-365 Teacher's Edition: 26-27, 262-267, 356-365, 504-513, 514, 555</p>
<ul style="list-style-type: none"> Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources 	<p>Student Book: 244-257, 262-267 Teacher's Edition: 244-257, 262-267, 555</p>

Performance Standards, Grade 4	Write Source, Grade 2
<ul style="list-style-type: none"> Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers 	<p>Student Book: 264-279</p> <p>Teacher's Edition: 264-279, 504-513</p>
<ul style="list-style-type: none"> Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids 	<p>Student Book: 258-279, 280-283, 286-291</p> <p>Teacher's Edition: 258-279, 280-283, 286-291</p>



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correlated to
Wisconsin’s Model Academic Standards for
English Language Arts
Grade 4

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Table with 2 columns: Performance Standards, Grade 4 and Write Source, Grade 3. It lists specific reading strategies and their corresponding page numbers in the Student Book and Teacher's Edition.

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	<p>The opportunity to address this objective is available on the following pages. Student Book: 228, 235, 246-247, 252-253, 259, 299 Teacher's Edition: 228, 235, 246-247, 252-253, 259, 299</p>
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Student Book: 299, 302-304 Teacher's Edition: 299, 302-304</p>
<ul style="list-style-type: none"> Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature 	<p>The opportunity to address this objective is available on the following pages. Student Book: 226-231, 232-243, 244-249, 250-255, 421 Teacher's Edition: 226-231, 232-243, 244-249, 250-255, 421</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning 	<p>Student Book: 226-261, 232-243, 269, 278-279, 424 Teacher's Edition: 226-261, 232-243, 269, 278-279, 424</p>
<ul style="list-style-type: none"> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Student Book: 226-231, 232-243 Teacher's Edition: 226-231, 232-243</p>
<ul style="list-style-type: none"> Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different words to each other and to real-life experiences 	<p>Student Book: 232-243, 250-255, 350-351, 422 Teacher's Edition: 232-243, 250-255, 350-351, 422</p>
<ul style="list-style-type: none"> Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience 	<p>Student Book: 226-231, 232-243, 350-351 Teacher's Edition: 226-231, 232-243, 350-351</p>

Performance Standards, Grade 4	Write Source, Grade 3
<p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> • Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life’s experiences 	<p>The opportunity to address this objective is available on the following pages. Student Book: 88-133 Teacher’s Edition: 88-133</p>
<ul style="list-style-type: none"> • Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Student Book: 226-231, 232-243, 244-249, 206-309, 350-351 Teacher’s Edition: 226-231, 232-243, 244-249, 206-309, 350-351</p>
<ul style="list-style-type: none"> • Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>Student Book: 98-99, 125, 234, 269, 279-279, 280-281, 288-291, 295, 432 Teacher’s Edition: 98-99, 125, 234, 269, 279-279, 280-281, 288-291, 295, 432</p>
<ul style="list-style-type: none"> • Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>Student Book: 226-231, 232-243, 244-249, 206-309, 350-351 Teacher’s Edition: 226-231, 232-243, 244-249, 206-309, 350-351</p>
<p>A.4.4 Read to acquire information.</p> <ul style="list-style-type: none"> • Summarize key details of informational texts, connecting new information to prior knowledge 	<p>Student Book: 244-249, 306-309, 351 Teacher’s Edition: 244-249, 306-309, 351</p>
<ul style="list-style-type: none"> • Identify a topic of interest then seek information by investigating available text resources 	<p>Student Book: 294-305, 310-335 Teacher’s Edition: 294-305, 310-335</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 4	Write Source, Grade 3
<p>By the end of grade four, students will:</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences 	<p>Student Book: 134-179, 306-309, 310-335, 336-339</p> <p>Teacher’s Edition: 134-179, 306-309, 310-335, 336-339</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	<p>Student Book: 58-87, 88-133, 224-265, 349-351</p> <p>Teacher’s Edition: 58-87, 88-133, 224-265, 349-351</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	<p>Student Book: 266-291</p> <p>Teacher’s Edition: 266-291</p>
<ul style="list-style-type: none"> Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation 	<p>Student Book: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353</p> <p>Teacher’s Edition: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353</p>
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	<p>The opportunity to address this objective is available throughout the text.</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>Student Book: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353, 430-431</p> <p>Teacher’s Edition: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353, 430-431, 549</p>

Performance Standards, Grade 4	Write Source, Grade 3
<p>B.4.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>Student Book: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353</p> <p>Teacher’s Edition: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353, 545-549</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 53, 64, 78-79, 94, 108-109, 116-120, 127, 140, 154-155, 162-166, 173, 186, 196-197, 206-210, 230, 240, 254, 260, 275, 287, 309, 328-331, 339</p> <p>Teacher’s Edition: 53, 64, 78-79, 94, 108-109, 116-120, 127, 140, 154-155, 162-166, 173, 186, 196-197, 206-210, 230, 240, 254, 260, 275, 287, 309, 328-331, 339, 558, 584</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>Student Book: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353</p> <p>Teacher’s Edition: 44-57, 58-87, 88-133, 134-179, 180-2243, 224-265, 266-291, 306-309, 310-335, 336-339, 348-353, 546, 555-556</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	<p>Student Book: 119, 165, 209, 372-393, 516-542</p> <p>Teacher’s Edition: 119, 165, 209, 372-393, 516-542</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases 	<p>Student Book: 389, 534</p> <p>Teacher’s Edition: 389, 534</p>
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	<p>Student Book: 379, 386, 404</p> <p>Teacher’s Edition: 379, 386, 404</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>Student Book: 211, 373, 400, 470-475</p> <p>Teacher’s Edition: 211, 373, 400, 470-475</p>

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	<p>Student Book: 120, 166, 210, 395-400, 408, 452, 538, 542</p> <p>Teacher's Edition: 120, 166, 210, 395-400, 408, 452, 538, 542</p>
<ul style="list-style-type: none"> Use commas correctly to punctuate appositives and lists 	<p>Student Book: 167, 450-455</p> <p>Teacher's Edition: 167, 450-455</p>
<ul style="list-style-type: none"> Spell frequently used words correctly 	<p>Student Book: 486-493</p> <p>Teacher's Edition: 486-493</p>
<ul style="list-style-type: none"> Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	<p>Student Book: 395-400, 409, 447-449</p> <p>Teacher's Edition: 395-400, 409, 447-449</p>

Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 4	Write Source, Grade 3
<p>By the end of grade four, students will:</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	<p>Student Book: 344, 346, 347</p> <p>Teacher's Edition: 344, 346, 347</p>
<ul style="list-style-type: none"> Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail 	<p>Student Book: 342-347</p> <p>Teacher's Edition: 342-347</p>
<ul style="list-style-type: none"> Present autobiographical or fictional stories that recount events effectively to larger and small audiences 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 96-113, 268-279</p> <p>Teacher's Edition: 96-113, 268-279</p>

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> Perform dramatic readings and presentations 	<p>The opportunity to address this objective is available on the following pages. Student Book: 35, 280-291, 336-339, 342-347 Teacher's Edition: 35, 280-291, 336-339, 342-347</p>
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions 	<p>Student Book: 180-223 Teacher's Edition: 180-223</p>
<p>C.4.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> Follow basic directions 	<p>Student Book: 360-361 Teacher's Edition: 360-361</p>
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	<p>Student Book: 232-243, 306-309, 352-353 Teacher's Edition: 232-243, 306-309, 352-353</p>
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	<p>Student Book: 50, 171-173, 232-243, 423, 424 Teacher's Edition: 50, 171-173, 232-243, 423, 424</p>
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions 	<p>Student Book: 232-243, 268-279 Teacher's Edition: 232-243, 268-279</p>
<ul style="list-style-type: none"> Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 	<p>Student Book: 226-231, 232-243 Teacher's Edition: 226-231, 232-243</p>
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion 	<p>Student Book: 186, 295, 432 Teacher's Edition: 186, 295, 432</p>
<ul style="list-style-type: none"> Understand increasingly complex sentence structures 	<p>The opportunity to address this objective is available on the following pages. Student Book: 120, 210, 393, 405-411 Teacher's Edition: 120, 210, 393, 405-411</p>
<ul style="list-style-type: none"> Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	<p>Student Book: 302, 434-436, 437-441, 494 Teacher's Edition: 302, 434-436, 437-441, 494</p>

Performance Standards, Grade 4	Write Source, Grade 3
<p>C.4.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly 	<p>Student Book: 16-19, 360-361</p> <p>Teacher's Edition: 16-19, 360-361</p>
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues 	<p>Student Book: 361</p> <p>Teacher's Edition: 361</p>
<ul style="list-style-type: none"> Use appropriate strategies to keep a discussion going 	<p>Student Book: 16-19, 361</p> <p>Teacher's Edition: 16-19, 361</p>
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully 	<p>Student Book: 16-19, 361</p> <p>Teacher's Edition: 16-19, 361, 584</p>
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas 	<p>Student Book: 16-19, 361</p> <p>Teacher's Edition: 16-19, 361, 584</p>
<ul style="list-style-type: none"> Summarize information conveyed through discussion 	<p>Student Book: 16-19, 361</p> <p>Teacher's Edition: 16-19, 361</p>

Standard D: Language

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 4	Write Source, Grade 3
<p>By the end of grade four, students will:</p> <p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	<p>Student Book: 300-302, 434, 436</p> <p>Teacher's Edition: 300-302, 434, 436</p>
<ul style="list-style-type: none"> Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words 	<p>Student Book: 437-441</p> <p>Teacher's Edition: 437-441</p>

Performance Standards, Grade 4	Write Source, Grade 3
<p>D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations 	<p>The opportunity to address this objective is available on the following pages. Student Book: 226-231, 232-243, 244-249, 256-261, 430-431 Teacher's Edition: 226-231, 232-243, 244-249, 256-261, 430-431</p>
<ul style="list-style-type: none"> Describe and give examples of variations in American English that appear in different social, cultural, regional, and professional environments 	<p>The opportunity to address this objective is available on the following pages. Student Book: 226-231, 232-243, 244-249, 256-261, 430-431 Teacher's Edition: 226-231, 232-243, 244-249, 256-261, 430-431</p>

Standard E: Media and Technology
Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 4	Write Source, Grade 3
<p>By the end of grade four, students will:</p> <p>E.4.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> Operate common computer hardware and software 	<p>Student Book: 37, 339 Teacher's Edition: 37, 339</p>
<ul style="list-style-type: none"> Use basic word-processing, graphics, and drawing programs 	<p>Student Book: 37, 339 Teacher's Edition: 37, 339</p>
<ul style="list-style-type: none"> Create, store, and retrieve electronic files 	<p>The opportunity to address this objective is available on the following pages. Student Book: 37 Teacher's Edition: 37</p>
<ul style="list-style-type: none"> Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	<p>Student Book: 298, 303, 305 Teacher's Edition: 298, 303, 305</p>

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> • Generate, send, and retrieve electronic messages 	<p>Student Book: 218-219</p> <p>Teacher’s Edition: 218-219</p>
<p>E.4.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> • Identify the intent or appeal behind products and messages promoted via media 	<p>Student Book: 355-358</p> <p>Teacher’s Edition: 355-358</p>
<ul style="list-style-type: none"> • Recognize basic propaganda techniques 	<p>Student Book: 358</p> <p>Teacher’s Edition: 358</p>
<ul style="list-style-type: none"> • Identify images and symbols central to particular messages 	<p>Student Book: 355-358</p> <p>Teacher’s Edition: 355-358</p>
<p>E.4.3 Create products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Write news articles appropriate for familiar media 	<p>Student Book: 171-173</p> <p>Teacher’s Edition: 171-173</p>
<ul style="list-style-type: none"> • Create simple advertising messages and graphics appropriate for familiar media 	<p>Student Book: 215-217</p> <p>Teacher’s Edition: 215-217</p>
<ul style="list-style-type: none"> • Prepare and perform school announcements and program scripts 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 215-217</p> <p>Teacher’s Edition: 215-217</p>
<p>E.4.4 Demonstrate a working knowledge of media productions and distribution.</p> <ul style="list-style-type: none"> • Make distinctions between messages presented on radio, television, and in print 	<p>Student Book: 355-358</p> <p>Teacher’s Edition: 355-358</p>
<ul style="list-style-type: none"> • Recognize how messages are adjusted for different audiences 	<p>Student Book: 208-209, 355-358</p> <p>Teacher’s Edition: 208-209, 355-358</p>

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> Identify sales approaches and techniques aimed at children 	<p>The opportunity to address this objective is available on the following pages. Student Book: 355-358 Teacher's Edition: 355-358</p>
<p>E.4.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects 	<p>Student Book: 171-173, 215-217, 336-339, 340-347 Teacher's Edition: 171-173, 215-217, 336-339, 340-347</p>
<ul style="list-style-type: none"> Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work 	<p>The opportunity to address this objective is available on the following pages. Student Book: 171-173, 215-217, 336-339, 340-347 Teacher's Edition: 171-173, 215-217, 336-339, 340-347, 584</p>

Standard F: Research and Inquiry
Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 4	Write Source, Grade 3
<p>By the end of grade four, students will:</p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information 	<p>Student Book: 310-335, 422-428 Teacher's Edition: 310-335, 422-428</p>
<ul style="list-style-type: none"> Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources 	<p>Student Book: 292-305, 310-335 Teacher's Edition: 292-305, 310-355</p>

Performance Standards, Grade 4	Write Source, Grade 3
<ul style="list-style-type: none"> Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers 	<p>Student Book: 310-335, 422-428</p> <p>Teacher's Edition: 310-335, 422-428, 587-592</p>
<ul style="list-style-type: none"> Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids 	<p>Student Book: 310-335, 336-339, 342-347</p> <p>Teacher's Edition: 310-335, 336-339, 342-347</p>



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correlated to
Wisconsin’s Model Academic Standards for
English Language Arts
Grade 4

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>A.4.1 Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> • Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures 	<p>Student Book: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<ul style="list-style-type: none"> • Infer the meaning of unfamiliar words in the context of a passage by examining known word, phrases and structures 	<p>Student Book: 466-467</p> <p>Teacher’s Edition: 466-467</p>
<ul style="list-style-type: none"> • Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text 	<p>Student Book: 468-469</p> <p>Teacher’s Edition: 468-469</p>
<ul style="list-style-type: none"> • Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty 	<p>Student Book: 60-61, 188-189, 255, 260-262, 270, 27-272, 275, 281, 287-288, 293, 386, 389-392, 466-467</p> <p>Teacher’s Edition: 60-61, 188-189, 255, 260-262, 270, 27-272, 275, 281, 287-288, 293, 386, 389-392, 466-467</p>

Performance Standards, Grade 4	Write Source, Grade 4
<ul style="list-style-type: none"> Discern how written texts and accompanying illustrations connect to convey meaning 	<p>The opportunity to address this objective is available on the following pages. Student Book: 255, 260-262, 270, 271-272, 275, 281, 287-288, 293, 375, 390</p> <p>Teacher’s Edition: 255, 260-262, 270, 271-272, 275, 281, 287-288, 293, 375, 390</p>
<ul style="list-style-type: none"> Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>Student Book: 328, 390</p> <p>Teacher’s Edition: 328, 390</p>
<ul style="list-style-type: none"> Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature 	<p>The opportunity to address this objective is available on the following pages. Student Book: 253-256, 257-272, 273-297, 310, 386, 465</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297, 310, 386, 465</p>
<p>A.4.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Recognize and recall elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect on meaning 	<p>Student Book: 253-256, 257-272, 273-297</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297</p>
<ul style="list-style-type: none"> Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience 	<p>The opportunity to address this objective is available on the following pages. Student Book: 253-256, 257-272, 273-297</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297</p>
<ul style="list-style-type: none"> Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different words to each other and to real-life experiences 	<p>Student Book: 257-272, 273-297</p> <p>Teacher’s Edition: 257-272, 273-297</p>
<ul style="list-style-type: none"> Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience 	<p>Student Book: 253-256, 257-272, 273-297</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297</p>

Performance Standards, Grade 4	Write Source, Grade 4
<p>A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences 	<p>The opportunity to address this objective is available on the following pages. Student Book: 82-137 Teacher's Edition: 82-137</p>
<ul style="list-style-type: none"> Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources 	<p>Student Book: 60-61, 188-189, 257-272, 273-297, 333-336, 386, 389-392 Teacher's Edition: 60-61, 188-189, 257-272, 273-297, 333-336, 386, 389-392</p>
<ul style="list-style-type: none"> Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose 	<p>Student Book: 300, 306, 309-310, 328, 461 Teacher's Edition: 300, 306, 309-310, 328, 461</p>
<ul style="list-style-type: none"> Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience 	<p>Student Book: 253-256, 257-272, 273-297, 333-336, 386 Teacher's Edition: 253-256, 257-272, 273-297, 333-336, 386</p>
<p>A.4.4 Read to acquire information.</p> <ul style="list-style-type: none"> Summarize key details of informational texts, connecting new information to prior knowledge 	<p>Student Book: 60-61, 188-189, 286-289, 333-336, 383-384, 385, 386, 389-392 Teacher's Edition: 60-61, 188-189, 286-289, 333-336, 383-384, 385, 386, 389-392, 649</p>
<ul style="list-style-type: none"> Identify a topic of interest then seek information by investigating available text resources 	<p>Student Book: 77, 79, 149, 337-362 Teacher's Edition: 77, 79, 149, 337-362</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>B.4.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences 	<p>Student Book: 60-61, 138-193, 333-336, 337-362, 363-367</p> <p>Teacher's Edition: 60-61, 138-193, 333-336, 337-362, 363-367</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employing descriptive detail and a personal voice 	<p>Student Book: 62-81, 82-137, 252-297, 380-381</p> <p>Teacher's Edition: 62-81, 82-137, 252-297, 380-381</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre 	<p>Student Book: 298-319</p> <p>Teacher's Edition: 298-319</p>
<ul style="list-style-type: none"> Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation 	<p>Student Book: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386</p> <p>Teacher's Edition: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386</p>
<ul style="list-style-type: none"> Use a variety of writing technologies, including pen and paper as well as computers 	<p>The opportunity to address this objective is available throughout the text.</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>Student Book: 27, 51-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 462-463</p> <p>Teacher's Edition: 27, 51-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 462-463, 607-611</p>

Performance Standards, Grade 4	Write Source, Grade 4
<p>B.4.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>Student Book: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367</p> <p>Teacher’s Edition: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 607-611</p>
<ul style="list-style-type: none"> Explain the extent and reasons for revision in conference with a teacher 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 7, 39-42, 74, 86, 103-114, 129, 142, 159-170, 185, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 365</p> <p>Teacher’s Edition: 7, 39-42, 74, 86, 103-114, 129, 142, 159-170, 185, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 365, 620</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>Student Book: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367</p> <p>Teacher’s Edition: 51-59, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 608, 617-618</p>
<p>B.4.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <ul style="list-style-type: none"> Understand and use parts of speech effectively, including nouns, pronouns, and adjectives 	<p>Student Book: 28, 166, 330, 407-430, 570-605</p> <p>Teacher’s Edition: 330, 407-430, 570-605</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases 	<p>Student Book: 426-427, 594-597</p> <p>Teacher’s Edition: 426-427, 594-597</p>
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case 	<p>Student Book: 172, 173, 414, 419, 421, 438-439</p> <p>Teacher’s Edition: 172, 173, 414, 419, 421, 438-439</p>
<ul style="list-style-type: none"> Capitalize proper nouns, titles, and initial words of sentences 	<p>Student Book: 508-515</p> <p>Teacher’s Edition: 508-515</p>

Performance Standards, Grade 4	Write Source, Grade 4
<ul style="list-style-type: none"> Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses 	Student Book: 168, 429-430, 443, 482, 600 Teacher's Edition: 168, 429-430, 443, 482, 600
<ul style="list-style-type: none"> Use commas correctly to punctuate appositives and lists 	Student Book: 488 Teacher's Edition: 488
<ul style="list-style-type: none"> Spell frequently used words correctly 	Student Book: 528-535 Teacher's Edition: 528-535
<ul style="list-style-type: none"> Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands 	Student Book: 441, 479-480 Teacher's Edition: 441, 479-480

Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation 	Student Book: 377-378 Teacher's Edition: 377-378
<ul style="list-style-type: none"> Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail 	Student Book: 363-367, 373-378 Teacher's Edition: 363-367, 373-378
<ul style="list-style-type: none"> Present autobiographical or fictional stories that recount events effectively to larger and small audiences 	<p>The opportunity to address this objective is available on the following pages.</p> Student Book: 83-86, 87-124, 299-310 Teacher's Edition: 83-86, 87-124, 299-310
<ul style="list-style-type: none"> Perform dramatic readings and presentations 	Student Book: 363-367 Teacher's Edition: 363-367

Performance Standards, Grade 4	Write Source, Grade 4
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions 	<p>Student Book: 55, 194-251</p> <p>Teacher's Edition: 55, 194-251</p>
<p>C.4.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> Follow basic directions 	<p>Student Book: 370</p> <p>Teacher's Edition: 370</p>
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 252-272, 286-289, 333-336, 370, 388-389</p> <p>Teacher's Edition: 252-272, 286-289, 333-336, 370, 388-389</p>
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 94, 257-272, 333-336</p> <p>Teacher's Edition: 94, 257-272, 333-336</p>
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 299-310, 370</p> <p>Teacher's Edition: 299-310, 370</p>
<ul style="list-style-type: none"> Recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 299-310, 370, 386, 388-390</p> <p>Teacher's Edition: 299-310, 370, 386, 388-390</p>
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion 	<p>Student Book: 55, 197, 306</p> <p>Teacher's Edition: 55, 197, 306</p>
<ul style="list-style-type: none"> Understand increasingly complex sentence structures 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 29, 113, 168-169, 425, 427, 441-449, 560-567</p> <p>Teacher's Edition: 29, 113, 168-169, 425, 427, 441-449, 560-567</p>

Performance Standards, Grade 4	Write Source, Grade 4
<ul style="list-style-type: none"> Understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	<p>Student Book: 222, 330, 467, 468-469</p> <p>Teacher's Edition: 222, 330, 467, 468-469</p>
<p>C.4.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> Volunteer relevant information, ask relevant questions, and answer questions directly 	<p>Student Book: 39-42, 369-372</p> <p>Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues 	<p>Student Book: 39-42, 369-372</p> <p>Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Use appropriate strategies to keep a discussion going 	<p>Student Book: 371-372</p> <p>Teacher's Edition: 371-372</p>
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully 	<p>Student Book: 39-42, 369-372</p> <p>Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas 	<p>Student Book: 39-42, 369-372</p> <p>Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Summarize information conveyed through discussion 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 39-42, 369-372</p> <p>Teacher's Edition: 39-42, 369-372</p>

Standard D: Language

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>D.4.1 Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</p> <ul style="list-style-type: none"> • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly 	<p>Student Book: 330-331, 466, 532</p> <p>Teacher's Edition: 330-331, 466, 532</p>
<ul style="list-style-type: none"> • Use their knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words 	<p>Student Book: 468-469</p> <p>Teacher's Edition: 468-469</p>
<ul style="list-style-type: none"> • Identify common figures of speech and use them appropriately 	<p>Student Book: 318</p> <p>Teacher's Edition: 318</p>
<p>D.4.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> • Identify various styles and purposes of oral and written language and learn to communicate effectively in commonly occurring situations 	<p>Student Book: 23, 27, 51, 318-319, 462-464, 465</p> <p>Teacher's Edition: 23, 27, 51, 318-319, 462-464, 465</p>

Standard E: Media and Technology

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>E.4.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> • Operate common computer hardware and software 	<p>Student Book: 44-46, 363-367</p> <p>Teacher's Edition: 44-46, 363-367</p>

Performance Standards, Grade 4	Write Source, Grade 4
<ul style="list-style-type: none"> Use basic word-processing, graphics, and drawing programs 	<p>Student Book: 44-46, 363-367</p> <p>Teacher's Edition: 44-46, 363-367</p>
<ul style="list-style-type: none"> Create, store, and retrieve electronic files 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 44-46</p> <p>Teacher's Edition: 44-46</p>
<ul style="list-style-type: none"> Access information using electronic reference resources, such as library catalog, encyclopedias, almanacs, and indexes 	<p>Student Book: 323, 325, 333-337, 398</p> <p>Teacher's Edition: 323, 325, 333-337, 398</p>
<ul style="list-style-type: none"> Generate, send, and retrieve electronic messages 	<p>Student Book: 132-133</p> <p>Teacher's Edition: 132-133</p>
<p>E.4.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> Identify the intent or appeal behind products and messages promoted via media 	<p>Student Book: 220, 221, 396-397</p> <p>Teacher's Edition: 220, 221, 396-397</p>
<ul style="list-style-type: none"> Recognize basic propaganda techniques 	<p>Student Book: 397</p> <p>Teacher's Edition: 397</p>
<ul style="list-style-type: none"> Identify images and symbols central to particular messages 	<p>Student Book: 397</p> <p>Teacher's Edition: 397</p>
<p>E.4.4 Demonstrate a working knowledge of media productions and distribution.</p> <ul style="list-style-type: none"> Make distinctions between messages presented on radio, television, and in print 	<p>Student Book: 393-398</p> <p>Teacher's Edition: 393-398</p>
<ul style="list-style-type: none"> Recognize how messages are adjusted for different audiences 	<p>Student Book: 396</p> <p>Teacher's Edition: 396</p>
<ul style="list-style-type: none"> Identify sales approaches and techniques aimed at children 	<p>Student Book: 397</p> <p>Teacher's Edition: 397</p>

Performance Standards, Grade 4	Write Source, Grade 4
<p>E.4.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> • Generate and edit media work as appropriate to audience and purpose, sequencing the presentation effectively and adding or deleting information as necessary to achieve desired effects 	<p>Student Book: 333-337</p> <p>Teacher’s Edition: 333-337</p>
<ul style="list-style-type: none"> • Provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work 	<p>Student Book: 39-42, 365, 367</p> <p>Teacher’s Edition: 39-42, 365, 367</p>

Standard F: Research and Inquiry
Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 4	Write Source, Grade 4
<p>By the end of grade four, students will:</p> <p>F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> • Propose research by formulating initial questions, narrowing the focus of a topic, identifying prior knowledge, and developing a basic plan for gathering information 	<p>Student Book: 337-362</p> <p>Teacher’s Edition: 337-362</p>
<ul style="list-style-type: none"> • Conduct research by identifying, locating, exploring, and effectively using multiple sources of information appropriate to the inquiry, including print, nonprint, and electronic sources 	<p>Student Book: 77, 79, 127, 149, 321-332, 337-362</p> <p>Teacher’s Edition: 77, 79, 127, 149, 321-332, 337-362</p>
<ul style="list-style-type: none"> • Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers 	<p>Student Book: 321-332, 337-362</p> <p>Teacher’s Edition: 321-332, 337-362, 645-651</p>
<ul style="list-style-type: none"> • Present the results of inquiry, reporting and commenting on the substance and process of learning, orally and in writing, using appropriate visual aids 	<p>Student Book: 321-332, 337-362</p> <p>Teacher’s Edition: 321-332, 337-362</p>



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correlated to
Wisconsin’s Model Academic Standards for
English Language Arts
Grade 8

Standard A: Reading/Literature

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>A.8.1 Use effective reading strategies to achieve their purposes in reading.</p> <ul style="list-style-type: none"> • Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text 	<p>Student Book: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<ul style="list-style-type: none"> • Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension 	<p>Student Book: 328, 390</p> <p>Teacher’s Edition: 328, 390</p>
<ul style="list-style-type: none"> • Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading 	<p>Student Book: 11, 127, 149, 183, 187, 205, 261, 281, 293, 333-336, 382-386, 390-392, 404</p> <p>Teacher’s Edition: 11, 127, 149, 183, 187, 205, 261, 281, 293, 333-336, 382-386, 390-392, 404</p>
<ul style="list-style-type: none"> • Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes 	<p>Student Book: 60-61, 126-129, 149, 183, 255, 261, 286-289, 292-295, 333-336, 344-345, 390-392</p> <p>Teacher’s Edition: 60-61, 126-129, 149, 183, 255, 261, 286-289, 292-295, 333-336, 344-345, 390-392</p>

Performance Standards, Grade 8	Write Source, Grade 5
<p>A.8.2 Read, interpret, and critically analyze literature.</p> <ul style="list-style-type: none"> Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view 	<p>Student Book: 303, 306, 308, 309-310</p> <p>Teacher’s Edition: 303, 306, 308, 309-310</p>
<ul style="list-style-type: none"> Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature 	<p>Student Book: 257-272</p> <p>Teacher’s Edition: 257-272</p>
<ul style="list-style-type: none"> Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 257-272, 306, 308, 309-310, 461</p> <p>Teacher’s Edition: 257-272, 306, 308, 309-310, 461</p>
<ul style="list-style-type: none"> Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 257-272, 306, 308, 309-310, 461</p> <p>Teacher’s Edition: 257-272, 306, 308, 309-310, 461</p>
<p>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</p> <ul style="list-style-type: none"> Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 257-272, 286-289, 333-336</p> <p>Teacher’s Edition: 257-272, 286-289, 333-336</p>
<ul style="list-style-type: none"> Identify common historical, social, and cultural themes and issues in literary works and selected passages 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 257-272</p> <p>Teacher’s Edition: 257-272</p>
<ul style="list-style-type: none"> Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 257-272</p> <p>Teacher’s Edition: 257-272, 649</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Evaluate the themes and main ideas of a work considering its audience and purpose 	<p>The opportunity to address this objective is available on the following pages. Student Book: 60-61, 257-272, 309-310, 333-336, 465 Teacher's Edition: 60-61, 257-272, 309-310, 333-336, 465</p>
<p>A.8.4 Read to acquire information.</p> <ul style="list-style-type: none"> Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals 	<p>The opportunity to address this objective is available on the following pages. Student Book: 186-187, 321-332, 474-475 Teacher's Edition: 186-187, 321-332, 474-475</p>
<ul style="list-style-type: none"> Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources 	<p>Student Book: 322 Teacher's Edition: 322</p>
<ul style="list-style-type: none"> Identify and explain information, main ideas, and organization found in a variety of informational passages 	<p>Student Book: 60-61, 126-129, 149, 183, 286-289, 333-336, 344-345, 390-392 Teacher's Edition: 60-61, 126-129, 149, 183, 286-289, 333-336, 344-345, 390-392, 645-651</p>
<ul style="list-style-type: none"> Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them 	<p>The opportunity to address this objective is available on the following pages. Student Book: 322 Teacher's Edition: 322</p>

Standard B: Writing

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas 	<p>Student Book: 138-193 Teacher's Edition: 138-193</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence 	<p>Student Book: 194-251</p> <p>Teacher’s Edition: 194-251</p>
<ul style="list-style-type: none"> Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme 	<p>Student Book: 82-137</p> <p>Teacher’s Edition: 82-137</p>
<ul style="list-style-type: none"> Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience 	<p>Student Book: 252-297</p> <p>Teacher’s Edition: 252-297</p>
<ul style="list-style-type: none"> Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail 	<p>Student Book: 299-310</p> <p>Teacher’s Edition: 299-310</p>
<ul style="list-style-type: none"> Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation 	<p>Student Book: 9-20, 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 387-392, 399-405</p> <p>Teacher’s Edition: 9-20, 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 387-392, 399-405</p>
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers 	<p>The opportunity to address this objective is available throughout the text.</p>
<ul style="list-style-type: none"> Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation 	<p>Student Book: 9-20, 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 387-392, 399-405</p> <p>Teacher’s Edition: 9-20, 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 379-386, 387-392, 399-405, 607-611</p>

Performance Standards, Grade 8	Write Source, Grade 5
<p>B.8.2 Plan, revise, edit, and publish clear and effective writing.</p> <ul style="list-style-type: none"> Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience 	<p>Student Book: 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367</p> <p>Teacher’s Edition: 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367</p>
<ul style="list-style-type: none"> Identify questions and strategies for improving drafts in writing conferences with a teacher 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 7, 14-15, 39-42, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 365</p> <p>Teacher’s Edition: 7, 14-15, 39-42, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 205, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 365, 620</p>
<ul style="list-style-type: none"> Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice 	<p>Student Book: 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367</p> <p>Teacher’s Edition: 50-61, 62-81, 82-137, 138-193, 194-251, 252-297, 298-319, 333-336, 337-362, 363-367, 617-618</p>
<p>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</p> <ul style="list-style-type: none"> Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives 	<p>Student Book: 111, 330, 408-430, 570-605</p> <p>Teacher’s Edition: 111, 330, 408-430, 570-605</p>
<ul style="list-style-type: none"> Use correct tenses to indicate the relative order of events 	<p>Student Book: 418-419, 584, 588</p> <p>Teacher’s Edition: 418-419, 584, 588</p>
<ul style="list-style-type: none"> Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun 	<p>Student Book: 173, 413, 414, 420-421, 438</p> <p>Teacher’s Edition: 173, 413, 414, 420-421, 438</p>
<ul style="list-style-type: none"> Punctuate compound, complex, and compound-complex sentences correctly 	<p>Student Book: 443-444, 479-484, 504</p> <p>Teacher’s Edition: 443-444, 479-484, 504</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Employ the conventions of capitalization 	Student Book: 508-515 Teacher's Edition: 508-515
<ul style="list-style-type: none"> Spell frequently used words correctly and use effective strategies for spelling unfamiliar words 	Student Book: 528-535 Teacher's Edition: 528-535

Standard C: Oral Language

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <ul style="list-style-type: none"> Share brief impromptu remarks about topics of interest to oneself and others 	Student Book: 372 Teacher's Edition: 372
<ul style="list-style-type: none"> Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion 	Student Book: 373-378 Teacher's Edition: 373-378
<ul style="list-style-type: none"> Perform expressive oral readings of prose, poetry, and drama 	<p>The opportunity to address this objective is available on the following pages.</p> Student Book: 298-319 Teacher's Edition: 298-319
<ul style="list-style-type: none"> Prepare and conduct interviews 	Student Book: 24, 322 Teacher's Edition: 24, 322
<ul style="list-style-type: none"> Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience 	<p>The opportunity to address this objective is available on the following pages.</p> Student Book: 337-362, 363-367, 373-378 Teacher's Edition: 337-362, 363-367, 373-378

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose 	<p>The opportunity to address this objective is available on the following pages. Student Book: 373-378 Teacher's Edition: 373-378</p>
<ul style="list-style-type: none"> Observe the appropriate etiquette when expressing thanks and receiving praise 	<p>The opportunity to address this objective is available on the following pages. Student Book: 373-378 Teacher's Edition: 373-378</p>
<p>C.8.2 Listen to and comprehend oral communications.</p> <ul style="list-style-type: none"> Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole 	<p>The opportunity to address this objective is available on the following pages. Student Book: 333-336, 373-378, 388-389 Teacher's Edition: 333-336, 373-378, 388-389</p>
<ul style="list-style-type: none"> Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate 	<p>Student Book: 370 Teacher's Edition: 370</p>
<ul style="list-style-type: none"> Recall significant details and sequence accurately 	<p>Student Book: 370, 388-389 Teacher's Edition: 370, 388-389</p>
<ul style="list-style-type: none"> Follow a speaker's argument and represent it in notes 	<p>Student Book: 370, 388-389 Teacher's Edition: 370, 388-389</p>
<ul style="list-style-type: none"> Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language 	<p>The opportunity to address this objective is available on the following pages. Student Book: 377, 396 Teacher's Edition: 377, 396</p>
<p>C.8.3 Participate effectively in discussion.</p> <ul style="list-style-type: none"> Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others 	<p>Student Book: 369-372 Teacher's Edition: 369-372</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Explain and advance opinions by citing evidence and referring to sources 	<p>The opportunity to address this objective is available on the following pages. Student Book: 194-251, 369-372 Teacher's Edition: 194-251, 369-372</p>
<ul style="list-style-type: none"> Evaluate the stated ideas and opinions of others, seeking clarification through questions 	<p>Student Book: 39-42, 369-372 Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments 	<p>Student Book: 39-42, 369-372 Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Accept and use helpful criticism 	<p>Student Book: 39-42, 369-372 Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Establish and maintain an open mind when listening to others' ideas and opinions 	<p>Student Book: 39-42, 369-372 Teacher's Edition: 39-42, 369-372</p>
<ul style="list-style-type: none"> Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions 	<p>Student Book: 370, 388-389 Teacher's Edition: 370, 388-389, 645</p>
<ul style="list-style-type: none"> Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion 	<p>Student Book: 371-372 Teacher's Edition: 371-372</p>
<ul style="list-style-type: none"> Attend to the content of discussion rather than the speaker 	<p>Student Book: 369-372 Teacher's Edition: 369-372</p>
<ul style="list-style-type: none"> Participate in discussion without dominating 	<p>Student Book: 371-372 Teacher's Edition: 371-372</p>
<ul style="list-style-type: none"> Distinguish between supported and unsupported statements 	<p>The opportunity to address this objective is available on the following pages. Student Book: 194-251, 396 Teacher's Edition: 194-251, 396</p>

Standard D: Language

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</p> <ul style="list-style-type: none"> Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations 	<p>Student Book: 330-332, 466</p> <p>Teacher's Edition: 330-332, 466</p>
<ul style="list-style-type: none"> Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects 	<p>Student Book: 10, 22, 28, 71, 110-111, 144, 166-167, 200, 222-223, 267, 305, 313-315, 318-319, 367, 410-411, 422, 425</p> <p>Teacher's Edition: 10, 22, 28, 71, 110-111, 144, 166-167, 200, 222-223, 267, 305, 313-315, 318-319, 367, 410-411, 422, 425</p>
<ul style="list-style-type: none"> Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade 	<p>Student Book: 10, 22, 28, 71, 110-111, 144, 166-167, 200, 222-223, 267, 305, 313-315, 367, 410-411, 422, 425</p> <p>Teacher's Edition: 10, 22, 28, 71, 110-111, 144, 166-167, 200, 222-223, 267, 305, 313-315, 367, 410-411, 422, 425</p>
<p>D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p> <ul style="list-style-type: none"> Describe how American English is used in various public and private contexts, such as school, home, and work 	<p>Student Book: 164-165, 220-221</p> <p>Teacher's Edition: 164-165, 220-221, 300</p>
<ul style="list-style-type: none"> Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication 	<p>Student Book: 22, 27, 72, 96, 108-109, 144, 164-165, 200, 220-221, 267, 305, 358, 367, 462-463</p> <p>Teacher's Edition: 22, 27, 72, 96, 108-109, 144, 164-165, 200, 220-221, 267, 305, 358, 367, 462-463</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 22, 27, 72, 96, 108-109, 144, 164-165, 200, 220-221, 267, 305, 358, 367, 462-463</p> <p>Teacher's Edition: 22, 27, 72, 96, 108-109, 144, 164-165, 200, 220-221, 267, 305, 358, 367, 462-463</p>

Standard E: Media and Technology

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</p> <ul style="list-style-type: none"> Demonstrate efficient word-processing skills 	<p>Student Book: 44-46</p> <p>Teacher's Edition: 44-46</p>
<ul style="list-style-type: none"> Perform basic computer operations on various platforms 	<p>Student Book: 44-46, 363-367</p> <p>Teacher's Edition: 44-46, 363-367</p>
<ul style="list-style-type: none"> Collect information from various on-line sources, such as web pages, news groups, and list servers 	<p>Student Book: 77, 149, 183, 187, 240, 243, 245, 323, 325</p> <p>Teacher's Edition: 77, 149, 183, 187, 240, 243, 245, 323, 325</p>
<p>E.8.2 Make informed judgments about media and products.</p> <ul style="list-style-type: none"> Recognize common structural features found in print and broadcast advertising 	<p>Student Book: 397</p> <p>Teacher's Edition: 397</p>
<ul style="list-style-type: none"> Identify and explain the use of stereotypes and biases evident in various media 	<p>Student Book: 396-397</p> <p>Teacher's Edition: 396-397</p>
<ul style="list-style-type: none"> Develop criteria for selecting or avoiding specific broadcast programs and periodicals 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 393-398</p> <p>Teacher's Edition: 393-398</p>

Performance Standards, Grade 8	Write Source, Grade 5
<p>E.8.3 Create media products appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Write informational articles that target audiences of a variety of publications 	<p>The opportunity to address this objective is available on the following pages. Student Book: 138-193, 199-236, 363-367 Teacher's Edition: 138-193, 199-236, 363-367</p>
<ul style="list-style-type: none"> Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences 	<p>Student Book: 47, 242-243 Teacher's Edition: 47, 242-243</p>
<p>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</p> <ul style="list-style-type: none"> Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect 	<p>The opportunity to address this objective is available on the following pages. Student Book: 238-241, 242-243, 363-367 Teacher's Edition: 238-241, 242-243, 363-367</p>
<ul style="list-style-type: none"> Develop criteria for comprehensive feedback on the quality of media work and use it during production 	<p>The opportunity to address this objective is available on the following pages. Student Book: 363-367, 397 Teacher's Edition: 363-367, 393</p>

Standard F: Research and Inquiry
Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

Performance Standards, Grade 8	Write Source, Grade 5
<p>By the end of grade eight, students will:</p> <p>F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</p> <ul style="list-style-type: none"> Formulate research questions and focus investigation on relevant and accessible sources of information 	<p>Student Book: 77, 149, 183, 187, 240, 243, 245, 337-362 Teacher's Edition: 77, 149, 183, 187, 240, 243, 245, 337-362</p>
<ul style="list-style-type: none"> Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines 	<p>Student Book: 77, 149, 183, 187, 240, 243, 245, 321-332, 337-362 Teacher's Edition: 77, 149, 183, 187, 240, 243, 245, 321-332, 337-362</p>

Performance Standards, Grade 8	Write Source, Grade 5
<ul style="list-style-type: none"> Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation 	<p>Student Book: 78-79, 322</p> <p>Teacher’s Edition: 78-79, 322</p>
<ul style="list-style-type: none"> Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources 	<p>Student Book: 149-152, 183-184, 240, 335, 337-362, 455-459</p> <p>Teacher’s Edition: : 149-152, 183-184, 240, 335, 337-362, 455-459, 645-651</p>
<ul style="list-style-type: none"> Review and evaluate the usefulness of information gathered in an investigation 	<p>The opportunity to address this objective is available on the following pages.</p> <p>Student Book: 77, 149, 183, 187, 240, 243, 245, 337-362</p> <p>Teacher’s Edition: 77, 149, 183, 187, 240, 243, 245, 337-362</p>
<ul style="list-style-type: none"> Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources 	<p>Student Book: 76-77, 143-180, 182-185, 238-241, 337-362, 363, 367</p> <p>Teacher’s Edition: 76-77, 143-180, 182-185, 238-241, 337-362, 363, 367</p>



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