

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Reading Standards for Literature - Key Ideas and Details – Students will:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any): Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

Reading Standards for Literature - Key Ideas and Details – Students will:

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any): Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

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Reading Standards for Literature – Key Ideas and Details – Students will:

<p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). [RL.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Craft and Structure – Students will:

<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). [RL.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature – Craft and Structure – Students will:

<p>5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Craft and Structure – Students will:

<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:

<p>9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Key Ideas and Details – Students will:

<p>12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text – Craft and Structure – Students will:

<p>13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. [RI.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Craft and Structure – Students will:

<p>14. Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text – Craft and Structure – Students will:

<p>15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards for Informational Texts – Range of Reading and Level of Text Complexity – Students will:

<p>19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Fluency – Students will:

<p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Fluency – Students will:

<p>a. Read on-level text with purpose and understanding. [RF.4.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Fluency – Students will:

<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Reading Standards: Foundational Skills – Fluency – Students will:

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards: Text Types and Purposes – Students will:

<p>22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards: Text Types and Purposes – Students will:

<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. [W.4.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards: Text Types and Purposes – Students will:

<p>b. Provide reasons that are supported by facts and details. [W.4.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards: Text Types and Purposes – Students will:

<p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). [W.4.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards: Text Types and Purposes – Students will:

<p>d. Provide a concluding statement or section related to the opinion presented. [W.4.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). [W.4.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>e. Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

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Writing Standards – Text Types and Purposes – Students will:

<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will:

<p>e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Writing Standards – Production and Distribution of Writing – Students will:

<p>25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Production and Distribution of Writing – Students will:

<p>26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.) [W.4.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Writing Standards – Production and Distribution of Writing – Students will:

<p>27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>a. Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). [W.4.9a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>b. Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). [W.4.9b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Writing Standards – Range of Writing – Students will:

<p>31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.4.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly. [SL.4.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>34. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>35. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>36. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>37. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.) [SL.4.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). [L.4.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. [L.4.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. [L.4.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). [L.4.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>e. Form and use prepositional phrases. [L.4.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1g]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.4.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>a. Use correct capitalization. [L.4.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>b. Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>c. Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>d. Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Knowledge of Language – Students will:

<p>40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Knowledge of Language – Students will:

<p>a. Choose words and phrases to convey ideas precisely.* [L.4.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Knowledge of Language – Students will:

<p>b. Choose punctuation for effect.* [L.4.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Knowledge of Language – Students will:

<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [L.4.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [L.4.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. [L.4.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 4 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>