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Level Four
correlated to
Milwaukee English Language Arts
Grade Four

Milwaukee English Language Arts	Houghton Mifflin English © 2001
B. WRITING	
By the end of Grade 4, students will:	
B.4.1. Create or produce writing to communicate with different audiences for a variety of purposes.	
<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. 	Writing an Expository Composition, SB: 39, 65, 79, 81, 97, 99, 101, 107, 111, 143, 175, 217, 219, 241, 243, 328–337, 339–357, 359–364, 369–393, 394–395, 396–397, TE: 328–337, 343–346, 349, 350, 351, 352–354, 355–356, 359–364, 371–376, 377–383, 384–388, 389–393, 394–395, 396–397; WP: 141–145, 146–150; RW: 92–96, 97–101
<ul style="list-style-type: none"> Write a coherent and complete 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. 	Writing a Persuasive Composition, SB: 37, 171, 181, 447–468; TE: 450–454, 455–459, 460–461, 462–464, 465–467, 469–470; WP: 158–164; RW: 109–115
<ul style="list-style-type: none"> Write a coherent and complete narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme. 	Writing a Narrative Composition, SB: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; TE: 43, 75, 109, 113, 177, 183, 209, 215, 235, 245, 266–273, 274–294, 295–296, 297–318, 319–323; WP: 127–132, 133–139; RW: 78–83, 84–90
<ul style="list-style-type: none"> Write a coherent and complete imaginative (creative) fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and vivid detail. 	Creative Writing, SB: 33, 41, 73, 77, 105, 115, 117, 145, 147, 149, 173, 185, 207, 213, 249, 407–411, 413–428, 435–436, 437–441, H37; TE: 407–411, 417–421, 422–424, 425–427, 428–430, 431–433, 435–436, 437–441; WP: 152–157; RW: 103–108 Writing Process and Stories, SB: 282–292, 305–316; WP: 127–132, 133–139; RW: 78–83, 84–90
<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. 	Writing a Summary, SB: 187, H29–H30; TE: H29, H30 Writing Messages, SB: 99, 173; WP: 4 Writing Informational Essays, SB: 394–395 Writing Directions/Instructions, SB: 97, 217, 243, 342–346, 347–349, 350–351, 352–354, 355–356;

(continued)

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<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 (continued). 	<p>Writing Directions/Instructions, (continued) TE: 342–346, 347–349, 350–351, 352–354, 355–356; WP: 20, 47, 57, 112, 122, 141–145; RW: 92–96</p> <p>Writing a Report, SB: 107, 143, 219, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393, 435–436; TE: 368, 371–376, 377–380, 381–383, 384–385, 386–390, 391, 392, 393; WP: 16, 32, 37, 77, 99, 105, 146–150; RW: 97–101</p>
<ul style="list-style-type: none"> Write well-organized multiple paragraphed essays with identifiable introductions and conclusions. 	<p>Writing an Essay, SB: 359–364, 413–414, 417–421, 422–424, 425–427, 428–430, 431–433, 450–454, 455–459, 460–464, 465–467; TE: 359–364, 413–414, 417–421, 422–424, 425–427, 428–430, 431–433, 450–454, 455–459, 460–464, 465–467; WP: 152–157, 158–164; RW: 103–108, 109–115</p>
<ul style="list-style-type: none"> Write expressive pieces in response to reading, viewing, and life experiences (narratives, reflections, and letters) employ descriptive detail and a personal voice. 	<p>Writing an Expressive Composition, SB: 33, 41, 73, 77, 105, 115, 117, 145, 147, 149, 173, 185, 207, 213, 249, 407–411, 413–428, 435–436, 437–441, H37; TE: 407–411, 417–421, 422–425, 426–427, 428–430, 431, 432; WP: 152–157; RW: 103–108</p> <p>Writing a Friendly Letter, SB: 295–296</p> <p>Writing a Thank-You Note, SB: 105, 213, 296</p> <p>Writing a Personal Narrative, SB: 75, 113, 177, 209, 273, 275–294; TE: 274, 277, 278, 281, 282, 283, 284, 288; WP: 127–132; RW: 78–83</p>
<ul style="list-style-type: none"> Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre. 	<p>Writing a Poem, SB: 11, 41, 149, 249, 437–441</p> <p>Writing a Story, SB: 75, 113, 177, 209, 305–316, 317; WP: 133–139; RW: 84–90</p> <p>Writing a Play, SB: 249, 319–323</p>
<ul style="list-style-type: none"> Write in a variety of situations both timed and untimed, at school and at home, and adapt strategies such as revision and the use of reference materials to the situation. 	<p>Taking Tests, SB: 53–54, 84–85, 122–124, 152–155, 191–192, 224–225, 294, 318, 358, 433, H31–H34</p> <p>Everyday Activities that Involve Writing, SB: 7–8; TE: 7–8</p>
<ul style="list-style-type: none"> Use a variety of writing technologies including pen and paper as well as computers. 	<p>Using Writing Technologies, SB: 13, 26, 287, 291, 313, 355, 360, 361, 379, 391, 426, 429, 465, H35–H47; TE: 282, 283, 292, 305, 316, 322, 3348, 362, 392, 397, 422, 432, 436, 441, 456, 465, 466, 470</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>Audience for Writing, SB: 13, 282, 286, 292, 305, 309, 311, 312, 315, 322, 347, 350, 351, 354, 356, 362, 363, 377, 391, 397, 400, 422, 425, 436, 455, 456, 458, 460, 462, H5–H6, H50–H54; WP: 129, 137, 142, 143, 145, 154, 159, 161, 163; RW: 80, 88, 93, 94, 96, 105, 110, 112, 114</p>

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<ul style="list-style-type: none"> Construct multi-paragraphed essays by writing from prompts utilizing a variety of prewriting strategies 	<p>Prewriting Activities, SB: 12–17, 282–284, 294, 305–307, 347–349, 377–383, 397, 422–424, 440, 455–459; WP: 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; RW: 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p> <p>Writing an Essay, SB: 359–364, 413–414, 417–421, 422–424, 425–427, 428–430, 431–433, 450–454, 455–459, 460–464, 465–467; TE: 359–364, 413–414, 417–421, 422–424, 425–427, 428–430, 431–433, 450–454, 455–459, 460–464, 465–467; WP: 152–157, 158–164; RW: 103–108, 109–115</p>
<ul style="list-style-type: none"> Use common figurative language to enhance writing. 	<p>Figurative Language in Writing, SB: 290, H11; TE: 290, H11</p>
<p>B.4.2. 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>Grammar Conventions, SB: 32–33, 36–37, 38–39, 64–65, 66–67, 70–71, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 119, 120–121, 122–124, 125–134, 136–137, 138–139, 140, 141, 142–143, 144–145, 146–147, 150–151, 152–153, 154, 155–158, 159–164, 189–190, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 218–219, 220, 221, 222–223, 224–225, 226–232, 234–235, 238–239, 240–241, 242–243, 244–245, 246–247, 248, 249, 250–251, 252–254, 255–258, 259–263, 291, 315, 355, 391, 431, 465; WP: 19–20, 21–22, 25–26, 27–28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 59–60, 61–62, 63, 64, 65–66, 67–68, 69–70, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110, 111–112, 115–116, 117–118, 119–120, 121–122, 123–124, 125; RW: 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25–26, 27, 28, 29, 30, 31, 32, 35, 36–37, 38, 39, 40, 41, 42, 57, 58, 59, 60–61, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74–75, 76</p>
<ul style="list-style-type: none"> Use adverbials effectively, including words and phrases. 	<p>Combining Sentences with Adverbs, SB: 237, 253; WP: 113, 114; RW: 68–69</p> <p>Elaborating with Adverbs, SB: 236–237, 354; WP: 113–114; RW: 68–69</p>
<ul style="list-style-type: none"> Employ principles of agreement related to number, gender, and case. 	<p>Subject-Verb Agreement, SB: 104–105, 106–107, 119, 120, 124, 128, 157, 315, H63; TE: 104–105, 106–107, 119, H63; WP: 44–45, 46–47; RW: 27, 28</p> <p>Pronoun Usage, SB: 204–205, 206–207, 208–209, 212–213, 218–219, 221, 222, 223, 224–225, 226–232, H61–H63; WP: 94–95, 96–97, 98–99, 102–103, 108–109; RW: 57, 58, 59, 62, 65</p>

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<ul style="list-style-type: none"> • Capitalize proper nouns, titles, and initial words of sentences 	<p>Capitalization of Proper Nouns, SB: 66–67, 83, 84–85, 89, 123, 124, 154, 155, 170–171, 172–173, 175, 188, 190, 191, 192–193, 195, 196, 255, 257, 391; TE: 66–67, 83, 84–85, 170–171, 172–173; WP: 21–22, 76–77, 78–79; RW: 13, 47, 48</p> <p>Capitalization of Titles, SB: 186–187, 190, 202, H56; TE: 186–187; WP: 92–93; RW: 56</p> <p>Capitalization of First Word in Sentence, SB: 36, 37, 38, 39, 46–47, 52, 55, 57, 58, 68, 86, 123, 155, 166–167, 189, 194, 257, 291, 315; TE: 36, 37, 38, 39, 46–47, 166–167; WP: 5, 7–8, 15, 72; WP: 44</p>
<ul style="list-style-type: none"> • Use punctuation marks and conjunctions, as appropriate, to separate sentences and to connect independent clauses. 	<p>Commas in Compound Sentences, SB: 169, 253, 254; TE: 169; WP: 75; RW: 46</p> <p>Run-On Sentences, SB: 46–47, 48–49, 52, 55, 62, 132, 134, 155, 166–167, 189, 257, 391, 431, H40; TE: 46–47, 48–49; WP: 72–73; RW: 44</p> <p>Conjunction Usage, SB: 211; WP: 101; RW: 61</p>
<ul style="list-style-type: none"> • Use commas correctly to punctuate appositives and lists. 	<p>Commas with Appositives, SB: 69</p> <p>Commas Separating Items in a Series, SB: 176–177, 178–179, 189, 193, 198, 257, 355; TE: 176–177, 178–179; WP: 82–83; RW: 50</p>
<ul style="list-style-type: none"> • Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands. 	<p>Statements, SB: 36–37, 51, 57, 86, 155, 166–167, 168, 194; TE: 36–37, 166–167; WP: 74; RW: 45</p> <p>Questions, SB: 36–37, 51, 57, 86, 155, 168, 194; WP: 74; RW: 45</p> <p>Exclamatory Sentences, SB: 38–39, 51, 58, 86, 155, 168, 194; WP: 74; RW: 45</p> <p>Commands, SB: 38–39, 51, 58, 86, 155, 166, 168, 194; WP: 74; RW: 45</p>
B.4.3. Plan, revise, edit, and publish clear and effective writing.	
<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, and content of successive drafts in order to fulfill a specific purpose for communicating with a specific audience. 	<p>Prewriting Activities, SB: 12–17, 282–284, 294, 305–307, 347–349, 377–383, 397, 422–424, 440, 455–459; WP: 127, 133, 134, 141, 146, 152, 153, 158, 159, 160; RW: 78, 84, 85, 92, 97, 103, 104, 109, 110, 111</p> <p>Drafting, SB: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461, H39; TE: 18–19, 285–287, 308–311, 350–351, 384–385, 425–427, 460–461; WP: 129–130, 135–137, 142–143, 147–148, 154–155, 161–162; RW: 80–81, 86–88, 93–94, 98–99, 105–106, 112–113</p> <p>Revising, SB: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; TE: 20–23, 288–290, 312–314, 352–354, 363–364, 386–390, 397, 428–430, 436, 441, 462–464, 470, H40; WP: 131, 132, 138, 139, 144, 143, 149–150, 156–157, 161–162, 163; RW: 82, 83, 89, 90, 95, 96, 100, 101, 107–108, 109, 112–113, 114</p> <p>Proofreading, SB: 24–25, 291, 296, 315, 355, 364, 391, 397, 399, 431, 436, 440, 465, 470, H37, H38</p> <p>Publishing, SB: 26–27, 292, 316, 356, 364, 392, 397, 432, 436, 440, 466, H41–H42</p>
<ul style="list-style-type: none"> • Explain the extent and reasons for revision in conference with a teacher. 	<p>Writing Conferences, SB: 2–8, 22–23, 289, 313, 353, 387, 429, 463</p>

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<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. 	Taking Writing Tests, SB: 294, 318, 358, 433, H31–H34; TE: 294, 318, 358, 433 Answering Essay Questions, SB: H33
<ul style="list-style-type: none"> Perform peer and self-evaluation strategies. 	Criteria for Evaluating Writing, SB: 288, 312, 352, 386, 428, 463; WP: 131, 138, 144, 149, 156, 163; RW: 82, 89, 95, 100, 107, 114
B.3.4. Write critiques of literary and nonliterary texts.	
<ul style="list-style-type: none"> Identify theme, plot setting and other major elements. 	Writing a Book Report, SB: 435–436
<ul style="list-style-type: none"> Discuss and analyze characters’ motives. 	Write About Character, SB: 435–436
<ul style="list-style-type: none"> Discuss and analyze the actions of minor characters. 	Write About Character, SB: 435–436
<ul style="list-style-type: none"> Identify major literary elements such as: characters, setting, plot. 	Writing a Book Report, SB: 435–436 Writing a Book Review, SB: 147, 433
C. ORAL LANGUAGE	
By the end of Grade 4, students will:	
C.4.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.	
<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. 	Using Correct Rate/Volume/Pitch/Tone when Speaking, SB: 5, 292, 323, 401, 443, 466, H5–H6; TE: 5, 323, 401, 443, H5, H6
<ul style="list-style-type: none"> Read aloud effectively from previously read material. 	Read Aloud, SB: 324–325; TE: 324, 325
<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. 	Oral Presentation, SB: 400–401; TE: 400, 401 Speaking from Notes and Outlines, SB: 401, 443; TE: 401, 443
<ul style="list-style-type: none"> Present autobiographical or fictional stories that recount events effectively to large and small audiences. 	Retell Selection, SB: 324–325; TE: 324, 325
<ul style="list-style-type: none"> Participate in group readings, such as choral, echo, and shadow reading. 	See earlier levels for participating in group readings.
<ul style="list-style-type: none"> Perform dramatic readings and presentations. 	Oral Dramatic Activities, SB: 324–325; TE: 324–325
<ul style="list-style-type: none"> Distinguish between fact and opinion and provide evidence to support opinions. 	Fact and Opinion, SB: 411, 457, 462, 472; TE: 411, 457, 472; WP: 158, 163; RW: 109, 114

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C.4.2. Listen to and comprehend oral communications.	
<ul style="list-style-type: none"> Follow basic directions. 	Listening to Follow Directions, SB: 348, 365; TE: 339, 348, 365
<ul style="list-style-type: none"> Identify and summarize key points of a story or discussion. 	Summarizing Orally, SB: H29–H30; TE: H29, H30
<ul style="list-style-type: none"> Retell stories and reports of events in proper sequence. 	Retell Selection, SB: 324–325; TE: 324, 325 Retell Story, SB: H29–H30; TE: H29, H30
<ul style="list-style-type: none"> Follow sequence in plot and character development, predict outcomes, and draw conclusions. 	Listening for Sequence, TE: 268, 298, 301, 303 Listening to Predict Outcomes, TE: 297, 298 Listening to Draw Conclusions, TE: 298, 301, 303
<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. 	Listening To Recall, Relate, and Answer Story Information, SB: 268; TE: 268–269A
<ul style="list-style-type: none"> Distinguish fact from fantasy and fact from opinion. 	Listening for Fact and Opinion, SB: 115, 207, 406, 443
<ul style="list-style-type: none"> Understand increasingly complex sentence structures. 	Listening to Compound/Complex Sentences, TE: 48, 50, 168, 178
<ul style="list-style-type: none"> Understand a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies. 	Root Words, SB: H15, H16; TE: H15, H16 Synonyms, SB: 148, 430, H13, H79–H80, H31; WP: 71, 157; RW: 43, 108 Antonyms, SB: H14, H31, H79–H80; TE: H14, H31, H79–H80 Word Analogies, SB: H31–H32
C.4.3. Participate effectively in discussion.	
<ul style="list-style-type: none"> Volunteer information, ask relevant questions, and answer questions directly. 	Speaking Discussions, SB: 2–4, 5, 269, 271, 272, 443
<ul style="list-style-type: none"> Use appropriate eye contact and other nonverbal cues. 	Body Language/Nonverbal Communication, SB: 6, 292, 325, 356, H6, H7–H8; SB: 292, 325, 356, H6, H7–H8
<ul style="list-style-type: none"> Use appropriate strategies to keep a discussion going. 	Strategies for Discussion, SB: 3, 4; TE: 1, 5, 7, 8
<ul style="list-style-type: none"> Reflect on the ideas and opinions of others and respond thoughtfully. 	Reflecting on Ideas and Opinions of Others, SB: 2, 3–4; TE: 2, 3, 4
<ul style="list-style-type: none"> Ask for clarification and explanation of unfamiliar words and ideas. 	Asking for Clarification, SB: 5; TE: 5
<ul style="list-style-type: none"> Summarize information conveyed through discussion. 	Summarizing a Discussion, SB: 2, 3–4, 443, TE: 2, 3, 4, 443

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D. LANGUAGE	
By the end of Grade 4, students will:	
D.4.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.	
<ul style="list-style-type: none"> Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly. 	Dictionary Skills, SB: H14–H20; TE: 354, H14–H20 Using a Thesaurus, SB: 118, 148, 290, 314, 354, 430, 464, H79–H100; TE: 118, 148
<ul style="list-style-type: none"> Develop a knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words. 	Root Words, SB: H15, H16; TE: H15, H16 Prefixes, SB: H15; TE: H15 Suffixes, SB: 431, H67; TE: 431
<ul style="list-style-type: none"> Gain familiarity with common figures of speech and use them appropriately. 	Metaphor, SB: 290, H11; TE: 290, H11 Simile, SB: 290, H11; TE: 290, H11
<ul style="list-style-type: none"> Apply the rules of written and spoken Standard English. 	Mechanics Conventions, SB: 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 66–67, 70–71, 76–77, 78–79, 89, 116–117, 166–167, 170–171, 172–173, 174–175, 176–177, 180–181, 182–183, 184–185, 186–187, 189–190, 191–193, 194–202, 256, 257; WP: 21–22, 25–26, 31–32, 33–34, (continued)
<ul style="list-style-type: none"> Apply the rules of written and spoken Standard English. 	Mechanics Conventions, SB: (continued) 56–57, 72–73, 76–77, 78–79, 80–81, 82–83, 86–87, 88–89, 90–91, 92–93; RW: 13, 16, 19, 20, 33, 44, 47, 48, 49, 50, 53, 54, 55, 56 Grammar Conventions, SB: 32–33, 36–37, 38–39, 64–65, 66–67, 70–71, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 119, 120–121, 122–124, 125–134, 136–137, 138–139, 140, 141, 142–143, 144–145, 146–147, 150–151, 152–153, 154, 155–158, 159–164, 189–190, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 218–219, 220, 221, 222–223, 224–225, 226–232, 234–235, 238–239, 240–241, 242–243, 244–245, 246–247, 248, 249, 250–251, 252–254, 255–258, 259–263, 291, 315, 355, 391, 431, 465; WP: 19–20, 21–22, 25–26, 27–28, 29–30, 31–32, 33–34, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 59–60, 61–62, 63, 64, 65–66, 67–68, 69–70, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110, 111–112, 115–116, 117–118, 119–120, 121–122, 123–124, 125; RW: 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25–26, 27, 28, 29, 30, 31, 32, 35, 36–37, 38, 39, 40, 41, 42, 57, 58, 59, 60–61, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74–75, 76

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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.	
<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. 	Descriptive Vocabulary, SB: 13, 15, 17, 19, 21, 23, 25, 27, 140; TE: 13, 15, 17, 19, 21, 23, 25, 27, 140 Narrating, SB: 295–296 Persuasive Language, SB: 450, 457, 461, 464, 471–472, 473, 474; TE: 446, 450, 457, 461, 464, 471–472, 473, 474 Formal and Informal Language, SB: 1, 30; TE: 1, 30
<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. 	African-American Culture, SB: 275–276; TE: 275–276 Seminole Culture, SB: 298–299; TE: 298, 299; Games of Many Cultures, SB: 339–341; TE: 339, 340, 341; Mexican-American Culture, SB: 413–416; TE: 413, 416 Regional and Cultural Vocabulary, SB: H17; TE: H17
E. RESEARCH	
By the end of Grade 4, students will:	
E.4.1. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.	
<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. 	Formulate, Plan, and Select Topic for a Research Report, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384; WP: 146, 147; RW: 97, 98
<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, non print, and electronic sources. 	Conduct Research, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384; WP: 146, 147; RW: 97, 98
<ul style="list-style-type: none"> Recognize, record, organize, and acknowledge information pertinent to a project, accurately blending discoveries into answers. 	Recognize, Record, and Organize Information, SB: 379–380, 381–382, 383, 384; TE: 379–380, 381–382, 383, 384; WP: 146, 147; RW: 97, 98 Acknowledge Information, SB: 376, 381, 386; TE: 376, 386
<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. 	Presenting Research Report, SB: 389–390, 392; TE: 389, 390, 392 Creating a Multimedia Presentation, SB: H45–H47
E.4.2. Use various printed research tools such as encyclopedias, atlases, periodicals, and other reference materials.	
<ul style="list-style-type: none"> Use library catalog systems to locate materials. 	Card Catalog, SB: H21–H22
<ul style="list-style-type: none"> Use indexes to reference materials. 	Index, SB: H79–H80; TE: H79, H80, I-1
E.4.3. Recognize bias/propaganda in sources.	

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<ul style="list-style-type: none"> • Distinguish between fact and opinion. 	Fact and Opinion, SB: 411, 457, 462, 472, H49; WP: 158, 163; RW: 109, 114
<ul style="list-style-type: none"> • Recognize basic propaganda techniques. 	Propaganda, SB: 473–474; TE: 473, 474, 475