

**Pearson Longman's Backpack 5 ©2005**  
**Correlated to:**  
**DODEA English/Language Arts: Grade 4 Standards**

<b>Pearson Longman's Backpack 5</b>	<b>DODEA English/Language Arts Standards</b>
Unit 1: The Family Circle, 2-13	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E1b.3:</b> draws the text together to compare and contract themes, characters, and ideas;</p> <p><b>E1c.2:</b> relates new information to prior knowledge and experience;</p> <p><b>E2d:</b> The student produces a narrative procedure (TE)</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p> <p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)</p> <p><b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p> <p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. (TE)</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation</p> <p><b>E3d:</b> The student makes informed judgments about television, radio, and film productions; that is the student:</p> <p><b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language</p>

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	<p>appropriate to the purpose, audience and context of the work.</p> <p><b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.</p> <p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 2: What's on TV?, 14-25	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E2d:</b> The student produces a narrative procedure</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p> <p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)</p> <p><b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p> <p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do so, asks group for similar expansions.</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation</p> <p><b>E3d:</b> The student makes informed judgments about television, radio, and film productions; that is the</p>

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	<p>student:</p> <p><b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.</p> <p><b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.</p> <p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 3: Hands On, 26–37	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E2d:</b> The student produces a narrative procedure (TE)</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p> <p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)</p> <p><b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p> <p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p>

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	<p>(TE)</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation</p> <p><b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.</p> <p><b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.</p> <p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 4: I'll Take It!, 38–49	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E2d:</b> The student produces a narrative procedure</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p> <p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)</p> <p><b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p> <p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p><b>E3b:</b> The student participates in group meetings, in which the student:</p>

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	<p><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation</p> <p><b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.</p> <p><b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.</p> <p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 5: Travel Trouble, 50–61	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E2d:</b> The student produces a narrative procedure (TE)</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p> <p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)</p> <p><b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p> <p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p>

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	<p><b>E3b:</b> The student participates in group meetings, in which the student:  <b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. (TE)</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation  <b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.  <b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.  <b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 6: In Touch, 62–73	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.  <b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;  <b>E1b.2:</b> supports assertions with elaborated and convincing evidence;  <b>E1b.4:</b> makes perceptive and well developed connections; and (TE)  <b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.  <b>E1c.1:</b> restates or summarizes information; (TE)  <b>E2d:</b> The student produces a narrative procedure  <b>E1c.3:</b> extends ideas; and  <b>E1c.4:</b> makes connections to related topics or information.  <b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)  <b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and  <b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.  <b>E2a:</b> The student produces a report  <b>E2b:</b> The student produces a response to literature (TE)  <b>E2c:</b> The student produces a narrative account (fictional or autobiographical)  <b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;  <b>E3a.2:</b> asks relevant questions;  <b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)  <b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing</p>

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	<p><b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p><b>E3b:</b> The student participates in group meetings, in which the student:</p> <p><b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation</p> <p><b>E3d:</b> The student makes informed judgments about television, radio, and film productions; that is the student:</p> <p><b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.</p> <p><b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.</p> <p><b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 7: Put on Your Thinking Cap, 74–85	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.</p> <p><b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;</p> <p><b>E1b.2:</b> supports assertions with elaborated and convincing evidence;</p> <p><b>E1b.4:</b> makes perceptive and well developed connections; and (TE)</p> <p><b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.</p> <p><b>E1c.1:</b> restates or summarizes information; (TE)</p> <p><b>E2d:</b> The student produces a narrative procedure</p> <p><b>E1c.3:</b> extends ideas; and</p> <p><b>E1c.4:</b> makes connections to related topics or information.</p> <p><b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p><b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and</p> <p><b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p><b>E2a:</b> The student produces a report</p> <p><b>E2b:</b> The student produces a response to literature (TE)</p> <p><b>E2c:</b> The student produces a narrative account (fictional or autobiographical)</p> <p><b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p> <p><b>E3a.2:</b> asks relevant questions;</p>

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	<p><b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)  <b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing  <b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)  <b>E3b:</b> The student participates in group meetings, in which the student:  <b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation  <b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.  <b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.  <b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 8: Product and Process, 86–97	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.  <b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;  <b>E1b.2:</b> supports assertions with elaborated and convincing evidence;  <b>E1b.4:</b> makes perceptive and well developed connections; and (TE)  <b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.  <b>E1c.1:</b> restates or summarizes information; (TE)  <b>E2d:</b> The student produces a narrative procedure  <b>E1c.3:</b> extends ideas; and  <b>E1c.4:</b> makes connections to related topics or information.  <b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)  <b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and  <b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.  <b>E2a:</b> The student produces a report  <b>E2b:</b> The student produces a response to literature (TE)  <b>E2c:</b> The student produces a narrative account (fictional or autobiographical)  <b>E3a.1:</b> initiates new topics in addition to responding to adult-initiated topics;</p>

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	<p><b>E3a.2:</b> asks relevant questions;  <b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)  <b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing  <b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)  <b>E3b:</b> The student participates in group meetings, in which the student:  <b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.  <b>E3c:</b> The student prepares and delivers an individual presentation  <b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.  <b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.  <b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>
Unit 9: And the Beat Goes On, 98-109	<p><b>E1a:</b> The student reads at least twenty-five books or book equivalents each year.  <b>E1b.1:</b> makes and supports warranted and responsible assertions about the texts;  <b>E1b.2:</b> supports assertions with elaborated and convincing evidence;  <b>E1b.4:</b> makes perceptive and well developed connections; and (TE)  <b>E1b.5:</b> evaluates writing strategies and elements of the author's craft.  <b>E1c.1:</b> restates or summarizes information; (TE)  <b>E1c.3:</b> extends ideas; and  <b>E1c.4:</b> makes connections to related topics or information.  <b>E1d.1:</b> self-correcting when subsequent reading indicates an earlier miscue; (TE)  <b>E1d.2:</b> using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and  <b>E1d.3:</b> reading with a rhythm, flow, and meter that sounds like everyday speech.  <b>E2a:</b> The student produces a report  <b>E2b:</b> The student produces a response to literature (TE)  <b>E2c:</b> The student produces a narrative account (fictional or autobiographical)  <b>E2d:</b> The student produces a narrative procedure (TE)  <b>E3a.1:</b> initiates new topics in addition to responding to</p>

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	<p>adult-initiated topics;  <b>E3a.2:</b> asks relevant questions;  <b>E3a.3:</b> responds to questions with appropriate elaboration; (TE)  <b>E3a.4:</b> uses language cues to indicate different levels of certainty or hypothesizing  <b>E3a.5:</b> confirms understanding by paraphrasing the adult's directions or suggestions. (TE)  <b>E3b:</b> The student participates in group meetings, in which the student:  <b>E3b.7:</b> clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. (TE)</p> <p><b>E3c:</b> The student prepares and delivers an individual presentation  <b>E4a:</b> The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work.  <b>E4b:</b> The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought.  <b>E5a:</b> The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes (TE)</p>