

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
Unit 1: Amazing People, 2-13	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>purposes, audiences, and contexts that apply to the work. E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE) E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 2: Our Stories, 14–25	<p>E1a: The student reads at least twenty-five books or book equivalents each year. E1b.1: makes and supports warranted and responsible assertions about the texts; E1b.2: supports assertions with elaborated and convincing evidence; E1b.4: makes perceptive and well developed connections; (TE) E1b.5: evaluates writing strategies and elements of the author's craft. E1c.1: restates or summarizes information; (TE) E1c.3: extends ideas; E1c.4: makes connections to related topics or information. E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE) E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech. E2a: The student produces a report E2b: The student produces a response to literature (TE) E2c: The student produces a narrative account (fictional or autobiographical) E2d: The student produces a narrative procedure E3a.1: initiates new topics in addition to responding to adult-initiated topics; E3a.2: asks relevant questions; E3a.3: responds to questions with appropriate elaboration; (TE) E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE) E3b: The student participates in group meetings E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation E4a: The student demonstrates a basic understanding of</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p> <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 3: Skills and Abilities, 26-37	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.2: relates new information to prior knowledge and experience; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation Standard: E3d: The student makes informed judgments about television, radio, and film productions; E4a: 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. E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE) E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 4: Into the Future, 38–49	<p>E1a: The student reads at least twenty-five books or book equivalents each year. E1b.1: makes and supports warranted and responsible assertions about the texts; E1b.2: supports assertions with elaborated and convincing evidence; E1b.4: makes perceptive and well developed connections; (TE) E1b.5: evaluates writing strategies and elements of the author's craft. E1c.1: restates or summarizes information; (TE) E1c.3: extends ideas; E1c.4: makes connections to related topics or information. E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE) E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech. E2a: The student produces a report E2b: The student produces a response to literature (TE) E2c: The student produces a narrative account (fictional or autobiographical) E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether...", and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p> <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 5: Space, 50–61	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.2: relates new information to prior knowledge and experience; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E2d: The student produces a narrative procedure</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p> <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 6: Adventures, 62–73	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E1c.1: restates or summarizes information; (TE) E1c.3: extends ideas; E1c.4: makes connections to related topics or information. E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE) E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech. E2a: The student produces a report E2b: The student produces a response to literature (TE) E2c: The student produces a narrative account (fictional or autobiographical) E3a.1: initiates new topics in addition to responding to adult-initiated topics; E3a.2: asks relevant questions; E3a.3: responds to questions with appropriate elaboration; (TE) E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE) E3b: The student participates in group meetings E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions. E3c: The student prepares and delivers an individual presentation E4a: 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. E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE) E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 7: A World of Records, 74–85	<p>E1a: The student reads at least twenty-five books or book equivalents each year. E1b.1: makes and supports warranted and responsible assertions about the texts;</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
<p>Unit 8: Mysteries Past and Present, 86–97</p>	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p> <p>E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings. (TE)</p> <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>
Unit 9: The Movies, 98-109	<p>E1a: The student reads at least twenty-five books or book equivalents each year.</p> <p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p> <p>E1b.2: supports assertions with elaborated and convincing evidence;</p> <p>E1b.4: makes perceptive and well developed connections; (TE)</p> <p>E1b.5: evaluates writing strategies and elements of the author's craft.</p> <p>E1c.1: restates or summarizes information; (TE)</p> <p>E1c.3: extends ideas;</p> <p>E1c.4: makes connections to related topics or information.</p> <p>E1d.1: self-correcting when subsequent reading indicates an earlier miscue; (TE)</p> <p>E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings;</p> <p>E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.</p> <p>E2a: The student produces a report</p> <p>E2b: The student produces a response to literature (TE)</p> <p>E2c: The student produces a narrative account (fictional or autobiographical)</p> <p>E2d: The student produces a narrative procedure</p> <p>E3a.1: initiates new topics in addition to responding to adult-initiated topics;</p> <p>E3a.2: asks relevant questions;</p> <p>E3a.3: responds to questions with appropriate elaboration; (TE)</p> <p>E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether...," and</p> <p>E3a.5: confirms understanding by paraphrasing the adult's directions or suggestions. (TE)</p> <p>E3b: The student participates in group meetings</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p> <p>E3c: The student prepares and delivers an individual presentation</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.</p>

Pearson Longman's Backpack 6 ©2005
Correlated to:
DODEA English/Language Arts: Grade 4 Standards

Pearson Longman's Backpack 6	DODEA English/Language Arts Standards
	<p>E3c: The student prepares and delivers an individual presentation</p> <p>E3d: The student makes informed judgments about television, radio, and film productions;</p> <p>E4a: 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>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; (TE)</p> <p>E5b: The student produces work in at least one literary genre that follows the conventions of the genre.</p>