

Laubach Way to Reading, Level 4

correlated to TABE 11/12 Reading and Language Blueprints, Level M (CCRS C)

TABE Standard	Description	NRP 2920: <i>Student Skill Book 4</i> NRP 2924: <i>Teacher's Edition 4</i>
KEY IDEAS AND DETAILS		
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: pp. 15, 17, 19–22, 65–66, 77, 79–80, 111, 113–115 TE: pp. 22, 25, 27, 65, 77, 79, 111, 113
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: pp. 7–8, 27–29, 45–48, 105–108, 125–127 TE: pp. 16, 31, 33, 47, 49–50, 101, 103, 127–128
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: pp. 33–34, 51–54, 71–73, 77, 79–80, 91–93, 119–121 TE: pp. 37, 54, 56, 71, 73, 77, 79, 88, 90, 120
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SE: pp. 105–106, 125–127 TE: pp. 101, 127–128
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	SE: pp. 39–40, 59–61, 98–101, 131–133 TE: pp. 42, 60, 62, 133, 135
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	SE: pp. 27–28, 47, 49, 106–107 TE: pp. 33, 50, 103
4.RI.3	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.	SE: pp. 125, 127 TE: pp. 127–128
CRAFT AND STRUCTURE		
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	SE: pp. 23–24, 33–34, 39–40, 67 TE: pp. 22, 29, 37, 42, 62, 90, 120
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	SE: pp. 84, 88, 105, 106, 125, 126, 128 TE: pp. 27, 83, 105, 127
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	SE: pp. 85–86, 89 TE: pp. 83, 85
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described	SE: pp. 54, 65–67, 98–100 TE: pp. 56, 67, 96
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

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INTEGRATION OF KNOWLEDGE AND IDEAS		
4.RI.7	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.	SE: pp. 16, 23, 35, 41, 45–47, 62, 128 TE: pp. 22, 27, 44, 50, 62, 128–129
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	SE: pp. 7–8, 45–47, 86, 105–108 TE: pp. 16, 50, 85
CONVENTIONS OF STANDARD ENGLISH		
4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: pp. 23, 45, 79, 85, 91, 98
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE: pp. 23, 45, 79, 85, 91, 98
KNOWLEDGE OF LANGUAGE		
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
VOCABULARY ACQUISITION AND USE		
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	SE: pp. 6, 12, 18, 26, 32, 38, 44, 50, 58, 64, 70, 76, 78, 84, 90, 96, 97, 104, 110, 130 TE: pp. 14, 20, 25, 31, 37, 42, 47, 54, 60, 62, 65, 71, 77, 79, 83, 88, 94, 101, 118
4.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	SE: pp. 49, 56, 77, 79, 81, 82, 85, 91, 98, 102, 105, 106, 111, 113, 116, 119, 122, 125, 126 TE: pp. 22–23, 50, 56, 81
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	SE: pp. 49, 56, 77, 79, 81, 82, 85, 91, 98, 102, 105, 106, 111, 113, 116, 119, 122, 125, 126 TE: pp. 22–23, 50, 56, 81
TEXT TYPES AND PURPOSES		
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	