

# MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM



## STANDARDS CORRELATION REPORT

**Friday, May 30, 2014**

### STANDARDS FROM

Louisiana | Extended Standards | English Language Arts - Draft (2007)

Grades: 3-4,





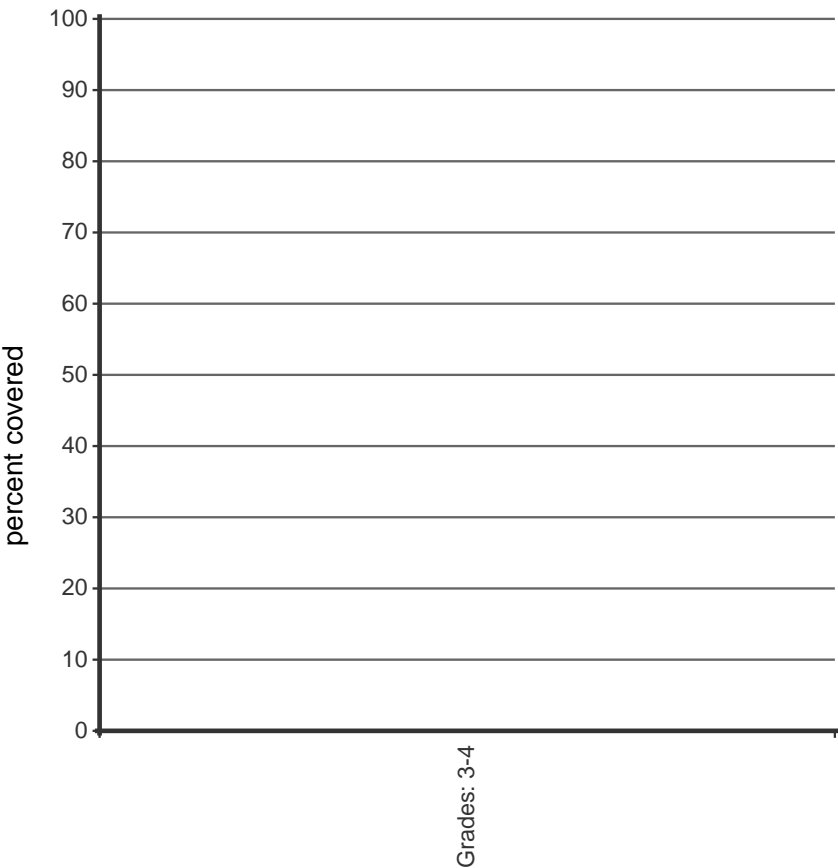
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grades: 3-4 standards covered :0 of 128 (0%)

Standards/Benchmarks Addressed



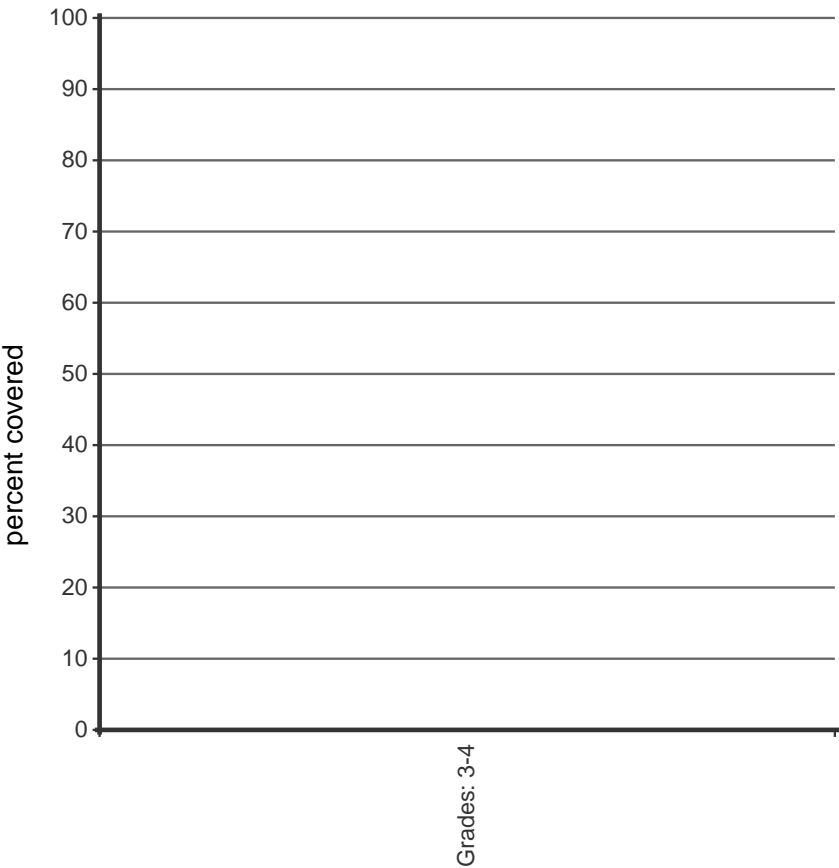
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grades: 3-4 standards covered :0 of 94 (0%)

Benchmarks Addressed



## COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them. Statements that are colored gray are not addressed by any title in the title set chosen for this report

### Grades: 3-4

- Grades: 3-4 standards covered :0 of 128 (0%)
- Grades: 3-4 standards covered :0 of 94 (0%)

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ELA-1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
ELA-1-E1	gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning
ELA-1-E1.1	Decode words using knowledge of base words, root words, and common prefixes and suffixes
ELA-1-E1.1	Use understanding of base words, roots, prefixes, and suffixes to decode more complex words
ES-1/1	Determine the meaning of base/root words with affixes that indicate negation and plurals, i.e.:
ES-1/1.a	un-
ES-1/1.b	-s
ES-1/1.c	-es
ES-1/1.3	Given a word with an affix, determine its meaning
ES-1/1.2	Identify a second word with the same affix

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ES-1/1.1	Identify a word with an affix
ELA-1-E4	recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection
ELA-1-E4.8	Identify story elements, including:
ELA-1-E4.8.a	theme
ELA-1-E4.8.b	conflict
ELA-1-E4.8.c	character traits, feelings, and motivation
ELA-1-E4.5	Identify a variety of story elements, including:
ELA-1-E4.5.a	the impact of setting on character
ELA-1-E4.5.b	multiple conflicts
ELA-1-E4.5.c	first- and third-person points of view
ELA-1-E4.5.d	development of theme
ES-8/5	Identify story elements, including: character
ES-8/5.3	Identify the main character in a story
ES-8/5.2	Identify two characters in a story
ES-8/5.1	Identify one character in a story
ELA-7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
ELA-7-E1	using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts
ELA-7-E1.17	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ELA-7-E1.17.a	sequencing events
ELA-7-E1.17.b	making predictions using information from texts
ELA-7-E1.17.c	making simple inferences and drawing conclusions about information in texts
ELA-7-E1.17.d	comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts
ELA-7-E1.17.e	distinguishing between a main idea and a summary
ELA-7-E1.17.f	identifying main ideas of texts
ELA-7-E1.14	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:
ELA-7-E1.14.a	sequencing events and steps in a process
ELA-7-E1.14.b	explaining how the setting impacts other story elements, including the characters' traits and actions
ELA-7-E1.14.c	using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations
ELA-7-E1.14.d	confirming or denying a prediction about information in a text
ELA-7-E1.14.e	comparing and contrasting story elements or information within and across texts
ELA-7-E1.14.f	identifying stated main ideas and supporting details
ELA-7-E1.14.g	making simple inferences
ES-17/14	Demonstrate understanding of information in texts, including:
ES-17/14.a	identifying main idea
ES-17/14.b	sequencing events
ES-17/14.A.3	Identify the main idea in texts

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ES-17/14.A.2	Identify two ideas in texts
ES-17/14.A.1	Identify one idea in texts
ES-17/14.B.3	Identify the beginning and end of texts
ES-17/14.B.2	Identify the end of texts
ES-17/14.B.1	Identify the beginning of texts
ELA-7-E4	using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations
ELA-7-E4.21	Apply basic reasoning skills, including:
ELA-7-E4.21.a	identifying differences between fact and opinion
ELA-7-E4.21.b	skimming and scanning texts to locate specific information
ELA-7-E4.21.c	identifying multiple causes and/or effects in texts and life situations
ELA-7-E4.21.d	raising questions to obtain clarification and/or direct investigation
ELA-7-E4.21.e	connecting what is learned to real-life situations
ELA-7-E4.19	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-E4.19.a	supporting differences between fact and opinion with information from texts
ELA-7-E4.19.b	skimming and scanning texts for various purposes (e.g., locating information, verifying facts)
ELA-7-E4.19.c	identifying cause-effect relationships in texts and real-life situations
ELA-7-E4.19.d	generating questions to guide examination of topics in texts and real-life situations



	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ELA-7-E4.19.e	explaining connection between information from texts and real-life experiences
ES-21/19	Apply basic reasoning skills, including:
ES-21/19.a	skimming and scanning text for specific information
ES-21/19.3	Locate, in a field of seven, the text that represents specific information
ES-21/19.2	Locate, in a field of five, the text that represents specific information
ES-21/19.1	Locate, in a field of three, the text that represents specific information
ELA-2	Students write competently for a variety of purposes and audiences.
ELA-2-E1	drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)
ELA-2-E1.22	Write compositions of two or more paragraphs that are organized with the following:
ELA-2-E1.22.a	a central idea
ELA-2-E1.22.b	a logical, sequential order
ELA-2-E1.22.c	supporting details that develop ideas
ELA-2-E1.22.d	transitional words within and between paragraphs
ELA-2-E1.20	Write compositions of at least three paragraphs organized with the following:
ELA-2-E1.20.a	a clearly stated central idea
ELA-2-E1.20.b	an introduction and a conclusion
ELA-2-E1.20.c	a middle developed with supporting details
ELA-2-E1.20.d	a logical, sequential order

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ELA-2-E1.20.e	transitional words and phrases that unify points and ideas
ES-22/20	Write a composition that is organized with:
ES-22/20.a	central idea
ES-22/20.b	logical, sequential order
ES-22/20.3	Write a sentence or phrase that expresses a central idea and has a logical sequence
ES-22/20.2	Write a central idea in a simple sentence or phrase
ES-22/20.1	Identify the central idea in a simple sentence or phrase
ELA-2-E6	writing as a response to texts and life experiences (e.g., journals, letters, lists)
ELA-2-E6.27	Write for various purposes, including:
ELA-2-E6.27.a	informal letters using appropriate letter format
ELA-2-E6.27.b	book reports and informational compositions that include main ideas and significant details from the text
ELA-2-E6.26	Write for various purposes, including:
ELA-2-E6.26.a	formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure
ELA-2-E6.26.b	informational reports that include facts and examples and that present important details in a logical order
ELA-2-E6.26.c	book reports that include an opinion and/or a persuasive viewpoint
ES-27/26	Write for various purposes, including:
ES-27/26.a	informal letters
ES-27/26.b	lists

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ES-27/26.3	Write a letter
ES-27/26.2	Write a list
ES-27/26.1	Sign your name
ELA-4	Students demonstrate competence in speaking and listening as tools for learning and communicating.
ELA-4-E2	giving and following directions/procedures
ELA-4-E2.38	Give and follow precise directions and instructions
ELA-4-E2.35	Interpret, follow, and give multi-step directions
ES-38/35	Follow simple directions
ES-38/35.3	Follow a two-step direction in familiar context
ES-38/35.2	Follow a one-step direction in familiar context (e.g., Put on your coat.)
ES-38/35.1	Follow a one-word command (e.g., stop, go)
ELA-4-E5	speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)
ELA-4-E5.42	Use active listening strategies, including:
ELA-4-E5.42.a	asking questions and responding to ideas/opinions
ELA-4-E5.42.b	giving oral responses, such as explanations of written and/or spoken texts
ELA-4-E5.37	Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact
ES-42/37	Use listening strategies
ES-42/37.3	Respond with two or more words to a question

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ES-42/37.2	Respond with a one-word answer (other than “yes” or “no”) to a question (e.g., Is milk white or green?)
ES-42/37.1	Respond to a “yes” or “no” question (e.g., Is the window open?)
ELA-5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
ELA-5-E6	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)
ELA-5-E6.52	Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps
ELA-5-E6.50	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
ES-52/50	Locate information, including:
ES-52/50.a	daily schedule
ES-52/50.3	Sequence all events on a daily schedule
ES-52/50.2	Locate “What comes next?” on a daily schedule
ES-52/50.1	Locate information on a daily schedule

# COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

## Aquaculture 3.2.0

- Grades: 3-4 standards covered :0 of 128 (0%) (0 unique)

Grades: 3-4

No correlations are available for this product using the selected report criteria

## Applied Physics 3.0.3

- Grades: 3-4 standards covered :0 of 128 (0%) (0 unique)

Grades: 3-4

No correlations are available for this product using the selected report criteria

## STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

Grades: 3-4

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ELA-1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
ELA-1-E1	gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning
ELA-1-E1.1	Decode words using knowledge of base words, root words, and common prefixes and suffixes
ELA-1-E1.1	Use understanding of base words, roots, prefixes, and suffixes to decode more complex words
ES-1/1	Determine the meaning of base/root words with affixes that indicate negation and plurals, i.e.:
ES-1/1.a	un-
ES-1/1.b	-s
ES-1/1.c	-es
ES-1/1.3	Given a word with an affix, determine its meaning
ES-1/1.2	Identify a second word with the same affix
ES-1/1.1	Identify a word with an affix
ELA-1-E4	recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ELA-1-E4.8	Identify story elements, including:
ELA-1-E4.8.a	theme
ELA-1-E4.8.b	conflict
ELA-1-E4.8.c	character traits, feelings, and motivation
ELA-1-E4.5	Identify a variety of story elements, including:
ELA-1-E4.5.a	the impact of setting on character
ELA-1-E4.5.b	multiple conflicts
ELA-1-E4.5.c	first- and third-person points of view
ELA-1-E4.5.d	development of theme
ES-8/5	Identify story elements, including: character
ES-8/5.3	Identify the main character in a story
ES-8/5.2	Identify two characters in a story
ES-8/5.1	Identify one character in a story
ELA-7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
ELA-7-E1	using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts
ELA-7-E1.17	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-E1.17.a	sequencing events
ELA-7-E1.17.b	making predictions using information from texts

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ELA-7-E1.17.c	making simple inferences and drawing conclusions about information in texts
ELA-7-E1.17.d	comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts
ELA-7-E1.17.e	distinguishing between a main idea and a summary
ELA-7-E1.17.f	identifying main ideas of texts
ELA-7-E1.14	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:
ELA-7-E1.14.a	sequencing events and steps in a process
ELA-7-E1.14.b	explaining how the setting impacts other story elements, including the characters' traits and actions
ELA-7-E1.14.c	using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations
ELA-7-E1.14.d	confirming or denying a prediction about information in a text
ELA-7-E1.14.e	comparing and contrasting story elements or information within and across texts
ELA-7-E1.14.f	identifying stated main ideas and supporting details
ELA-7-E1.14.g	making simple inferences
ES-17/14	Demonstrate understanding of information in texts, including:
ES-17/14.a	identifying main idea
ES-17/14.b	sequencing events
ES-17/14.A.3	Identify the main idea in texts
ES-17/14.A.2	Identify two ideas in texts
ES-17/14.A.1	Identify one idea in texts



	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ES-17/14.B.3	Identify the beginning and end of texts
ES-17/14.B.2	Identify the end of texts
ES-17/14.B.1	Identify the beginning of texts
ELA-7-E4	using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations
ELA-7-E4.21	Apply basic reasoning skills, including:
ELA-7-E4.21.a	identifying differences between fact and opinion
ELA-7-E4.21.b	skimming and scanning texts to locate specific information
ELA-7-E4.21.c	identifying multiple causes and/or effects in texts and life situations
ELA-7-E4.21.d	raising questions to obtain clarification and/or direct investigation
ELA-7-E4.21.e	connecting what is learned to real-life situations
ELA-7-E4.19	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-E4.19.a	supporting differences between fact and opinion with information from texts
ELA-7-E4.19.b	skimming and scanning texts for various purposes (e.g., locating information, verifying facts)
ELA-7-E4.19.c	identifying cause-effect relationships in texts and real-life situations
ELA-7-E4.19.d	generating questions to guide examination of topics in texts and real-life situations
ELA-7-E4.19.e	explaining connection between information from texts and real-life experiences
ES-21/19	Apply basic reasoning skills, including:

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ES-21/19.a	skimming and scanning text for specific information
ES-21/19.3	Locate, in a field of seven, the text that represents specific information
ES-21/19.2	Locate, in a field of five, the text that represents specific information
ES-21/19.1	Locate, in a field of three, the text that represents specific information
ELA-2	Students write competently for a variety of purposes and audiences.
ELA-2-E1	drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)
ELA-2-E1.22	Write compositions of two or more paragraphs that are organized with the following:
ELA-2-E1.22.a	a central idea
ELA-2-E1.22.b	a logical, sequential order
ELA-2-E1.22.c	supporting details that develop ideas
ELA-2-E1.22.d	transitional words within and between paragraphs
ELA-2-E1.20	Write compositions of at least three paragraphs organized with the following:
ELA-2-E1.20.a	a clearly stated central idea
ELA-2-E1.20.b	an introduction and a conclusion
ELA-2-E1.20.c	a middle developed with supporting details
ELA-2-E1.20.d	a logical, sequential order
ELA-2-E1.20.e	transitional words and phrases that unify points and ideas
ES-22/20	Write a composition that is organized with:
ES-22/20.a	central idea

	<b>Grades: 3-4 Louisiana Extended Standards   English Language Arts - Draft (2007)</b>
ES-22/20.b	logical, sequential order
ES-22/20.3	Write a sentence or phrase that expresses a central idea and has a logical sequence
ES-22/20.2	Write a central idea in a simple sentence or phrase
ES-22/20.1	Identify the central idea in a simple sentence or phrase
ELA-2-E6	writing as a response to texts and life experiences (e.g., journals, letters, lists)
ELA-2-E6.27	Write for various purposes, including:
ELA-2-E6.27.a	informal letters using appropriate letter format
ELA-2-E6.27.b	book reports and informational compositions that include main ideas and significant details from the text
ELA-2-E6.26	Write for various purposes, including:
ELA-2-E6.26.a	formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure
ELA-2-E6.26.b	informational reports that include facts and examples and that present important details in a logical order
ELA-2-E6.26.c	book reports that include an opinion and/or a persuasive viewpoint
ES-27/26	Write for various purposes, including:
ES-27/26.a	informal letters
ES-27/26.b	lists
ES-27/26.3	Write a letter
ES-27/26.2	Write a list
ES-27/26.1	Sign your name

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ELA-4	Students demonstrate competence in speaking and listening as tools for learning and communicating.
ELA-4-E2	giving and following directions/procedures
ELA-4-E2.38	Give and follow precise directions and instructions
ELA-4-E2.35	Interpret, follow, and give multi-step directions
ES-38/35	Follow simple directions
ES-38/35.3	Follow a two-step direction in familiar context
ES-38/35.2	Follow a one-step direction in familiar context (e.g., Put on your coat.)
ES-38/35.1	Follow a one-word command (e.g., stop, go)
ELA-4-E5	speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)
ELA-4-E5.42	Use active listening strategies, including:
ELA-4-E5.42.a	asking questions and responding to ideas/opinions
ELA-4-E5.42.b	giving oral responses, such as explanations of written and/or spoken texts
ELA-4-E5.37	Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact
ES-42/37	Use listening strategies
ES-42/37.3	Respond with two or more words to a question
ES-42/37.2	Respond with a one-word answer (other than “yes” or “no”) to a question (e.g., Is milk white or green?)
ES-42/37.1	Respond to a “yes” or “no” question (e.g., Is the window open?)

	<b>Grades: 3-4</b> <b>Louisiana Extended Standards   English Language Arts - Draft</b> <b>(2007)</b>
ELA-5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
ELA-5-E6	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)
ELA-5-E6.52	Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps
ELA-5-E6.50	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
ES-52/50	Locate information, including:
ES-52/50.a	daily schedule
ES-52/50.3	Sequence all events on a daily schedule
ES-52/50.2	Locate “What comes next?” on a daily schedule
ES-52/50.1	Locate information on a daily schedule