



**Grade 4**

**English Language Arts (ELA) Practices**

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

**Reading for Literature**

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Structure Story Elements ILS10 RL.4.3	4.RL.1	Identify the character, setting, and/or events in a story	M			
	4.RL.2	Identify specific details about character, setting, and events (e.g., a character's thoughts, words, or actions)	M			
	4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	M			
Text Structure Organization of Text/Text Features ILS10 RL.4.5	4.RL.4	Identify the structural elements of poems (e.g., verse, rhythm, meter)	I		M	
	4.RL.5	Identify the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)	I		M	
	4.RL.6	Identify the structural elements of prose (e.g., characters, settings, descriptions, dialogue)	I		M	
Text Analysis Compare/Contrast ILS10 RL.4.6 ILS10 RL.4.9	4.RL.7	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations	I	M		
	4.RL.8	Identify specific details that describe themes and topics (e.g., opposition of good and evil) in stories, myths, or traditional literature from different cultures	I		M	
	4.RL.9	Identify specific details that describe patterns of events (e.g., the quest) in stories, myths, or traditional literature from different cultures	I		M	
	4.RL.10	Compare/contrast two or more themes, topics (e.g., opposition of good and evil), patterns of events (e.g., the quest), and in stories, myths, or traditional literature from different cultures	I		M	
Text Analysis Summarizing ILS10 RL.4.2	4.RL.11	Summarize a story, drama, or poem	I		M	
Text Analysis: Inference ILS10 RL.4.1	4.RL.12	Identify key details and examples in a text	I	M		
	4.RL.13	Explain the difference between explicit and inferred information	I	M		
	4.RL.14	Explain how details and examples from the text support making inferences	I		M	
Text Analysis: Theme/Central Message ILS10 RL.4.2	4.RL.15	Determine the theme of the text (e.g., story, drama, poem, etc.)	I	M		
	4.RL.16	Identify details of a text to support the theme of the text (e.g., story, drama, poem, etc.)	I	M		
Text Analysis: Text Evidence (Support/ Details) ILS10 RL.4.1 ILS10 RL.4.9	4.RL.17	Explain how details and examples from the text support making inferences	I		M	
	4.RL.18	Identify specific details that describe themes and topics (e.g., opposition of good and evil) in stories, myths, or traditional literature from different cultures	I		M	
	4.RL.19	Identify specific details that describe patterns of events (e.g., the quest) in stories, myths, or traditional literature from different cultures	I		M	
Text Analysis: Making Connections; ILS10 RL.4.7	4.RL.20	Make connections between the text of a story or drama and a visual or oral presentation of the text	M			
	4.RL.21	Connect the text of a story or drama to the text of a visual or oral presentation, identifying where each version reflects specific descriptions and directions in the text	I	M		
Text Analysis: Questioning ILS10	4.RL.22	Not listed specifically in this grade's standards. Questioning should be addressed through the others standards for this grade. See also Speaking and Listening standards for this grade.				
Text Analysis: Point of View, ILS10 RL.4.6	4.RL.23	Define point of view	M			
	4.RL.24	Define first and third person narrations	M			
	4.RL.25	Recognize first and third person narrations	M			
	4.RL.26	Identify point of view in a variety of texts	M			

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			1	2	3	4
	4.RL.27	Compare points of view from which different stories are narrated	I	M		
	4.RL.28	Contrast the points of view from which different stories are narrated	I	M		
<b>Vocabulary</b> ILS10 RL.4.4	4.RL.29	Determine the meaning of words and phrases as they are used in a text	I			M
<b>Text Diversity</b> Genre ILS10 RL.4.4 ILS10 RL.4.5 ILS10 RL.4.7 ILS10 RL.4.9	4.RL.30	Identify significant mythological characters and their defining characteristics			M	
	4.RL.31	Determine the meaning of words and phrases that allude to significant characters found in mythology (e.g., Herculean)			M	
	4.RL.32	Explain the major differences between poems, drama, and prose	I		M	
	4.RL.33	Refer to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text	I		M	
	4.RL.34	Refer to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	I		M	
	4.RL.35	Refer to the structural elements of prose (e.g., characters, settings, descriptions, dialogue) when writing or speaking about a text	I		M	
	4.RL.36	Identify descriptions in a story or drama	M			
	4.RL.37	Recognize stage directions in a story or drama both in text and a visual/oral presentation	M			
<b>Text Diversity</b> Text Complexity ILS10 RL.4.10	4.RL.38	Identify key ideas and details, craft and structure, and integration of knowledge and ideas in literature at appropriate complexity as seen in standards 1-9, with scaffolding as needed	I			M
	4.RL.39	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in literature at appropriate complexity as seen in standards 1-9, with scaffolding as needed	I			M
Content	District Code	Essential Skill	Instructional Mastery			
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<b>Text Structure</b> Organization of the Text/Text Features ILS10 RI.4.7 ILS10 RI.4.5	4.RI.1	Recognize text features that present information visually, orally, or quantitatively in informational text (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements in digital texts)	M			
	4.RI.2	Read visual and quantitative text features, such as: graphs, charts, diagrams, and timelines	M			
	4.RI.3	Explain information from: charts, diagrams, graphs, timelines, animations, and interactive elements	I		M	
	4.RI.4	Determine the overall structure of a text or a part of a text (e.g., chronology, comparison, cause/effect, problem/solution)	I	M		
	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts and information in a text or part of a text	I	M		
<b>Text Analysis</b> Compare/Contrast ILS10 RI.4.6	4.RI.6	Define the terms "compare," "contrast," "firsthand account," and "secondhand account"	I	M		
	4.RI.7	Describe the events or main ideas of each account of an event or topic	I	M		
	4.RI.8	Compare and contrast the firsthand and secondhand accounts of an event or topic	I	M		
	4.RI.9	Describe how the focus and information provided is different in each account of an event or topic	I	M		
<b>Text Analysis</b> Summarizing ILS10 RI.4.2 ILS10 RI.4.3	4.RI.10	Summarize text using main ideas and key details	I		M	
	4.RI.11	Identify events, procedures, ideas, and concepts in an informational text	M			
	4.RI.12	Explain why the events, procedures, ideas, and concepts in an informational text occurred	I		M	
<b>Text Analysis</b> Inference ILS10 RI.4.1	4.RI.13	Explain the difference between explicit and inferred information in a text		I	M	
	4.RI.14	Identify details and examples in the text when explaining what the text says explicitly and drawing inferences from the text		I	M	
	4.RI.15	Explain what the text says using details and examples from a text and inferences drawn from the text		I	M	
<b>Text Analysis</b> Main Idea/Central Idea ILS10 RI.4.2	4.RI.16	Determine the main idea of a text and explain how it is supported by key details	I	M		
	4.RI.17	Explain how the supporting details determine the main idea of a text	I	M		
<b>Text Analysis</b> Text Evidence (Support/Details) ILS10 RI.4.8 ILS10 RI.4.3	4.RI.18	Recognize differences between fact and opinion	M			
	4.RI.19	Define evidence and reason	M			
	4.RI.20	Identify the author's reasons and evidence to support particular points in a text	M			
	4.RI.21	Use specific information in a text to explain events, procedures, ideas, or concepts in a historical, scientific, or technical text	I		M	

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<b>Text Analysis</b> Making Connections <i>ILS10 RI.4.9</i> <i>ILS10 RI.4.7</i> <i>ILS10 RI.4.3</i>	4.RI.22	Identify information from two texts on the same topic	M			
	4.RI.23	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	I		M	
	4.RI.24	Integrate information presented visually, orally, or quantitatively in informational text (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements in digital texts) and the words in the text	I			M
	4.RI.25	Explain how information presented visually, orally, and quantitatively adds to a better understanding of a print or digital text	I	M		
	4.RI.26	Explain the events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why	I	M		
<b>Text Analysis</b> Questioning <i>ILS10</i>	4.RI.27	Not listed specifically in this grade's standards. Questioning should be addressed through the others standards for this grade. See also Speaking and Listening standards for this grade.				
<b>Text Analysis</b> Author's Purpose/Point of View <i>ILS10 RI.4.6</i>	4.RI.28	Identify whether a text is a firsthand or secondhand account of an event or topic	I	M		
<b>Vocabulary</b> <i>ILS10 RI.4.4</i>	4.RI.29	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	I			M
<b>Text Diversity</b> Multiple Sources <i>ILS10 RI.4.9</i> <i>ILS10 RI.4.6</i>	4.RI.30	Identify information within two texts on the same topic	I	M		
	4.RI.31	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably		I	M	
	4.RI.32	Compare and contrast a firsthand and secondhand account of the same event or topic in order to describe the differences in focus and the information provided		I	M	
<b>Text Diversity</b> Text Complexity <i>ILS10 RI.4.10</i>	4.RI.33	Identify/understand key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	I			M
	4.RI.34	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in an informational text at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	I			M
<b>Phonics and Word Recognition</b> <i>ILS10 RF.4.3</i>	4.RF.1	Know grade-level phonics and word analysis skills in decoding words	I	M		
	4.RF.2	Identify syllabication patterns and root words	I		M	
	4.RF.3	Explain meanings of prefixes and suffixes	I		M	
	4.RF.4	Accurately read words with Latin roots	I		M	
	4.RF.5	Apply grade-level phonics and word analysis skills in decoding words	I		M	
	4.RF.6	Synthesize phonics and word analysis skills to decode words	I		M	
	4.RF.7	Read accurately unfamiliar multisyllabic words in context and out of context	I		M	
<b>Fluency</b> <i>ILS10 RF.4.4</i>	4.RF.8	Identify purposes for reading texts	M			
	4.RF.9	Determine the purpose for reading on-level text	M			
	4.RF.10	Read orally with accuracy, appropriate rate, and expression on successive readings	I			M
	4.RF.11	Reread, when necessary, as a strategy when confirming or self-correcting words in text	I			M
	4.RF.12	Understand how context can help to confirm or self-correct word recognition	I			M
	4.RF.13	Use context to confirm or self-correct word recognition and understanding	I			M
	4.RF.14	Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings	I			M
	4.RF.15	Read with accuracy, appropriate rate, and expression on successive readings	I			M
	4.RF.16	Read on-level text fluently and accurately with understanding	I			M
<b>Opinion/Argument Writing</b> <i>ILS10 W.4.1</i>	4.W.1	Introduce the topic or text clearly and state an opinion		I		M
	4.W.2	Organize writing by grouping related ideas to support the writer's purpose		I		M
	4.W.3	Provide reasons that are supported with facts and details		I		M

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	4.W.4	Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition)		I		M
	4.W.5	Provide a conclusion statement or section related to the opinion presented		I		M
	4.W.6	Create an opinion piece on a topic or text and support it with reasons and information. Product should include: clear introduction of topic or text, statement of opinion, strong organizational structure in which related ideas are grouped to support the writer's purpose, reasons that are supported by facts and details, links between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition), and a concluding statement or section related to the opinion presented		I		M
Informative/ Explanatory Writing <i>ILS10 W.4.2</i>	4.W.7	Introduce a topic clearly	I			M
	4.W.8	Group related information together in paragraphs and sections	I			M
	4.W.9	Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension	I			M
	4.W.10	Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	I			M
	4.W.11	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)	I			M
	4.W.12	Use precise language and domain-specific vocabulary to inform about or explain the topic	I			M
	4.W.13	Develop a concluding statement related to the information or explanation presented	I			M
	4.W.14	Write informative / explanatory texts, supporting a point of view with reasons and information. Product should include a topic that is clearly introduced; information grouped in paragraphs in paragraphs and section; formatting, illustrations, and multimedia, when useful in aiding comprehension; facts, definitions, concrete details, quotations, other information, and examples related to the topic; ideas linked with words and phrases; precise language and domain-specific vocabulary to inform about or explain the topic; and a concluding statement related to the information or explanation presented	I			M
Narrative Writing <i>ILS10 W.4.3</i>	4.W.15	Establish a situation, a narrator, and/or characters to orient the reader	I		M	
	4.W.16	Organize an event sequence that unfolds naturally	I		M	
	4.W.17	Use dialogue and description to develop experiences and events	I		M	
	4.W.18	Use dialogue and description to show the responses of characters to situations	I		M	
	4.W.19	Use a variety of transitional words and phrases to manage the sequence of events	I		M	
	4.W.20	Use concrete and/or sensory details to convey experiences and events precisely	I		M	
	4.W.21	Provide a conclusion that follows from the narrated experiences or events	I		M	
	4.W.22	Write a narrative to develop real or imagined experiences or events that establishes a situation, a narrator, or character(s); establishes clear event sequences; uses dialogue, descriptions, concrete and sensory details to develop experiences, events, and reveal characters; uses transitional words and phrases; and provides a conclusion that follows the narrated experiences or events	I		M	
Writing Process <i>ILS10 W.4.4</i> <i>ILS10 W.4.5</i> <i>ILS10 W.4.6</i>	4.W.23	Analyze the reason for writing a piece to decide on task, purpose, and audience	I			M
	4.W.24	Produce a writing piece that is clear and cohesive with idea development appropriate to task, purpose, and audience	I			M
	4.W.25	Produce a writing piece that is clear and cohesive with organization appropriate to task, purpose, and audience	I			M
	4.W.26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	I			M
	4.W.27	Edit for conventions of writing (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4)	I			M
	4.W.28	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing	I			M
	4.W.29	With some guidance and support from adults, use technology, including the Internet, interact and collaborate with others	I			M
	4.W.30	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting	I			M
Research to Write <i>ILS10 W.4.7</i> <i>ILS10 W.4.8</i> <i>ILS10 W.4.9</i>	4.W.31	Conduct short research projects		I		M
	4.W.32	Conduct short research projects that investigate different aspects of a topic		I		M
	4.W.33	Identify relevant information to support a topic from recalled experiences or print or digital sources		I		M
	4.W.34	Take notes about recalled relevant information from experiences or from print and digital sources		I		M
	4.W.35	Categorize notes information recalled from experiences or from print and digital sources		I		M
	4.W.36	Provide a list of sources		I		M
	4.W.37	Cite textual evidence to support text analysis, reflection, and research		I		M
	4.W.38	Use evidence from literary texts when writing by applying grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]")		I		M

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	4.W.39	Use evidence from informational texts when writing by applying grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")		I		M
Range of Writing <i>ILS10 W.4.10</i>	4.W.40	Identify the various purposes for writing	I		M	
	4.W.41	Identify and understand the various organizational structures related to different genres or purposes for writing	I		M	
	4.W.42	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audience and the appropriate organizational structure needed for specific audiences and purposes	I			M
	4.W.43	Write over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences	I			M
	4.W.44	Write over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	I			M
Comprehension/ Collaboration <i>ILS10 SL.4.1</i> <i>ILS10 SL.4.2</i> <i>ILS10 SL.4.3</i>	4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts	I	M		
	4.SL.2	Build on other's ideas during discussions	I	M		
	4.SL.3	Express own ideas clearly during discussions	M			
	4.SL.4	Come to discussion prepared, having read or studied required material	M			
	4.SL.5	Use prepared information and other information known about the topic during discussion	I	M		
	4.SL.6	Pose specific questions that contribute to the discussion and link to the remarks of others	I	M		
	4.SL.7	Respond to specific questions to clarify or follow up on information	I	M		
	4.SL.8	Make comments that contribute to the discussion and link to the remarks of others	I	M		
	4.SL.9	Paraphrase portions of a text read aloud	I			M
	4.SL.10	Paraphrase information presented in diverse media and formats, including visually, quantitatively, and orally	I			M
	4.SL.11	Identify the reasons and evidence a speaker provides to support particular points	I		M	
Presentation <i>ILS10 SL.4.5</i> <i>ILS10 SL.4.6</i>	4.SL.12	Report on a topic or text, tell a story, or recount an experience in an organized manner	I		M	
	4.SL.13	Use appropriate facts and relevant, descriptive details to support main ideas or themes	I		M	
	4.SL.14	Speak clearly at an understandable pace when reporting on a topic, telling a story, or recounting an experience	I			M
	4.SL.15	Determine when appropriate to enhance main idea or theme with audio recordings or visual displays	I		M	
	4.SL.16	Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes	I			M
	4.SL.17	Add visual displays to presentations when appropriate to enhance the development of main ideas or themes	I		M	
	4.SL.18	Identify audience, task, and situation	I		M	
	4.SL.19	Identify characteristics of formal and informal speaking	I	M		
	4.SL.20	Distinguish between formal and informal speech	I	M		
	4.SL.21	Analyze a situation to determine appropriate speech use (formal English or informal discourse)	I	M		
	4.SL.22	Speak using formal English when appropriate to task and situation	I	M		
Conventions <i>ILS10 L.4.1</i> <i>ILS10 L.4.2</i>	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking	I	M		
	4.L.2	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when why)			I	M
	4.L.3	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking)	I	M		
	4.L.4	Use modal auxiliaries (e.g., can, may, must) to convey various conditions	I	M		
	4.L.5	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	I			M
	4.L.6	Form and use prepositional phrases		I		M
	4.L.7	Identify fragments and run-ons	M			
	4.L.8	Produce complete sentences	M			
	4.L.9	Identify and correct inappropriate fragments and run-ons	M			
	4.L.10	Use correctly frequently confused words/homophones (e.g., to, too, two; there, their)	I	M		
	4.L.11	Apply correct capitalization, punctuation, spelling, and spelling when writing	M			
	4.L.12	Use commas and quotation marks to mark direct speech and quotations from a text			I	M
	4.L.13	Recognize coordinating conjunctions (e.g., and, but, for, or, nor, so, yet) and that they connect two or more independent clauses (grammatically complete statements, questions or exclamations that could stand alone as full sentences)		I	M	

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	4.L.14	Use a comma before a coordinating conjunction in a compound sentence		I	M	
	4.L.15	Spell grade-appropriate words correctly, consulting references as needed	I			M
Knowledge of Language <i>ILS10 L.4.3</i>	4.L.16	Recognize the conventions of language for writing, speaking, reading, and listening	M			
	4.L.17	Apply knowledge of language conventions when writing, reading, speaking, and listening	I	M		
	4.L.18	Choose words and phrases to convey ideas precisely when writing or speaking	I	M		
	4.L.19	Recognize types of punctuation	M			
	4.L.20	Choose punctuation for effect	I			M
	4.L.21	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	I	M		
Vocabulary <i>ILS10 L.4.4</i> <i>ILS10 L.4.5</i> <i>ILS10 L.4.6</i>	4.L.22	Identify common context clues (e.g., definitions, examples, restatements) in text	I	M		
	4.L.23	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	I	M		
	4.L.24	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word or phrase (e.g., telegraph, photograph, autograph)	I	I	M	
	4.L.25	Use a pronunciation guide	M			
	4.L.26	Use reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases	I	M		
	4.L.27	Determine or clarify the meaning of an unknown word or phrase by choosing flexibly from a range of vocabulary strategies	I	M		
	4.L.28	Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context		I	M	
	4.L.29	Recognize simple similes, metaphors, idioms, adages, and proverbs in context	I			M
	4.L.30	Explain the meaning of common idioms, adages, and proverbs		I		M
	4.L.31	Identify synonyms and antonyms	M			
	4.L.32	Identify opposites (antonyms) to demonstrate understanding of a word	M			
	4.L.33	Identify words with similar but not identical meanings (synonyms) to demonstrate understanding of a word	M			
	4.L.34	Define grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, signal emotions, signal states of being (e.g., quizzed, whined, stammered), and are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)	I			M
	4.L.35	Use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, signal emotions, signal states of being (e.g., quizzed, whined, stammered), and are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)	I			M

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