



Fourth Grade English Language Arts CURRICULUM

Board Approved: 05/15/2025

Course Information

Elementary Full Year Course

Course Description:

Fourth-grade English Language Arts instruction includes reading, writing, speaking and listening, and language development. Fourth-grade students will become more fluent readers while using word analysis skills. Students will develop and apply effective listening and speaking strategies. They will apply comprehension strategies to develop a deeper understanding of various genres. Students will write opinion, narrative, and informative pieces using appropriate grammar and spelling skills. Students will actively engage in small group, whole group, and individual learning. Instruction will be differentiated based on the needs of the students.

Transfer Goals:

Students will be able to independently use their learning to:

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
- Listen to others while honoring differences, opinions, and beliefs.
- Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): [Houghton Mifflin Harcourt-Into Reading](#)

**priority standards indicated in bold*

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Unit 1: Reading Foundations

Unit Description: In this Reading Foundations unit for 4th grade, students will focus on refining their reading skills through a deeper understanding of advanced phonics, word analysis, fluency, and comprehension strategies. This unit aims to build on foundational skills by exploring more complex text structures, vocabulary development, and reading comprehension techniques. Students will engage in activities designed to enhance their ability to decode challenging words, read fluently, and interpret texts with greater depth.

Enduring Understandings:

- Readers focus on routines for collaboratively thinking and talking about reading.
- Speakers share information with a variety of audiences for specific purposes.
- Listening skills are critical for learning and communicating.
- Conventional spelling promotes common understanding.
- Rules of grammar, spelling, and mechanics and conventions of language that guide readers.
- Understanding and applying phonics, syllabication patterns, and morphological knowledge are crucial for decoding unfamiliar words, which enhances reading proficiency and comprehension in all subject areas.

Essential Questions:

- How do readers develop independence and stamina when reading?
- How do readers actively engage in collaborative discussions about a text?
- How do listeners make meaning from the spoken word?
- How do speakers share information for specific purposes when speaking?
- Why is it important to have rules around language?
- How do readers use phonics, morphology, and decoding strategies to solve words?
- How do speakers speak effectively?
- How do readers actively engage in collaborative discussions about reading?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
4.RF.3.A	<ul style="list-style-type: none"> • I can decode words using letter-sound correspondence. • I can decode words using syllabication patterns. • I can decode words using morphology for multisyllabic words. • I can read root words, prefixes, and suffixes. • I can read important words specific to content.
4.RF.4.A	<ul style="list-style-type: none"> • I can read appropriate texts with fluency (rate, accuracy, expression, phrasing) with purpose and or comprehension. Use context to confirm or self-correct word recognition and understanding rereading as necessary.
4.SL.1.A	<ul style="list-style-type: none"> • I can listen to a presentation. • I can answer and ask specific questions about a presentation/topic. • I can make comments about a specific topic or presentation. • I can link comments to others in a discussion.

**priority standards indicated in bold*

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4.SL.2.A	<ul style="list-style-type: none">● I can follow active listening rules, according to classroom expectations.
4.SL.3.A	<ul style="list-style-type: none">● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations
4.SL.4.A	<ul style="list-style-type: none">● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by

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Unit 2: Reading Fiction

Unit Description: In this unit on reading fiction, 4th-grade students will delve into various fictional texts to enhance their understanding and appreciation of narrative elements. The focus will be on analyzing characters, settings, plots, and themes and developing critical thinking skills to interpret and discuss stories. Through interactive activities, students will learn to identify and describe key components of fiction, make inferences, and express their interpretations, fostering a deeper connection with literature.

Enduring Understandings:

- Readers understand the purpose of reading.
- Readers make meaning from text.
- How do readers actively engage in reading activities?
- How do readers develop independence and stamina?
- Readers use strategies to construct meaning.
- Everybody is entitled to an opinion about what a text means, but some opinions are more supportable by the text than others.
- Media can influence our ideas and opinions through print and digital messages.
- Understanding vocabulary roots, prefixes, suffixes, and context aids effective communication and comprehension.

Essential Questions:

- How do readers reflect and respond to what they are reading?
- What connections can I make when reading?
- How can readers recognize literary features to help their appreciation of literature?
- How can readers determine what a text is about?
- How do readers support their interpretation of what a text is about?
- What can readers do when they don't understand something they read?
- How do the visual materials in a fiction text send messages?
- How do visuals impact the reader's thoughts and actions in a fiction text?
- How can readers use my understanding of roots, prefixes, suffixes, and context aids when reading fiction?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
4.R.1.A	<ul style="list-style-type: none"> • I can draw two or more conclusions. • I can reference explicit textual evidence. • I can provide textual evidence for each conclusion.
4. R.1.B	<ul style="list-style-type: none"> • I can determine the meaning of Latin root words and Greek root words. • I can determine the meaning of prefixes and suffixes. • I can use the context of a sentence to determine the meaning of unfamiliar words and multiple-meaning words. • I can identify the meaning of common idioms and figurative language. • I can use conversational, general academic, and domain-specific words and phrases.
4.R.1.C	<ul style="list-style-type: none"> • I can explain how different texts are connected to each other and to

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	the world, by comparing and contrasting ideas and noticing how stories show history or culture.
4.R.1.D	<ul style="list-style-type: none"> ● I can read text that is developmentally appropriate. ● I can produce evidence of reading.
4.R.2.A.a 4.R.2.A.c	<ul style="list-style-type: none"> ● I can summarize and sequence the events/plot in a text. ● I can explain how past events impact or influence future events. ● I can identify the theme. ● I can describe the interaction between characters. ● I can describe characters' relationships. ● I can describe how relationships changed. ● I can compare and contrast the point of view of a story with how a story is narrated. ● I can explain whether the narrator or speaker is first or third person.
4.R.2.B	<ul style="list-style-type: none"> ● I can explain structural elements of poetry.
4.R.2.C	<ul style="list-style-type: none"> ● I can analyze how characters change from the beginning to the end of a play or film. ● I can explain structural elements of dramatic literature.
4.R.4.A	<ul style="list-style-type: none"> ● I can explain various media design techniques. ● I can explain how techniques are used in media to influence a message.
4.SL.3.A	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations

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Unit 3: Reading Nonfiction

Unit Description: In this unit on reading nonfiction, 4th-grade students will develop essential skills for understanding and analyzing informational texts. The focus will be on navigating text features, extracting key information, and applying comprehension strategies to real-world topics. Through engaging activities, students will learn to interpret data, summarize information, and connect facts across different non-fiction sources, enhancing their ability to read and learn from informational texts.

Enduring Understandings:

- Readers understand the purpose of reading.
- Readers make meaning from text.
- Everybody is entitled to an opinion about what a text means, but some opinions are more supportable by the text than others.
- Readers evaluate and analyze text structures to make meaning.
- Readers apply strategies to construct meaning from text.
- Media can influence our ideas and opinions through print and digital messages.
- Making connections with ourselves, our world, and our text can help deepen understanding.
- Text features can help readers find information quickly and efficiently.
- Non-fiction texts use graphics to make information more comprehensible.
- Perspective and point of view can alter how readers make meaning within a nonfiction text.
- Understanding vocabulary roots, prefixes, suffixes, and context aids effective communication and comprehension.
- Readers infer meaning from the author's words and their own experiences.

Essential Questions:

- How do readers reflect and respond to reading?
- How do readers monitor my understanding and make self-corrections when reading?
- How do readers make meaning from nonfiction texts?
- How do readers develop independence and stamina when reading?
- How do listeners make meaning from the spoken word?
- How do readers support my interpretation of a text?
- What can readers do when they don't understand something they read?
- How do the visual materials in a non-fiction text send messages?
- How do visuals in a non-fiction text impact a reader's thoughts and actions?
- How do readers analyze and evaluate visual materials in a non-fiction text?
- How does grasping word origin and context improve language skills?
- What is the author trying to teach to their audience?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>4.R.1.A</u>	<ul style="list-style-type: none"> • I can draw two or more conclusions. • I can reference explicit textual evidence. • I can provide textual evidence for each conclusion.

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<p>4.R.1.B</p>	<ul style="list-style-type: none"> ● I can determine the meaning of Latin root words and Greek root words. ● I can determine the meaning of prefixes and suffixes. ● I can use the context of a sentence to determine the meaning of unfamiliar words and multiple-meaning words. ● I can identify the meaning of common idioms and figurative language. ● I can use conversational, general academic, and domain-specific words and phrases.
<p>4.R.1.C</p>	<ul style="list-style-type: none"> ● I can explain how different texts are connected to each other and to the world, by comparing and contrasting ideas and noticing how stories show history or culture.
<p>4.R.1.D</p>	<ul style="list-style-type: none"> ● I can read text that is developmentally appropriate. ● I can produce evidence of reading.
<p>4.R.3.A</p>	<ul style="list-style-type: none"> ● I can use multiple text features to locate information. ● I can use text features to gain an overview of the text. ● I can interpret factual information presented graphically. ● I can explain factual information presented graphically.
<p>4.R.3.B</p>	<ul style="list-style-type: none"> ● I can analyze persuasive texts. ● I can explain how an author uses language to present information. ● I can explain how the language influences what the reader thinks. ● I can use evidence from texts. ● I can support analysis of how the author tries to influence the reader.
<p>4.R.3.C</p>	<ul style="list-style-type: none"> ● I can explain explicit and implicit relationships among ideas.
<p>4.R.4.A</p>	<ul style="list-style-type: none"> ● I can explain various media design techniques. ● I can explain how techniques are used in media to influence a message.
<p>4.SL.3.A</p>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations

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Unit 4: Writing Foundations

Unit Description: In this Writing Foundations unit for 4th grade, students will focus on developing essential writing skills that form the basis for clear and effective communication. This unit will cover key aspects of writing, including sentence structure, paragraph development, and organization. Students will engage in a series of structured activities designed to strengthen their ability to write coherent sentences and well-organized paragraphs, laying the groundwork for more advanced writing tasks.

Enduring Understandings:

- Writers focus on routines for collaboratively thinking and talking about writing.
- Writers compose independently for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers and speakers use appropriate language to convey and enhance meaning.
- Proficient writers make deliberate choices regarding content, language, and style to convey their message to a target audience.
- Writing is strengthened through a recursive process involving planning, revising, editing, and rewriting or trying a new approach.
- A writer's choice of language and style establishes "voice" to help personalize the text.
- Effective writers seek and use feedback to improve the quality of their writing.
- Different publishing media (e.g., digital, print) influence content, structure, and style.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.

Essential Questions:

- How do writers evaluate writing?
- How can writers use evaluation and reflection to improve their writing?
- How do writers approach writing?
- How does each step in the writing process impact writing?
- How does the purpose of writing change the style of writing?
- What is the importance of sharing writing?
- How do effective writers hook and hold their readers?
- How do writers make their writing more fluent?
- How do writers develop their writer's voice?
- What revisions/edits do writers need to make to improve their writing?
- How do writers engage their audience throughout their writing?
- How do writers know when their writing is ready to publish?
- What's the best medium for any given message?
- What makes a piece of writing clear and effective?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
4.W.1.A	<ul style="list-style-type: none"> • I can use a prewriting strategy to plan a first draft.
4.W.1.B	<ul style="list-style-type: none"> • I can generate a main idea to support a multiple-paragraph text. • I can develop a topic sentence within each paragraph with facts and details. • I can use a variety of sentence types, including compound sentences.

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	<ul style="list-style-type: none"> ● I can categorize, organize, and sequence details into clear introductory, supporting, and concluding paragraphs. ● I can address an appropriate audience for the intended purpose.
4.W.1.C	<ul style="list-style-type: none"> ● I can reread, revise, and edit drafts with assistance to: <ul style="list-style-type: none"> ○ develop and strengthen writing by revising ○ main idea ○ sequence (ideas) ○ focus ○ beginning, middle, end ○ details/facts (from multiple sources, when appropriate) ○ word choice (related to the topic) ○ sentence structure ○ transitions ○ audience/purpose ○ Voice ● I can edit for language conventions.
4.W.1.D	<ul style="list-style-type: none"> ● With assistance from adults/peers, I can use technology, including the internet, to produce and publish writing
4.W.3.A	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
4.L.1.A	<ul style="list-style-type: none"> ● I can produce and expand simple and compound declarative sentences. ● I can produce and expand simple and compound imperative sentences. ● I can produce and expand simple and compound exclamatory sentences. ● I can produce and expand simple and compound interrogative sentences.
4.L.1.B	<ul style="list-style-type: none"> ● I can punctuate dialogue between two or more characters. ● I can insert a comma before a coordinating conjunction in a compound sentence. ● I can use the correct capitalization. ● I can use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context
4.SL.1.A	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer and ask specific questions about a presentation/topic. ● I can make comments about a specific topic or presentation. ● I can link comments to others in a discussion.

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4.SL.4.A

- I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by

**priority standards indicated in bold*

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Unit 5: Opinion Writing

Unit Description: In this Opinion Writing unit, 4th-grade students will develop their skills in expressing and supporting personal opinions through structured writing. The unit will guide students through the process of forming a clear opinion, providing supporting reasons and evidence, and organizing their ideas coherently. Students will engage in various activities to practice writing persuasive texts and articulating their viewpoints effectively.

Enduring Understandings:

- Writers compose for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers strengthen their craft through practice and the application of strategies throughout the writing process.
- Speakers share information with a variety of audiences for specific purposes.
- Writers and speakers use appropriate language to convey and enhance meaning.
- To be effective, an opinion must be supported with sound evidence and valid reasoning.
- Writing is a process for clarifying as well as expressing one’s thinking.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.

Essential Questions:

- How do writers communicate an opinion in writing?
- How do writers develop independence and stamina in their writing?
- How do writers actively engage in collaborative conversations about writing?
- How do writers share information with a variety of audiences for specific purposes?
- How do writers find the best evidence to support their opinion in writing?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<p><u>4.W.2.A</u></p>	<ul style="list-style-type: none"> • I can introduce a topic or text being studied, using an introductory paragraph. • I can state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details • I can explain information in my own words, except when I use exact quotes from a source. • I can reference the name of the author(s) or name of the source used for details or facts included in the text.

**priority standards indicated in bold*

	<ul style="list-style-type: none"> ● I can organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.
4.W.3.A	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
4.L.1.A	<ul style="list-style-type: none"> ● I can produce and expand simple and compound declarative sentences. ● I can produce and expand simple and compound imperative sentences. ● I can produce and expand simple and compound exclamatory sentences. ● I can produce and expand simple and compound interrogative sentences.
4.L.1.B	<ul style="list-style-type: none"> ● I can punctuate dialogue between two or more characters. ● I can insert a comma before a coordinating conjunction in a compound sentence. ● I can use the correct capitalization. ● I can use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context
4.SL.1.A	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer and ask specific questions about a presentation/topic. ● I can make comments about a specific topic or presentation. ● I can link comments to others in a discussion.
4.SL.3.A	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations
4.SL.4.A	<ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by

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Unit 6: Informational Writing

Unit Description: In this Informational Writing unit, 4th-grade students will focus on crafting clear and well-organized informational texts. The unit will guide students through the process of researching, organizing, and presenting factual information on a specific topic. Students will learn to write with clarity and detail, using appropriate text features and structures to convey information effectively. Through a series of engaging activities, students will develop their ability to write pieces that are both informative and engaging.

Enduring Understandings:

- Writers compose for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers strengthen their craft through practice and the application of strategies throughout the writing process.
- Writers use appropriate language to convey and enhance meaning.
- Effective researchers evaluate the credibility and accuracy of information.
- Clear and focused questions help researchers find desired information.
- A concise conclusion summarizes the main points and reinforces the purpose for the audience.
- Transitions and text structures aid in organizing information and enhancing coherence.

Essential Questions:

- How do writers develop independence and stamina as writers?
- How do writers actively engage in collaborative conversations about writing?
- How do writers share information with a variety of audiences for specific purposes?
- How do writers find information to include in their writing?
- How can writers determine if a source is credible?
- How do writers collect, organize, and incorporate information in their writing?
- Why and how should writers document their sources?
- How can writers support their findings and conclusions?
- How do transitions and text structures enhance organization in writing?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<p><u>4.W.2.B</u></p>	<ul style="list-style-type: none"> • I can introduce a topic using a topic sentence in an introductory paragraph. • I can develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. • I can explain information in my own words, except when I use exact quotes from a source. • I can use transitions to connect categories of information. • I can use text structures when useful. • I can create a concluding paragraph related to the information.

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<p><u>4.W.3.A</u></p>	<ul style="list-style-type: none"> ● I can follow a research process. ● I can decide which information is relevant to answer questions. ● I can differentiate between paraphrasing and plagiarism when using the ideas of others.
<p><u>4.L.1.A</u></p>	<ul style="list-style-type: none"> ● I can produce and expand simple and compound declarative sentences. ● I can produce and expand simple and compound imperative sentences. ● I can produce and expand simple and compound exclamatory sentences. ● I can produce and expand simple and compound interrogative sentences.
<p><u>4.L.1.B</u></p>	<ul style="list-style-type: none"> ● I can punctuate dialogue between two or more characters. ● I can insert a comma before a coordinating conjunction in a compound sentence. ● I can use the correct capitalization. ● I can use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context
<p><u>4.SL.1.A</u></p>	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer and ask specific questions about a presentation/topic. ● I can make comments about a specific topic or presentation. ● I can link comments to others in a discussion.
<p><u>4.SL.3.A</u></p>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations
<p><u>4.SL.4.A</u></p>	<ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by

**priority standards indicated in bold*

Unit 7: Narrative Writing

Unit Description: In this Narrative Writing unit for 4th grade, students will delve into the art of storytelling, focusing on crafting engaging and well-structured narratives. The unit will guide students through the process of planning, writing, and revising their own stories. Students will learn to develop compelling characters, create vivid settings, and build exciting plots. Through interactive lessons and creative activities, students will enhance their ability to write narratives that captivate and engage readers.

Enduring Understandings:

- Writers compose for a variety of audiences and purposes
- Writers create and share their writing.
- Writers strengthen their craft through practice and the application of strategies throughout the writing process.
- Writers and speakers use appropriate language to convey and enhance meaning.
- Effective storytelling includes organizing events, using transitions, and using specific, relevant language.
- Crafting narratives and poems involves establishing settings, situations, characters, and narrative techniques tailored to the audience and purpose.

Essential Questions:

- How do writers tell a narrative story?
- How do writers develop independence and stamina in writing?
- How do word choice, setting, point of view, and characters affect the overall effectiveness of a story?
- How can writers write their stories in a way that appeals to a specific audience and/or purpose?

Unit 7 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
4.W.2.C	<ul style="list-style-type: none"> • I can establish a setting and situation/topic and introduce a narrator and/or characters. • I can use narrative techniques, such as dialogue, motivation, and descriptions. • I can organize an event sequence that unfolds naturally to establish a beginning/middle/end. • I can use a variety of transitions to manage the sequence of events. • I can use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.
4.L.1.A	<ul style="list-style-type: none"> • I can produce and expand simple and compound declarative sentences.

**priority standards indicated in bold*

	<ul style="list-style-type: none"> ● I can produce and expand simple and compound imperative sentences. ● I can produce and expand simple and compound exclamatory sentences. ● I can produce and expand simple and compound interrogative sentences.
<u>4.L.1.B</u>	<ul style="list-style-type: none"> ● I can punctuate dialogue between two or more characters. ● I can insert a comma before a coordinating conjunction in a compound sentence. ● I can use the correct capitalization. ● I can use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context
<u>4.SL.1.A</u>	<ul style="list-style-type: none"> ● I can listen to a presentation. ● I can answer and ask specific questions about a presentation/topic. ● I can make comments about a specific topic or presentation. ● I can link comments to others in a discussion.
<u>4.SL.3.A</u>	<ul style="list-style-type: none"> ● I can speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to other's ideas, according to classroom expectations
<u>4.SL.4.A</u>	<ul style="list-style-type: none"> ● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by

**priority standards indicated in bold*

FHSD Priority Standard	Number of times the standard is taught.
RF.3.A.a/b	● 168
<u>R.1.A.a/b</u>	● 193
R.1.B.a/b/d/f	● 314
<u>R.2.A.a/c/e</u>	● 123
R.3.A.a/c	● 98
<u>R.3.C.b/c</u>	● 43
W.1.B.a/b/c/d	● 92
W.1.C.a/b	● 97
W.2.A.a/b/d/e/g	● 49
W.2.B.a/b/c/d/e/f/g	● 93
W.2.C.a/b/c/d/e	● 34
<u>W.3.A.c/g</u>	● 40
L.1.A.h	● 14
L.1.B.b/c/e/i	● 163
SL.1.A.b	● 86

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