

**Wyoming Department of Education Required Virtual Education Course Syllabus**

**Natrona County School District # 1**

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA010401	Grade Level	4
Course Name	Language Arts Grade 4	# of Credits	
SCED Code		Curriculum Type	K12 Inc

**COURSE DESCRIPTION**

*LITERATURE*

*Students learn to identify and analyze literary elements such as character, plot, theme, and setting. The emphasis is on classic literature, including episodes from Robinson Crusoe, Gulliver’s Travels, and Pollyanna; legends of King Arthur; and folktales from many lands. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as The Cricket in Times Square, My Side of the Mountain, and Sarah, Plain and Tall). A test preparation program prepares students for standardized tests.*

*LANGUAGE SKILLS*

- *Composition—Students practice writing as a process (from planning to proofreading), as they write a report, a book review, a persuasive essay, poetry, a news article, and more*
- *Grammar, Usage, and Mechanics—Students learn more about sentence structure, parts of speech, punctuation, capitalization, and usage. They begin sentence analysis and diagramming*
- *Vocabulary—The Vocabulary Workshop program helps enrich students’ vocabulary, develop word analysis skills, and prepare for standardized tests*
- *Spelling—Students understand sound-symbol relationships and spelling patterns, and recognize base words and roots in related words*

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	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).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	(Not applicable to literature)
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	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.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	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.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	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.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	Read on-level text with purpose and understanding.
RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
W.4.1.b	Provide reasons that are supported by facts and details.
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1.d	Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9.a	Apply <i>grade 4 Reading standards</i> 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].”).
W.4.9.b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.
SL.4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
L.4.1.b	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
L.4.1.c	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).
L.4.1.e	Form and use prepositional phrases.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	Correctly use frequently confused words (e.g., <i>to, too, two, there, their</i> ).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a	Use correct capitalization.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3.a	Choose words and phrases to convey ideas precisely.
L.4.3.b	Choose punctuation for effect.
L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.4	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.
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).
L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate 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., wildlife, conservation, and endangered when discussing animal preservation).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p><b>Literature 4</b></p> <p>In this section students will read nonfiction works, traditional stories and modern classics, emphasize works that embody exemplary virtues (such as compassion, courage, perseverance, honesty, and loyalty). Lessons are designed to develop literal and inferential comprehension skills, build vocabulary, introduce the variety of imaginative experience, and help students become more independent and thoughtful readers. Students will also be provided with Critical Skills Assignments (three times during the year) in which they will apply their critical reading and writing skills to new works of fiction and nonfiction.</p>	<p>RF.4.3 RF.4.3.a RF.4.4 RF.4.4.a RF.4.4.b RF.4.4.c RL.4.5 RL.4.1 RL.4.3 RL.4.2 RL.4.6 RL.4.10</p> <p>SL.4.1 SL.4.1.a SL.4.1.b</p>	<p>Know and apply grade-level phonics and word-analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to accurately read unfamiliar multisyllabic words both in and out of context. Describe characters. Read with sufficient accuracy and fluency to support comprehension. Summarize plot. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Use language appropriate for purpose and audience. Use appropriate pace, emphasis, and tone. Use gestures appropriately when speaking publicly. Makes appropriate eye contact. Deliver an informative presentation Identify metaphor. Distinguish figurative from literal language. Describe setting. Describe characters based on evidence in the text. Demonstrate comprehension of text Distinguish figurative from literal language. Identify and define</p>

<p>Unit 1 Lessons Learned Lesson 1-13  Unit 2 Trickster Tales Lesson 1-7  Unit 3 A Patchwork of People Lesson 1- 6  Unit 4 Choice Novel 1  Unit 5 Stories from the Bible Lesson 1-6  Unit 6 Critical Skills Assignment 1 Session 1-3  Unit 7 Robinson Crusoe Lesson 1-8  Unit 8 Feathers, Flippers, and Fur Lessons 1-10  Unit 9 Stories in Verse: Narrative Poems Lessons 1-5  Unit 10 Life Stories Lessons 1-8  Unit 11 Critical Skills Assignment 1 Session 1-3  Unit 12 Semester Review and Assessment  Unit 13 Choice Novel 2  Unit 14 Stories from Many Lands Lesson 1-9  Unit 15 Nature's Way Lesson 1-6  Unit 16 Multimedia Presentation Lesson 1-5  Unit 17 Sounds and Sensations Lesson 1-5  Unit 18 Choice Novel 3  Unit 19 If You Lived in the Days of the Knights Lesson 1-6  Unit 20 King Arthur and the Knights of the Round Table Lesson 1-7  Unit 21 Critical Skills Assignment  Unit 22 Gulliver's Travels 1 Gulliver's Travels Lesson 1-6  Unit 23 What's Metaphor For? Lesson 1-5  Unit 24 Life Stories: To Fly! Lesson 1-9  Unit 25 Choice Novel 4  Unit 26 Semester Review and Assessment</p>	<p>SL.4.1.c  SL.4.1.d  SL.4.5  SL.4.6  RL.4.1  RL.4.2    W.4.2  W.4.3  W.4.3b  W.4.3c  W.4.3d  W.4.3e  W.4.4  W.4.5  W.4.10    SL.4.4  RL.4.9  SL.4.2    W.4.5  W.4.6  W.4.9  W.4.9.a  W.4.1 c.  W.4.2.a-c  W.4.2.a  W.4.2.b  W.4.2.c  W.4.2.d  W.4.2.e    L.4.1  L.4.5  L.4.5.a  RI.4.1  RI.4.2  RI.4.3  RI 4.9  RI.4.8  RI.4.6  RI.4.5</p>	<p>alliteration. Identify and define personification. Identify and define onomatopoeia. Identify and define imagery. Distinguish figurative from literal language. Identify and define alliteration. Identify and define personification. Identify and define onomatopoeia. Identify and define imagery. Compare and contrast using evidence from the text. Make inferences and draw conclusions based on evidence from the text. Write a well-organized and focused response to a question or prompt. Use linking words and phrases to connect ideas within categories of information. Explain major differences between poems, drama, and prose, referring to the structural elements of each when speaking or writing. Respond to an interview from each character's perspective. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Demonstrate comprehension of text. Identify the main events of the plot. Tell the events from the main character's perspective. Retell events and explain the lesson learned. Plan and draft a letter from Genghis Khan to his people. Revise and edit the letter from Genghis Khan to his people. Publish the letter by sharing it aloud. Perform a scene from the play. Orally summarize events in the play. Use linking words and phrases to connect opinion and reasons. Compare and contrast characters, showing at least two ways in which they are alike and different. Use specifics from the texts to support points in the essay. Revise and proofread an essay comparing characters. Use linking words and phrases to connect opinion and reasons. Identify and describe the trickster character. Demonstrate knowledge of major terms, characters, or authors. Identify choices and consequences. Use facts and details from the story to discuss choices and consequences. Write a well-organized response to a question or prompt. Describe a character using evidence from the text. Draw conclusions using evidence from the text. Compare and contrast using evidence from the text. Compare and contrast elements of nonfiction. Compare and contrast information. Describe a person using evidence from the text. Identify places on a map. Compare and contrast firsthand and secondhand account of the same events. Choose a topic for a short research project. Use a graphic organizer to organize information. Conduct research on a topic. Organize information around a main idea. Create a short research project. Use a media source to do research Write a well-organized and focused response to a question or prompt. Student will also finalize their essay and show ability to:</p>
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		Use specific examples from the texts to support points in the essay. Use linking words and phrases to connect opinion and reasons.
<p><b>Language Skills 4: Composition</b>  In this section, students will learn how technology can help with the writing process. This unit consists of three online lessons—they will complete all of the activities online, and they will need to use a writing program to complete the work.</p> <p>Unit 1 Use Technology to Write  Unit 2 Writing Guided Journal Entries Lesson 1-9  Unit 3 Writing a Report Lesson 1-10  Unit 4 Writing a Book Review Lesson 1-9  Unit 5 Writing Poetry Lesson 1-8  Unit 6 Writing to a Prompt Lesson 1-6  Unit 7 Writing a Persuasive Paper Lesson 1-9  Unit 8 Writing News Articles and Editorials Lesson 1-10  Unit 9 Writing a Play Lesson 1-10</p>	<p>L.4.1  L.4.1a-g  L.4.2  L.4.2 a- d  L.4.3  L.4.3a-c  L.4.6  SL.4.1  SL.4.1a  SL.4.1b  SL.4.1c  SL.4.1d  W.4.1  W.4.1 a-d  W.4.3  W.4.3 a-e  W.4.3a  W.4.3b  W.4.3c  W.4.3d  W.4.3e  W.4.4  W.4.5  W.4.6  W.4.6e  W.4.7  W.4.8  W.4.9  W.4.10</p>	<p>Recognize that the writing process is a series of stages. Explore the writing process. Use technology to collaborate with others. Use technology to publish work. Type at least one page in a single sitting. Revise for content. Edit and proofread for grammar, word usage, and punctuation. Create a final copy of the extended journal entry. Make a clean copy of a personal story. Identify and use the steps in the writing process.</p> <p>Use technology to publish and produce writing. Write a well organized and focused report. Write a report with few to no errors in grammar, usage, mechanics, and spelling. Use a checklist to revise, edit and proofread the report. Make a final copy of the report for publication. Use audio and visual elements to enhance the main ideas of a presentation. Edit for grammar and word usage. Proofread for punctuation and spelling. Write a well organized and focused book review. Write a book review with few to no errors in grammar, usage, mechanics, and spelling. Use technology to publish writing. Write a well organized and focused report. Write a report with few to no errors in grammar, usage, mechanics, and spelling. Use technology to publish writing. Publish three or more poems. Write and revise three or more poems. Identify and use the steps in the writing process: pre-writing, writing, and revising. Practice writing to a prompt in simulated test conditions. Identify and correct run-on sentences. Revise the persuasive paper for content and structure. Proofread for correctness. Identify the reasons and evidence a speaker used to support an opinion. Use a checklist to evaluate and proofread the news article. Publish the news article. Identify main characters and main events in a well-known story. Choose events in a well-known story to turn into scenes for a play. Revise, proofread, and publish the play. Identify three ways of gathering information for a news article: attending an event, interviewing, and background research.</p>

<p><b>Language Skills 4:</b> GUM Grammar, Usage, and Mechanics (GUM): In this section students will structured lessons in grammar, usage, and mechanics ensure students' understanding of the fundamental building blocks of language. Unit 1 1 Review and Sentences Lesson 1-9 Unit 2 Punctuation and Capitalization I Lesson 1-7 Unit 3 Punctuation and Capitalization II Lesson 1-6 Unit 4 Nouns Lesson 1-6 Unit 5 Pronouns Lesson 1-10 Unit 6 Adjectives Lesson 1-13 Unit 7 Verbs I Lesson 1-10 Unit 8 Verbs II Lesson 1-9 Unit 9 Verbs III Lesson 1-10 Unit 10 Adverbs Lesson 1-8 Unit 11 Word Study Lesson 1-9</p> <p><b>Language Skills 4: Vocabulary</b> This section has structured online lessons that teach students a variety of word acquisition skills including using context, roots, and affixes as clues to word meanings. Students will study synonyms and antonyms; and common idioms, adages and proverbs; and grade appropriate words. In addition to the lessons provided, students are expected apply their word acquisition skills to their own reading and collect new words independently.</p> <p>Units 1-16A Words to Learn</p> <p><b>Spelling 4</b> Students have structured lessons on spelling. Students develop an understanding of sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words. Unit 1-36 Each unit has 5 lessons</p>	<p>L.4.1 L.4.1.a L.4.1.b L.4.1.c L.4.1.d L.4.1.e L.4.1.f L.4.1.g L.4.2 L.4.2.a L.4.2.b L.4.2.c L.4.3.b</p> <p>L.4.4 L.4.4.a L.4.4.b L.4.4.c L.4.5 L.4.5.a L.4.5.b L.4.5.c L.4.6 L.4.6</p> <p>L.4.2.b L.4.4.b L.4.2.d</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (Example: <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (Example <i>a small yellow bag</i> rather than <i>a yellow small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two, there, their</i>). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Choose punctuation for effect.</p> <p>Identify the meaning of grade level words. Identify appropriate use for multiple-meaning words. Use context clues to determine the meaning of unknown words. Use Greek and Latin roots and affixes to determine the meaning of unknown words. Identify and explain figurative language, word relationships, and nuance in words. Identify the meaning of grade-level words. Use grade-appropriate vocabulary words. Identify and explain similes, metaphors, figurative language, idioms, adages and proverbs. Use synonyms and antonyms to better understand vocabulary words. Identify the relationship between two words. Use grade-appropriate, content-specific vocabulary words. Use print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words. Use print and digital dictionaries to and thesauruses to determine the most accurate meaning of a given word. Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Spell the words correctly. Use knowledge of the prefixes re-, un-, dis-, pre-, sub-, mis-, in-, bi-, semi-, mid-, fore-, under-, de-, -able, -ly, -ation, -ist, -or -ness, -ous, -ship -ology, -ive, -ment, -ful, -ic to determine the meaning of words. Make necessary spelling changes to base words when adding the suffix -ous.</p>
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