Note: This document in its entirety constitutes the complete *2010 Minnesota Academic Standards in English Language Arts Grade 4*. It consists of the Common Core State Standards (shown in plain font) plus Minnesota’s additions (shown in bold font).

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading</strong></td>
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<td>The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
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<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
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<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
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<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
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<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
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<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</td>
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<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
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<tr>
<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
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<td><strong>Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]</strong></td>
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<td>The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. To enhance motivation and engagement, students should have daily opportunities to choose topics and text types that interest them, often determine how to undertake and complete literacy tasks, and regularly respond to texts in a variety of ways. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Progress in each area is highly dependent upon and influenced by growth across the language domains. For example, growth in vocabulary will have a recursive influence on reading, writing, speaking and listening. Therefore, explicit vocabulary instruction should occur within each grade level. (Standards related to Vocabulary Acquisition are detailed in the Language Strand starting on p. 37.)</td>
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<td>STANDARDS</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>4.1.1.2 (Not applicable to literature)</td>
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<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
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</table>
| 4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | **READING/WRITING WORKSHOP:** Unit 2: 94–97, 99, 108–111, 113 Unit 4: 294–297, 299 Unit 6: 382–385, 387, 438–441, 443  
**LEVELED READERS:** Unit 2, Week 1: The Cockroach and the Mouse (A), The Badger and the Fan (O, ELL), The Wings of the Butterfly (B) Unit 2, Week 2: Saving the Green Bird (A), The Prince Who Could Fly (O, ELL), Behind the Secret Trapdoor (B) Unit 6, Week 1: The Visit (A), Our Teacher, the Hero (O, ELL), Continuing On (B)  
**YOUR TURN PRACTICE BOOK:** 53–55, 63–65, 253–255  
**READING WORKSTATION ACTIVITY CARDS:** 4  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**RESOURCES**  
**Student Resources:** Comprehension Interactive Games and Activities  
**Teacher Resources:** Graphic Organizers, Interactive Read Aloud Images, Skills Review |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
</table>
| 4.1.3.3 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). | **READING/Writing WORKSHOP:** Unit 1: 22–25, 27, 36–39, 41 **Unit 5:** 310–313, 315, 324–327, 329  
**LITERATURE ANTHOLOGY:** Unit 1: 10–27, 32–43 **Unit 5:** 362–379, 384–401  
**LEVELED READERS:** Unit 1, Week 1: *Clever Puss (A)*, *Jack and the Extreme Stalk (O, ELL)*, *Charming Ella (B)* **Unit 1, Week 2:** *The Dream Team (A)*, *Rosa’s Garden (O, ELL)*, *Saving Grasshopper (B)* **Unit 5, Week 1:** *Saving Stolen Treasure (A)*, *The Perfect Present (O, ELL)*, *First Edition (B)* **Unit 5, Week 2:** *The Adventures of Sal Fink (A)*, *The Great Man of Nebraska (O, ELL)*, *The Tale of John Henry (B)*  
**READING WORKSTATION ACTIVITY CARDS:** 1, 2, 3  
|  | **RESOURCES**  
**Student Resources:** Comprehension Interactive Games and Activities  
**Teacher Resources:** Graphic Organizers, Skills Review |
Craft and Structure

4.1.4.4 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).

READING/Writing WORKSHOP: Unit 1: 22–25 Unit 2: 94–97 Unit 5: 324–327
READING WORKSTATION ACTIVITY CARDS:
	13

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RESOURCES
Student Resources: Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities
Teacher Resources: Graphic Organizers

4.1.5.5 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.

READING/Writing WORKSHOP: Unit 1: 42 Unit 2: 114, 154 Unit 4: 298 Unit 6: 442
LEVELED READERS: Unit 2, Week 2: Saving the Green Bird (A), The Prince Who Could Fly (O, ELL), Behind the Secret Trapdoor (B)
YOUR TURN PRACTICE BOOK: 6, 16, 63–65
READING WORKSTATION ACTIVITY CARDS:
25, 27, 28

www.connected.mcgraw-hill.com:
RESOURCES
Student Resources: Comprehension Interactive Games and Activities
Teacher Resources: Genre Study Reproducibles, Graphic Organizers
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
</tr>
</thead>
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<td>4.1.8.8   (Not applicable to literature)</td>
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<tr>
<td>4.1.9.9   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, including American Indian.</td>
<td>LITERATURE ANTHOLOGY: Unit 4: 352–355</td>
</tr>
</tbody>
</table>

**READING WORKSTATION ACTIVITY CARDS:**

15

**TEACHER’S EDITION:**

- Unit 1: T25T, T25V, T29, T93
- Unit 2: T17, T20, T25R, T29, T55, T74, T89V, T93, T217S, T217T
- Unit 3: T17, T25S, T25T, T29
- Unit 4: T93, T157, T217T
- Unit 5: T25T, T25V, T29, T93, T217X
- Unit 6: T29, T153X, T281F, T217N

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**Student Resources:** Comprehension Interactive Games and Activities
STANDARDS

4.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.

READING/Writing WORKSHOP: These units reflect the range of text complexity found throughout the book.

Unit 2: 108–111, 150–153 Unit 6: 438–441

LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book.


LEVELED READERS: Unit 2, Week 2: Saving the Green Bird (A), The Prince Who Could Fly (O, ELL), Behind the Secret Trapdoor (B) Unit 3, Week 1: A New Bear in the Forest (A), Not From Around Here (O, ELL), Cara and the Sky Kingdom (B) Unit 4, Week 3: Ron’s Radio (A), The Freedom Machine (O, ELL), A Better Way (B) Unit 6, Week 1: The Visit (A), Our Teacher, the Hero (O, ELL), Continuing On (B)

READING WORKSTATION ACTIVITY CARDS:
22, 25, 27, 28


www.connected.mcgraw-hill.com: RESOURCES

Student Resources: Comprehension Interactive Games and Activities
**STANDARDS**

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<td>a.</td>
<td>Self-select texts for personal enjoyment, interest, and academic tasks.</td>
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**READING/Writing Workshop:** These units reflect the range of complexity found throughout the book.

**Teacher’s Edition:**
- Unit 1: T47, T55, T111, T115, T119, T175, T179, T183, T239, T243, T247, T303, T307, T311, T356-361
- Unit 2: T47, T51, T55, T111, T115, T119, T175, T179, T183, T239, T243, T247, T303, T311, T356-361
- Unit 3: T47, T51, T55, T111, T115, T119, T175, T179, T183, T239, T243, T247, T303, T311, T356-361
- Unit 4: T47, T51, T55, T111, T115, T119, T175, T179, T183, T239, T243, T247, T303, T307, T311, T356-361
- Unit 5: T47, T51, T55, T111, T115, T119, T175, T179, T183, T239, T243, T247, T303, T307, T311, T356-361

**Leveled Readers:**
- **Unit 1, Week 1:** Clever Puss, Jack and the Extreme Stalk, Charming Ella (A, O, ELL, B)
- **Week 2:** The Dream Team, Rosa’s Garden, Saving Grasshopper (A, O, ELL, B)
- **Week 3:** Changing Landscapes, A World of Change (A, O, ELL, B)
- **Week 4:** George’s Giant Wheel, The Big Race (A, O, ELL, B)
- **Week 5:** Start Small, Think Big, Dollars and Sense (A, O, ELL, B)
- **Unit 2, Week 1:** The Cockroach and the Mouse (A, O, ELL, B)
- **Week 2:** Saving the Green Bird, The Prince Who Could Fly, Behind the Secret Trapdoor, The Ant and the Grasshopper (A, O, ELL, B)
- **Week 3:** Saving San Francisco Bay, Rescuing Our Reefs (A, O, ELL, B)
- **Week 4:** Extreme Animals, Animal Adaptations (A, O, ELL, B)
- **Week 5:** Putting on an Act, The Big One, Dolphin Cove (A, O, B)
- **Unit 3, Week 1:** A New Bear in the Forest, Not From Around Here, Cara and the Sky Kingdom, (A, O, B)
- **Week 2:** Playground Buddy, Brick by Brick, Standing Guard (A, O, B, ELL)
- **Week 3:** Jacob Rills: Champion of the Poor (A, O, ELL, B)
- **Week 4:** Nellie Bly: Reporter for the Underdog (A, O, B, ELL)
- **Week 5:** The Battle Against Pets (A, O, B, ELL)
- **Unit 4, Week 1:** A Day in the Senate (A, O, B, ELL)
- **Week 2:** Floozle Dream, The Wolves of Yellowstone, Krillville (A, O, B)
- **Week 4:** Stargazing (A, O, B)
- **Week 5:** Try, Try Again, The Math-lete, The Final (A, O, B, ELL)
- **Unit 5, Week 1:** Saving Stolen Treasure, The Perfect Present, First Edition (A, O, B)
- **Week 2:** The Adventures of Sal Fink, The Great Man of Nebraska, The Tale of John Henry (A, O, B, ELL)
- **Week 3:** The Inventive Lewis Latimer (A, O, B)
- **Unit 6, Week 1:** The Visit
<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
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<tbody>
<tr>
<td>4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</thead>
<tbody>
<tr>
<td>Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5)</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td><strong>READING/WRITING WORKSHOP:</strong> Unit 1: 54, 55, 68, 69, 82, 83 <strong>Unit 2:</strong> 126, 127, 140, 141 Unit 3: 198, 199, 212, 213, 226, 227 <strong>Unit 4:</strong> 242, 243, 284, 285 <strong>Unit 5:</strong> 342, 343, 356, 357, 370, 371 <strong>Unit 6:</strong> 414, 415, 428, 429</td>
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<td><strong>LEVELED READERS:</strong> Unit 3, Week 3: Jacob Riis: Champion of the Poor (A, O, ELL, B)</td>
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<tr>
<td><strong>YOUR TURN PRACTICE BOOK:</strong> 123–125</td>
<td></td>
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<tr>
<td><strong>READING WORKSTATION ACTIVITY CARDS:</strong></td>
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</table>

**www.connected.mcgraw-hill.com:**
- RESOURCES
  - **Student Resources:** Comprehension Interactive Games and Activities
  - **Teacher Resources:** Interactive Read Aloud Images
### Standards

<table>
<thead>
<tr>
<th>4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</th>
</tr>
</thead>
</table>

### Page References

**Reading/ Writing Workshop: Unit 1:** 78–81, 83  
**Unit 2:** 122–125, 127, 136–139, 141  
**Unit 6:** 396–399, 401, 410–413, 415, 424–427, 429  
**Literature Anthology: Unit 1:** 84–87  
**Unit 2:** 130–147, 152–169  
**Unit 6:** 476–491, 496–515, 520–531  
**Leveled Readers: Unit 2, Week 3:** Saving San Francisco Bay (A, O, ELL, B)  
**Unit 2, Week 4:** Extreme Animals (A, O, ELL, B)  
**Unit 6, Week 3:** Planet Power (A, O, ELL, B)  
**Unit 6, Week 4:** The Bike Company (A, O, ELL, B)  
**Your Turn Practice Book:** 73–75, 83–85, 273–275, 283–285  
**Reading Workstation Activity Cards:** 6  
**Teacher’s Edition:** Unit 1: T140, T148, T153L  
**Unit 3:** T140, T153R  
**Unit 4:** T25J, T25L  
**Unit 5:** T140, T144, T153E, T153J, T153K, T153R  
**Unit 6:** T148, T153C, T153E, T153I, T153L  
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**Student Resources:** Comprehension Interactive Games and Activities  
**Teacher Resources:** Graphic Organizers, Interactive Read Aloud Images, Skills Review
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</thead>
<tbody>
<tr>
<td>4.2.3.3 Explain events, procedures, ideas, or concepts in a historical,</td>
<td>READING/Writing Workshop: Unit 4: 238–241, 243, 280–283, 285 Unit 5: 338–341, 343,</td>
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<tr>
<td>scientific, or technical text, including what happened and why, based</td>
<td>352–355, 357</td>
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<td>on specific information in the text.</td>
<td>Literature Anthology: Unit 4: 270–283, 336–351 Unit 5: 428–447</td>
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<td>Leveled Readers: Unit 4, Week 1: A Day in the Senate (A, O, ELL, B) Unit 4, Week</td>
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<td>4: Stargazing (A, O, ELL, B) Unit 5, Week 4: Secrets of the Ice (A, O, ELL, B)</td>
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<tr>
<td></td>
<td>Reading Writing Workshop Activity Cards: 7, 8, 9, 10, 17</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Edition: Unit 1: T217E, T217G Unit 2: T212, T217I, T217K Unit 3: T146,</td>
</tr>
<tr>
<td></td>
<td>T153C, T210, T217C, T217K Unit 4: T18, T204, T212, T217E, T217F, T217G, T217H,</td>
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<td>T217J, T217K, T217L Unit 5: T146, T148, T153F, T153H, T153M, T153U, T210, T212,</td>
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<tr>
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<td>T217C, T217F, T217I, T217K, T217Q Unit 6: T140, T146, T210</td>
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<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>:</td>
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<td>RESOURCES</td>
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<tr>
<td></td>
<td>Student Resources: Comprehension Interactive Games and Activities</td>
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<td>Teacher Resources: Graphic Organizers, Skills Review</td>
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<td>Craft and Structure</td>
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<tr>
<td>4.2.4.4 Determine the meaning of general academic and domain-specific</td>
<td>READING/Writing Workshop: Unit 1: 50–53, 64–67 Unit 2: 122–125, 136–139 Unit 4:</td>
</tr>
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<td>words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>280–283 Unit 5: 338–341 Unit 6: 410–413, 424–427</td>
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<tr>
<td></td>
<td>Reading Writing Workshop Activity Cards: 21</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Edition: Unit 1: T152, T153E, T216, T217H, T280 Unit 2: T152, T153I,</td>
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<td>T153O, T216, T217N Unit 4: T216, T217E, T217P Unit 5: T152, T153G, T153I, T153K,</td>
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<td>T216, T217H, T217I Unit 6: T152, T153G, T153K, T217E</td>
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<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>:</td>
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<td>RESOURCES</td>
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<tr>
<td></td>
<td>Student Resources: Comprehension Interactive Games and Activities, Vocabulary</td>
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<tr>
<td></td>
<td>Interactive Games and Activities</td>
</tr>
<tr>
<td></td>
<td>Teacher Resources: Graphic Organizers</td>
</tr>
<tr>
<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
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</table>
| **4.2.5.5** 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. | **READING/Writing Workshop:** Unit 1: 50–53, 55, 64–67, 69 Unit 5: 338–341, 343, 366–369, 371  
**Literature Anthology:** Unit 1: 48–59, 62–79 Unit 5: 406–423, 452–455  
**Leveled Readers:** Unit 1, Week 3: *Changing Landscapes* (A, O, ELL, B) Unit 1, Week 4: *George’s Giant Wheel* (A, O, ELL, B) Unit 5, Week 3: *The Inventive Lewis Latimer* (A, O, ELL, B)  
**Your Turn Practice Book:** 23–25, 33–35, 223–225  
**Reading Workstation Activity Cards:** 7, 8, 9, 10  
[www.connected.mcgraw-hill.com: RESOURCES](http://www.connected.mcgraw-hill.com)  
Student Resources: Comprehension Interactive Games and Activities  
Teacher Resources: Graphic Organizers, Skills Review |
| **4.2.6.6** Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided. | **Literature Anthology:** Unit 3: 216–235  
**Leveled Readers:** Unit 3, Week 3: *Jacob Riis: Champion of the Poor* (A, O, ELL, B)  
**Your Turn Practice Book:** 123–125  
**Reading Workstation Activity Cards:** 11, 18  
[www.connected.mcgraw-hill.com: RESOURCES](http://www.connected.mcgraw-hill.com)  
Student Resources: Comprehension Interactive Games and Activities |
### Integration of Knowledge and Ideas

<table>
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<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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<td>4.2.7.7 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.</td>
<td>READING/WRITING WORKSHOP: Unit 1: 50–53, 64–67, 78–81 Unit 2: 122–125, 136–139 Unit 3: 194–197, 208–211, 222–225 Unit 4: 280–283 Unit 5: 338–341, 352–355, 366–369 Unit 6: 410–413</td>
</tr>
<tr>
<td></td>
<td>LEVELED READERS: Unit 1, Week 3: Changing Landscapes (A, O, ELL, B) Unit 4, Week 1: A Day in the Senate (A, O, ELL, B) Unit 5, Week 4: Secrets of the Ice (A, O, ELL, B) Unit 6, Week 3: Planet Power (A, O, ELL, B)</td>
</tr>
<tr>
<td></td>
<td>READING WORKSTATION ACTIVITY CARDS: 16, 23</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</td>
</tr>
<tr>
<td></td>
<td>Student Resources: Comprehension Interactive Games and Activities, Music/Fine Arts Activities</td>
</tr>
<tr>
<td></td>
<td>Teacher Resources: Graphic Organizers, Interactive Read Aloud Images, Music/Fine Arts Activities</td>
</tr>
<tr>
<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>4.2.8.8</td>
<td>READING/Writing Workshop: Unit 3: 194–197, 199, 208–211, 213, 222–225, 227</td>
</tr>
<tr>
<td></td>
<td>Literature Anthology: Unit 3: 240–261, 264–267</td>
</tr>
<tr>
<td></td>
<td>Leveled Readers: Unit 3, Week 4: Nellie Bly: Reporter for the Underdog (A, O, ELL, B)</td>
</tr>
<tr>
<td></td>
<td>Your Turn Practice Book: 133–135</td>
</tr>
<tr>
<td></td>
<td>Reading Workshop Activity Cards: 11, 19</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Edition: Unit 2: T153K, T153R</td>
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<tr>
<td></td>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>:</td>
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<td>Resources</td>
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<tr>
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<td>Student Resources: Comprehension Interactive Games and Activities</td>
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<td></td>
<td>Teacher Resources: Graphic Organizers, Skills Review</td>
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<tr>
<td>4.2.9.9</td>
<td>Reading Workshop Activity Cards: 20</td>
</tr>
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<td></td>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>:</td>
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<tr>
<td></td>
<td>Resources</td>
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<td>Student Resources: Comprehension Interactive Games and Activities</td>
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</tbody>
</table>
**Range of Reading and Level of Complexity**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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<tbody>
<tr>
<td><strong>4.2.10.10</strong> 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 <strong>independently</strong> and proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>READING/WRITING WORKSHOP:</strong> These units reflect the range of text complexity found throughout the book. Unit 1: 40–53  Unit 2: 136–139  Unit 3: 194–197  Unit 4: 280–283  Unit 5: 338–341  <strong>Unit 6:</strong> 410–413  <strong>LITERATURE ANTHOLOGY:</strong> These units reflect the range of text complexity found throughout the book. Unit 1: 48–59  Unit 2: 152–169  Unit 3: 216–235  Unit 4: 270–283  <strong>Unit 5:</strong> 406–423  <strong>Unit 6:</strong> 520–531  <strong>LEVELED READERS:</strong> Unit 2, <strong>Week 4:</strong> <em>Extreme Animals</em> (A, O, ELL, B)  Unit 3, <strong>Week 4:</strong> <em>Nellie Bly: Reporter for the Underdog</em> (A, O, ELL, B)  <strong>Unit 4,</strong> <strong>Week 1:</strong> <em>A Day in the Senate</em> (A, O, ELL, B)  <strong>Unit 6,</strong> <strong>Week 4:</strong> <em>The Bike Company</em> (A, O, ELL, B)  <strong>READING WORKSTATION ACTIVITY CARDS:</strong> 22, 26  <strong>TEACHER’S EDITION:</strong> Unit 1: T89M, T150, T153A, T153M, T214, T217A, T278, T281A, T281E  Unit 2: T150, T153A, T153S, T175, T179, T183, T214, T217A  Unit 3: T89O, T150, T153A, T153U, T175, T179, T214, T217A, T217W, T248, T278, T281A, T281E  Unit 4: T22, T25A, T25O, T47, T51, T55, T89W, T153S, T208, T214, T217A  Unit 5: T153A, T153S, T208, T214, T217A, T278, T281A, T281E  Unit 6: T25O, T89Q, T150, T153A, T214, T217A  <strong><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>:</strong>  <strong>RESOURCES</strong>  <strong>Student Resources:</strong> Comprehension Interactive Games and Activities</td>
</tr>
</tbody>
</table>
a. **Self-select texts for personal enjoyment, interest, and academic tasks.**

**READING/WRITING WORKSHOP:** These units reflect the range of text complexity found throughout the book.

- **Unit 1:** 40–53
- **Unit 2:** 136–139
- **Unit 3:** 194–197
- **Unit 4:** 280–283
- **Unit 5:** 338–341
- **Unit 6:** 410–413

**LITERATURE ANTHOLOGY:** These units reflect the range of text complexity found throughout the book.

- **Unit 1:** 48–59
- **Unit 2:** 152–169
- **Unit 3:** 216–235
- **Unit 4:** 270–283
- **Unit 5:** 406–423
- **Unit 6:** 520–531

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**Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])**

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, fluency, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to fluently read and comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. (Standards related to Vocabulary Acquisition are detailed in the Language Strand starting on p. 37.)
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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<tbody>
<tr>
<td>Phonics and Word Recognition</td>
<td>LEVELED READERS: Unit 1, Week 1: Clever Puss, Jack and the Extreme Stalk, Charming Ella (A, O, ELL, B) <strong>Week 2:</strong> The Dream Team, Rosa’s Garden, Saving Grasshopper (A, O, ELL, B) <strong>Week 3:</strong> Changing Landscapes, A World of Change (A, O, ELL, B) <strong>Week 4:</strong> George’s Giant Wheel, The Big Race (A, O, ELL, B) <strong>Week 5:</strong> Start Small, Think Big, Dollars and Sense (A, O, ELL, B) <strong>Unit 2, Week 1:</strong> The Cockroach and the Mouse (A, O, ELL, B) <strong>Week 2:</strong> Saving the Green Bird, The Prince Who Could Fly, Behind the Secret Trapdoor, The Ant and the Grasshopper (A, O, ELL, B) <strong>Week 3:</strong> Saving San Francisco Bay, Rescuing Our Reefs (A, O, ELL, B) <strong>Week 4:</strong> Extreme Animals, Animal Adaptations (A, O, ELL, B) <strong>Week 5:</strong> Putting on an Act, The Big One, Dolphin Cove (A, O, B) <strong>Unit 3, Week 1:</strong> A New Bear in the Forest, Not From Around Here, Cara and the Sky Kingdom, (A, O, B) <strong>Week 2:</strong> Playground Buddy, Brick by Brick, Standing Guard (A, O, B, ELL) <strong>Week 3:</strong> Jacob Rills: Champion of the Poor (A, O, ELL, B) <strong>Week 4:</strong> Nellie Bly: Reporter for the Underdog (A, O, B, ELL) <strong>Week 5:</strong> The Battle Against Pets (A, O, B) <strong>Unit 4, Week 1:</strong> A Day in the Senate (A, O, B, ELL) <strong>Week 2:</strong> Floozle Dream, The Wolves of Yellowstone, Krillville (A, O, B) <strong>Week 3:</strong> Ron’s Radio, The Freedom Machine, A Better Way (A, O, B, ELL) <strong>Week 4:</strong> Stargazing (A, O, B) <strong>Week 5:</strong> Try, Try Again, The Mathlete, The Final (A, O, B, ELL) <strong>Unit 5, Week 1:</strong> Saving Stolen Treasure, The Perfect Present, First Edition (A, O, B) <strong>Week 2:</strong> The Adventures of Sal Fink, The Great Man of Nebraska, The Tale of John Henry (A, O, B, ELL) <strong>Week 3:</strong> The Inventive Lewis Latimer (A, O, B) <strong>Unit 6, Week 1:</strong> The Visit, Our Teacher the Hero, Continuing On (A, O, B, ELL) <strong>Week 2:</strong> Mabuhay, Nonna’s Recipes, Song and Dance (A, O, B, ELL) <strong>Week 3:</strong> Planet Power (A, O, B, ELL) <strong>Week 4:</strong> The Bike Company (A, O, B, ELL) <strong>Week 5:</strong> Let’s Make Music, Homesick for American Samoa, Saving Snowdrop (A, O, B, ELL)</td>
</tr>
</tbody>
</table>

www.connected.mcgraw-hill.com: RESOURCES

Student Resources: Word Study Interactive Games and Activities

Teacher Resources: Decodable Passages

Fluency McGraw-Hill Reading Wonders
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.

### Fluency

**4.3.0.4** Read with sufficient accuracy and fluency to support comprehension.


**RESOURCES:**
- **Student Resources:** Leveled Readers

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**STANDARDS**

**PAGE REFERENCES**

READING/WRITING WORKSHOP: Unit 1: 85
Unit 2: 143
YOUR TURN PRACTICE BOOK: 8, 18, 28, 38, 47, 48, 78, 87, 88, 108, 148, 168, 198, 208, 228, 258, 268, 298
PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 5, 8, 16, 18, 23, 27, 30
TEACHER’S EDITION: Unit 1: T26, T27, T42, T43, T90, T91
Unit 2: T43, T90, T106, T107, T154, T155, T170, T171
Unit 3: T217L, T218, T219, T234, T235
Unit 4: T107, T154, T155, T170, T171, T218, T219
Unit 5: T27, T90, T91, T152, T153G, T154, T155, T218
Unit 6: T26, T42, T43, T90, T106, T282
www.connected.mcgraw-hill.com:
- RESOURCES
  - **Student Resources:** Word Study Interactive Games and Activities
  - **Teacher Resources:** Decodable Passages

*McGraw-Hill Reading Wonders*
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</table>
| a. Read grade-level text with purpose and understanding. | **READING WORKSTATION ACTIVITY CARDS:** 2, 7, 10, 14, 18, 22, 27, 29, 30  
**TEACHER'S EDITION:** Unit 1: T44, T108, T172, T236, T326–T327  
Unit 2: T44, T91, T108, T172, T236, T326–T327  
Unit 3: T27, T44, T108, T172, T219, T236, T326–T327  
Unit 4: T27, T44, T108, T155, T172, T236, T326–T327  
Unit 5: T27, T91, T326–T327  
Unit 6: T26, T44, T90, T108, T326–T327  
www.connected.mcgraw-hill.com:  
**RESOURCES**  
Student Resources: Fluency Interactive Games and Activities |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | **READING WORKSTATION ACTIVITY CARDS:** 3, 8, 12, 13, 15, 20, 26, 28, 29, 30  
**TEACHER'S EDITION:** Unit 1: T27, T46, T91, T105, T110, T117, T123, T219, T238, T326–T327  
Unit 2: T27, T46, T91, T110, T115, T117, T219, T238, T326–T327  
Unit 3: T27, T46, T91, T10, T155, T174, T219, T238, T326–T327  
Unit 4: T27, T46, T91, T110, T155, T174, T218, T238, T326–T327  
Unit 5: T27, T155, T219, T326–T327  
Unit 6: T26, T41, T90, T282, T302, T326–T327  
www.connected.mcgraw-hill.com:  
**RESOURCES**  
Student Resources: Fluency Interactive Games and Activities |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **READING/Writing WORKSHOP:** Unit 1: 29, 57, 71  
Unit 2: 115, 129  
Unit 3: 173, 187  
Unit 4: 273, 287  
**Unit 5:** 359  
**YOUR TURN PRACTICE BOOK:** 7, 27, 37, 67, 77, 107, 117, 177, 187, 237  
**READING WORKSTATION ACTIVITY CARDS:** 3, 8, 13, 18, 23, 28  
**TEACHER'S EDITION:** Unit 1: T155, T174  
Unit 2: T155, T174  
Unit 3: T155, T174  
Unit 4: T218, T238  
Unit 5: T155, T174  
Unit 6: T46, T218, T238  
www.connected.mcgraw-hill.com:  
**RESOURCES**  
Student Resources: Fluency Interactive Games and Activities |
### College and Career Readiness Anchor Standards for Writing

The grades K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Writing Process: Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

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 tasks, purposes, and audiences.
**STANDARDS**

**Writing Benchmarks K-5 (Common Core Writing Standards K–5) [W]**

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

*(Conventions of written English are detailed in the Language Strand starting on p. 37.)*

| Text Types and Purposes | **READING/Writing Workshop: Unit 3:** 202-203, 230-231  Unit 5: 346-347  Unit 6: 432-433  
**www.connected.mcgraw-hill.com: Resources**  
**Student Resources:** Writer’s Workspace |
<table>
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<tr>
<td>4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td></td>
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</table>
*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.  
**Reading/Writing Workshop:** Unit 3: 230–231  Unit 5: 318–319  
**Your Turn Practice Book:** 150, 210  
**Writing Workstation Activity Cards:** 3, 7  
**Teacher’s Edition:** Unit 3: T344, T346, T350, T352  Unit 4: T30, T32–T33  Unit 5: T30, T32, T33, T62  Unit 6: T344, T346, T350, T352  
**www.connected.mcgraw-hill.com: Resources**  
**Student Resources:** Writer’s Workspace |
|  |  
*b.* Provide reasons that are supported by facts and details.  
**Reading/Writing Workshop:** Unit 3: 202–203  
**Your Turn Practice Book:** 30, 130  
**Writing Workstation Activity Cards:** 3, 9, 23, 26  
**Teacher’s Edition:** Unit 1: T93  Unit 2: T29, T93, T221  Unit 3: T93, T158, T160–T161, T190, T344, T352  Unit 6: T93, T344, T346, T350, T352  
**www.connected.mcgraw-hill.com: Resources**  
**Student Resources:** Writer’s Workspace |
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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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<tr>
<td>c.</td>
<td>Link opinion and reasons using words and phrases (e.g., <em>for instance</em>, <em>in order to</em>, <em>in addition</em>).</td>
</tr>
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</table>
|           | **READING/Writing Workshop**: Unit 5: 346–347 Unit 6: 418–419  
|           | **Your Turn Practice Book**: 230, 280  
|           | **Writing Workstation Activity Cards**: 13  
|           | **Teacher’s Edition**: Unit 3: T350, T352 Unit 5: T93, T95, T96, T97, T158 Unit 6: T158, T160, T161, T350, T352 |
|           | [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): Resources  
|           | Student Resources: Writer’s Workspace |
| d.        | Provide a concluding statement or section related to the opinion presented. |
|           | **Reading/Writing Workshop**: Unit 3: 216–217  
|           | **Writing Workstation Activity Cards**: 10  
|           | **Teacher’s Edition**: Unit 3: T222, T224–T225, T346, T350 Unit 6: T346 |
|           | [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): Resources  
|           | Student Resources: Writer’s Workspace |
| 4.6.2.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|           | **Reading/Writing Workshop**: Unit 2: 130–131 Unit 5: 374–375  
|           | [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): Resources  
|           | Student Resources: Writer’s Workspace |
| 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.  
|           | **Reading/Writing Workshop**: Unit 2: 144–145 Unit 4: 246–247  
|           | **Your Turn Practice Book**: 90, 160  
|           | **Writing Workstation Activity Cards**: 6, 11  
|           | **Teacher’s Edition**: Unit 2: T157, T222, T224–T225, T346, T348, T350, T352, T354 Unit 4: T30, T32–T33, T62, T221 Unit 5: T221, T348  
|           | [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): Resources  
|           | Student Resources: Writer’s Workspace |
| b.        | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|           | **Reading/Writing Workshop**: Unit 1: 58–59 Unit 2: 130–131 Unit 3: 202–203  
|           | **Your Turn Practice Book**: 30, 80, 160  
|           | **Writing Workstation Activity Cards**: 6, 11  
|           | **Teacher’s Edition**: Unit 1: T29, T158, T160–T161, T190 Unit 2: T158, T161, T160, T190, T344, T352 Unit 5: T346  
|           | [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): Resources  
<p>|           | Student Resources: Writer’s Workspace |</p>
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<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</table>
| c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | READING/Writing Workshop: Unit 6: 418–419  
Your Turn Practice Book: 280  
Writing Workshop Activity Cards: 6, 19  
www.connected.mcgraw-hill.com: Resources  
Student Resources: Writer’s Workspace |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | READING/Writing Workshop: Unit 2: 158–159 Unit 6: 390–391  
Your Turn Practice Book: 100, 260  
Writing Workshop Activity Cards: 1, 14, 15, 18, 27  
www.connected.mcgraw-hill.com: Resources  
Student Resources: Writer’s Workspace |
| e. Provide a concluding statement or section related to the information or explanation presented. | READING/Writing Workshop: Unit 5: 374–375  
Your Turn Practice Book: 250  
Writing Workshop Activity Cards: 10  
Teacher’s Edition: Unit 1: T84, T221 Unit 2: T346 Unit 3: T222, T224–T225 Unit 5: T221, T286, T288–T289, T344, T346  
www.connected.mcgraw-hill.com: Resources  
Student Resources: Writer’s Workspace |
| 4.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | READING/Writing Workshop: Unit 2: T116–T117 Unit 3: 216–217 Unit 4: 274–275  
www.connected.mcgraw-hill.com: Resources  
Student Resources: Writer’s Workspace |
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</thead>
</table>
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | READING/WRITING WORKSHOP: Unit 2: 102–103 Unit 4: 274–275  
YOUR TURN PRACTICE BOOK: 60, 180  
WRITING WORKSTATION ACTIVITY CARDS: 2, 5, 7, 8  
[www.connected.mcgraw-hill.com]: RESOURCES  
Student Resources: Writer's Workspace |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | READING/WRITING WORKSHOP: Unit 1: 30–31 Unit 4: 260–261  
YOUR TURN PRACTICE BOOK: 10, 170  
WRITING WORKSTATION ACTIVITY CARDS: 4  
[www.connected.mcgraw-hill.com]: RESOURCES  
Student Resources: Writer's Workspace |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | READING/WRITING WORKSHOP: Unit 1: 72–73 Unit 3: 174–175  
YOUR TURN PRACTICE BOOK: 40, 110  
WRITING WORKSTATION ACTIVITY CARDS: 19, 25  
[www.connected.mcgraw-hill.com]: RESOURCES  
Student Resources: Writer's Workspace |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | READING/WRITING WORKSHOP: Unit 1: 30–31, 44–45 Unit 3: 188–189 Unit 4: 302–303 Unit 6: 446–447  
YOUR TURN PRACTICE BOOK: 10, 20, 120, 200, 300  
WRITING WORKSTATION ACTIVITY CARDS: 2, 16, 17  
[www.connected.mcgraw-hill.com]: RESOURCES  
Student Resources: Writer's Workspace |
### STANDARDS

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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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| e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events. | READING/WRITING WORKSHOP: Unit 3: 216–217  
YOUR TURN PRACTICE BOOK: 140  
TEACHER’S EDITION: Unit 1: T222, T224–T225, T346  
Unit 3: T222, T224–T225, T254  
Unit 4: T158, T160–T161, T344  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Writer’s Workspace |

#### 4.6.4.4 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.)

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</table>
| 4.6.4.4 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.) | READING/WRITING WORKSHOP: Unit 2: 116–117  
Unit 3: 230–231  
Unit 5: 360–361  
Unit 6: 404–405  
YOUR TURN PRACTICE BOOK: 70, 150, 240, 270  
WRITING WORKSTATION ACTIVITY CARDS: 20, 21, 22  
TEACHER’S EDITION: Unit 1: T32–T33, T96–T97, T160–T161, T224–T225  
Unit 2: T32–T33, T96–T97, T160–T161, T224–T225, T254  
Unit 3: T32–T33, T96–T97, T160–T161, T224–T225  
Unit 5: T32–T33, T96–T97, T160–T161, T224–T225  
Unit 6: T32–T33, T96–T97, T160–T161, T224–T225  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Writer’s Workspace |

#### 4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

<table>
<thead>
<tr>
<th>STANDARDS</th>
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</table>
| 4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.) | READING/WRITING WORKSHOP: Unit 1: 31, 45, 59, 73, 87  
Unit 2: 103, 117, 131, 145, 159  
Unit 3: 175, 189, 203, 217, 231  
Unit 4: 247, 261, 275, 289, 303  
Unit 5: 319, 333, 347, 361, 375  
Unit 6: 391, 405, 419, 433, 447  
Unit 5: T32–T33, T96–T97, T156, T160–T161, T224–T225  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Writer’s Workspace |
### Standards

| 4.6.6.6 | 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. |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Writer’s Workspace |

### Research to Build and Present Knowledge

| 4.6.7.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Research and Inquiry, Writer’s Workspace |
| Teacher Resources: Graphic Organizers, Research and Inquiry |

| 4.6.8.8 | 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. |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Research and Inquiry, Writer’s Workspace |
| Teacher Resources: Graphic Organizers, Research and Inquiry |

| 4.6.9.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| TEACHER’S EDITION: Unit 1: T156 Unit 2: T28, T29, T92, T156, T220, T284 Unit 3: T28, T92, T156 Unit 4: T92 Unit 5: T28 Unit 6: T28, T156 |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Research and Inquiry, Writer’s Workspace |
| Teacher Resources: Graphic Organizers, Research and Inquiry |
## STANDARDS

| a. Apply 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].”). |

## PAGE REFERENCES

| YOUR TURN PRACTICE BOOK: 9, 19, 59, 69, 109, 119, 169, 209, 219, 259, 269 |
| WRITING WORKSTATION ACTIVITY CARDS: 26 |
| TEACHER’S EDITION: Unit 1: T29, T93 Unit 2: T28, T29, T92, T93 Unit 3: T29, T93 Unit 4: T93, T157 Unit 5: T29, T93 Unit 6: T29, T93 |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Writer’s Workspace |

### Range of Writing

4.6.10.10 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.

| WRITING WORKSTATION ACTIVITY CARDS: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 |
| www.connected.mcgraw-hill.com: RESOURCES |
| Student Resources: Research and Inquiry, Writer’s Workspace |
| Teacher Resources: Research and Inquiry |
### STANDARDS PAGE REFERENCES

| a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks. | READING/Writing Workshop: Unit 2: 158-T159 Unit 4: 288-T289  
**Unit 2:** T30, T53, T94-T95, T103, T117, T118, T119, T126, T158-T159, T181, T222-T223, T224-T225, T286-T287, T288-T289, T297, T318, T350-T355  
**Unit 3:** T15, T25, T28, T29, T30, T32-33, T41, T53, T93 T119, T103, T222-223, T224-225, T344-T349, T350-T355  
**Unit 4:** T29, T30-T31, T39, T57, T158-T159, T79, T84, T88, T92, T94-T97, T183, T25F, T222-224, T246, T344-349, T157, T286-T287, T288-T289  
**Unit 5:** T28, T29, T30-T33, T55, T93, T118, T156, T163, T222-T223, T224-T225, T284, T286-T287, T288-T289, T344-349, T350-T355  
**Unit 6:** T29, T32, T33, T53, T92, T54, T93, T117, T118, T158-T159, T245, T246, T284, T344-T345, T350-T355, T286-T287 |

### College and Career Readiness Anchor Standards for Speaking, Viewing, Listening and Media Literacy

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</thead>
<tbody>
<tr>
<td><strong>Media Literacy</strong></td>
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<td>7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</td>
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<tr>
<td>8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</td>
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<tr>
<td><strong>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]</strong></td>
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<td>The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. (Conventions of spoken English are detailed in the Language Strand starting on p. 37.)</td>
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**4.8.1.1** 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, building on others’ ideas and expressing their own clearly.
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<th>STANDARDS</th>
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<tr>
<td>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>READING WORKSTATION ACTIVITY CARDS: 24</td>
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<td>TEACHER’S EDITION: Unit 1: T28, T29, T93, T138, T157 Unit 2: T29, T74, T138, T157, T221 Unit 3: T29, T93, T157, T221 Unit 4: T29, T93, T157, T221 Unit 5: T29, T93, T157, T202, T221 Unit 6: T29, T93, T157, T221</td>
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<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</td>
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<td>Teacher Resources: Build Background Videos</td>
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<td>e. Cooperate and problem solve as appropriate for productive group discussion.</td>
<td>READING WORKSTATION ACTIVITY CARDS: 24</td>
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<td>READING WORKSTATION ACTIVITY CARDS: 24</td>
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<tr>
<td>4.8.2.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>TEACHER’S EDITION: Unit 1: T10, T12, T16, T74, T92, T104, T112, T116, T122, T140, T168, T176, T208 Unit 2: T10, T12, T76, T140, T202, T204 Unit 3: T12, T74, T76, T138, T150, T202, T204 Unit 4: T10, T12, T74, T76, T140, T202, T204 Unit 5: T10, T12, T76, T140, T150, T204 Unit 6: T10, T74, T138, T202</td>
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<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</td>
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<td>Student Resources: Music/Fine Arts Activities</td>
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<td>Teacher Resources: Interactive Read Aloud Images, Music/Fine Arts Activities</td>
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<td>STANDARDS</td>
<td>PAGE REFERENCES</td>
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</tbody>
</table>
| 4.8.3.3 Identify the reasons and evidence a speaker provides to support particular points. | **TEACHER’S EDITION:** Unit 1: T29, T93, T157, T221 Unit 2: T29, T93, T157, T221 Unit 3: T29, T93, T157, T221 Unit 4: T29, T93, T157, T221 Unit 5: T29, T93, T157, T221 Unit 6: T29, T93, T157, T221  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): RESOURCES  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): RESOURCES  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
| 4.8.5.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | **TEACHER’S EDITION:** Unit 1: T156, T220, T284, T332, T334–T335 Unit 2: T156, T284, T332, T334–T335 Unit 3: T92, T156, T332, T334–T335 Unit 4: T92, T156, T220, T332, T334–T335 Unit 5: T28, T92, T220, T332, T334–T335 Unit 6: T28, T220, T332, T334–T335  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): RESOURCES  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
| 4.8.6.6 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 and 3 on page 41-42 for specific expectations.) | **TEACHER’S EDITION:** Unit 1: T28, T220 Unit 2: T28 Unit 4: T92 Unit 5: T92  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com): RESOURCE  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
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<td><strong>Media Literacy</strong></td>
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| 4.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media. | **READING/Writing Workshop:** Unit 5: 346-347  
**Teacher's Edition:** Unit 1: T92, T220, T284, T328, T329  
Unit 2: T92-T93, T158, T220, T284, T328-T329  
Unit 3: T28, T156, T220, T328-T329  
Unit 4: T28, T92-T93, T184, T220, T284, T328-T329  
Unit 5: T139, T156, T158, T328-T329  
Unit 6: T156, T183, T328, T329  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**Resource**  
**Student Resources:** Research and Inquiry  
**Teacher Resources:** Research and Inquiry |
| a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). | **READING/Writing Workshop:** Unit 5: 346-347  
**Teacher's Edition:** Unit 1: T92, T220, T284, T328, T329  
Unit 2: T92-T93, T158, T220, T284, T328-T329  
Unit 3: T28, T156, T220, T328-T329  
Unit 4: T28, T92-T93, T184, T220, T284, T328-T329  
Unit 5: T139, T156, T158, T328-T329  
Unit 6: T156, T183, T328, T329  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**Resource**  
**Student Resources:** Research and Inquiry  
**Teacher Resources:** Research and Inquiry |
| b. Locate and use information in print, non-print, and digital resources using a variety of strategies. | **READING/Writing Workshop:** Unit 5: 346-347  
**Teacher's Edition:** Unit 1: T92, T220, T284, T328, T329  
Unit 2: T92-T93, T158, T220, T284, T328-T329  
Unit 3: T28, T156, T220, T328-T329  
Unit 4: T28, T92-T93, T184, T220, T284, T328-T329  
Unit 5: T139, T156, T158, T328-T329  
Unit 6: T156, T183, T328, T329  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**Resource**  
**Student Resources:** Research and Inquiry  
**Teacher Resources:** Research and Inquiry |
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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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</table>
| **c.** Check for accuracy of information between two different sources. | **READING/WRITING WORKSHOP:** Unit 5: 346-347  
**TEACHER’S EDITION:** Unit 1: T92, T220, T284, T328, T329  
Unit 2: T92-T93, T158, T220, T284, T328-T329  
Unit 3: T28, T156, T220, T328-T329  
Unit 4: T28, T92-T93, T184, T220, T284, T328-T329  
Unit 5: T139, T156, T158, T328-T329  
Unit 6: T156, T183, T328, T329  
**www.connected.mcgraw-hill.com:**  
**RESOURCE**  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
| **d.** Recognize safe practices in social and personal media communications. | **READING/WRITING WORKSHOP:** Unit 5: 346-347  
**TEACHER’S EDITION:** Unit 1: T92, T220, T284, T328, T329  
Unit 2: T92-T93, T158, T220, T284, T328-T329  
Unit 3: T28, T156, T220, T328-T329  
Unit 4: T28, T92-T93, T184, T220, T284, T328-T329  
Unit 5: T139, T156, T158, T328-T329  
Unit 6: T156, T183, T328, T329  
**www.connected.mcgraw-hill.com:**  
**RESOURCE**  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
| **4.8.8.8** Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) | **READER/WRITING WORKSHOP:** Unit 5: 346-347  
**TEACHER’S EDITION:** Unit 1: T184, T284, T354  
Unit 2: T156, T220, T284, T334, T348, T354  
Unit 3: T348, T354  
Unit 4: T220, T348, T354  
Unit 5: T348, T354  
Unit 6: T156, T348, T354  
**www.connected.mcgraw-hill.com:**  
**RESOURCE**  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
| **a.** Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. | **TEACHER’S EDITION:** Unit 1: T332  
Unit 2: T332  
Unit 3: T332  
Unit 4: T332  
Unit 5: T330, T332  
Unit 6: T330, T332  
**www.connected.mcgraw-hill.com:**  
**RESOURCE**  
Student Resources: Research and Inquiry  
Teacher Resources: Research and Inquiry |
### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Language Benchmarks K–5 (Common Core Language Standards K–5)

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). (See the table on page 44 for a complete list and Appendix A for an example of how these skills develop in sophistication.)
### Conventions of Standard English

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page References</th>
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<tr>
<td>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
<td>READING/WRITING WORKSHOP: Grammar Handbook: 458 TEACHER’S EDITION: Unit 3: T93, T96, T97, T98, T127 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities Teacher Resources: Music/Fine Arts Activities</td>
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| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | READING/WRITING WORKSHOP: Grammar Handbook: 460–461  
TEACHER’S EDITION: Unit 3: T157, T160, T161, T162, T191  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | READING/WRITING WORKSHOP: Grammar Handbook: 466–467  
TEACHER’S EDITION: Unit 5: T29, T32, T33, T34, T63  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
| e. Form and use prepositional phrases. | READING/WRITING WORKSHOP: Grammar Handbook: 471  
TEACHER’S EDITION: Unit 6: T224, T225, T226, T255, T290, T319  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | READING/WRITING WORKSHOP: Grammar Handbook: 450–451  
YOUR TURN PRACTICE BOOK: 50  
TEACHER’S EDITION: Unit 1: T29, T32, T34, T63, T93, T96, T98, T127, T160, T162, T191, T224, T225, T288, T289, T290, T291, T319  
www.connected.mcgraw-hill.com: RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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| g. Correctly use frequently confused words (e.g., to, too, two; there,   | PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 13, 14  
| their).*                                                                   | TEACHER’S EDITION: Unit 4: T226, T282, T290, T299, T319 Unit 5: T219, T235  
|                                                                           | www.connected.mcgraw-hill.com: RESOURCES  
|                                                                           | Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
|                                                                           | Teacher Resources: Music/Fine Arts Activities  
| 4.10.2.2 Demonstrate command of the conventions of standard English       | TEACHER’S EDITION: Unit 1: T349, T355 Unit 2: T349, T355 Unit 3: T349, T355 Unit 4: T349, T355 Unit 5: T349, T355 Unit 6: T349, T355  
| capitalization, punctuation, and spelling when writing.                  | www.connected.mcgraw-hill.com: RESOURCES  
|                                                                           | Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
|                                                                           | Teacher Resources: Music/Fine Arts Activities  
|                                                                           | TEACHER’S EDITION: Unit 1: T35 Unit 2: T29, T32, T33, T34 Unit 3: T34 Unit 6: T98  
|                                                                           | www.connected.mcgraw-hill.com: RESOURCES  
|                                                                           | Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
|                                                                           | Teacher Resources: Music/Fine Arts Activities  
| b. Use commas and quotation marks to mark direct speech and quotations    | READING/WRITING WORKSHOP: Grammar Handbook: 479, 480  
| from a text.                                                              | TEACHER’S EDITION: Unit 1: T226 Unit 4: T162 Unit 5: T32, T33, T34 Unit 6: T98, T226  
|                                                                           | www.connected.mcgraw-hill.com: RESOURCES  
|                                                                           | Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
|                                                                           | Teacher Resources: Music/Fine Arts Activities  

Academic Standards  
Language Arts Grade 4  
Reading Wonders  
Grade 4 © 2014
<table>
<thead>
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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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| c. Use a comma before a coordinating conjunction in a compound sentence. | **READING/WRITING WORKSHOP:** Grammar Handbook: 479  
TEACHER’S EDITION: Unit 1: T161, T162, T191, T225, T226, T255 Unit 5: T226, T290  
Unit 6: T98  
www.connected.mcgraw-hill.com:  
RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
| d. Spell grade-appropriate words correctly, consulting references as needed. | TEACHER’S EDITION: Unit 1: T36, T62, T100, T126, T164, T190, T228, T254 Unit 2: T36, T62, T100, T126, T164, T190, T228, T254 Unit 3: T36, T62, T100, T126, T164, T190, T228, T254 Unit 4: T36, T62, T100, T126, T164, T190, T228, T254 Unit 5: T36, T62, T100, T126, T164, T190, T228, T254 Unit 6: T36, T62, T100, T126, T164, T190, T228, T254  
www.connected.mcgraw-hill.com:  
RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
| Knowledge of Language |  
4.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | TEACHER’S EDITION: Unit 1: T349, T355 Unit 2: T349, T355 Unit 3: T349, T355 Unit 4: T349, T355 Unit 5: T349, T355 Unit 6: T349, T355  
www.connected.mcgraw-hill.com:  
RESOURCES  
Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities  
Teacher Resources: Music/Fine Arts Activities |
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<th>STANDARDS</th>
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**Your Turn Practice Book**: 10, 20, 100, 120, 200, 260, 300  
**Teacher’s Edition**: Unit 1: T30, T61, T94, T125, T156, T189 Unit 2: T61, T94, T125, T189 Unit 3: T61, T94, T118, T125, T189, T253 Unit 4: T61, T92, T125, T156, T189, T222, T253 Unit 5: T28, T61, T125, T189, T253 Unit 6: T61, T92, T125, T189  
**www.connected.mcgraw-hill.com**:  
**Resources**  
Student Resources: Writer’s Workspace |
| b. Choose punctuation for effect.* | **Reading/Writing workshop**: Grammar Handbook: 477  
**Teacher’s Edition**: Unit 1: T34, T63 Unit 2: T94 Unit 6: T92  
**www.connected.mcgraw-hill.com**:  
**Resources**  
Student Resources: Writer’s Workspace |
| 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). | **Teacher’s Edition**: Unit 2: T28, T92, T94 Unit 3: T28, T220 Unit 4: T156 Unit 5: T156, T222, T224–T225  
**www.connected.mcgraw-hill.com**:  
**Resources**  
Student Resources: Writer’s Workspace |
**STANDARDS**

**Vocabulary Acquisition and Use**

| 4.10.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |

**PAGE REFERENCES**

**READING/WRITING WORKSHOP:**
- Unit 1: 29, 43, 57, 71
- Unit 2: 115, 129, 157
- Unit 3: 173, 187, 215, 229
- Unit 4: 245, 259, 273, 287
- Unit 5: 317, 345, 359, 373
- Unit 6: 417, 424-427, 431, 445

**YOUR TURN PRACTICE BOOK:**
- 7, 17, 27, 37, 67, 77, 97, 107, 117, 137, 147, 157, 167, 177, 187, 207, 227, 237, 247, 277, 287, 297

**PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:**
- 1, 2, 3, 4, 7, 9, 10, 11, 15

**LITERATURE ANTHOLOGY:**
- Unit 2: 172-175, 176-177
- Unit 6: 534-537, 538-539

**TEACHER’S EDITION:**

[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):

**RESOURCES**

**Student Resources:** Vocabulary Interactive Games and Activities
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<th>STANDARDS</th>
<th>PAGE REFERENCES</th>
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<tr>
<td>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>READING/WRITING WORKSHOP: Unit 1: 29, 57, 71 Unit 2: 115, 129 Unit 3: 173, 187 Unit 4: 273, 287 Unit 5: 359 YOUR TURN PRACTICE BOOK: 7, 27, 37, 67, 77, 107, 117, 177, 187, 237 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 3, 4, 7</td>
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| 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. | **READING/Writing workshop**: Unit 6: 424–427  
**Teacher's edition**: Unit 1: T24, T153G, T216, T217T  
Unit 2: T24, T25B, T216  
Unit 3: T24, T152, T217K  
Unit 4: T24, T92, T152, T280, T284  
Unit 5: T88, T152  
Unit 6: T25B, T92, T214, T216  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**Resources**: Student resources: Vocabulary interactive games and activities. |

| 4.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness. | **Reading/writing workshop**:  
Unit 1: 29, 43, 57, 71  
Unit 2: 115, 129, 157  
Unit 3: 173, 187, 215, 229  
Unit 4: 245, 259, 273, 287  
Unit 5: 317, 345, 359, 373  
Unit 6: 417, 424-427, 431, 445  
**Phonics/word study workstation activity cards**: 1, 2, 3, 4, 7, 9, 10, 11, 15  
**Literature anthology**:  
Unit 2: 172-175, 176-177  
**Unit 6**: 534—537, 538-539 |
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<td>4.10.5.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.</td>
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<td>a.</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
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<td>READING/Writing WORKSHOP: Unit 2: 157 Unit 5: 317 Unit 6: 445</td>
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<td>YOUR TURN PRACTICE BOOK: 97, 207, 297</td>
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<td>LITERATURE ANTHOLOGY: Unit 2: 172–175 Unit 6: 534–537, 538–539</td>
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| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | **READING/WRITING WORKSHOP:** Unit 1: 43 Unit 4: 259 Unit 5: 373 Unit 6: 431  
**LITERATURE ANTHOLOGY:** Unit 1: 37, 43  
**YOUR TURN PRACTICE BOOK:** 17, 167, 247, 287  
**PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 2  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**RESOURCES**  
**Student Resources:** Vocabulary Interactive Games and Activities |
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | **READING/WRITING WORKSHOP:** Unit 1: 29 Unit 2: 115 Unit 3: 201 Unit 4: 273 Unit 5: 359  
**YOUR TURN PRACTICE BOOK:** 7, 67, 127, 177, 237  
**PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:** 1, 7  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com):  
**RESOURCES**  
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<td>4.10.6.6</td>
<td>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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
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**YOUR TURN PRACTICE BOOK:** 1, 11, 51, 61, 101, 111, 151, 161, 201, 211, 251, 261


www.connected.mcgraw-hill.com: RESOURCES

**Student Resources:** Vocabulary Interactive Games and Activities

**Teacher Resources:** Build Background Videos, Graphic Organizers