



# California Common Core State Standards Correlations

## English Language Arts

- English Language Development Standards
- Next Generation Science Standards
- History-Social Science Standards



# College and Career Readiness Anchor Standards for READING

The 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.

## Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
9. Analyze how two or more texts address a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



# California Common Core State Standards English Language Arts

## Grade 4

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	4	1

Reading Standards for Literature		
Key Ideas and Details	<i>McGraw-Hill California Wonders</i>	
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 26, 27, 40, 41 Unit 2: 98, 99, 112, 113 Unit 3: 170, 171, 184, 185 Unit 4: 256, 257, 270, 271 Unit 5: 314, 315, 328, 329 Unit 6: 386, 387, 400, 401</p> <p><b>CLOSE READING COMPANION:</b> 1-6, 34-39, 67-72, 128-131, 133-138, 166-168</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 3-4, 53-54, 103-104, 153-154, 203-204, 253-254</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 12</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T25B, T25F, T25H, T25L, T25P, T80, T82, T89D, T89N, T89P, T89J Unit 2: T18, T25F, T25H, T25I, T25J, T25L, T25P, T25Q, T89Q, T89T, T153D, T153N, T153Q, T217S, T281B Unit 3: T25H, T25L, T25N, T25O, T25P, T25R, T25S, T81, T82, T89D, T89L Unit 4: T76, T80, T82, T89B, T89D, T89G, T89L, T89S, T153B, T153D, T153N, T217S Unit 5: T89B, T89H, T89J, T89K, T89O, T89T, T217V, T217W Unit 6: T18, T25F, T25K, T82, T89H, T89K, T278</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Interactive Read Aloud Images</p>
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 94-97, 99, 108-111, 113 Unit 4: 294-297, 299 Unit 6: 382-385, 387, 438-441, 443</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 90-105, 108-125, 172-175 Unit 4: 356-359, 360-361 Unit 6: 458-471, 534-537, 538-539</p> <p><b>LEVELED READERS:</b> Unit 2, Week 1: <i>The Cockroach and the Mouse</i> (A), <i>The Badger and the Fan</i> (O, EL), <i>The Wings of the Butterfly</i> (B) Unit 2, Week 2: <i>Saving the Green Bird</i> (A), <i>The Prince Who Could Fly</i> (O, EL), <i>Behind the Secret Trapdoor</i> (B) Unit 6, Week 1: <i>The Visit</i> (A), <i>Our Teacher, the Hero</i> (O, EL), <i>Continuing On</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 53-55, 63-65, 253-255</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T25R, T25T, T51, T76, T84, T89L Unit 2: T12, T20, T25C, T25H, T25K, T25M, T25P, T25Q, T38, T46, T47, T51, T55, T76, T84, T89C, T89F, T89I, T89M, T89O, T89R, T110, T111, T115, T119 Unit 3: T12, T25R, T76 Unit 4: T76, T89Q, T276, T281B, T303, T307 Unit 5: T12, T16, T20, T25O, T25R Unit 6: T20, T25D, T25H, T217M, T276, T281C, T303, T307</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers, Interactive Read Aloud Images, Skills Review</p>

## Reading Standards for Literature

Key Ideas and Details		McGraw-Hill California Wonders
<b>RL.4.3</b>	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).	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 22-25, 27, 36-39, 41 Unit 5: 310-313, 315, 324-327, 329</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 10-27, 32-43 Unit 5: 362-379, 384-401</p> <p><b>LEVELED READERS:</b> Unit 1, Week 1: <i>Clever Puss</i> (A), <i>Jack and the Extreme Stalk</i> (O, EL), <i>Charming Ella</i> (B) Unit 1, Week 2: <i>The Dream Team</i> (A), <i>Rosa's Garden</i> (O, EL), <i>Saving Grasshopper</i> (B) Unit 5, Week 1: <i>Saving Stolen Treasure</i> (A), <i>The Perfect Present</i> (O, EL), <i>First Edition</i> (B) Unit 5, Week 2: <i>The Adventures of Sal Fink</i> (A), <i>The Great Man of Nebraska</i> (O, EL), <i>The Tale of John Henry</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 2-5, 13-15, 23-25, 203-205, 213-215</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T12, T20, T25F, T25I, T25M, T25N, T25O, T25P, T25R, T46, T47, T51, T55, T76, T81, T84, T85, T89A, T89C, T89E, T89F, T89G, T89I, T89L, T89N, T89T, T89U, T104, T110, T111, T112, T115, T116, T217U Unit 2: T25D, T25N, T38, T89D, T89F, T89H, T89J, T89L, T89N, T89T, T89U, T102, T153L, T217S Unit 3: T12, T18, T25F, T25J, T25L, T82, T86, T89D, T89F, T89L Unit 4: T89H, T89M, T89P, T89Q, T153H, T153N, T153Q, T281B Unit 5: T12, T18, T20, T25C, T25F, T25G, T25H, T25I, T25J, T25K, T25N, T25P, T25T, T76, T80, T82, T84, T89C, T89F, T89G, T89H, T89I, T89J, T89K, T89N, T89O Unit 6: T12, T76, T89J, T89N</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
Craft and Structure		McGraw-Hill California Wonders
<b>RL.4.4</b>	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). (See grade 4 Language standards 4-6 for additional expectations.)	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 22-25 Unit 2: 94-97 Unit 5: 324-327</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 13</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T24, T25E, T25F, T25H, T25N, T25P, T25Q, T25R, T25U, T88, T89D, T89F, T89J, T89K, T120, T145, T217U Unit 2: T25H, T25O, T89F, T89H, T89T, T153B, T153L, T153U, T281B, T281C Unit 3: T24, T25D, T25E, T25F, T25G, T25H, T25I, T25Q, T25R, T81, T88, T89E, T89H, T89M, T89N Unit 4: T88, T89C, T89F, T89H, T89P, T89V, T145, T153L, T217R, T217S, T281B, T281C Unit 5: T25D, T25F, T25H, T25L, T25Q, T25U, T88, T89E, T89J, T89L, T89K, T217V, T217W Unit 6: T25C, T25H, T25J, T25M, T88, T89J, T89K, T154, T171, T281B, T281C, T281E</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers</p>
<b>RL.4.5</b>	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.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 42 Unit 2: 114, 154 Unit 4: 298 Unit 6: 442</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 108-125, 172-175, 176-177 Unit 4: 356-359</p> <p><b>LEVELED READERS:</b> Unit 2, Week 2: <i>Saving the Green Bird</i> (A), <i>The Prince Who Could Fly</i> (O, EL), <i>Behind the Secret Trapdoor</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 6, 16, 63-65</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 25, 27, 28</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T25J, T25T, T86, T89F Unit 2: T12, T22, T25B, T76, T81, T82, T86, T89C, T89F, T89H, T89I, T89T, T89U, T89V, T153J, T268, T274, T278, T281C, T281E Unit 3: T22, T25D, T86, T89J, T89L Unit 4: T76, T140, T150, T153Q, T274, T278, T281A, T281C, T281E Unit 5: T22, T76 Unit 6: T89F, T268, T274, T281B</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Teacher Resources:</b> Genre Study Reproducibles, Graphic Organizers</p>
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 150-153, 155 Unit 3: 166-169, 171, 180-183, 185 Unit 4: 252-255, 257, 266-269, 271</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 3: 178-195, 198-211 Unit 4: 288-309, 314-331</p> <p><b>LEVELED READERS:</b> Unit 3, Week 1: <i>A New Bear in the Forest</i> (A), <i>Not From Around Here</i> (O, EL), <i>Cara and the Sky Kingdom</i> (B) Unit 3, Week 2: <i>Playground Buddy</i> (A), <i>Brick by Brick</i> (O, EL), <i>Standing Guard</i> (B) Unit 4, Week 2: <i>Floozle Dreams</i> (A), <i>The Wolves of Yellowstone</i> (O, EL), <i>Krillville</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 103-105, 113-115, 163-165, 183-185</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 5</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T25D, T89K Unit 2: T276, T281E, T281F Unit 3: T20, T39, T47, T51, T55, T84, T89N Unit 4: T84, T89O, T89R, T89U, T89V, T111, T115, T119, T148, T174, T175, T179, T183 Unit 5: T89Q Unit 6: T25F</p>

Reading Standards for Literature		
Integration of Knowledge and Ideas		McGraw-Hill California Wonders
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.	YOUR TURN PRACTICE BOOK: 6, 106, 166 READING WORKSTATION ACTIVITY CARDS: 14 TEACHER'S EDITION: Unit 1: T22, T25B, T40, T58, T89D, T89K, T153F Unit 2: T25B, T25G, T89G, T89Q, T153Q Unit 3: T22, T23, T25N, T89B, T89P, T89Q Unit 4: T86, T89B, T89F, T89L, T89U, T153B, T153C, T153F Unit 5: T89C, T89E, T89P Unit 6: T89B <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Teacher Resources: Interactive Read Aloud Images, Music/Fine Arts Activities
RL.4.8	(Not applicable to literature)	(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.	LITERATURE ANTHOLOGY: Unit 4: 352-355 READING WORKSTATION ACTIVITY CARDS: 15 TEACHER'S EDITION: Unit 1: T25T, T25V, T39, T103 Unit 2: T17, T20, T25R, T39, T55, T74, T89V, T103, T135F, T217S, T217T Unit 3: T17, T25S, T25T, T39 Unit 4: T103, T167, T217T, T281E Unit 5: T25T, T25V, T39, T103, T217X Unit 6: T39, T89D, T89L, T153X, T281F, T217N
Range of Reading and Level of Text Complexity		McGraw-Hill California Wonders
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.	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. Unit 2: 90-95, 108-125, 172-175 Unit 4: 288-309, 314-331, 356-359 Unit 5: 362-367, 406-423 Unit 6: 534-537 LEVELED READERS: Unit 2, Week 2: <i>Saving the Green Bird</i> (A), <i>The Prince Who Could Fly</i> (O, EL), <i>Behind the Secret Trapdoor</i> (B) Unit 3, Week 1: <i>A New Bear in the Forest</i> (A), <i>Not From Around Here</i> (O, EL), <i>Cara and the Sky Kingdom</i> (B) Unit 4, Week 3: <i>Ron's Radio</i> (A), <i>The Freedom Machine</i> (O, EL), <i>A Better Way</i> (B) Unit 6, Week 1: <i>The Visit</i> (A), <i>Our Teacher, the Hero</i> (O, EL), <i>Continuing On</i> (B) READING WORKSTATION ACTIVITY CARDS: 22, 25, 27, 28 TEACHER'S EDITION: Unit 1: T22, T25A, T25S, T47, T51, T55, T86 Unit 2: T47, T51, T55, T86, T89A, T89S, T120, T274, T281A, T281E Unit 3: T51, T86, T89A, T111, T115, T119 Unit 4: T153A, T175, T179, T183, T217Q, T274, T281A, T281E Unit 5: T16, T22, T25A, T25S, T80, T86, T89A, T217U Unit 6: T22, T25A, T86, T89A, T153U, T217M, T274, T281A, T281E

## Reading Standards for Informational Text

Key Ideas and Details		McGraw-Hill California Wonders
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 54, 55, 68, 69, 82, 83 Unit 2: 126, 127, 140, 141 Unit 3: 198, 199, 212, 213, 226, 227 Unit 4: 242, 243, 284, 285 Unit 5: 342, 343, 356, 357, 370, 371 Unit 6: 414, 415, 428, 429</p> <p><b>CLOSE READING COMPANION:</b> 15-20, 48-63, 88-93, 100-105, 147-152, 180-182</p> <p><b>LEVELED READERS:</b> Unit 3, Week 3: <i>Jacob Riis: Champion of the Poor</i> (A, O, EL, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 123-125</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 12</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T89O, T144, T146, T153F, T153H, T153J Unit 2: T153R, T153U, T217D, T217E, T217H, T217L, T217R Unit 3: T153D, T153H, T153P, T153V, T204, T209, T212, T217H, T217V Unit 4: T12, T18, T25F, T25H, T25I, T25N, T25P, T25Q, T89X, T89Y, T153U, T217L Unit 5: T89T, T89U, T153B, T153D, T153G, T153J, T153P, T153T Unit 6: T153D, T153G, T153P, T217C, T217H</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Teacher Resources:</b> Interactive Read Aloud Images</p>
<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 78-81, 83 Unit 2: 122-125, 127, 136-139, 141 Unit 6: 396-399, 401, 410-413, 415, 424-427, 429</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 84-87 Unit 2: 130-147, 152-169 Unit 6: 476-491, 496-515, 520-531</p> <p><b>LEVELED READERS:</b> Unit 2, Week 3: <i>Saving San Francisco Bay</i> (A, O, EL, B) Unit 2, Week 4: <i>Extreme Animals</i> (A, O, EL, B) Unit 6, Week 3: <i>Planet Power</i> (A, O, EL, B) Unit 6, Week 4: <i>The Bike Company</i> (A, O, EL, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 73-75, 83-85, 273-275, 283-285</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 6</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T140, T148, T153L Unit 2: T140, T146, T148, T153C, T153D, T153H, T153J, T153K, T153N, T153O, T153P, T153R, T153U, T208, T210, T212, T217C, T217D, T217E, T217G, T217I, T217J, T217K, T217L, T217N, T217M, T217O Unit 3: T140, T153R Unit 4: T25I, T25J, T25L, T25P Unit 5: T140, T144, T153E, T153J, T217G Unit 6: T148, T153C, T153E, T153I, <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Teacher Resources:</b> Graphic Organizers, Interactive Read Aloud Images, Skills Review</p>
<b>RI.4.3</b>	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.	<p><b>READING/WRITING WORKSHOP:</b> Unit 4: 238-241, 243, 280-283, 285 Unit 5: 338-341, 343, 352-355, 357</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 4: 270-283, 336-351 Unit 5: 428-447</p> <p><b>LEVELED READERS:</b> Unit 4, Week 1: <i>A Day in the Senate</i> (A, O, EL, B) Unit 4, Week 4: <i>Stargazing</i> (A, O, EL, B) Unit 5, Week 4: <i>Secrets of the Ice</i> (A, O, EL, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 153-155, 183-185, 233-235</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 7, 8, 9, 10, 17</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T217E, T217G Unit 2: T153T, T212, T217I, T217K Unit 3: T146, T153C, T153D, T210, T217C, T217K Unit 4: T18, T204, T212, T217E, T217F, T217G, T217H, T217J, T217K, T217L Unit 5: T146, T148, T153F, T153H, T153M, T153U, T210, T212, T217C, T217F, T217I, T217K, T217Q Unit 6: T140, T146, T210</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
Craft and Structure		McGraw-Hill California Wonders
<b>RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.)	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 50-53, 64-67 Unit 2: 122-125, 136-139 Unit 4: 280-283 Unit 5: 338-341 Unit 6: 410-413, 424-427</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 21</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T152, T153E, T153H, T216, T217H, T217N, T217P, T217Q, T280 Unit 2: T152, T153I, T153O, T153U, T216, T217L, T217N, T217Q Unit 3: T153V, T217F, T217U Unit 4: T25F, T25M, T25Q, T153T, T216, T217E, T217N, T217P Unit 5: T152, T153D, T153G, T153I, T153K, T153L, T216, T217H, T217I Unit 6: T152, T153D, T153G, T153K, T153P, T217E</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p><b>Student Resources:</b> Comprehension Interactive Games and Activities, Vocabulary Interactive Games and Activities</p> <p><b>Teacher Resources:</b> Graphic Organizers</p>

## Reading Standards for Informational Text

Craft and Structure		McGraw-Hill California Wonders
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.	<p>READING/WRITING WORKSHOP: Unit 1: 50-53, 55, 64-67, 69 Unit 5: 338-344, 343, 366-369, 371</p> <p>LITERATURE ANTHOLOGY: Unit 1: 48-59, 62-79 Unit 5: 406-423, 452-455</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Changing Landscapes</i> (A, O, EL, B) Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) Unit 5, Week 3: <i>The Inventive Lewis Latimer</i> (A, O, EL, B)</p> <p>YOUR TURN PRACTICE BOOK: 23-25, 33-35, 223-225</p> <p>READING WORKSTATION ACTIVITY CARDS: 7, 8, 9, 10</p> <p>TEACHER'S EDITION: Unit 1: T148, T153C, T153D, T153F, T153G, T153I, T153K, T174, T175, T179, T183, T212, T217E, T217G, T217I, T217K, T217L, T217O Unit 2: T153E, T153M, T153U, T217H, Unit 3: T153M, T153S, T217H, T281E Unit 4: T20, T25C, T25F, T25I, T25L, T25P, T153U, T212, T217F, T217H, T217J Unit 5: T148, T153D, T153F, T153H, T153M, T153U, T212, T217C, T217E, T217F, T217G, T217I, T217K, T217L, T217P, T217Q, T217S Unit 5: T25Q, T89S, T153F, T153H, T217B, T217K</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Comprehension Interactive Games and Activities</p> <p>Teacher Resources: Graphic Organizers, Skills Review</p>
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.	<p>LITERATURE ANTHOLOGY: Unit 3: 216-235</p> <p>LEVELED READERS: Unit 3, Week 3: <i>Jacob Riis: Champion of the Poor</i> (A, O, EL, B)</p> <p>YOUR TURN PRACTICE BOOK: 123-125</p> <p>READING WORKSTATION ACTIVITY CARDS: 11, 18</p> <p>TEACHER'S EDITION: Unit 1: T153D Unit 3: T89H, T153V, T153W, T153X, T174, T217C, T217F, T217I, T217O, T217R, T217W</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Comprehension Interactive Games and Activities</p>
Integration of Knowledge and Ideas		McGraw-Hill California Wonders
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.	<p>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: 338-344, 352-355, 366-369 Unit 6: 410-413</p> <p>LITERATURE ANTHOLOGY: Unit 1: 48-59, 84-87, 88-89 Unit 2: 148-151, 152-169 Unit 3: 212-215, 236-239, 264-267 Unit 4: 284-287, 310-313, 336-351 Unit 5: 402-405, 424-427, 428-447, 452-455, 456-457 Unit 6: 472-475, 492-495, 496-515, 520-531</p> <p>LEVELED READERS: Unit 1, Week 3: <i>Changing Landscapes</i> (A, O, EL, B) Unit 4, Week 1: <i>A Day in the Senate</i> (A, O, EL, B) Unit 5, Week 4: <i>Secrets of the Ice</i> (A, O, EL, B) Unit 6, Week 3: <i>Planet Power</i> (A, O, EL, B)</p> <p>YOUR TURN PRACTICE BOOK: 23-25, 153-155, 233-235, 273-275</p> <p>READING WORKSTATION ACTIVITY CARDS: 16, 23</p> <p>TEACHER'S EDITION: Unit 1: T10, T74, T138, T150, T151, T153B, T153F, T217F, T217L, T217Q, T281C, T281E, T328-T329 Unit 2: T153B, T167, T202, T214, T217B, T217D, T217P, T328-T329 Unit 3: T10, T74, T138, T150, T153F, T153J, T153N, T153W, T217L, T281B, T328-T329 Unit 4: T89X, T217B, T217D, T217M, T217O, T328-T329 Unit 5: T150, T153B, T153C, T153N, T153Q, T153T, T153U, T217D, T217N, T281B, T328-T329 Unit 6: T10, T74, T89R, T138, T153J, T153S, T217B, T217D, T217H, T217J, T266</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Time For Kids Units 1-6, Inquiry Space</p> <p>Teacher Resources: Interactive Read Aloud Images, Music/Fine Arts Activities</p>

## Reading Standards for Informational Text

Integration of Knowledge and Ideas		McGraw-Hill California Wonders
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 3: 194-197, 199, 208-211, 213, 222-225, 227  <b>LITERATURE ANTHOLOGY:</b> Unit 3: 240-261, 264-267  <b>LEVELED READERS:</b> Unit 3, Week 4: <i>Nellie Bly: Reporter for the Underdog</i> (A, O, EL, B)  <b>YOUR TURN PRACTICE BOOK:</b> I33-I35  <b>TEACHER'S EDITION:</b> Unit 1: T89N, T89O, T153M, T217D, T217F, T217H, T281B, Unit 2: T153K, T153R, T217J, T217Q Unit 3: T148, T153C, T153E, T153G, T153I, T174, T175, T179, T183, T212, T214, T217C, T217E, T217G, T217J, T217K, T217N, T217Q, T217R, T217W, T281C Unit 4: T17, T22, T25J, T89Y, T208, T217F Unit 5: T145, T153Q, T153R, T153T  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b>  <b>Student Resources:</b> Comprehension Interactive Games and Activities  <b>Teacher Resources:</b> Graphic Organizers, Skills Review</p>
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<p><b>READING WORKSTATION ACTIVITY CARDS:</b> 20  <b>CLOSE READING COMPANION:</b> 21, 54, 94, 127, 160, 193  <b>TEACHER'S EDITION:</b> Unit 1: T89P, T105, T113, T117, T123, T153M, T153N, T167, T217V, T231 Unit 2: T153T, T153V, T167, T209, T231 Unit 3: T89P, T89R, T103, T153V, T153X, T167, T217W, T217X, T231 Unit 4: T25P, T25R, T39, T89X, T89Z, T153T, T153V, T231 Unit 5: T89T, T89V, T153T, T153V, T167, T231 Unit 6: T25R, T89T, T167, T231</p>
Range of Reading and Level of Text Complexity		McGraw-Hill California Wonders
<b>RI.4.10</b>	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.	<p><b>READING/WRITING WORKSHOP:</b> 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  <b>LITERATURE ANTHOLOGY:</b> Units reflect the range of text complexity. Unit 1: 48-59 Unit 2: 152-169 Unit 3: 216-235 Unit 4: 270-283 Unit 5: 406-423 Unit 6: 520-531  <b>LEVELED READERS:</b> Unit 2, Week 4: <i>Extreme Animals</i> (A, O, EL, B) Unit 3, Week 4: <i>Nellie Bly: Reporter for the Underdog</i> (A, O, EL, B) EL, B)  <b>TEACHER'S EDITION:</b> Unit 1: T153A, T153M, T214, Unit 2: T214, T217A Unit 3: T89O, T150, T217W, Unit 4: T22, T25A, T25O, T153S, Unit 5: T278, T281A, T281E Unit 6: T25O, T89Q</p>



## Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 4.

Phonics and Word Recognition		<i>McGraw-Hill California Wonders</i>
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.4.3a</b>	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.	<p>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,            PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 5, 8, 16, 18, 23, 27, 30            TEACHER'S EDITION: Unit 1: T26, T27, T42, Unit 2: TT170, T171 Unit 3: T217L, T218, T219, Unit 4: T107, T154, T155, T170, Unit 5: T27, T154, T155, T218 Unit 6: T26, T42,  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES            Teacher Resources: Decodable Passages</p>
Fluency		<i>McGraw-Hill California Wonders</i>
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.4.4a</b>	Read on-level text with purpose and understanding.	<p>READING WORKSTATION ACTIVITY CARDS: 2, 7, 10, 14, 18, 22, 27, 29, 30            TEACHER'S EDITION: Unit 1: T44, T108, T326-T327 Unit 2: T236, T326-T327 Unit 3: T27, T44, Unit 4: T27, T44, T108, Unit 5: T91, T326-T327 Unit 6: T26, T44, T90,</p>
<b>RF.4.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>READING WORKSTATION ACTIVITY CARDS: 3, 8, 12, 13, 15, 20, 26, 28, 29, 30            YOUR TURN PRACTICE BOOK: 3-5, 63-65, 133-135, 173-175, 213-215, 263-265            TEACHER'S EDITION: Unit 1: T27, T46, T91, Unit 2: T27, T46, T91, Unit 3: T27, T46, T91, Unit 4: T27, T46, T91, Unit 5: T219, T326-T327 Unit 6: T26, T41,</p>
<b>RF.4.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>READING/WRITING WORKSHOP: Unit 1: 29, 57, 71 Unit 2: 115, 129 Unit 3: 173 Unit 4: 273            YOUR TURN PRACTICE BOOK: 7, 27, 37, 67, 77, 107, 117, 177, 187, 237            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,</p>

# College and Career Readiness Anchor Standards for WRITING

The 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 to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

## 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. Develop and strengthen writing as needed by planning, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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.



# California Common Core State Standards English Language Arts

## Grade 4

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	4	1

Writing Standards		
Text Types and Purposes		McGraw-Hill California Wonders
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>W.4.1a</b>	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.	<p>READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 3: 202-203 Unit 4: 246-247 Unit 5: 360-361 Unit 6: 418-419, 446-447</p> <p>YOUR TURN PRACTICE BOOK: 149, 209</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 3, 7</p> <p>TEACHER’S EDITION: Unit 1: T284-T285, T286-T287 Unit 3: T92-T93, T94-T95, T284-T285, T286-T287, T344, T346, T350, T352 Unit 4: T28-T29, T30-T31 Unit 5: T220-T221, T222-T223 Unit 6: T92-T93, T94-T95, T284-T285, T286-T287, T344, T346, T350, T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer’s Workspace</p>
<b>W.4.1b</b>	Provide reasons that are supported by facts and details.	<p>READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 3: 202-203, 230-231 Unit 5: 360-361 Unit 6: 418-419, 446-447</p> <p>YOUR TURN PRACTICE BOOK: 29, 129</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 3, 9, 23, 26</p> <p>TEACHER’S EDITION: Unit 1: T284-T285, T286-T287 Unit 3: T92-T93, T94-T95, T284-T285, T286-T287, T344, T346, T350, T352 Unit 4: T28-T29, T30-T31 Unit 5: T220-T221, T222-T223 Unit 6: T92-T93, T94-T95, T284-T285, T286-T287, T344, T346, T350, T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer’s Workspace</p>
<b>W.4.1c</b>	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	<p>READING/WRITING WORKSHOP: Unit 3: 230-231 Unit 4: 246-247 Unit 6: 418-419</p> <p>YOUR TURN PRACTICE BOOK: 159, 229, 279</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 13</p> <p>TEACHER’S EDITION: Unit 3: T284-T285, T286-T287, T350, T352 Unit 4: T28-T29, T30-T31 Unit 6: T156-T157, T158-T159 T159, T350, T352</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer’s Workspace</p>
<b>W.4.1d</b>	Provide a concluding statement or section related to the opinion presented.	<p>READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 3: 202-203 Unit 4: 246-247 Unit 6: 446-447</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 10</p> <p>TEACHER’S EDITION: Unit 1: T284-T285, T286-T287 Unit 3: T156-T157, T158-T159, T346, T350 Unit 4: T28-T29, T30-T31 Unit 6: T284-T285, T286-T287, T346</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer’s Workspace</p>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

## Writing Standards

Text Types and Purposes		McGraw-Hill California Wonders
<b>W.4.2a</b>	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.	<p>READING/WRITING WORKSHOP: Unit 2: 144-145 Unit 4: 288-289 Unit 5: 346-347, 374-375</p> <p>YOUR TURN PRACTICE BOOK: 89, 159</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 6, 11</p> <p>TEACHER'S EDITION: Unit 1: T230-T231, T294-T295 Unit 2: T156-T157, T220-T221, T346, T348, T350, T352, T354 Unit 4: T220-T221 Unit 5: T156-T157, T284-T285, T348</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p>READING/WRITING WORKSHOP: Unit 1: 58-59, 72-73 Unit 2: 130-131 Unit 3: 216-217 Unit 4: 288-289 Unit 5: 346-347, 374-375</p> <p>YOUR TURN PRACTICE BOOK: 29, 79, 159</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 6, 11</p> <p>TEACHER'S EDITION: Unit 1: T156-T157, T158-T159, T220-T221 Unit 2: T344, T352 Unit 5: T284-T285, T346 Unit 6: T284-T285</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.2c</b>	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).	<p>READING/WRITING WORKSHOP: Unit 2: 144-145 Unit 5: 346-347 Unit 6: 418-419</p> <p>YOUR TURN PRACTICE BOOK: 279</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 6, 19</p> <p>TEACHER'S EDITION: Unit 1: T156-T157 Unit 2: T220-T221, T344, T350 Unit 3: T222-T223, Unit 4: T222-T223, Unit 5: T156-T157, T344, T351, T352 Unit 6: T220-T221</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>READING/WRITING WORKSHOP: Unit 4: 288-289 Unit 6: 432-433</p> <p>YOUR TURN PRACTICE BOOK: 99, 259</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 14, 15, 18, 27</p> <p>TEACHER'S EDITION: Unit 1: T156-T157, T220-T221 Unit 2: T156-T157, T220-T221, T347 Unit 3: T222-T223 Unit 4: T220-T221, T222-T223 Unit 5: T220-T221, T222-T223, T345 Unit 6: T220-T221,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.2e</b>	Provide a concluding statement or section related to the information or explanation presented.	<p>READING/WRITING WORKSHOP: Unit 1: 72-73 Unit 2: 130-131 Unit 3: 216-217 Unit 5: 374-375 Unit 6: 432-433</p> <p>YOUR TURN PRACTICE BOOK: 249</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 10</p> <p>TEACHER'S EDITION: Unit 1: T220-T221 Unit 2: T156-T157, T344, T346 Unit 3: T220-T221, Unit 5: T284-T285, T344, T347 Unit 6: T220-T221,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>READING/WRITING WORKSHOP: Unit 2: 102-103 Unit 4: 260-261, 274-275 Unit 5: 318-319, 332-333 Unit 6: 404-405</p> <p>YOUR TURN PRACTICE BOOK: 59, 179</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 2, 5, 7, 8</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T345, T351, T353 Unit 2: T28-T29 Unit 3: T28-T29 Unit 4: T92-T93, T156-T157, T230-T231, T344-T345 Unit 5: T28-T29, T92-T93 Unit 6: T92-T93</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace; Inquiry Space</p>

<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		<b>McGraw-Hill California Wonders</b>
<b>W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<p>READING/WRITING WORKSHOP: Unit 1: 30-31, 44-45 Unit 2: 116-117 Unit 3: 174-175, 188-189 Unit 4: 260-261, 274-275 Unit 6: 404-405</p> <p>YOUR TURN PRACTICE BOOK: 9, 169</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 4</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T92-T93, T352 Unit 2: T92-T93, Unit 3: T28-T29, T92-T93 Unit 4: T92-T93, T220-T221, T230-T231, T344, T346 Unit 6: T28-T29, T92-T93, <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.	<p>READING/WRITING WORKSHOP: Unit 1: 30-31 Unit 2: 102-103 Unit 3: 174-175 Unit 5: 332-333 Unit 6: 404-405</p> <p>YOUR TURN PRACTICE BOOK: 39, 109</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 19, 25</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T92-T93, T345, T353 Unit 2: T28-T29, Unit 3: T28-T29, T30-T31, Unit 4: T220-T221, T344 Unit 5: T92-T93 Unit 6: T92-T93 T126</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>READING/WRITING WORKSHOP: Unit 1: 30-31, 44-45 Unit 2: 158-159 Unit 3: 174-175, 188-189 Unit 4: 260-261, 302-303 Unit 6: 390-391</p> <p>YOUR TURN PRACTICE BOOK: 9, 19, 119, 199, 299</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 2, 16, 17</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T92-T93, T62, T347 Unit 2: T28-T29, T284-T285 Unit 3: T28-T29, T92-T93 Unit 4: T92-T94, T284-T285, T346, T352 Unit 5: T92-T93 Unit 6: T28-T29</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.	<p>READING/WRITING WORKSHOP: Unit 2: 116-117 Unit 5: 318-319 Unit 6: 390-391</p> <p>YOUR TURN PRACTICE BOOK: 139</p> <p>TEACHER'S EDITION: Unit 2: T92-T93 Unit 3: T28-T29 Unit 4: T344-T345 Unit 5: T28-T29 Unit 6: T28-T29, T220-T221,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>Production and Distribution of Writing</b>		<b>McGraw-Hill California Wonders</b>
<b>W.4.4</b>	Produce clear and coherent writing (including multiple-paragraph texts) 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.)	<p>READING/WRITING WORKSHOP: Unit 2: 116-117 Unit 3: 230-231 Unit 5: 360-361 Unit 6: 404-405</p> <p>YOUR TURN PRACTICE BOOK: 69, 149, 239, 269</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 20, 21, 22</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T92-T93, T334-T335, T348-T349 Unit 2: T28-T29, T92-T93, T230-T231 Unit 3: T158-T159, T222-T223, T230-T231, T286-T287 Unit 4: : T30-T31, T94-T95, Unit 5: T158-T159, T222-T223 Unit 6: T220-T221, T222-T223, T284-T285</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace; Inquiry Space</p>

## Writing Standards

Production and Distribution of Writing		McGraw-Hill California Wonders
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>READING/WRITING WORKSHOP: Unit 1: 31, 45, 59, 73, 87 Unit 2: 103, 117 Unit 3: 175, 189, 203, 217, 231 Unit 4: 247, 261, 275, 289, 303 Unit 5: 319, 333, 347 Unit 6: 391, 405, 419</p> <p>TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T344-T349 Unit 2: T30-T31, T94-T95, T158-T159 Unit 3: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T294-T295, T350-T355 Unit 4: T30-T31, T94-T95, T350-T355 Unit 5: T30-T31, T94-T95 Unit 6: T286-T287,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace; Inquiry Space</p>
<b>W.4.6</b>	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.	<p>TEACHER'S EDITION: Unit 1: T334, T348, T354 Unit 2: T330-T331, T334, T348, T354 Unit 3: T330-T331, T334, T348, T354 Unit 4: T330-T331, T334, T348, T354 Unit 5: T334, T348, T354 Unit 6: T334, T348, T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace; Inquiry Space</p>
Research to Build and Present Knowledge		McGraw-Hill California Wonders
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>TEACHER'S EDITION: Unit 1: T38, T102, , T230, T328-T329, T330-T333 Unit 2: T38, T102, T330-T333 Unit 3: T38, T102, , T230, T328-T329 Unit 4: T38, T102, , T230, T328-T329, T330-T333 Unit 5: T38, T102, , T230 Unit 6: T38, T102,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Research and Inquiry, Writer's Workspace</p>
<b>W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.	<p>TEACHER'S EDITION: Unit 1: T330-T333 Unit 2: T38-T39, T102-T103, T166-T167, T230-T231, Unit 3: T38-T39, T102-T103, T166-T167, T230-T231, T294-T295, Unit 4: T38-T39, T102-T103, T166-T167, T230-T231, T294-T295, Unit 5: T330-T333 Unit 6: T166-T167, T230-T231,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Research and Inquiry, Writer's Workspace</p>
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>W.4.9a</b>	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].").	<p>CLOSE READING COMPANION: 10, 43, 76, 116, 135, 168</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 26</p> <p>TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, Unit 2: T30-T31, T94-T95 Unit 3: T30-T31, T94-T95 Unit 4: T94-T95, T158-T159 Unit 5: T30-T31, T94-T95, T286-T287 Unit 6: T30-T31, T94-T95, T286-T287</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
<b>W.4.9b</b>	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	<p>CLOSE READING COMPANION: 24, 57, 83, 102, 156, 182</p> <p>TEACHER'S EDITION: Unit 1: T158-T159, T222-T223 Unit 2: T158-T159, T222-T223 Unit 3: T158-T159, T222-T223 Unit 4: T30-T31, T222-T223, Unit 5: T158-T159, T222-T223, T286-T287 Unit 6: T158-T159, T222-T223</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
Range of Writing		McGraw-Hill California Wonders
<b>W.4.10</b>	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.	<p>READING/WRITING WORKSHOP: Unit 1: 72-73 Unit 2: 116-117 Unit 3: 216-217 Unit 4: 246-247 Unit 5: 318-319 Unit 6: 446-447</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>TEACHER'S EDITION: Unit 1: T28-T29, T92-T93, T344-T349, T350-T355 Unit 2: T220-T221 T344-T349, T350-T355 Unit 3: T156-T157, T220-T221 Unit 4: T344-T349 Unit 5: , T344-T349, T350-T355 Unit 6: T344-T349, T350-T355</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Research and Inquiry, Writer's Workspace</p>

# College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The 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.



# California Common Core State Standards English Language Arts

## Grade 4

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	4	1

### Speaking and Listening Standards

#### Comprehension and Collaboration

#### McGraw-Hill California Wonders

<b>SL.4.1</b>	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.	
<b>SL.4.1a</b>	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.	<p>READING/WRITING WORKSHOP: Unit 1: 26, 27, 40, 41, 54, 55, 68, 69, 82, 83 Unit 2: 98, 99, 112, 113, 126, 127, 140, 141 Unit 3: 170, 171, 184, 185, 198, 199, 212, 213, 226, 227 Unit 4: 242, 243, 256, 257, 270, 271, 284, 285 Unit 5: 314, 315, 328, 329, 342, 343, 356, 357, 370, 371 Unit 6: 386, 387, 400, 401, 414, 415, 428, 429</p> <p>READING WORKSTATION ACTIVITY CARDS: 24</p> <p>TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 2: T222-T223, T286-T287 T352-T353 Unit 3: T30-T31, T94-T95, T158-T159, T230, T222-T223, T294-T295, T346-T347, T352-T353 Unit 4: T30-T31, T94-T95, T158-T159, T222-T223, T294-T295, T346-T347, T352-T353 Unit 5: T30-T31, T94-T95, T166, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 6: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Teacher Resources: Build Background Videos; Collaborative Conversation Videos</p>
<b>SL.4.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	<p>READING WORKSTATION ACTIVITY CARDS: 24</p> <p>TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 2: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 3: T30-T31, T94-T95, T158-T159, T230, T222-T223, T286-T287, T346-T347, T352-T353 Unit 4: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 5: T30-T31, T94-T95, T166, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353 Unit 6: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T346-T347, T352-T353</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Teacher Resources: Build Background Videos; Collaborative Conversation Videos</p>
<b>SL.4.1c</b>	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.	<p>READING/WRITING WORKSHOP: Unit 1: 18-19, 32-33, 46-47, 59-60, 74-75 Unit 2: 90-91, 104-105, 118-119, 132-133, 146-147 Unit 3: 162-163, 176-177, 190-191, Unit 4: 234-235, 248-249, 262-263, 276-277 Unit 5: 306-307, 334-335, 348-349, 362-363 Unit 6: 378-379, 392-393</p> <p>READING WORKSTATION ACTIVITY CARDS: 24</p> <p>TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T158-T159, T352-T353 Unit 2: T30-T31, T94-T95, T158-T159, Unit 3: T222-T223, T286-T287, T331, T346-T347, T352-T353 Unit 4: T30-T31, T94-T95, T158-T159, Unit 5: T30-T31, T94-T95, Unit 6: T222-T223, T286-T287,</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Teacher Resources: Build Background Videos, Collaborative Conversation Videos</p>



## Speaking and Listening Standards

Comprehension and Collaboration		McGraw-Hill California Wonders
<b>SL.4.1d</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	READING WORKSTATION ACTIVITY CARDS: 24 TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T158-T159 Unit 2: T158-T159, T222-T223, T286-T287, T331 Unit 3: T30-T31, T94-T95, T158-T159, T331 Unit 4: : T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T331 Unit 5: T30-T31, T94-T95, Unit 6: T286-T287,
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CLOSE READING COMPANION: 14, 40, 73, 113, 165, 179 TEACHER'S EDITION: Unit 1: T10, T12, T16, T102 Unit 2: T38-T39, T166-T167 Unit 3: T12, T74, T166-T167, T202, T204 Unit 4: T10, T12, T166-T167 Unit 5: T10, T12, T76, T140, T150, Unit 6: T10, T74, T102
<b>SL.4.3</b>	Identify the reasons and evidence a speaker or media source provides to support particular points.	TEACHER'S EDITION: Unit 1: T39, T103, T167, T231 Unit 2: T39, T103, T167, T230-T231, T328, T331 Unit 3: T39, T103, T167, T230-T231, T331 Unit 4: T230-T231, T328, T331 Unit 5: T39, T103, T167, T231 Unit 6: T39, T103, T167, T231
Presentation of Knowledge and Ideas		McGraw-Hill California Wonders
<b>SL.4.4</b>	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.	
<b>SL.4.4a</b>	Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.	TEACHER'S EDITION: Unit 1: T334, T348, T354 Unit 4: T330-T331, T348 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Inquiry Space Teacher Resources: Inquiry Space
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	TEACHER'S EDITION: Unit 1: T166, T230, T294, T332, T334-T335 Unit 2: T166, T230, T294, T332, T334-T335 Unit 3: T102, T166, T332, T334-T335 Unit 4: T102, T166, T230, T332, T334-T335 Unit 5: T38, T102, T230, T332, T334-T335 Unit 6: T38, T230, T332, T334-T335 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Research and Inquiry
<b>SL.4.6</b>	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 standard 1 for specific expectations.)	TEACHER'S EDITION: Unit 1: T38, T230 Unit 2: T38 Unit 4: T102 Unit 5: T102 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Research and Inquiry

# College and Career Readiness Anchor Standards for LANGUAGE

The 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.

## Conventions of 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 and 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.



# California Common Core State Standards English Language Arts

## Grade 4

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	4	1

Language Standards		
Conventions of English		<i>McGraw-Hill California Wonders</i>
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.4.1a</b>	Use interrogative, relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	READING/WRITING WORKSHOP: Grammar Handbook: 463-465, 468-469 TEACHER'S EDITION: Unit 1: T223, T224 Unit 4: T34, T96-T97 Unit 6: T30, T31, T30, T63 <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
<b>L.4.1b</b>	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	READING/WRITING WORKSHOP: Unit 3: 188-189 Grammar Handbook: 458 TEACHER'S EDITION: Unit 3: T94, T95, T96, 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
<b>L.4.1c</b>	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	READING/WRITING WORKSHOP: Grammar Handbook: 460-461 TEACHER'S EDITION: Unit 3: T158, T159, T160, T191 <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
<b>L.4.1d</b>	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	READING/WRITING WORKSHOP: Unit 5: 318-319 Grammar Handbook: 466-467 TEACHER'S EDITION: Unit 5: T30, T31, T30, T63 <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
<b>L.4.1e</b>	Form and use prepositional phrases.	READING/WRITING WORKSHOP: Unit 6: 432-433 Grammar Handbook: 471 TEACHER'S EDITION: Unit 6: T222, T223, T224, T255, T288, T319 <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
<b>L.4.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 6: 446-447 Grammar Handbook: 450-451 YOUR TURN PRACTICE BOOK: 49 TEACHER'S EDITION: Unit 1: T30, T30, T63, T94, T96, T127, T158, T160, T191, T222, T223, T286, T287, T288, T289, T319 <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

## Language Standards

Conventions of English		<i>McGraw-Hill California Wonders</i>
<b>L.4.1g</b>	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	READING/WRITING WORKSHOP: Unit 4: 302-303 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: I3, I4 TEACHER'S EDITION: Unit 4: T224, T282, T288, T299, T319 Unit 5: T219, T235 <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
<b>L.4.1h</b>	Write fluidly and legibly in cursive or joined italics.	TEACHER'S EDITION: Unit 1: T348, T350 Unit 3: T344 Unit 5: T348 Unit 6: T348, T354 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Handwriting Cursive Workbook
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.4.2a</b>	Use correct capitalization.	READING/WRITING WORKSHOP: Unit 2: I02-I03 Grammar Handbook: 474-476 TEACHER'S EDITION: Unit 1: T33 Unit 2: T30, T31, T32 Unit 3: T32 Unit 6: T96 <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
<b>L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.	READING/WRITING WORKSHOP: Grammar Handbook: 479, 480 TEACHER'S EDITION: Unit 1: T224 Unit 4: T160 Unit 5: T30, T31, T32 Unit 6: T96, T224 <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
<b>L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.	READING/WRITING WORKSHOP: Unit 1: 58-59 Grammar Handbook: 479 TEACHER'S EDITION: Unit 1: T159, T160, T191, T223, T224, T255 Unit 5: T224, T288 Unit 6: T96 <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
<b>L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER'S EDITION: Unit 1: T32, T62, T96, T126, T160, T190, T224, T254 Unit 2: T32, T62, T96, T126, T160, T190, T224, T254 Unit 3: T32, T62, T96, T126, T160, T190, T224, T254 Unit 4: T32, T62, T96, T126, T160, T190, T224, T254 Unit 5: T32, T62, T96, T126, T160, T190, T224, T254 Unit 6: T32, T62, T96, T126, T160, T190, T224, T254 <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
Knowledge of Language		<i>McGraw-Hill California Wonders</i>
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.4.3a</b>	Choose words and phrases to convey ideas precisely.	READING/WRITING WORKSHOP: Unit 2: I58-I59 Unit 4: 302-303 Unit 6: 390-391 YOUR TURN PRACTICE BOOK: 9, I9, 99, I19, I99, 259, 299 TEACHER'S EDITION: Unit 1: T28, T61, T92, T125, T166, T189 Unit 2: T61, T92, T125, T189 Unit 3: T61, T92, T118, T125, T189, T253 Unit 4: T61, T102, T125, T189, T220, T253 Unit 5: T38, T61, T125, T189, T253 Unit 6: T61, T102, T125, T189 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Writer's Workspace
<b>L.4.3b</b>	Choose punctuation for effect.	READING/WRITING WORKSHOP: Grammar Handbook: 477 TEACHER'S EDITION: Unit 1: T32, T63 Unit 2: T92 Unit 6: T102 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES Student Resources: Writer's Workspace

Language Standards		
Knowledge of Language		McGraw-Hill California Wonders
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p>READING/WRITING WORKSHOP: Unit 3: 230-231 Unit 5: 360-361</p> <p>TEACHER'S EDITION: Unit 2: T38, T92 Unit 4: T166 Unit 5: T166, T220, T222-T223</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Writer's Workspace</p>
Vocabulary Acquisition and Use		McGraw-Hill California Wonders
L.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.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<p>READING/WRITING WORKSHOP: Unit 1: 29, 57, 71 Unit 2: I15, I29 Unit 3: I73, I87 Unit 4: 273, 287 Unit 5: 359</p> <p>YOUR TURN PRACTICE BOOK: 7, 27, 37, 67, 77, 107, I17, I77, I87, 237</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: I, 3, 4, 7</p> <p>TEACHER'S EDITION: Unit 1: T36, T54, T152, T153E, T164, T173, T178, T182, T189, T216, T217H, T228, T237, T242, T246, T253 Unit 2: T25P, T36, T88, T152, T153R, T164, T173, T178, T182, T189 Unit 3: T24, T25E, T25G, T25I, T25R, T36, T45, T50, T54, T61, T88, T89E, T100, T109, T114, T118, T125, T164 Unit 4: T36, T100, T153R, T164, T216, T217E, T217P, T228, T237, T242, T246, T253 Unit 5: T25U, T88, T89E, T89J, T153K, T216, T217H Unit 6: T88, T100, T109, T114, T118, T125</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
L.4.4b	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> ).	<p>READING/WRITING WORKSHOP: Unit 3: 215, 229 Unit 4: 245 Unit 5: 345 Unit 6: 417</p> <p>YOUR TURN PRACTICE BOOK: I37, I47, I57, 227, 277</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: I0, II, I5</p> <p>TEACHER'S EDITION: Unit 2: T26, T216, T217N, T217R, T219, T237, T242, T246, T253 Unit 3: T164, T216, T217L, T228, T237, T242, T246, T253 Unit 4: T36, T45, T50, T54, T61, T164, T219, T228, T235 Unit 5: T27, T152, T153G, T153R, T155, T164, T209 Unit 6: T91, T107, T152, T153G, T219, T228</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
L.4.4c	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 and to identify alternate word choices in all content areas.	<p>READING/WRITING WORKSHOP: Unit 6: 424-427</p> <p>TEACHER'S EDITION: Unit 1: T24, T153G, T216, T217T Unit 2: T24, T25B, T216 Unit 3: T24, T152, T217K Unit 4: T24, T102, T152, T280 Unit 5: T88, T152 Unit 6: T25B, T102, T216</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

## Language Standards

Vocabulary Acquisition and Use		McGraw-Hill California Wonders
<b>L.4.5a</b>	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	<p>READING/WRITING WORKSHOP: Unit 2: 157, 158-159 Unit 4: 288-289 Unit 5: 317 Unit 6: 445</p> <p>YOUR TURN PRACTICE BOOK: 97, 207, 297</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 9</p> <p>LITERATURE ANTHOLOGY: Unit 2: 172-175, 176-177 Unit 6: 534-537, 538-539</p> <p>TEACHER'S EDITION: Unit 2: T25F, T153L, T280, T281B, T281C Unit 3: T25K, T89I, T217F Unit 4: T153K, T153N Unit 5: T24, T25D, T25E, T25L, T25Q, T25R, T153L, T217O Unit 6: T25C, T89J, T280, T292</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.4.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>READING/WRITING WORKSHOP: Unit 1: 43 Unit 2: 116-117 Unit 4: 259 Unit 5: 373 Unit 6: 431</p> <p>LITERATURE ANTHOLOGY: Unit 1: 37, 43</p> <p>YOUR TURN PRACTICE BOOK: 17, 167, 247, 287</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 2</p> <p>TEACHER'S EDITION: Unit 1: T25H, T88, T89F, T100, T109, T114, T118, T125, T164 Unit 2: T25R, T38 Unit 4: T25F, T88, T89, T89H, T89P, T89V, T100, T109, T114, T118, T125 Unit 5: T89D, T153L, T280, T292, T301, T306, T310 Unit 6: T164, T216, T217G, T228</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.4.5c</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p>READING/WRITING WORKSHOP: Unit 1: 29 Unit 2: 115 Unit 3: 201 Unit 4: 273 Unit 5: 359</p> <p>YOUR TURN PRACTICE BOOK: 7, 67, 127, 177, 237</p> <p>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 7</p> <p>TEACHER'S EDITION: Unit 1: T24, T36, T45, T50, T54, T61, T100, T109, T237 Unit 2: T88, T89K, T89R, T100, T109, T114, T118, T125, T164, T237 Unit 3: T45, T152, T153H, T153T, T164, T173, T178, T182, T189, T228 Unit 4: T36, T45, T152, T153K, T164, T173, T178, T182, T189 Unit 5: T216, T217H, T217T, T228, T237, T242, T246, T253 Unit 6: T173</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p>Student Resources: Vocabulary Interactive Games and Activities</p>
<b>L.4.6</b>	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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<p>READING/WRITING WORKSHOP: Unit 1: 20-21, 34-35, 48-49, 61-62, 76-77 Unit 2: 92-93, 106-107, 120-121, 134-135, 148-149 Unit 3: 164-165, 178-179, 192-193, 206-207, 220-221 Unit 4: 236-237, 250-251, 264-265, 278-279, Unit 5: 308-309, 322-323, 336-337, 350-351, 364-365 Unit 6: 380-381, 394-395, 408-409, 422-423, 436-437</p> <p>YOUR TURN PRACTICE BOOK: 1, 11, 51, 61, 101, 111, 151, 161, 201, 211, 251, 261</p> <p>TEACHER'S EDITION: Unit 1: T14, T36, T44, T45, T50, T54, T60, T173, T178, T182, T188, T206, T228, T236 Unit 2: T36, T44, T45, T50, T54, T60, T78, T100, T108, T109, T114, T118, T124, T142, T164, T172, T173, T178 Unit 3: T14, T36, T44, T50, T54, T60, T78, T100, T108, T109, T236, T237, T242, T246, T252 Unit 4: T114, T118, T124, T142, T172, T173, T178, T182, T188, T206, T236, T237 Unit 5: T14, T44, T45, T50, T54, T60, T78, T142, T206 Unit 6: T14, T44, T45, T50, T60, T78, T108, T142, T172, T178, T182</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES</b></p> <p>Student Resources: Vocabulary Interactive Games and Activities</p> <p>Teacher Resources: Build Background Videos, Graphic Organizers</p>



# Language Progressive Skills

Below are the grade 3 Language standards indicated by CCSS to be particularly likely to require continued attention in grade 4 as they are applied to increasingly sophisticated writing and speaking.

Language Progressive Skills		
Standard		<i>McGraw-Hill California Wonders</i>
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	<p>READING/WRITING WORKSHOP: Grammar Handbook: 459, 463</p> <p>TEACHER'S EDITION: Unit 2: T319 Unit 3: T96, T127, T160, T224, T255 Unit 4: T32, T63, T96, T160, T191, T255</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>
L.3.3a	Choose words and phrases for effect.	<p>READING/WRITING WORKSHOP: Unit 1: 30-31, 44-45 Unit 2: 158-159 Unit 3: 188-189 Unit 4: 302-303 Unit 6: 390-391, 446-447</p> <p>YOUR TURN PRACTICE BOOK: 9, 19, 99, 119, 199, 259, 299</p> <p>TEACHER'S EDITION: Unit 4: T102, T166, T220 Unit 5: T38 Unit 6: T102</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES</p> <p>Student Resources: Grammar Interactive Games and Activities, Music/Fine Arts Activities</p> <p>Teacher Resources: Music/Fine Arts Activities</p>

# California

# English Language Development Standards

## Grade 4

Each standard is coded in the following manner:

Part Number	Grade Level	Standard Number	Proficiency Level
PII	4	5	Ex

### Part I: Interacting in Meaningful Ways

#### A. Collaborative

##### 1. Exchanging Information and Ideas

##### *McGraw-Hill California Wonders*

<b>PI.4.1.Em</b>	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	<b>TEACHER'S EDITION:</b> Unit 1: TII, TI5, T23, T25, T56-T57, T75, T79, T83, T87, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T211, T248-T249, T267, T271, T275, T312-T313; Unit 2: TII, TI5, T56-T57, T75, T79, T85, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T248-T249, T267, T271, T288, T312-T313; Unit 3: TII, TI5, TI9, T56-T57, T75, T79, T83, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T267, T271, T275, T312-T313; Unit 4: TII, TI5, T32, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 5: TII, TI5, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI60, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T56-T57, TI20-TI21, TI84-TI85, T207, T248-T249, T312-T313
<b>PI.4.1.Ex</b>	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	<b>TEACHER'S EDITION:</b> Unit 1: TII, TI5, T23, T25, T56-T57, T75, T79, T83, T87, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T211, T248-T249, T267, T271, T275, T312-T313; Unit 2: TII, TI5, T56-T57, T75, T79, T85, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T248-T249, T267, T271, T288, T312-T313; Unit 3: TII, TI5, TI9, T56-T57, T75, T79, T83, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T267, T271, T275, T312-T313; Unit 4: TII, TI5, T32, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 5: TII, TI5, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI60, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T56-T57, TI20-TI21, TI84-TI85, T207, T248-T249, T312-T313
<b>PI.4.1.Br</b>	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<b>TEACHER'S EDITION:</b> Unit 1: TII, TI5, T23, T25, T56-T57, T75, T79, T83, T87, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T211, T248-T249, T267, T271, T275, T312-T313; Unit 2: TII, TI5, T56-T57, T75, T79, T85, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T248-T249, T267, T271, T288, T312-T313; Unit 3: TII, TI5, TI9, T56-T57, T75, T79, T83, TI20-TI21, TI39, TI43, TI47, TI84-TI85, T203, T207, T267, T271, T275, T312-T313; Unit 4: TII, TI5, T32, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 5: TII, TI5, T56-T57, T75, T79, TI20-TI21, TI39, TI43, TI60, TI84-TI85, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T56-T57, TI20-TI21, TI84-TI85, T207, T248-T249, T312-T313

This correlation is for Integrated ELD instruction in *CA Wonders*. Correlations for Designated ELD instruction can be found in *CA Wonders for English Learners Teacher's Edition*.



<b>Part I: Interacting in Meaningful Ways</b>		
<b>2. Interacting Via Written English</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.4.2.Em</b>	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit 1: T58-T59, T122-T123, T186-T187; Unit 2: T186-T187, T314-T315; Unit 3: T122-T123, T186-T187, T250-T251; Unit 4: T122-T123, T186-T187, T314-T315; Unit 5: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315; Unit 6: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315
<b>PI.4.2.Ex</b>	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit 1: T58-T59, T122-T123, T186-T187; Unit 2: T186-T187, T314-T315; Unit 3: T122-T123, T186-T187, T250-T251; Unit 4: T122-T123, T186-T187, T314-T315; Unit 5: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315; Unit 6: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315
<b>PI.4.2.Br</b>	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>TEACHER'S EDITION:</b> Unit 1: T58-T59, T122-T123, T186-T187; Unit 2: T186-T187, T314-T315; Unit 3: T122-T123, T186-T187, T250-T251; Unit 4: T122-T123, T186-T187, T314-T315; Unit 5: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315; Unit 6: T58-T59, T122-T123, T186-T187, T250-T251, T314-T315
<b>3. Offering Opinions</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.4.3.Em</b>	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i> ), as well as open responses, in order to gain and/or hold the floor.	<b>EL REPRODUCIBLES:</b> I19 <b>TEACHER'S EDITION:</b> Unit 1: T314-T315; Unit 2: T312-T313, T314-T315; Unit 3: T157, T285, T312-T313; Unit 4: T120-T121; Unit 6: T11, T15, T75, T79, T120, T139, T203, T267, T271, T287
<b>PI.4.3.Ex</b>	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i> ), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	<b>EL REPRODUCIBLES:</b> I19 <b>TEACHER'S EDITION:</b> Unit 1: T314-T315; Unit 2: T312-T313; Unit 3: T157, T285; Unit 6: T11, T15, T75, T79, T139, T203, T267, T271, T287
<b>PI.4.3.Br</b>	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's a good idea. However . . .</i> ), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	<b>EL REPRODUCIBLES:</b> I19 <b>TEACHER'S EDITION:</b> Unit 3: T157, T285; Unit 6: T11, T15, T75, T79, T139, T203, T267, T271, T287
<b>4. Adapting language choices</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.4.4.Em</b>	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	<b>EL REPRODUCIBLES:</b> 60, 70, 100, 120, 140, 150, 160, 170, 190, 210, 240, 250, 260, 290 <b>TEACHER'S EDITION:</b> Unit 1: T292; Unit 2: T29, T126, T221, T285, T292, T345, T351; Unit 3: T93, T221, T285, T292, T318; Unit 4: T93, T157, T292; Unit 5: T29, T287, T292, T345, T351; Unit 6: T29, T93, T292
<b>PI.4.4.Ex</b>	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	<b>EL REPRODUCIBLES:</b> 60, 70, 100, 120, 140, 150, 160, 170, 190, 210, 240, 250, 260, 290 <b>TEACHER'S EDITION:</b> Unit 1: T292; Unit 2: T29, T126, T221, T285, T292, T345, T351; Unit 3: T93, T221, T285, T292, T318; Unit 4: T93, T157, T292; Unit 5: T29, T287, T292, T345, T351; Unit 6: T29, T93, T292

## Part I: Interacting in Meaningful Ways

<b>PI.4.4.Br</b>	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	<b>EL REPRODUCIBLES:</b> 60, 70, 100, 120, 140, 150, 160, 170, 190, 210, 240, 250, 260, 290 <b>TEACHER'S EDITION:</b> Unit 1: T292; Unit 2: T29, T126, T221, T285, T292, T345, T351; Unit 3: T93, T221, T285, T292, T318; Unit 4: T93, T157, T292; Unit 5: T29, T287, T292, T345, T351; Unit 6: T29, T93, T292
------------------	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### B. Interpretive

#### 5. Listening Actively

#### *McGraw-Hill California Wonders*

<b>PI.4.5.Em</b>	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	<b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T80-T81, T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327
<b>PI.4.5.Ex</b>	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	<b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T80-T81, T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327
<b>PI.4.5.Br</b>	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T80-T81, T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327

#### 6. Reading/viewing closely

#### *McGraw-Hill California Wonders*

<b>PI.4.6a.Em</b>	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.	<b>EL REPRODUCIBLES:</b> 2, 3-5, 6, 22, 23-25, 26, 52, 53-55, 56, 72, 73-75, 76, 102, 103-105, 106, 122, 123-125, 126, 152, 153-155, 156, 172, 173-175, 176, 202, 203-205, 206, 222, 223-225, 226, 252, 253-255, 256, 272, 273-275, 276, 282, 283-285, 286, 292, 293-294 <b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T21, T23, T25A-T25R, T56-T57, T58-T59, T145, T147, T149, T153A-T153L, T184-T185, T186-T187; Unit 2: T16-T17, T21, T23, T25A-T25P, T56-T57, T58-T59, T144-T145, T151, T153A-T153R, T153S-T153V, T184-T185, Unit 3: T16-T17, T21, T25A-T25R, T56-T57, T144-T145, T149, T151, T153A-T153T, T153U-T153X, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T25A-T25N, T25O-T25R, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 5: T16-T17, T19, T21, T23, T25A-T25R, T25S-T25V, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 6: T16-T17, T19, T21, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153T, T153U-T153X, T184-T185
-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Part I: Interacting in Meaningful Ways

<p><b>PI.4.6b.Em</b></p>	<p>Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p><b>EL REPRODUCIBLES:</b> 17, 27, 37, 47, 57, 58, 67, 77, 87, 107, 117, 127, 137, 147, 148, 157, 167, 187, 197, 208, 217, 227, 237, 247, 248, 257, 258, 267, 268, 277, 278, 287, 288, 298  <b>TEACHER'S EDITION:</b> Unit 1: T25, T43, T56-T57, T61, T89, T107, T153, T184-T185, T217T, T248-T249, T281, T299, T312-T313, T317; Unit 2: T25, T56-T57, T61, T89, T120-T121, T125, T153, T184-T185, T186-T187, T189, T248-T249, T250-T251, T253, T281, T298, T299, T312-T313; Unit 3: T25, T56-T57, T61, T89, T107, T120-T121, T125, T184-T185, T189, T217, T234, T235, T248-T249, T253, T281, T298, T299, T312-T313, T314-T315, T317; Unit 4: T25, T56-T57, T58-T59, T61, T120-T121, T125, T153, T184-T185, T189, T217, T235, T248-T249, T253; Unit 5: T43, T89, T125, T153, T171, T184-T185, T186-T187, T189, T217, T248-T249, T253, T299, T317; Unit 6: T43, T56-T57, T61, T89, T107, T125, T153, T170, T171, T184-T185, T186-T187, T189, T217, T234, T235, T253, T299</p>
<p><b>PI.4.6a.Ex</b></p>	<p>Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.</p>	<p><b>EL REPRODUCIBLES:</b> 2, 3-5, 6, 22, 23-25, 26, 52, 53-55, 56, 72, 73-75, 76, 102, 103-105, 106, 122, 123-125, 126, 152, 153-155, 156, 172, 173-175, 176, 202, 203-205, 206, 222, 223-225, 226, 252, 253-255, 256, 272, 273-275, 276, 282, 283-285, 286, 292, 293-294  <b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T21, T23, T25A-T25R, T56-T57, T58-T59, T145, T147, T149, T153A-T153L, T184-T185, T186-T187; Unit 2: T16-T17, T21, T23, T25A-T25P, T56-T57, T58-T59, T144-T145, T151, T153A-T153R, T153S-T153V, T184-T185, Unit 3: T16-T17, T21, T25A-T25R, T56-T57, T144-T145, T149, T151, T153A-T153T, T153U-T153X, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T25A-T25N, T25O-T25R, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 5: T16-T17, T19, T21, T23, T25A-T25R, T25S-T25V, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 6: T16-T17, T19, T21, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153T, T153U-T153X, T184-T185</p>
<p><b>PI.4.6b.Ex</b></p>	<p>Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics</p>	<p><b>EL REPRODUCIBLES:</b> 17, 27, 37, 47, 57, 58, 67, 77, 87, 107, 117, 127, 137, 147, 148, 157, 167, 187, 197, 208, 217, 227, 237, 247, 248, 257, 258, 267, 268, 277, 278, 287, 288, 298  <b>TEACHER'S EDITION:</b> Unit 1: T25, T43, T56-T57, T61, T89, T107, T153, T184-T185, T217T, T248-T249, T281, T299, T312-T313, T317; Unit 2: T25, T56-T57, T61, T89, T120-T121, T125, T153, T184-T185, T186-T187, T189, T248-T249, T250-T251, T253, T281, T298, T299, T312-T313; Unit 3: T25, T56-T57, T61, T89, T107, T120-T121, T125, T184-T185, T189, T217, T234, T235, T248-T249, T253, T281, T298, T299, T312-T313, T314-T315, T317; Unit 4: T25, T56-T57, T58-T59, T61, T120-T121, T125, T153, T184-T185, T189, T217, T235, T248-T249, T253; Unit 5: T43, T89, T125, T153, T171, T184-T185, T186-T187, T189, T217, T248-T249, T253, T299, T317; Unit 6: T43, T56-T57, T61, T89, T107, T125, T153, T170, T171, T184-T185, T186-T187, T189, T217, T234, T235, T253, T299</p>
<p><b>PI.4.6a.Br</b></p>	<p>Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.</p>	<p><b>EL REPRODUCIBLES:</b> 2, 3-5, 6, 22, 23-25, 26, 52, 53-55, 56, 72, 73-75, 76, 102, 103-105, 106, 122, 123-125, 126, 152, 153-155, 156, 172, 173-175, 176, 202, 203-205, 206, 222, 223-225, 226, 252, 253-255, 256, 272, 273-275, 276, 282, 283-285, 286, 292, 293-294  <b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T21, T23, T25A-T25R, T56-T57, T58-T59, T145, T147, T149, T153A-T153L, T184-T185, T186-T187; Unit 2: T16-T17, T21, T23, T25A-T25P, T56-T57, T58-T59, T144-T145, T151, T153A-T153R, T153S-T153V, T184-T185, Unit 3: T16-T17, T21, T25A-T25R, T56-T57, T144-T145, T149, T151, T153A-T153T, T153U-T153X, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T25A-T25N, T25O-T25R, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 5: T16-T17, T19, T21, T23, T25A-T25R, T25S-T25V, T56-T57, T144-T145, T147, T151, T153A-T153R, T153T-T153V, T184-T185; Unit 6: T16-T17, T19, T21, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153T, T153U-T153X, T184-T185</p>

## Part I: Interacting in Meaningful Ways

<p><b>PI.4.6b.Br</b></p>	<p>Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>EL REPRODUCIBLES:</b> 17, 27, 37, 47, 57, 58, 67, 77, 87, 107, 117, 127, 137, 147, 148, 157, 167, 187, 197, 208, 217, 227, 237, 247, 248, 257, 258, 267, 268, 277, 278, 287, 288, 298  <b>TEACHER'S EDITION:</b> Unit 1: T25, T43, T56-T57, T61, T89, T107, T153, T184-T185, T217T, T248-T249, T281, T299, T312-T313, T317; Unit 2: T25, T56-T57, T61, T89, T120-T121, T125, T153, T184-T185, T186-T187, T189, T248-T249, T250-T251, T253, T281, T298, T299, T312-T313; Unit 3: T25, T56-T57, T61, T89, T107, T120-T121, T125, T184-T185, T189, T217, T234, T235, T248-T249, T253, T281, T298, T299, T312-T313, T314-T315, T317; Unit 4: T25, T56-T57, T58-T59, T61, T120-T121, T125, T153, T184-T185, T189, T217, T235, T248-T249, T253; Unit 5: T43, T89, T125, T153, T171, T184-T185, T186-T187, T189, T217, T248-T249, T253, T299, T317; Unit 6: T43, T56-T57, T61, T89, T107, T125, T153, T170, T171, T184-T185, T186-T187, T189, T217, T234, T235, T253, T299</p>
<p><b>7. Evaluating language choices</b></p>		<p><b>McGraw-Hill California Wonders</b></p>
<p><b>PI.4.7.Em</b></p>	<p>Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</p>	<p><b>EL REPRODUCIBLES:</b> 9, 19, 29, 49, 59, 69, 79, 89, 99, 123-125, 129, 133-135, 139, 143-145, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289  <b>TEACHER'S EDITION:</b> Unit 1: T157, T221; Unit 2: T93, T157, T281F, T312-T313; Unit 3: T58-T59, T149, T184-T185, T190, T213, T248-T249, T312-T313; Unit 4: T221, T285; Unit 5: T93, T221; Unit 6: T21, T277</p>
<p><b>PI.4.7.Ex</b></p>	<p>Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.</p>	<p><b>EL REPRODUCIBLES:</b> 9, 19, 29, 49, 59, 69, 79, 89, 99, 123-125, 129, 133-135, 139, 143-145, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289  <b>TEACHER'S EDITION:</b> Unit 1: T157, T221; Unit 2: T93, T157, T281F; Unit 3: T149, T184-T185, T190, T213, T248-T249, T312-T313; Unit 4: T221, T285; Unit 5: T93, T221; Unit 6: T21, T277</p>
<p><b>PI.4.7.Br</b></p>	<p>Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.</p>	<p><b>EL REPRODUCIBLES:</b> 9, 19, 29, 49, 59, 69, 79, 89, 99, 123-125, 129, 133-135, 139, 143-145, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289  <b>TEACHER'S EDITION:</b> Unit 1: T157, T221; Unit 2: T93, T157, T281F; Unit 3: T149, T184-T185, T190, T213, T248-T249, T312-T313; Unit 4: T221, T285; Unit 5: T93, T221; Unit 6: T21, T277</p>
<p><b>8. Analyzing language choices</b></p>		<p><b>McGraw-Hill California Wonders</b></p>
<p><b>PI.4.8.Em</b></p>	<p>Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i>).</p>	<p><b>EL REPRODUCIBLES:</b> 207, 216, 296, 297  <b>TEACHER'S EDITION:</b> Unit 1: T25D, T125, T228; Unit 2: T228, T281, T312-T313, T314-T315, T317; Unit 3: T89J, T120-T121, T228, T327; Unit 4: T56-T57, T228; Unit 5: T61, T89H, T228; Unit 6: T228, T281, T312-T313, T327</p>
<p><b>PI.4.8.Ex</b></p>	<p>Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i>) and figurative language (e.g., <i>as big as a whale</i>) produce shades of meaning and different effects on the audience.</p>	<p><b>EL REPRODUCIBLES:</b> 207, 216, 296, 297  <b>TEACHER'S EDITION:</b> Unit 1: T25H, T89B, T120-T121, T125, T228; Unit 2: T25R, T89N, T228, T281, T312-T313, T314-T315, T317; Unit 3: T89D, T89H, T120-T121, T217A-T217V, T228, T327; Unit 4: T56-T57, T89A-T89V, T120-T121, T228; Unit 5: T25B, T25J, T56-T57, T61, T89D, T89P, T228; Unit 6: T228, T281, T281B, T312-T313, T327</p>
<p><b>PI.4.8.Br</b></p>	<p>Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>entertaining</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language produce shades of meaning and different effects on the audience.</p>	<p><b>EL REPRODUCIBLES:</b> 207, 216, 296, 297  <b>TEACHER'S EDITION:</b> Unit 1: T25H, T89B, T120-T121, T125, T228; Unit 2: T25R, T89N, T228, T281, T312-T313, T314-T315, T317; Unit 3: T89D, T89H, T120-T121, T217A-T217V, T228, T327; Unit 4: T56-T57, T89A-T89V, T120-T121, T228; Unit 5: T25B, T25J, T56-T57, T61, T89D, T89P, T228; Unit 6: T228, T281, T281B, T312-T313, T327</p>

<b>Part I: Interacting in Meaningful Ways</b>		
<b>C. Productive</b>		
<b>9. Presenting</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.4.9.Em</b>	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support.	TEACHER'S EDITION: Unit 4: T345, T351; Unit 5: T61; Unit 6: T79, T125, T271, T277
<b>PI.4.9.Ex</b>	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	TEACHER'S EDITION: Unit 4: T345, T351; Unit 5: T61; Unit 6: T79, T125, T271, T277
<b>PI.4.9.Br</b>	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support.	TEACHER'S EDITION: Unit 4: T345, T351; Unit 5: T61; Unit 6: T79, T125, T271, T277
<b>10. Writing</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.4.10a.Em</b>	Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	TEACHER'S EDITION: Unit 1: T62, T126, T190, T254; Unit 2: T62, T190, T254, T318; Unit 3: T314–T315; Unit 4: T62, T126, T190, T254; Unit 5: T126, T190, T254, T318; Unit 6: T62, T318
<b>PI.4.10b.Em</b>	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 2: T327; Unit 3: T126, T254; Unit 4: T318; Unit 5: T147, T275, T327; Unit 6: T254
<b>PI.4.10a.Ex</b>	Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	TEACHER'S EDITION: Unit 1: T62, T126, T190, T254; Unit 2: T62, T190, T254, T318; Unit 3: T314–T315; Unit 4: T62, T126, T190, T254; Unit 5: T126, T190, T254, T318; Unit 6: T62, T318
<b>PI.4.10b.Ex</b>	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 2: T327; Unit 3: T126, T254; Unit 4: T318; Unit 5: T147, T275, T327; Unit 6: T254
<b>PI.4.10a.Br</b>	Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	TEACHER'S EDITION: Unit 1: T62, T126, T190, T254, T345, T351; Unit 2: T62, T190, T254, T318; Unit 3: T314–T315; Unit 4: T62, T126, T190, T254; Unit 5: T126, T190, T254, T318; Unit 6: T62, T318
<b>PI.4.10b.Br</b>	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 2: T327; Unit 3: T126, T254; Unit 4: T318; Unit 5: T147, T275, T327; Unit 6: T254

## Part I: Interacting in Meaningful Ways

11. Supporting opinions		<i>McGraw-Hill California Wonders</i>
<b>PI.4.11a.Em</b>	Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	EL REPRODUCIBLES: I19, I30, I49, I79, 219, 229, 269 TEACHER'S EDITION: Unit 3: T157, T285; Unit 6: T11, T15, T75, T139, T190, T203, T267, T271, T287
<b>PI.4.11b.Em</b>	Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i> ).	TEACHER'S EDITION: Unit 3: T345, T351; Unit 6: T11, T75, T139, T190, T203, T267, T271, T345, T351
<b>PI.4.11a.Ex</b>	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.	EL REPRODUCIBLES: I19, I30, I49, I79, 219, 229, 269 TEACHER'S EDITION: Unit 3: T157, T285; Unit 6: T11, T15, T75, T139, T190, T203, T267, T271, T287
<b>PI.4.11b.Ex</b>	Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i> ).	TEACHER'S EDITION: Unit 3: T345, T351; Unit 6: T11, T75, T139, T190, T203, T267, T271, T345, T351
<b>PI.4.11a.Br</b>	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.	EL REPRODUCIBLES: I19, I30, I49, I79, 219, 229, 269 TEACHER'S EDITION: Unit 3: T157, T285; Unit 6: T11, T15, T75, T139, T190, T203, T267, T271, T287
<b>PI.4.11b.Br</b>	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i> ) and phrasing (e.g., <i>In my opinion . . .</i> ).	TEACHER'S EDITION: Unit 3: T345, T351; Unit 6: T11, T75, T139, T190, T203, T267, T271, T345, T351
12. Selecting language resources		<i>McGraw-Hill California Wonders</i>
<b>PI.4.12a.Em</b>	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	EL REPRODUCIBLES: I, II, 21, 31, 41, 51, 61, 71, 81, 91, 101, III, 121, 131, 141, 151, 161, 171, 181, 191, 196, 201, 206, 211, 213-215, 221, 231, 241, 251, 261, 271, 273-275, 281, 286, 291 TEACHER'S EDITION: Unit 1: T11, T15, T255-T25V, T60, T61, T139, T143, T147, T149, T153A-T153L, T153M-T153N, T164, T188, T189; Unit 2: T11, T15, T21, T32, T60, T61, T139, T143, T147, T153A-T153R, T153S-T153V, T164, T184-T185, T188, T189; Unit 3: T11, T15, T19, T56-T57, T60, T61, T139, T143, T147, T153A-T153T, T164, T184-T185, T188, T189; Unit 4: T11, T15, T19, T25A-T25N, T25O-T25R, T56-T57, T60, T61, T139, T143, T147, T164, T184-T185, T188, T189; Unit 5: T11, T15, T19, T21, T23, T56-T57, T60, T139, T143, T184-T185, T188, T189; Unit 6: T19, T56-T57, T60, T61, T143, T147, T149, T153A-T153T, T184-T185, T188, T189
<b>PI.4.12b.Em</b>	Select a few frequently used affixes for accuracy and precision (e.g., <i>She walks, I'm unhappy</i> ).	EL REPRODUCIBLES: I38, I88 TEACHER'S EDITION: Unit 1: T36, T171, T235; Unit 2: T36, T42, T43, T127, T171, T191; Unit 3: T36, T42; Unit 4: T36, T42, T43, T106, T107; Unit 5: T107; Unit 6: T171, T234, T298

Part I: Interacting in Meaningful Ways		
<b>PI.4.12a.Ex</b>	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	<b>EL REPRODUCIBLES:</b> I, II, 2I, 3I, 4I, 5I, 6I, 7I, 8I, 9I, 10I, III, 12I, 13I, 14I, 15I, 16I, 17I, 18I, 19I, 196, 20I, 206, 21I, 213-215, 22I, 23I, 24I, 25I, 26I, 27I, 273-275, 28I, 286, 29I <b>TEACHER'S EDITION:</b> Unit 1: TII, TI5, T25S-T25V, T60, T6I, T139, T143, T147, T149, T153A-T153L, T153M-T153N, T164, T188, T189; Unit 2: TII, TI5, T2I, T32, T60, T6I, T139, T143, T147, T153A-T153R, T153S-T153V, T164, T184-T185, T188, T189; Unit 3: TII, TI5, T19, T56-T57, T60, T6I, T139, T143, T147, T153A-T153T, T164, T184-T185, T188, T189; Unit 4: TII, TI5, T19, T25A-T25N, T25O-T25R, T56-T57, T60, T6I, T139, T143, T147, T164, T184-T185, T188, T189; Unit 5: TII, TI5, T19, T2I, T23, T56-T57, T60, T139, T143, T184-T185, T188, T189; Unit 6: T19, T56-T57, T60, T6I, T143, T147, T149, T153A-T153T, T184-T185, T188, T189
<b>PI.4.12b.Ex</b>	Select a growing number of frequently used affixes for accuracy and precision (e.g., She <i>walked</i> . He likes . . . , I'm <i>unhappy</i> .).	<b>EL REPRODUCIBLES:</b> I38, I88 <b>TEACHER'S EDITION:</b> Unit 1: T36, T17I, T235; Unit 2: T36, T42, T43, T17I, T235; Unit 3: T36, T42; Unit 4: T36, T42, T43, T106, T107; Unit 5: T107; Unit 6: T17I, T234, T298
<b>PI.4.12a.Br</b>	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	<b>EL REPRODUCIBLES:</b> I, II, 2I, 3I, 4I, 5I, 6I, 7I, 8I, 9I, 10I, III, 12I, 13I, 14I, 15I, 16I, 17I, 18I, 19I, 196, 20I, 206, 21I, 213-215, 22I, 23I, 24I, 25I, 26I, 27I, 273-275, 28I, 286, 29I <b>TEACHER'S EDITION:</b> Unit 1: TII, TI5, T25S-T25V, T60, T6I, T139, T143, T147, T149, T153A-T153L, T153M-T153N, T164, T188, T189; Unit 2: TII, TI5, T2I, T32, T60, T6I, T139, T143, T147, T153A-T153R, T153S-T153V, T164, T184-T185, T188, T189; Unit 3: TII, TI5, T19, T56-T57, T60, T6I, T139, T143, T147, T153A-T153T, T164, T184-T185, T188, T189; Unit 4: TII, TI5, T19, T25A-T25N, T25O-T25R, T56-T57, T60, T6I, T139, T143, T147, T164, T184-T185, T188, T189; Unit 5: TII, TI5, T19, T2I, T23, T56-T57, T60, T139, T143, T184-T185, T188, T189; Unit 6: T19, T56-T57, T60, T6I, T143, T147, T149, T153A-T153T, T184-T185, T188, T189
<b>PI.4.12b.Br</b>	Select a variety of appropriate affixes for accuracy and precision (e.g., She's <i>walking</i> . I'm <i>uncomfortable</i> . They left <i>reluctantly</i> .).	<b>EL REPRODUCIBLES:</b> I38, I88 <b>TEACHER'S EDITION:</b> Unit 1: T36; Unit 2: T36, T42, T43, T17I, T235; Unit 3: T36; Unit 4: T36, T42, T43, T106, T107; Unit 5: T107; Unit 6: T17I, T234, T298

## Part II: Learning About How English Works

### A. Structuring Cohesive Texts

1. Understanding text structure		<i>McGraw-Hill California Wonders</i>
<b>PII.4.1.Em</b>	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	<b>EL REPRODUCIBLES:</b> 26, 36, 66, 76, 86, 90, 93-95, 126, 136, 156, 186, 226, 233-235, 236, 246, 276, 295 <b>TEACHER'S EDITION:</b> Unit 1: T32, T56-T57, T120-T121, T215, T279, T281F; Unit 2: T23, T89D, T151, T215, T275; Unit 3: T151, T215; Unit 4: T151, T215, T275; Unit 5: T56-T57, T151, T215, T248-T249, T279, T312-T313; Unit 6: T23, T87, T275, T312-T313
<b>PII.4.1.Ex</b>	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	<b>EL REPRODUCIBLES:</b> 26, 36, 66, 76, 86, 90, 93-95, 126, 136, 156, 186, 226, 233-235, 236, 246, 276, 295 <b>TEACHER'S EDITION:</b> Unit 1: T32, T56-T57, T120-T121, T215, T279, T281F; Unit 2: T23, T89D, T151, T215, T275; Unit 3: T151, T215; Unit 4: T151, T215, T275; Unit 5: T56-T57, T151, T215, T248-T249, T279, T312-T313; Unit 6: T23, T87, T275, T312-T313
<b>PII.4.1.Br</b>	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	<b>EL REPRODUCIBLES:</b> 26, 36, 66, 76, 86, 90, 93-95, 126, 136, 156, 186, 226, 233-235, 236, 246, 276, 295 <b>TEACHER'S EDITION:</b> Unit 1: T32, T56-T57, T120-T121, T215, T279, T281F; Unit 2: T23, T89D, T151, T215, T275; Unit 3: T151, T215; Unit 4: T151, T215, T275; Unit 5: T56-T57, T151, T215, T248-T249, T279, T312-T313; Unit 6: T23, T87, T275, T312-T313
2. Understanding cohesion		<i>McGraw-Hill California Wonders</i>
<b>PII.4.2a.Em</b>	Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	<b>EL REPRODUCIBLES:</b> 7, 37, 103-105, 113-115, 163-165, 169, 173-175, 177 <b>TEACHER'S EDITION:</b> Unit 2: T277; Unit 3: T21, T56-T57, T58-T59, T85; Unit 4: T57, T63, T85, T120-T121, T127, T186-T187, T191, T255, T319
<b>PII.4.2b.Em</b>	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>first</i> , <i>yesterday</i> ) to comprehending texts and writing basic texts.	<b>EL REPRODUCIBLES:</b> 3-5, 40, 110, 159, 189, 230, 270, 280 <b>TEACHER'S EDITION:</b> Unit 1: T21, T56-T57, T160, T184-T185, T254; Unit 3: T62; Unit 4: T21, T248-T249; Unit 5: T96, T213, T249, T250-T251, T277, T281B, T314-T315; Unit 6: T126, T255, T319
<b>PII.4.2a.Ex</b>	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	<b>EL REPRODUCIBLES:</b> 7, 37, 103-105, 113-115, 163-165, 169, 173-175, 177 <b>TEACHER'S EDITION:</b> Unit 1: T57; Unit 2: T277; Unit 3: T21, T85; Unit 4: T63, T85, T120-T121, T127, T184-T185, T186-T187, T191, T255, T319
<b>PII.4.2b.Ex</b>	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>since</i> , <i>next</i> , <i>for example</i> ) to comprehending texts and writing texts with increasing cohesion.	<b>EL REPRODUCIBLES:</b> 3-5, 40, 110, 159, 189, 230, 270, 280 <b>TEACHER'S EDITION:</b> Unit 1: T21, T56-T57, T160, T254; Unit 3: T62; Unit 4: T21, T56-T57, T248-T249; Unit 5: T96, T213, T249, T250-T251, T277, T281B, T314-T315; Unit 6: T126, T255, T319



Part II: Learning About How English Works		
PII.4.2a.Br	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	EL REPRODUCIBLES: 7, 37, 103-105, 113-115, 163-165, 169, 173-175, 177 TEACHER'S EDITION: Unit 1: T57; Unit 2: T277; Unit 3: T21, T85; Unit 4: T63, T85, T120-T121, T127, T184-T185, T186-T187, T191, T255, T319
PII.4.2b.Br	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance</i> , <i>in addition</i> , <i>at the end</i> ) to comprehending texts and writing cohesive texts.	EL REPRODUCIBLES: 3-5, 40, 110, 159, 189, 230, 270, 280 TEACHER'S EDITION: Unit 1: T21, T160, T254; Unit 3: T62; Unit 4: T21, T56-T57, T248-T249; Unit 5: T96, T213, T250-T251, T277, T314-T315; Unit 6: T126, T255, T319
<b>B. Expanding &amp; Enriching Ideas</b>		
<b>3. Using verbs and verb phrases</b>		<b>McGraw-Hill California Wonders</b>
PII.4.3.Em	Use various verbs/verb types (e.g., <i>doing</i> , <i>saying</i> , <i>being/having</i> , <i>thinking/feeling</i> ) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	EL REPRODUCIBLES: 109, 129, 139, 149 TEACHER'S EDITION: Unit 1: T100, T127, T288; Unit 2: T100; Unit 3: T32, T63, T96, T100, T127, T160, T191, T224, T255, T319; Unit 4: T100, T160; Unit 5: T100; Unit 6: T79, T100, T191
PII.4.3.Ex	Use various verbs/verb types (e.g., <i>doing</i> , <i>saying</i> , <i>being/having</i> , <i>thinking/feeling</i> ) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	EL REPRODUCIBLES: 109, 129, 139, 149 TEACHER'S EDITION: Unit 1: T100, T127, T288; Unit 2: T100; Unit 3: T32, T63, T96, T100, T127, T160, T191, T224, T255, T319; Unit 4: T100, T160; Unit 5: T100; Unit 6: T79, T100, T191
PII.4.3.Br	Use various verbs/verb types (e.g., <i>doing</i> , <i>saying</i> , <i>being/having</i> , <i>thinking/feeling</i> ) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	EL REPRODUCIBLES: 109, 129, 139, 149 TEACHER'S EDITION: Unit 1: T100, T127, T288; Unit 2: T100; Unit 3: T32, T63, T96, T100, T127, T160, T191, T224, T255, T319; Unit 4: T100, T160; Unit 5: T100; Unit 6: T79, T100, T191
<b>4. Using nouns and noun phrases</b>		<b>McGraw-Hill California Wonders</b>
PII.4.4.Em	Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	EL REPRODUCIBLES: 69, 229, 249 TEACHER'S EDITION: Unit 2: T63, T255; Unit 4: T96; Unit 5: T32, T63, T127, T191, T255, T288, T319; Unit 6: T15, T143
PII.4.4.Ex	Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	EL REPRODUCIBLES: 69, 229, 249 TEACHER'S EDITION: Unit 2: T63, T255; Unit 4: T96; Unit 5: T32, T63, T127, T191, T255, T288, T319; Unit 6: T15, T143

## Part II: Learning About How English Works

<p><b>PII.4.4.Br</b></p>	<p>Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>EL REPRODUCIBLES: 69, 229, 249 TEACHER'S EDITION: Unit 2: T63, T255; Unit 4: T96; Unit 5: T32, T63, T127, T191, T255, T288, T319; Unit 6: T15, T143</p>
<p><b>5. Modifying to add details</b></p>		<p><b>McGraw-Hill California Wonders</b></p>
<p><b>PII.4.5.Em</b></p>	<p>Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to <i>the soccer field</i>).</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 80, 180, 200 TEACHER'S EDITION: Unit 1: T29; Unit 2: T160; Unit 3: T29; Unit 4: T29; Unit 5: T62, T157; Unit 6: T32, T63, T96, T127, T157, T160, T221, T224, T288</p>
<p><b>PII.4.5.Ex</b></p>	<p>Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i>. They ran <i>across the soccer field</i>).</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 80, 180, 200 TEACHER'S EDITION: Unit 1: T29; Unit 2: T160; Unit 3: T29; Unit 4: T29; Unit 5: T62, T157; Unit 6: T32, T63, T96, T127, T157, T160, T221, T224, T288</p>
<p><b>PII.4.5.Br</b></p>	<p>Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked <i>quietly all night in their room</i>).</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 80, 180, 200 TEACHER'S EDITION: Unit 1: T29; Unit 2: T160; Unit 3: T29; Unit 4: T29; Unit 5: T62, T157; Unit 6: T32, T63, T96, T127, T157, T160, T221, T224, T288</p>
<p><b>C. Connecting &amp; Condensing Ideas</b></p>		
<p><b>6. Connecting ideas</b></p>		<p><b>McGraw-Hill California Wonders</b></p>
<p><b>PII.4.6.Em</b></p>	<p>Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>EL REPRODUCIBLES: 29, 39, 50, 99, 220 TEACHER'S EDITION: Unit 1: T63, T191, T224, T255, T285, T319</p>
<p><b>PII.4.6.Ex</b></p>	<p>Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>.) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>EL REPRODUCIBLES: 29, 39, 50, 99, 220 TEACHER'S EDITION: Unit 1: T63, T191, T224, T255, T285, T319</p>

## Part II: Learning About How English Works

<b>PII.4.6.Br</b>	Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>Since the lion was at the waterhole, the deer ran away.</i> ), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i> ).	EL REPRODUCIBLES: 29, 39, 50, 99, 220 TEACHER'S EDITION: Unit 1: T63, T191, T224, T255, T285, T319
<b>7. Condensing ideas</b>		<b>McGraw-Hill California Wonders</b>
<b>PII.4.7.Em</b>	Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. The woman is a doctor <i>who helps children.</i> ) to create precise and detailed sentences.	EL REPRODUCIBLES: 29, 39, 50, 99 TEACHER'S EDITION: Unit 1: T285, T318; Unit 2: T319
<b>PII.4.7.Ex</b>	Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. The dog ate so quickly that it choked.) to create precise and detailed sentences.	EL REPRODUCIBLES: 29, 39, 50, 99 TEACHER'S EDITION: Unit 1: T285, T318; Unit 2: T319
<b>PII.4.7.Br</b>	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. The Gold Rush <i>that began in the 1850s</i> brought a lot of people to California.) to create precise and detailed sentences.	EL REPRODUCIBLES: 29, 39, 50, 99 TEACHER'S EDITION: Unit 1: T285, T318; Unit 2: T319

## Part III: Using Foundational Literacy Skills

<b>Foundational Literacy Skills (See Appendix A-Grade Four):</b>		<b>McGraw-Hill California Wonders</b>
<b>PIII</b>	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	EL REPRODUCIBLES: 4, 8, 18, 28, 38, 48, 68, 78, 88, 98, 108, 118, 128, 158, 168, 178, 198, 218, 228, 238 TEACHER'S EDITION: Unit 1: T42, T43, T62, T96, T106, T107, T126, T170, T171, T190, T234, T235, T298, T299, T318; Unit 2: T42, T62, T96, T106, T107, T126, T170, T171, T190, T234, T235, T254, T299, T318; Unit 3: T42, T43, T62, T106, T107, T126, T170, T171, T190, T254, T318; Unit 4: T43, T62, T107, T126, T170, T171, T190, T234, T235, T254, T298, T299, T318; Unit 5: T42, T43, T62, T106, T107, T126, T170, T171, T190, T234, T235, T254, T298, T299, T318; Unit 6: T42, T43, T62, T106, T107, T126, T190, T254, T318

# California

## Next Generation Science Standards

### Grade 4

Each performance expectation is coded in the following manner:

Grade Level	Discipline	Core Idea	Sub-Idea
4	LS	1	A

#### Grade 4 Science

4-LS1	From Molecules to Organisms: Structures and Processes	<i>McGraw-Hill California Wonders</i>
4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	READING/WRITING WORKSHOP: Unit 2: I32-I33, I36-I39 LITERATURE ANTHOLOGY: Unit 2: I52-I67 LEVELED READERS: Unit 2, Week 4: <i>Extreme Animals</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 7, 8, 9, 15 TEACHER'S EDITION: Unit 2: T202-203, T208-209, T217A-217P
4-LS1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	LITERATURE ANTHOLOGY: Unit 2: I52-I67 SCIENCE WORKSTATION ACTIVITY CARDS: 6 TEACHER'S EDITION: Unit 2: T38, T39, T102, T103, T166, T167, T217G-217P, T230, T231, T294, T295, T330, T331, T332 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 2
4-LS1.A	<b>Structure and Function</b> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	READING/WRITING WORKSHOP: Unit 2: I32-I33, I36-I39, Unit 3: 223-225 LITERATURE ANTHOLOGY: Unit 2: I52-I67, Unit 3: 268-269 LEVELED READERS: Unit 2, Week 4: <i>Extreme Animals</i> (A, O, EL, B), Unit 3, Week 5: <i>The Battle Against Pests</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 8, 15 TEACHER'S EDITION: Unit 2: T38, T39, T102, T103, T153F, T153S, T166, T167, T202, T204, T209, T217A-T217P, T220, T230, T231, T232, T240, T244, T250, T284, T294, T295, T328, T330, T331, T332 Unit 3: T296, T304, T308, T314 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 2
4-LS1.D	<b>Information Processing</b> Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)	LITERATURE ANTHOLOGY: Unit 2: I52-I67 SCIENCE WORKSTATION ACTIVITY CARDS: 6 TEACHER'S EDITION: Unit 2: T209, T217G-T217P, T232, T240, T244, T250

Grade 4 Science		
<b>4-ESS1</b>	<b>Earth's Place in the Universe</b>	<b>McGraw-Hill California Wonders</b>
<b>4-ESS1-1.</b>	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	LEVELED READERS: Unit 2, Week 3: <i>Saving San Francisco Bay</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 3 TEACHER'S EDITION: Unit 2: T244-T245, Unit 4: T204, T209, T217A, T217H, T220, T232, T240, T250
<b>4-ESS1.C</b>	<b>The History of Planet Earth</b> Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)	READING/WRITING WORKSHOP: Unit 1: 50-53, Unit 2: 122-125 LEVELED READERS: Unit 2, Week 3: <i>Saving San Francisco Bay</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 3, 4 TEACHER'S EDITION: Unit 2: T244-T245
<b>4-ESS2</b>	<b>Earth's Systems</b>	<b>McGraw-Hill California Wonders</b>
<b>4-ESS2-1.</b>	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	READING/WRITING WORKSHOP: Unit 1: 50-53, Unit 5: 352-355 LITERATURE ANTHOLOGY: Unit 5: 428-445 LEVELED READERS: Unit 1, Week 3: <i>Changing Landscapes</i> (A, O, EL, B), Unit 5, Week 4: <i>Secrets of the Ice</i> (A, O, EL, B) TEACHER'S EDITION: Unit 1: T144-145, Unit 5: T208-209, T217A-217R
<b>4-ESS2.A</b>	<b>Earth Materials and Systems</b> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)	READING/WRITING WORKSHOP: Unit 1: 50-53, Unit 5: 352-355 LITERATURE ANTHOLOGY: Unit 1: 48-57, Unit 5: 428-445 LEVELED READERS: Unit 1, Week 3: <i>Changing Landscapes</i> (A, O, EL, B), Unit 5: Week 4: <i>Secrets of the Ice</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 24 TEACHER'S EDITION: Unit 1: T144, T145, T153E, T153G, T153H, T168, T176, T180, T184, T186, Unit 5: T202, T208-T209, T217A-T217R, T220, T232, T240, T244, T250
<b>4-ESS2.B</b>	<b>Plate Tectonics and Large-Scale System Interactions</b> The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)	LITERATURE ANTHOLOGY: Unit 1: 48-57 TEACHER'S EDITION: Unit 1: T153C-T153E
<b>4-ESS2.E</b>	<b>Biogeology</b> Living things affect the physical characteristics of their regions. (4-ESS2-1)	READING/WRITING WORKSHOP: Unit 2: 118-119, 122-125 LITERATURE ANTHOLOGY: Unit 2: 130-145 LEVELED READERS: Unit 2, Week 3: <i>Saving San Francisco Bay</i> (A, O, EL, B) TEACHER'S EDITION: Unit 2: T138, T140, T144-T145, T153A, T153C, T153D, T153N, T168, T176, T180, T186

## Grade 4 Science

Grade 4 Science		
<b>4-ESS3</b>	<b>Earth and Human Activity</b>	<b>McGraw-Hill California Wonders</b>
<b>4-ESS3.A</b>	<b>Natural Resources</b> Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)	READING/WRITING WORKSHOP: Unit 6: 406-407, 410-413 LEVELED READERS: Unit 6, Week 3: <i>Planet Power</i> (A, O, EL, B) TEACHER'S EDITION: Unit 5: T217R, Unit 6: T138-T139, T140, T144-T145, T153A, T153D, T153E, T153F, T156, T168-169, T176-T177, T180-T181, T184, T186-T187, T328
<b>4-ESS3.B</b>	<b>Natural Hazards</b> A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2)	READING/WRITING WORKSHOP: Unit 1: 46-47, 50-53 SCIENCE WORKSTATION ACTIVITY CARDS: 3, 24 TEACHER'S EDITION: Unit 1: T138, T140, T145
<b>4-ESS3.C</b>	<b>Human Impacts on Earth Systems</b> Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.	TEACHER'S EDITION: Unit 3: T38, T39, T102, T103, T166, T167, T230, T231, T294, T295, T330, T331, T332 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 3
<b>ETS1.B</b>	<b>Designing Solutions to Engineering Problems</b> Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)	SCIENCE WORKSTATION ACTIVITY CARDS: 24, 28 TEACHER'S EDITION: Unit 6: T156
<b>4-PS3</b>	<b>Energy</b>	<b>McGraw-Hill California Wonders</b>
<b>4-PS3-1.</b>	Use evidence to construct an explanation relating the speed of an object to the energy of that object.	READING/WRITING WORKSHOP: Unit 1: 64-67 LEVELED READERS: Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 4, 23 TEACHER'S EDITION: Unit 1: T208-T209
<b>4-PS3-2.</b>	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	LITERATURE ANTHOLOGY: Unit 5: 424-427 SCIENCE WORKSTATION ACTIVITY CARDS: 4, 23 TEACHER'S EDITION: Unit 5: T153S-T153V
<b>4-PS3-3.</b>	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	READING/WRITING WORKSHOP: Unit 1: 64-67 LEVELED READERS: Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 4, 23 TEACHER'S EDITION: Unit 1: T208-T209
<b>4-PS3-4.</b>	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	SCIENCE WORKSTATION ACTIVITY CARDS: 23
<b>4-PS3.A</b>	<b>Definitions of Energy</b> The faster a given object is moving, the more energy it possesses. (4-PS3-1) Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2)	READING/WRITING WORKSHOP: Unit 1: 64-67 LITERATURE ANTHOLOGY: Unit 1: 62-77 LEVELED READERS: Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 4, 23 TEACHER'S EDITION: Unit 1: T202, T204, T209, T217A, T217F, T217H, T220, T232, T240, T244, T248, T250,

Grade 4 Science		
<b>4-PS3.B</b>	<p><b>Conservation of Energy and Energy Transfer</b> Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-3)</p> <p>Light also transfers energy from place to place. (4-PS3-2)</p> <p>Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-4)</p>	<p>READING/WRITING WORKSHOP: Unit 1: 64-67 LITERATURE ANTHOLOGY: Unit 1: 62-77, Unit 5: 424-427 LEVELED READERS: Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 4, 23 TEACHER'S EDITION: Unit 1: T209, T217F, T217H, T220, T248, Unit 5: T153A, T153S-T153V</p>
<b>4-PS3.C</b>	<p><b>Relationship Between Energy and Forces</b> When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3)</p>	<p>READING/WRITING WORKSHOP: Unit 1: 64-67 LITERATURE ANTHOLOGY: Unit 1: 66-77 LEVELED READERS: Unit 1, Week 4: <i>George's Giant Wheel</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 23 TEACHER'S EDITION: Unit 1: T202, T204, T209, T217F, T217H, 220, T248, Unit 5: T153A</p>
<b>4-PS3.D</b>	<p><b>Energy in Chemical Processes and Everyday Life</b> The expression "produce energy" typically refers to the conversion of stored, energy into a desired form for practical use. (4-PS3-4)</p>	<p>TEACHER'S EDITION: Unit 2: T145, T149, T153E, T156</p>
<b>3-5 ETS1.A</b>	<p><b>Defining and Delimiting Engineering Problems</b> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (secondary to 4-PS3-4)</p>	<p>TEACHER'S EDITION: Unit 4: T138, T153L, T156</p>
<b>3-5.ETS1.B</b>	<p><b>Developing Possible Solutions</b> Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)</p> <ul style="list-style-type: none"> <li>• At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)</li> <li>• Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</li> </ul>	<p>Reading/Writing Workshop: Unit 5: 334-335 TEACHER'S EDITION: Unit 3: T266, T268, T272, T281A, T284, T312, Unit 5: T138, T140, T145, T153K, T168, T176, T180, T186</p>

## Grade 4 Science

<b>4-PS4</b>	<b>Waves and their Applications in Technologies for Information Transfer</b>	<b>McGraw-Hill California Wonders</b>
<b>4-PS4-1.</b>	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	SCIENCE WORKSTATION ACTIVITY CARDS: 18
<b>4-PS4-2.</b>	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	SCIENCE WORKSTATION ACTIVITY CARDS:18
<b>4-PS4.A</b>	<p><b>Wave Properties</b> Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K-2.) (4-PS4-1)</p> <p>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)</p>	<p>READING/WRITING WORKSHOP: Unit 5: 352-355 LITERATURE ANTHOLOGY: Unit 5: 428-445 LEVELED READERS: Unit 5, Week 4: <i>Secrets of the Ice</i> (A, O, EL, B) TEACHER'S EDITION: Unit 5: T153V, T208-T209, T217A-T217R</p>
<b>4-PS4.C</b>	<p><b>Information Technologies and Instrumentation</b> Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)</p>	SCIENCE WORKSTATION ACTIVITY CARDS: 18
<b>3-5-ETS1</b>	<b>Engineering Design</b>	<b>McGraw-Hill California Wonders</b>
<b>3-5-ETS1.A</b>	<p><b>Defining and Delimiting Engineering Problems</b> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</p>	<p>READING/WRITING WORKSHOP: Unit 4: 234-235 TEACHER'S EDITION: Unit 4: T138-T139, T153L, T156</p>



## Grade 4 Science

<p><b>3-5-ETS1.B:</b></p>	<p><b>Developing Possible Solutions</b>          Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)          At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)          Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 3: 218-219, Unit 6: 406-407, 410-413  <b>LITERATURE ANTHOLOGY:</b> Unit 3: 264-269, Unit 6: 496-513  <b>LEVELED READERS:</b> Unit 6, Week 3: <i>Planet Power</i> (A, O, EL, B)  <b>TEACHER'S EDITION:</b> Unit 3: T266, T268 T272, T281A-281F, T284, T312, Unit 6: T138-139, T144-T145, T153A-T153J</p>
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# California History-Social Science Standards

## Grade 4

Each standard is coded in the following manner:

History-Social Science	Grade Level	Standard
HSS	4	4.1

### Grade 4 History–Social Science

**Standard 4.1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.**

*McGraw-Hill  
California Wonders*

<b>HSS 4.1.1</b>	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II
<b>HSS 4.1.2</b>	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II
<b>HSS 4.1.3</b>	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II
<b>HSS 4.1.4</b>	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II
<b>HSS 4.1.5</b>	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II

**Standard 4.2: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**

*McGraw-Hill  
California Wonders*

<b>HSS 4.2.1</b>	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II, 14, 26
------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------

Grade 4 History–Social Science		
HSS 4.2.2	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 11, 14, 25, 27
HSS 4.2.3	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar dePortola).	LITERATURE ANTHOLOGY: Unit 6: 476–489 SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 25, 26, 30 TEACHER'S EDITION: Unit 6: T89A–T89N
HSS 4.2.4	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 11, 14, 25, 30
HSS 4.2.5	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 26
HSS 4.2.6	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 11, 14
HSS 4.2.7	Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14
HSS 4.2.8	Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 11, 14
<b>Standard 4.3: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.</b>		<b>McGraw-Hill California Wonders</b>
HSS 4.3.1	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 25, 27, 30
HSS 4.3.2	Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 14, 22, 25, 27 TEACHER'S EDITION: Unit 5: T89S, T92
HSS 4.3.3	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 14, 22, 25, 27
HSS 4.3.4	Study the lives of women who helped build early California (e.g., Biddy Mason).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 14, 22, 25

## Grade 4 History–Social Science

<b>HSS 4.3.5</b>	Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14
<b>Standard 4.4: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</b>		<b>McGraw-Hill California Wonders</b>
<b>HSS 4.4.1</b>	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 14, 20, 29
<b>HSS 4.4.2</b>	Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 5, 14, 29, 30
<b>HSS 4.4.3</b>	Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 25, 27, 30
<b>HSS 4.4.4</b>	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	READING/WRITING WORKSHOP: Unit 5: 320–321 SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 27, 30 TEACHER'S EDITION: Unit 5: T74, T89S
<b>HSS 4.4.5</b>	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 5, 14, 25, 29
<b>HSS 4.4.6</b>	Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 5, 14, 20, 29
<b>HSS 4.4.7</b>	Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 20
<b>HSS 4.4.8</b>	Describe the history and development of California's public education system, including universities and community colleges.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 20
<b>HSS 4.4.9</b>	Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 20, 29, 30

<b>Grade 4 History–Social Science</b>		
<b>Standard 4.5: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</b>		<b>McGraw-Hill California Wonders</b>
<b>HSS 4.5.1</b>	Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).	LITERATURE ANTHOLOGY: Unit 4: 284–287 LEVELED READERS: Unit 4, Week 1: <i>A Day in the Senate</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 16, 17 TEACHER'S EDITION: Unit 4: T250–T25R
<b>HSS 4.5.2</b>	Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14, 17 TEACHER'S EDITION: Unit 4: T28
<b>HSS 4.5.3</b>	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 13, 16, 17
<b>HSS 4.5.4</b>	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.	READING/WRITING WORKSHOP: Unit 4: 234–235 LITERATURE ANTHOLOGY: Unit 4: 310–313 SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 13, 14, 17 TEACHER'S EDITION: Unit 4: T10–T11, T17, T25J, T38, T39, T89W–T89Z, T102, T103, T166, T167, T230, T231, T294, T295, T330, T331, T332 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Inquiry Space: Unit 4
<b>HSS 4.5.5</b>	Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 13, 14, 17, 26