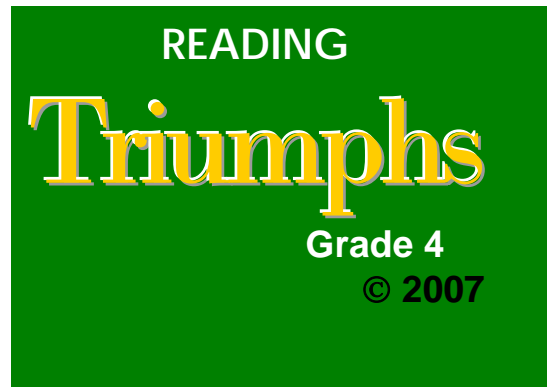


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Macmillan/McGraw-Hill

English Language Arts
Grade Level Content Expectations
Grade 4



STANDARDS	PAGE REFERENCES
READING	
Word Recognition and Word Study	
Word Recognition <i>Students will...</i>	
R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.	Student Edition: 366-367 <i>Comprehension</i> 78, 114 <i>Decoding</i> 90, 102, 114, 246 <i>Vocabulary</i> 114, 126, 150, 246 Teacher's Edition: D 16, 18, 22; F 39, 47; V 18, 20, 22, 26, 38, 66

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

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STANDARDS	PAGE REFERENCES
<p>R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p>Student Edition: 366-367 <i>Decoding</i> 54, 66, 78 Teacher’s Edition: D 4, 8, 14, 18, 22, 66, 164, 244, 262; F 3; V 6, 111, 162, 335</p>
<p>R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>Student Edition: <i>Read</i> 31, 43, 55, 67 <i>Vocabulary</i> 30, 42, 54, 66 Teacher’s Edition: D 110; F 17, 21, 37, 99, 125, 133, 145, 205, 245</p>
<p>R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Edition: 31, 43, 55, 67, 247 <i>Vocabulary</i> 30, 42, 54, 66, 246 Teacher’s Edition: F 81, 147; V 16, 23, 44-45, 48, 79, 182</p>
<p>R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.</p>	<p>The Student Edition references illustrate a variety of genres found in the text; the Teacher’s Edition references cover strategies for word recognition and comprehension. Student Edition: 20, 32, 44, 68, 80, 128, 140, 164, 176, 260, 320 <i>Read</i> 31, 43, 55, 67, 247 <i>Vocabulary</i> 30, 42, 54, 66, 246 Teacher’s Edition: D 278; F 205; V 118, 120, 146-147, 208-209, 220, 242, 244, 252, 279</p>

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STANDARDS	PAGE REFERENCES
<p>Fluency <i>Students will...</i></p>	
<p>R.WS.04.06 fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>	<p>The following Student Edition section contains 6 references for each line. The first 3 references illustrate the level of vocabulary, decoding skills and reading difficulty found at the beginning of the textbook; the last 3 references for each line illustrate the level of vocabulary, decoding skills and reading difficulty required at the end of the textbook. Each of the entries in the Teacher's Edition section illustrates an activity from the beginning of the book, followed by an activity from the end of the book.</p> <p>Student Edition: 8, 32, 80, 212, 248, 272 <i>Decoding</i> 6, 18, 66, 270, 282, 306 <i>Vocabulary</i> 6, 30, 78, 270, 282, 354</p> <p>Teacher's Edition: C 19, 253; D 6, 328; V 24, 252</p>
<p>Vocabulary <i>Students will...</i></p>	
<p>R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p>	<p>Student Edition: <i>Comprehension</i> 78, 114, 186, 198</p> <p>Teacher's Edition: D 164; V 18, 106, 111, 135, 152, 186, 240, 244, 252, 272, 308</p>
<p>Narrative Text <i>Students will...</i></p>	
<p>R.NT.04.01 describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>Student Edition: <i>Think About It</i> 89 #3, 125 #3, 149, 197, 209, 257, 269 <i>Write About It</i> 29, 65, 77, 137, 209, 257, 269</p> <p>Teacher's Edition: C 297, 301</p>
<p>R.NT.04.02 identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p>	<p>Student Edition: <i>Comprehension</i> 54, 66, 102, 126, 162, 210 <i>Think About It</i> 77 #1, 221 #1</p> <p>Teacher's Edition: C 3, 45, 49, 63, 151, 203, 205, 283, 289</p>

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STANDARDS	PAGE REFERENCES
<p>R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p>	<p>Student Edition: <i>Comprehension</i> 6, 42, 54, 102, 258, 282, 306 <i>Think About It</i> 53, 65 #1, 89, 257 #1, 293, 329 #1 <i>Write About It</i> 173</p> <p>Teacher's Edition: C 3, 5, 7, 35, 37, 39, 91, 93, 259, 261, 263</p>
<p>R.NT.04.04 explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p>	<p>Student Edition: <i>Comprehension</i> 54, 78, 162, 186, 354 <i>Think About It</i> 197 #1, 221 #1</p> <p>Teacher's Edition: C 45, 47, 49, 59, 63, 115, 203, 315, 319, 325</p>
<p>Informational Text <i>Students will...</i></p>	
<p>R.IT.04.01 identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.</p>	<p>Student Edition: <i>Comprehension</i> 18, 30, 66, 102, 138, 162, 210, 222, 270, 294, 342, 355 <i>Think About It</i> 77 #1</p> <p>Teacher's Edition: C 15, 63, 83, 91, 149, 195, 197, 205, 251, 285, 317, 327</p>
<p>R.IT.04.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p>	<p>Student Edition: <i>Comprehension</i> 102, 162, 222, 234, 294, 306 <i>Think About It</i> 245 #1, 305 #1, 317 #1 <i>Write About It</i> 173</p> <p>Teacher's Edition: C 93, 95, 139, 149, 205, 215, 271, 289</p>
<p>R.IT.04.03 explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>The Teacher's Edition contains prompts related to the text features and illustrations in the textbook.</p> <p>Teacher's Edition: WD 15, 27, 29, 83, 251, 271, 307, 327</p>

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STANDARDS	PAGE REFERENCES
<p>Comprehension <i>Students will...</i></p>	
<p>R.CM.04.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Edition: <i>Comprehension</i> 318 <i>Think About It</i> 17 #4, 89 #3, 149 #4, 161 #2, 197 #3, 209 #2, 221, 329 <i>Write About It</i> 29, 65, 101, 137, 173, 209, 233, 329 Teacher’s Edition: C 67, 145, 295, 301</p>
<p>R.CM.04.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Edition: <i>Comprehension</i> 174, 246 <i>Summarize</i> 185, 257, 269, 281, 293 Teacher’s Edition: C 157, 161, 163, 167</p>
<p>R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>Student Edition: <i>Comprehension</i> 150, 234 <i>Think About It</i> 161 #4, 161 #4, 245 #4, 329, 341 #4 <i>Write About It</i> 257, 269, 329, 341 Teacher’s Edition: C 139, 141, 145, 215, 217, 221, 301</p>
<p>R.CM.04.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Student Edition: <i>Think About It</i> 29 #1, 113 #3, 149, 173 #2, 221, 233 #2, 245, 281 #2, 305 #1, 317 #4, 353, 365 #2-#4 <i>Write About It</i> 41, 113, 125, 221, 233, 245, 305 Teacher’s Edition: C 17, 257, 309</p>
<p>Metacognition <i>Students will...</i></p>	
<p>R.MT.04.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Edition: <i>Comprehension</i> 78, 114, 174, 198, 258 <i>Summarize</i> 89, 185 Teacher’s Edition: C 11, 13, 27, 55, 97, 103, 111, 163, 177, 185, 195; F 103, 163</p>

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<p>R.MT.04.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.</p>	<p>Student Edition: <i>Comprehension</i> 6, 18, 162, 222, 234 <i>Decoding</i> 18, 30 <i>Think About It</i> 161 #1, 233 #1, 245 #1</p> <p>Teacher’s Edition: C 157, 195, 229, 237, 257, 275, 307; V 274-275; WD 52, 137, 147</p>
<p>Reading Attitude <i>Students will...</i></p>	
<p>R.AT.04.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>Students maintain enthusiasm for reading and writing when the selections and activities are age-appropriate and relevant to their life issues and interests. The following references connect reading material to personal and shared human experiences and concerns.</p> <p>Student Edition: <i>Think About It</i> 17 #4, 89 #3, 149, 161 #2, 197 #3, 209 #2, 221, 257, 269, 329 <i>Write About It</i> 29, 65, 77, 101, 137, 173, 209, 233, 329</p> <p>Teacher’s Edition: C 67, 145, 295, 297, 301; IR 223, 279</p>
<p>WRITING</p>	
<p>Spelling <i>Students will...</i></p>	
<p>W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>Spelling can be reinforced through the following vocabulary exercises and applied to writing. The references also include examples of writing topics and prompts found in the textbook.</p> <p>Student Edition: <i>Decoding</i> 90, 102, 114, 246 <i>Vocabulary</i> 114, 126, 150, 246 <i>Write About It</i> 29, 65, 77, 101, 137, 173, 209, 233, 329, 353, 365</p> <p>Teacher’s Edition: D 4, 8, 14, 18, 22, 66, 164, 244, 262; F 3, 25; V 6, 20, 24-25, 48, 66, 72, 111, 162, 223, 335</p>

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STANDARDS	PAGE REFERENCES
SPEAKING	
Conventions <i>Students will...</i>	
S.CN.04.01 use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	Grammar skills and sentence structure can be covered through classroom instruction.
S.CN.04.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.	Effective public speaking for a variety of purposes and to diverse audiences can be covered through classroom instruction.
S.CN.04.03 speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.	Effective techniques for public speaking can be covered through classroom instruction.
S.CN.04.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)	Presenting in standard American English can be covered through classroom instruction.
S.CN.04.05 understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.	Regional language differences can be covered through classroom instruction
Discourse <i>Students will...</i>	
S.DS.04.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	The following references provide topics and prompts for discussion and writing, which can be adapted to a variety of interactive discourse. Student Edition: <i>Think About It</i> 17, 89, 149, 161, 197, 209, 221, 257, 269, 329 <i>Write About It</i> 29, 65, 77, 101, 137, 173, 209, 233, 329 Teacher’s Edition: C 21, 53, 77; WD 5, 7, 25; YD 13, 91

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<p>S.DS.04.02 discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.</p>	<p>Student Edition: <i>Comprehension</i> 42, 54, 188, 258, 318 <i>Think About It</i> 17, 53 #1-2, 65 #1, 65 #4, 89 #1, 125 #1-2, 137 #1-2, 197 #1, 209 #1, 257 #1, 269 #1, 293 #1, 329 #1</p> <p>Teacher’s Edition: C 45, 47, 49, 293, 295</p>
<p>S.DS.04.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>	<p>The two writing prompts below require reflection and understanding and can be adapted to classroom discourse</p> <p>Student Edition: <i>Comprehension</i> 150, 186, 234 <i>Think About It</i> 161, 197, 245, 269, 293, 305 #4, 329 <i>Write About It</i> 269, 329</p> <p>Teacher’s Edition: C 237; WD 139, 171</p>
<p>S.DS.04.04 plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p>	<p>The following references introduce students to organizational patterns and can be adapted to presentations through additional classroom guidance and instruction.</p> <p>Student Edition: <i>Comprehension</i> 6, 18, 150, 162, 222, 294, 354</p> <p>Teacher’s Edition: C 11, 207; ID 283, 285; WD 9, 203</p>

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STANDARDS	PAGE REFERENCES
LISTENING & VIEWING	
Conventions <i>Students will...</i>	
L.CN.04.01 ask substantive questions of the speaker that will provide additional elaboration and details.	The following references on generating questions for comprehension can be used to facilitate responses to oral presentations and discussion. Teacher’s Edition: C 77, 99, 181; ID 69, 91, 171
L.CN.04.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	Critical listening skills and group etiquette can be covered through classroom instruction.
L.CN.04.03 distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Listening skills and verbal/non-verbal behaviors can be covered through classroom instruction.
L.CN.04.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	Student Edition: <i>Comprehension</i> 66, 138, 210, 342, 354 <i>Think About It</i> 77 #1, 137 #1, 149 #1, 221 #1, 353 #1 Teacher’s Edition: C 201; WD 59, 63, 115, 193, 197
Response <i>Students will...</i>	
L.RP.04.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.	The following references provide prompts and topics for discussion across multiple genres. Listening skills and comparing responses can be facilitated through classroom instruction. Student Edition: <i>Think About It</i> 17, 41, 53, 77, 89, 113, 137, 185, 269, 329, 365 Teacher’s Edition: C 245, 271, 291, 301, 313

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STANDARDS	PAGE REFERENCES
<p>L.RP.04.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>The following references provide discussion prompts based on a variety of text types, genres and difficulty levels found in the textbook.</p> <p>Student Edition: <i>Think About It</i> 161, 197, 245, 269, 293, 305 #4, 329 <i>Write About It</i> 245, 257, 269, 329</p> <p>Teacher’s Edition: C 237; WD 139, 171</p>
<p>L.RP.04.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p>	<p>The following discussion questions and prompts are based on the written text, which can be read aloud to fulfill this objective.</p> <p>Student Edition: <i>Comprehension</i> 150, 186, 234 <i>Think About It</i> 161, 197, 245, 269, 293, 305 #4, 329 <i>Write About It</i> 245, 257, 269, 329</p> <p>Teacher’s Edition: C 237; WD 139, 171</p>
<p>L.RP.04.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p>	<p>The following discussion questions and prompts are based on the written text, which can be read aloud to fulfill this objective.</p> <p>Student Edition: <i>Think About It</i> 161, 197, 245, 269, 293, 305 #4, 329 <i>Write About It</i> 245, 257, 269, 329</p> <p>Teacher’s Edition: C 237; WD 139, 171</p>
<p>L.RP.04.05 respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>	<p>The following references include discussion questions and writing prompts, which can be adapted for oral response and summary.</p> <p>Student Edition: <i>Summarize</i> 77, 125, 221 <i>Think About It</i> 17, 41, 53, 77, 89, 113, 137, 185, 269, 329, 365 <i>Write About It</i> 221, 257, 293, 317, 329</p> <p>Teacher’s Edition: C 13, 21, 245, 271, 291</p>