



# D-11 Fourth Grade Reading Wonders Pacing Guide 2018-19

Quarter	Month	Dates	Unit	Science Integration Opportunities	Schedule of Assessed Standards
Quarter 1	August	15-17	Start Smart		<b><u>Aligned District Benchmark (ADB) 1</u></b>  RL.4.1, RL.4.3, RL.4.9  RI.4.2, RI.4.5, RI.4.7, 4.9  L.4.4.A, L.4.5.A, L.4.5.B
		20-24			
		27-31			
	September	5-7	Unit 1		
		10-14			
		17-21			
October	25-28	Unit 2			
	1-5				
	8-12				
Quarter 2	October	16-19	Unit 2	<u>Life Science 2.3</u> <ul style="list-style-type: none"> <li>R/W Workshop: Energy in the Ecosystem</li> <li>Sci/SS Workstation Activity Card: Understanding Ecosystems</li> <li>Leveled Reader: Saving San Francisco Bay</li> </ul> More information: <a href="#">4th Grade Science Connections</a>	<b><u>ADB 2</u></b>  RL.4.2, RL.4.5, RL.4.6  RI.4.1, RI.4.2, RI.4.7, RI.4.9  L.4.4.A, L.4.5.A, L.4.4.A, L.4.5.A, L.4.5.B
		22-24			
		29-2			
	November	5-9			
		12-16			
		26-30			
December	3-7	Unit 3	<u>Life Science 2.1</u> <ul style="list-style-type: none"> <li>Leveled Reader: Inspired by Nature</li> </ul> More information: <a href="#">4th Grade Science Connections</a>		
	10-14				
Quarter 3	January	17-19	Unit 4	<u>Earth Science 3.1</u> <ul style="list-style-type: none"> <li>Anthology: Why Does the Moon Change Shape?</li> <li>Leveled Reader: Stargazing</li> <li>Sci/SS Workstation Activity Card: Phases of the Moon</li> </ul> More information: <a href="#">4th Grade Science Connections</a>	<b><u>ADB 3</u></b>  RL.4.1, RL.4.2, RL.4.5  RI.4.1, RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9  L.4.4.A, L.4.5.A, L.4.5.B
		7-11			
		14-18			
		22-25			
	February	28-1			
		4-8			
March	11-15	Unit 5			
	19-22				
Quarter 4	March	25-1	Unit 5		<b><u>ADB 4</u></b>  RL.4.3, RL.4.2, RL.4.5, RL.4.6  RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.7  L.4.4.A, L.4.5.A, L.4.5.B
		4-8			
	April	12-15			
		18-22			
		1-5			
		8-12			
May	15-19	Unit 6		<b>N/A</b>	
	22-26				
	30-3				
	6-10				
May	13-17	Unit 6		<b>N/A</b>	
	20-21				



# Academic Standards Reading, Writing & Communicating Fourth Grade

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
<b>Content Area: Reading, Writing and Communicating</b> <b>Standard 1: Oral Expression and Listening</b>	
<b>Prepared Graduates:</b> ► Use language appropriate for purpose and audience	
<b>Concepts and skills students master:</b> <b>1. A clear communication plan is necessary to effectively deliver and receive information</b>	
<b>Students can:</b> a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)	<b>TEACHER'S EDITION: Unit 1:</b> S6, S20, T10, T74, T138, T202, T266 <b>Unit 2:</b> T10, T74, T138, T202, T266 <b>Unit 3:</b> T10, T74, T138, T202, T266 <b>Unit 4:</b> T10, T74, T138, T202, T266 <b>Unit 5:</b> T10, T74, T138, T202, T266 <b>Unit 6:</b> T10, T74, T138, T202, T266
i. 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. (CCSS: SL.4.1a)	<b>TEACHER'S EDITION: Unit 1:</b> T29, T93, T157, T221, T285 <b>Unit 2:</b> T29, T93, T157, T221, T285 <b>Unit 3:</b> T22, T28, T29, T93, T157, T221 <b>Unit 4:</b> T29, T93, T157, T221 <b>Unit 5:</b> T29, T93, T157, T221, T266, T285 <b>Unit 6:</b> T29, T93, T157, T221, T285
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)	<b>TEACHER'S EDITION: Unit 1:</b> T10, T138 <b>Unit 2:</b> T10, T202 <b>Unit 3:</b> T10, T74, T202, T266 <b>Unit 4:</b> T10, T138, T266 <b>Unit 5:</b> T10, T138 <b>Unit 6:</b> T10, T266
iii. 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. (CCSS: SL.4.1c)	<b>TEACHER'S EDITION: Unit 1:</b> T28, T74, T92, T202, T332 <b>Unit 2:</b> T266, T332 <b>Unit 3:</b> T138, T332 <b>Unit 4:</b> T74, T138, T202, T332 <b>Unit 5:</b> T74, T332 <b>Unit 6:</b> T74, T138, T202, T332
iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	<b>TEACHER'S EDITION: Unit 1:</b> T28, T29, T93, T138, T157 <b>Unit 2:</b> T29, T74, T138, T157, T221 <b>Unit 3:</b> T29, T93, T157, T221 <b>Unit 4:</b> T29, T93, T157, T221 <b>Unit 5:</b> T29, T93, T157, T202, T221 <b>Unit 6:</b> T29, T93, T157, T221
b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)	<b>TEACHER'S EDITION: Unit 1:</b> T10, T12, T16, T74, T92, T104, T112, T116, T122, T140, T168, T176, T208 <b>Unit 2:</b> T10, T12, T76, T140, T202, T204 <b>Unit 3:</b> T12, T74, T76, T138, T150, T202, T204 <b>Unit 4:</b> T10, T12, T74, T76, T140, T202, T204 <b>Unit 5:</b> T10, T12, T76, T140, T150, T204 <b>Unit 6:</b> T10, T74, T138, T202

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c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)	<b>TEACHER'S EDITION: Unit 1:</b> T29, T93, T157, T221 <b>Unit 2:</b> T29, T93, T157, T221 <b>Unit 3:</b> T29, T93, T157, T221 <b>Unit 4:</b> T29, T93, T157, T221 <b>Unit 5:</b> T29, T93, T157, T221 <b>Unit 6:</b> T29, T93, T157, T221
d. 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. (CCSS: SL.4.4)	<b>TEACHER'S EDITION: Unit 1:</b> T28, T29, T92, T156, T220, T284, T332, T334–T335 <b>Unit 2:</b> T28, T156, T284, T332, T334–T335 <b>Unit 3:</b> T28, T92, T221, T332, T334–T335 <b>Unit 4:</b> T28, T92, T156, T220, T332, T334–T335 <b>Unit 5:</b> T28, T92, T220, T332, T334–T335 <b>Unit 6:</b> T28, T156, T220, T284, T332, T334–T335
e. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)	<b>TEACHER'S EDITION: Unit 1:</b> T156, T220, T284, T332, T334–T335 <b>Unit 2:</b> T156, T220, T284, T332, T334–T335 <b>Unit 3:</b> T92, T156, T332, T334–T335 <b>Unit 4:</b> T92, T156, T220, T332, T334–T335 <b>Unit 5:</b> T28, T92, T220, T332, T334–T335 <b>Unit 6:</b> T28, T220, T332, T334–T335
f. 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. (CCSS: SL.4.6)	<b>TEACHER'S EDITION: Unit 1:</b> T28, T220 <b>Unit 2:</b> T28 <b>Unit 4:</b> T92 <b>Unit 5:</b> T92

Content Area: Reading, Writing and Communicating  
Standard 2. Reading for All Purposes

Prepared Graduates:

► Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

1. Comprehension and fluency matter when reading literary texts in a fluent way

<p><b>Students can:</b></p> <p>a. Use Key Ideas and Details to:</p> <p>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T25B, T25F, T25L, T25P, T80, T82 <b>Unit 2:</b> T18, T25F, T25I, T25J, T25L, T25P <b>Unit 3:</b> T25L, T25O, T25P, T25R, T81, T82, T89D <b>Unit 4:</b> T76, T80, T82, T89B, T89D, T89G, T89L, T89S <b>Unit 5:</b> T89B, T89H, T89K, T89O, T217V, T217W <b>Unit 6:</b> T18, T25F, T25K, T82, T89K, T278</p>
<p>ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. (CCSS: RL.4.2)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> S12, S14, T25F, T153H <b>Unit 2:</b> T25F, T25I, T149, T153E, T153L, T217H <b>Unit 3:</b> T25C, T25E, T25I, T25N, T27, T153N, T217H <b>Unit 4:</b> T25I, T25K, T89L, T116, T153D, T217E <b>Unit 5:</b> T25D, T25G, T25J, T82, T89O, T153D, T153J, T217H, T217M <b>Unit 6:</b> T20, T25, T48, T58, T89K</p>
<p>iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.3)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T25R, T51, T76, T84, T89L <b>Unit 2:</b> T12, T20, T25C, T25H, T25K, T25M, T25P, T28, T46, T47, T51, T55, T76, T84, T89C, T89F, T89I, T89M, T89O, T89R, T110, T111, T115, T119 <b>Unit 3:</b> T12, T25R, T76 <b>Unit 4:</b> T76, T89Q, T276, T281B, T303, T307 <b>Unit 5:</b> T12, T16, T20, T250, T25R <b>Unit 6:</b> T20, T25D, T25H, T276, T281C, T303, T307</p>
<p>iv. 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). (CCSS: RL.4.4)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T12, T20, T25I, T25M, T25O, T25R, T46, T47, T51, T55, T76, T81, T84, T85, T89A, T89C, T89E, T89G, T89I, T104, T110, T111, T112, T115, T116 <b>Unit 2:</b> T28, T89D, T89H, T89J, T92 <b>Unit 3:</b> T12, T18, T82, T86 <b>Unit 4:</b> T89M, T89Q <b>Unit 5:</b> T12, T18, T20, T25C, T25F, T25G, T25H, T25I, T25J, T25K, T25N, T76, T80, T82, T84, T89C, T89F, T89G, T89H, T89I, T89K, T89N, T89O <b>Unit 6:</b> T12, T76</p>
<p>v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T20, T84-T85, T89I, T110-T111, T115, T119 <b>Unit 2:</b> T89F, T89V <b>Unit 3:</b> T19, T25M, T49, T119 <b>Unit 4:</b> T89Q, T111, T150 <b>Unit 6:</b> 6</p>
<p>b. Use Craft and Structure to:</p> <p>i. 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). (CCSS: RL.4.4)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T24, T25E, T25N, T25R, T88, T89F, T120, T145 <b>Unit 3:</b> T24, T25E, T25G, T25I, T25R, T81, T88, T89E, T89N <b>Unit 4:</b> T88, T89C, T89H, T89P, T89V, T145, T217R <b>Unit 5:</b> T25U, T88, T89E, T89J, T89K, T217W <b>Unit 6:</b> T25C, T88, T89K, T154, T171</p>

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
ii. 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. (CCSS: RL.4.5)	<b>TEACHER'S EDITION: Unit 1:</b> T25J, T25T, T86 <b>Unit 2:</b> T12, T22, T76, T81, T82, T86, T89C, T89I, T89T, T89U, T89V, T268, T274, T278, T281C <b>Unit 3:</b> T22, T25D, T86 <b>Unit 4:</b> T76, T140, T150, T274, T278, T281A, T281C, T281E <b>Unit 5:</b> T22, T76 <b>Unit 6:</b> T268, T274, T281B
iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)	<b>TEACHER'S EDITION: Unit 1:</b> T89K <b>Unit 2:</b> T276, T281E, T281F <b>Unit 3:</b> T20, T29, T47, T51, T55, T84, T89N <b>Unit 4:</b> T84, T89O, T89R, T89U, T89V, T111, T115, T119, T148, T174, T175, T179, T183
c. Use Integration of Knowledge and Ideas to: i. 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. (CCSS: RL.4.7)	<b>TEACHER'S EDITION: Unit 1:</b> T22, T25B, T40, T58, T89D <b>Unit 2:</b> T25B, T25G, T89G, T89Q <b>Unit 3:</b> T22, T23, T25N, T89B <b>Unit 4:</b> T86, T89B, T89F, T89U, T153B, T153C, T153F <b>Unit 5:</b> T89C, T89E <b>Unit 6:</b> T89B
ii. 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. (CCSS: RL.4.9)	<b>TEACHER'S EDITION: Unit 1:</b> T25T, T25V, T29, T93 <b>Unit 2:</b> T17, T20, T25R, T29, T55, T74, T89V, T93, T217S, T217T <b>Unit 3:</b> T17, T25S, T25T, T29 <b>Unit 4:</b> T93, T157, T217T <b>Unit 5:</b> T25T, T25V, T29, T93, T217X <b>Unit 6:</b> T29, T153X, T281F, T217N
iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.	<b>TEACHER EDITION: Unit 1:</b> S24, T12, T25R, T249, T251, T268, T276, T307, T311, T315 <b>Unit 2:</b> T25P, T28, T46, T76, T89R, T89U, T123, T140-T141, T146-T147, T153D, T153H, T153P, T153R, T168, T174, T175, T180, T185, T204-T205, T210, T217D, T217J, T217L, T217N, T217R, T232, T241, T244, T268, T281D <b>Unit 3:</b> T111, T119, T123, T125, T140, T148, T153R, T153T, T183, T204, T217V, T268, T284, T309 <b>Unit 4:</b> T12, T25L, T25N, T25Q, T59, T76, T89Q, T89V, T123, T140, T153R, T187, T204, T217C, T217P, T239, T243, T247, T251, T268, T272, T281D, T309, T319 <b>Unit 5:</b> T25R, T51, T55, T59, T89R, T115, T119, T121, T123, T140, T144, T146, T147, T153E, T153J, T153K, T153R, T168, T175, T176, T179, T180, T204, T208, T210, T211, T212, T217D, T217G, T217P, T217T, T220, T232, T239, T240, T243, T244, T247, T251, T268, T272, T274, T275, T281D, T284, T296, T303, T307, T309, T311 <b>Unit 6:</b> T12, T16, T20, T25N, T25P, T51, T59, T76, T89P, T110, T119, T123, T126, T140, T148, T153T, T156, T174, T179, T183, T187, T204, T212, T217L, T217N, T243, T251, T268

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
<p>d. Use Range of Reading and Complexity of Text to:</p> <p>i. 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. (CCSS: RL.4.10)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T22, T25A, T25S, T47, T51, T55, T86 <b>Unit 2:</b> T47, T51, T55, T86, T89A, T89S, T120, T274, T281A, T281E <b>Unit 3:</b> T51, T86, T89A, T111, T115, T119 <b>Unit 4:</b> T153A, T175, T179, T183, T217Q, T274, T281A, T281E <b>Unit 5:</b> T16, T22, T25A, T25S, T80, T86, T89A, T217U <b>Unit 6:</b> T22, T25A, T86, T89A, T153U, T217M, T274, T281A, T281E</p>
<p>ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)</p>	<p><b>TEACHER'S EDITION: UNIT 1:</b> S31, T46, T53, T59, T91, T105, T110, T117, T123, T155, T169, T177, T181, T187, T241, T245, T251, T283, T297, T302, T305  <b>UNIT 2:</b> T27, T46, T49, T53, T59, T91, T105, T110, T113, T117, T123, T219, T233, T238, T241, T251, T283, T297, T302, T305 <b>UNIT 3:</b> T27, T41, T46, T53, T59, T282, T297, T302, T305, T309, T315 <b>UNIT 4:</b> T27, T41, T46, T49, T53, T59, T91, T105, T110, T113, T117, T123, T219, T233, T238, T241, T245, T251, T283  <b>UNIT 5:</b> T27, T41, T46, T49, T53, T59, T91, T105, T110, T113, T117, T123, T155, T169, T174, T177, T181, T187, T219, T233, T238, T241, T251, T283, T297, T302, T305, T309, T315 <b>UNIT 6:</b> T27, T41, T46, T49, T53, T59, T91, T105, T110, T113, T117, T123, T155, T169, T174, T177, T181, T187, T219, T233, T238, T241, T251, T283</p>
<p><b>Prepared Graduates:</b>  ▶ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks</p> <p><b>Concepts and skills students master:</b>  <b>2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way</b></p>	
<p><b>Students can:</b></p> <p>a. Use Key Ideas and Details to:</p> <p>i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T25B, T25F, T25L, T25P, T80, T82 <b>Unit 2:</b> T18, T25F, T25I, T25J, T25L, T25P <b>Unit 3:</b> T25L, T25O, T25P, T25R, T81, T82, T89D <b>Unit 4:</b> T76, T80, T82, T89B, T89D, T89G, T89L, T89S <b>Unit 5:</b> T89B, T89H, T89K, T89O, T217V, T217W <b>Unit 6:</b> T18, T25F, T25K, T82, T89K, T278</p>
<p>ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T140, T148, T153L <b>Unit 2:</b> T140, T146, T148, T153C, T153D, T153F, T153G, T153H, T153J, T153K, T153N, T153O, T153P, T208, T210, T212, T217C, T217D, T217E, T217G, T217I, T217J, T217K, T217L, T217N, T217M, T217O <b>Unit 3:</b> T140, T153R <b>Unit 4:</b> T25J, T25L <b>Unit 5:</b> T140, T144, T153E, T153J, T153K, T153R <b>Unit 6:</b> T148, T153C, T153E, T153I, T153L</p>

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
iii. 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. (CCSS: RI.4.3)	<b>TEACHER'S EDITION: Unit 1:</b> T217E, T217G <b>Unit 2:</b> T212, T217I, T217K <b>Unit 3:</b> T146, T153C, T210, T217C, T217K <b>Unit 4:</b> T18, T204, T212, T217E, T217F, T217G, T217H, T217J, T217K, T217L <b>Unit 5:</b> T146, T148, T153F, T153H, T153M, T153U, T210, T212, T217C, T217F, T217I, T217K, T217Q <b>Unit 6:</b> T140, T146, T210
iv. Skim materials to develop a general overview of content	The following examples can be used in classroom discussion to meet the standards. <b>TEACHER EDITION: UNIT 1:</b> T330 <b>UNIT 2:</b> T330-333 <b>UNIT 3:</b> T330-T333 <b>UNIT 4:</b> T153B, T330-T333 <b>UNIT 6:</b> T220, T330-333
v. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)	The following examples can be used in classroom discussion to meet the standards. <b>TEACHER EDITION: UNIT 1:</b> T330 <b>UNIT 2:</b> T330-333 <b>UNIT 3:</b> T330-T333 <b>UNIT 4:</b> T153B, T330-T333 <b>UNIT 6:</b> T220, T330-333
b. Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (CCSS: RI.4.4)	<b>TEACHER'S EDITION: Unit 1:</b> T152, T153E, T216, T217H, T280 <b>Unit 2:</b> T152, T153I, T153O, T216, T217N <b>Unit 4:</b> T216, T217E, T217P <b>Unit 5:</b> T152, T153G, T153I, T153K, T216, T217H, T217I <b>Unit 6:</b> T152, T153G, T153K, T217E
ii. 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. (CCSS: RI.4.5)	<b>TEACHER'S EDITION: Unit 1:</b> T148, T153C, T153G, T153I, T174, T175, T179, T183, T212, T217E, T217G, T217I, T217K, T217L, T217O <b>Unit 2:</b> T153E, T153M <b>Unit 3:</b> T153M <b>Unit 4:</b> T20, T25C, T212, T217F, T217H, T217J <b>Unit 5:</b> T148, T153F, T153H, T153M, T212, T217C, T217E, T217F, T217G, T217I, T217K, T217L, T217Q
iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)	<b>TEACHER'S EDITION: Unit 1:</b> T153D <b>Unit 3:</b> T153V, T153W, T153X, T174, T217C, T217F, T217I, T217O, T217R
iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension	<b>TEACHER'S EDITION: UNIT 1:</b> T222, T224-T225, T349, T355 <b>UNIT 2:</b> T30-T31, T32-T33, T222-T223, T224-T225, T254, T349, T355 <b>UNIT 3:</b> T222-T223, T224-T255, T349, T355 <b>UNIT 4:</b> T30-T31, T32-33, T349, T351, T355 <b>UNIT 5:</b> T30-33, T286-T287, T288-T289, T318, T349, T355 <b>UNIT 6:</b> T349, T355

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
v. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information	The following examples can be used in classroom discussion to meet the standards. <b>TEACHER'S EDITION: UNIT 1:</b> T25B, T144, T150, T151, T153B, T153C, T153E, T153F, T153J, T153K, T153L, T153N, T168, T174, T176, T180, T185, T186, T214, T217B, T217C, T217R, T240, T250, T278, T279, T281C <b>UNIT 2:</b> T150, T151, T153B, T153D, T153L, T153M, T153N, T153Q, T153V, T157, T168, T176, T180, T185 <b>UNIT 3:</b> T25B, T25N, T89B, T153B, T153J, T153S, T217B, T217L <b>UNIT 4:</b> T12, T22, T23, T25B, T25D, T89B, T89F <b>UNIT 5:</b> T25B <b>UNIT 6:</b> T25B, T89B
vi. Identify conclusions	<b>TEACHER'S EDITION: UNIT 1:</b> 346 <b>UNIT 2:</b> T346 <b>UNIT 3:</b> T222-223, T224-225, T254, T346 <b>UNIT 5:</b> T286-287, T288-T289, T318, T347 <b>UNIT 6:</b> T346
c. Use Integration of Knowledge and Ideas to: i. 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. (CCSS: RI.4.7)	<b>TEACHER'S EDITION: Unit 1:</b> T10, T74, T138, T150, T151, T153B, T328–T329 <b>Unit 2:</b> T153B, T157, T202, T214, T217B, T328–T329 <b>Unit 3:</b> T10, T74, T138, T150, T153J, T328–T329 <b>Unit 4:</b> T217B, T217D, T217M, T217O, T328–T329 <b>Unit 5:</b> T150, T153B, T153C, T153N, T153Q, T153U, T328–T329 <b>Unit 6:</b> T10, T74, T138, T153J, T217B, T266
ii. Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)	<b>TEACHER'S EDITION: Unit 2:</b> T153K, T153R <b>Unit 3:</b> T148, T153C, T153E, T153G, T153I, T153K, T153O, T153Q, T157, T174, T175, T179, T183, T212, T214, T217C, T217E, T217G, T217J, T217K, T217Q, T217R, T239, T243, T247 <b>Unit 4:</b> T17, T22, T208 <b>Unit 5:</b> T145, T153R
iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)	<b>TEACHER'S EDITION: Unit 1:</b> T89P, T105, T113, T117, T123, T153M, T153N, T157, T217V, T221 <b>Unit 2:</b> T153T, T153V, T157, T209, T221 <b>Unit 3:</b> T89P, T89R, T93, T153V, T153X, T157, T217W, T217X, T221 <b>Unit 4:</b> T25P, T25R, T29, T89X, T89Z, T153T, T153V, T221 <b>Unit 5:</b> T89T, T89V, T153T, T153V, T157, T221 <b>Unit 6:</b> T25R, T89T, T157, T221
d. Use Range of Reading and Complexity of Text to: i. 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. (CCSS: RI.4.10)	<b>TEACHER'S EDITION: Unit 1:</b> T89M, T150, T153A, T153M, T214, T217A, T278, T281A, T281E <b>Unit 2:</b> T150, T153A, T153S, T175, T179, T183, T214, T217A <b>Unit 3:</b> T89O, T150, T153A, T153U, T175, T179, T214, T217A, T217W, T248, T278, T281A, T281E <b>Unit 4:</b> T22, T25A, T25O, T47, T51, T55, T89W, T153S, T208, T214, T217A <b>Unit 5:</b> T153A, T153S, T208, T214, T217A, T278, T281A, T281E <b>Unit 6:</b> T25O, T89Q, T150, T153A, T214, T217A



**Prepared Graduates:**

► Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

**Concepts and skills students master:**

**3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills**

Students can:	LEVELED READERS:
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3)</p>	<p><b>www.connected.mcgraw-hill.com: RESOURCES</b>  <b>Student Resources:</b> Word Study Interactive Games and Activities  <b>Teacher Resources:</b> Decodable Passages  <b>Fluency McGraw-Hill Reading Wonders</b></p>
<p>i. 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. (CCSS: RF.4.3a)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T26, T27, T42, T43, T90, T91 <b>Unit 2:</b> T43, T90, T106, T107, T154, T155, T170, T171 <b>Unit 3:</b> T217L, T218, T219, T234, T235 <b>Unit 4:</b> T107, T154, T155, T170, T171, T218, T219 <b>Unit 5:</b> T27, T90, T91, T152, T153G, T154, T155, T218 <b>Unit 6:</b> T26, T42, T43, T90, T106, T282</p>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T41, T46, T49, T53, T59, T90-T91, T105, T110, T113, T117, T123, T154-155, T169, T174, T177, T181, T187, T218-219, T233, T238, T241, T245, T251 <b>Unit 2:</b> T26-27, T41, T46, T53, T59, T90-91, T105, T110, T113, T117, T123, T218-219, T233, T238, T241, T245, T251, T282-283, T297, T302, T305, T309 <b>Unit 3:</b> T26-27, T41, T46, T49, T53, T59, T282-T283, T297, T302, T305, T309, T315, T326-327 <b>Unit 4:</b> T26-T27, T41, T46, T49, T53, T59, T90-91, T105, T110, T113, T117, T123, T154-T155, T169, T174, T177, T181, T187, T218-219, T233, T238, T241, T245, T251, T282-283, T297, T302, T305, T309, T315, T326-327 <b>Unit 5:</b> T26-T27, T41, T46, T49, T53, T59, T90-T91, T105, T110, T113, T117, T123, T154—155, T169, T174, T177, T181, T187, T218-219, T233, T238, T297, T302, T305, T309 <b>Unit 6:</b> T26—27, T41, T46, T49, T53, T59, T90-91, T105, T110, T113, T117, T123, T154-155, T169, T174, T177, T181, T187, T218-T219, T233, T238, T241, T245, T251, T282-T283, T297, T302, T305, T309, T315, T326-327</p>
<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T44, T108, T172, T236, T326–T327 <b>Unit 2:</b> T44, T91, T108, T172, T236, T326–T327 <b>Unit 3:</b> T27, T44, T108, T172, T219, T236, T326–T327 <b>Unit 4:</b> T27, T44, T108, T155, T172, T236, T326–T327 <b>Unit 5:</b> T27, T91, T326–T327 <b>Unit 6:</b> T26, T44, T90, T108, T326–T327</p>

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)	<b>TEACHER'S EDITION: Unit 1:</b> T27, T46, T91, T105, T110, T113, T117, T123, T219, T238, T326–T327 <b>Unit 2:</b> T27, T46, T91, T110, T155, T174, T219, T238, T282, T302, T326–T327 <b>Unit 3:</b> T27, T46, T91, T110, T155, T174, T219, T238, T326–T327 <b>Unit 4:</b> T27, T46, T91, T110, T155, T174, T218, T238, T282, T302, T326–T327 <b>Unit 5:</b> T27, T155, T219, T326–T327 <b>Unit 6:</b> T26, T41, T90, T282, T302, T326–T327
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)	<b>TEACHER'S EDITION: Unit 1:</b> T155, T174 <b>Unit 2:</b> T155, T174 <b>Unit 3:</b> T155, T174 <b>Unit 4:</b> T218, T238 <b>Unit 5:</b> T155, T174 <b>Unit 6:</b> T46, T218, T238
c. 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. (CCSS: L.4.4)	<b>TEACHER'S EDITION: Unit 1:</b> T24, T25H, T38, T54, T88, T89F, T102, T109, T114, T118, T125, T152, T153E, T153G, T166, T173, T178, T182, T189, T216, T217H, T217T, T230, T237, T242, T246, T253 <b>Unit 2:</b> T24, T25B, T25F, T25P, T25R, T26, T28, T38, T88, T152, T153L, T153R, T166, T173, T178, T182, T189, T216, T217N, T217R, T219, T237, T242, T246, T253, T280, T281B, T281C <b>Unit 3:</b> T24, T25E, T25G, T25I, T25K, T25R, T38, T45, T50, T54, T61, T88, T89E, T89I, T102, T109, T114, T118, T125, T152, T166, T216, T217F, T217K, T217L, T230, T237, T242, T246, T253 <b>Unit 4:</b> T24, T25F, T25R, T28, T92, T38, T45, T50, T54, T61, T166, T88, T89, T89H, T89P, T89V, T102, T109, T114, T118, T125, T152, T153K, T153N, T153R, T166, T216, T217E, T217P, T219, T230, T235, T237, T242, T246, T253, T280, T284 <b>Unit 5:</b> T24, T25D, T25E, T25L, T25Q, T25R, T25U, T27, T88, T89D, T89E, T89J, T152, T153K, T152, T153G, T153L, T153R, T155, T166, T209, T216, T217H, T217O, <b>Unit 6:</b> T25C, T88, T89J, T91, T107, T102, T109, T114, T118, T125, T152, T153G, T166, T216, T217G, T230, T219, T230, T280, T294
i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	<b>TEACHER'S EDITION: Unit 1:</b> T38, T54, T152, T153E, T166, T173, T178, T182, T189, T216, T217H, T230, T237, T242, T246, T253 <b>Unit 2:</b> T25P, T38, T88, T152, T153R, T166, T173, T178, T182, T189 <b>Unit 3:</b> T24, T25E, T25G, T25I, T25R, T38, T45, T50, T54, T61, T88, T89E, T102, T109, T114, T118, T125, T166 <b>Unit 4:</b> T38, T102, T153R, T166, T216, T217E, T217P, T230, T237, T242, T246, T253 <b>Unit 5:</b> T25U, T88, T89E, T89J, T153K, T216, T217H <b>Unit 6:</b> T88, T102, T109, T114, T118, T125
ii. 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> ). (CCSS: L.4.4b)	<b>TEACHER'S EDITION: Unit 2:</b> T26, T216, T217N, T217R, T219, T237, T242, T246, T253 <b>Unit 3:</b> T166, T216, T217L, T230, T237, T242, T246, T253 <b>Unit 4:</b> T38, T45, T50, T54, T61, T166, T219, T230, T235 <b>Unit 5:</b> T27, T152, T153G, T153R, T155, T166, T209 <b>Unit 6:</b> T91, T107, T152, T153G, T219, T230

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)	<b>TEACHER'S EDITION: Unit 1:</b> S17, S28, T103, T231, T280-T281, T281D, T294-T295, T297, T301, T304, T306, T308, T310, T313, T314, T317 <b>Unit 2:</b> T24, T26-27, T36-T37, T39, T41-43, T62, T100, T103, T219, T153I, T216-T217, T217N, T217R, T230, T231, T232, T235, T237, T240, T242, T244, T246, T249, T250, T253, T282, T292-T293, T294-295, T298-T299, T317, T318 <b>Unit 3:</b> T36, T39, T167, T216-T217, T217L, T217V, T219, T231, T232, T235, T237, T240, T242, T244, T246, T249, T250, T253, T283, T294, T295 <b>Unit 4:</b> T39, T218, T294-T295 <b>Unit 5:</b> T27, T43, T90, T102, T166-T167, T209, T230-231, T294, T299 <b>Unit 6:</b> T27, T43, T91, T102, T103, T107, T152-T153, T153D, T153G, T153T, T154, T164-T165, T166, T167, T168, T170-T171, T173, T176, T178, T180, T182, T185, T189, T190, T218, T228-T229, T230, T232, T234, T235, T254, T282-283, T292-T293, T298, T299, T318
iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught	The following examples can be used in classroom discussion to meet the standards. <b>TEACHER'S EDITION: Unit 3:</b> T98-99, T127, T290-291
v. Read multisyllabic words with and without inflectional and derivational suffixes	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> S17, S28, T103, T280-T281, T281D, T294-T295, T297, T301, T304, T306, T308, T310, T313, T314, T317 <b>Unit 2:</b> T24, T39, T103, T219, T230, T231, T235, T282, T292-T293, T298-T299, T317, T318 <b>Unit 3:</b> T36, T39, T167, T216-T217, T217L, T217V, T219, T231, T232, T235, T237, T240, T242, T244, T246, T249, T250, T253, T283, T294 <b>Unit 4:</b> T39, T218, T294-T295 <b>Unit 5:</b> T102, T166-T167, T209, T230-T231, T294, T299 <b>Unit 6:</b> T91, T102, T107, T166-T167, T218, T228-T229, T230, T234, T235, T254, T282-T283, T292-T294, T295, T299, T318

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
vi. Infer meaning of words using explanations offered within a text	<p>The following examples can be used in classroom discussion to meet the needs of the standard.</p> <p><b>TEACHER'S EDITION: Unit 1:</b> S15, S16, T24-T25, T25E, T25N, T25R, T45, T50, T54, T61, T88-T89, T89L, T103, T109, T114, T118, T125, T152-T153, T153G, T167, T173, T178, T182, T189, T216-T217, T217H, T217N, T217R, T217S, T217U, T231, T237, T242, T244, T246, T249, T253, T280, T281A, T294 <b>Unit 2:</b> T15, T25, T25A, T25P, T61, T88-89, T89I, T89R, T109, T114, T118, T125, T152-T153, T153I, T153O, T167, T173, T178, T182, T185, T186, T189, T217, T217C, T293 <b>Unit 3:</b> T24-T25, T25E, T25G, T25R, T38-T39, T45, T50, T54, T57, T61, T88-T89, T89B, T89E, T89I, T89N, T103, T153I, T153T, T153U, T166, T182, T211, T216, T217K, T217M, T217V, T281, T281C, T281E, T293 <b>Unit 4:</b> T25, T25G, T25N, T61, T78-T79, T80, T88-T89, T89C, T101, T102, T104, T109, T112, T114, T116, T118, T124-T125, T152-T153, T153J, T153K, T153R, T173, T178, T182, T185, T189, T216-T217, T217E, T217P, T217Q, T217R, T231, T232, T237, T240, T242, T244, T246, T249, T250, T253, T294 <b>Unit 5:</b> T25U, T37, T40, T48, T88-T89, T89D, T89E, T89J, T89K, T109, T114, T118, T125, T153I, T153K, T216-T217, T217I, T237, T242, T253, T280-T281, T281E, T281F, T297, T301, T305, T306, T309, T310, T317 <b>Unit 6:</b> T12, T25C, T25N, T45, T88-T89, T89E, T89G, T89K, T89P, T90, T101, T102, T109, T114, T118, T153K, T153T, T153W, T189, T216-T217, T217E, T217G, T217M, T217N, T219, T237, T242, T246, T253</p>
vii. 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. (CCSS: L.4.4c)	<p><b>TEACHER'S EDITION: Unit 1:</b> T24, T153G, T216, T217T <b>Unit 2:</b> T24, T25B, T216 <b>Unit 3:</b> T24, T152, T217K <b>Unit 4:</b> T24, T92, T152, T280, T284 <b>Unit 5:</b> T88, T152 <b>Unit 6:</b> T25B, T92, T214, T216</p>
d. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)	<p><b>READING/WRITING WORKSHOP: Unit 1:</b> 29, 43, 57, 71 <b>Unit 2:</b> 115, 129, 157 <b>Unit 3:</b> 173, 187, 215, 229 <b>Unit 4:</b> 245, 259, 273, 287 <b>Unit 5:</b> 317, 345, 359, 373 <b>Unit 6:</b> 417, 424-427, 431, 445</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 7, 17, 27, 37, 67, 77, 97, 107, 117, 137, 147, 157, 167, 177, 187, 207, 227, 237, 247, 277, 287, 297</p> <p><b>PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 7, 9, 10, 11, 15</p> <p><b>LITERATURE ANTHOLOGY: Unit 2:</b> 172-175, 176-177 <b>UNIT 6:</b> 534—537, 538-539</p>
i. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context. (CCSS: L.4.5a)	<p><b>TEACHER'S EDITION: Unit 2:</b> T25F, T153L, T280, T281B, T281C <b>Unit 3:</b> T25K, T89I, T217F <b>Unit 4:</b> T153K, T153N <b>Unit 5:</b> T24, T25D, T25E, T25L, T25Q, T25R, T153L, T217O <b>Unit 6:</b> T25C, T89J, T280, T294</p>

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)	<b>TEACHER'S EDITION: Unit 1:</b> T25H, T88, T89F, T102, T109, T114, T118, T125, T166 <b>Unit 2:</b> T25R, T28 <b>Unit 4:</b> T25F, T88, T89, T89H, T89P, T89V, T102, T109, T114, T118, T125 <b>Unit 5:</b> T89D, T153L, T280, T294, T301, T306, T310 <b>Unit 6:</b> T166, T216, T217G, T230
iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)	<b>TEACHER'S EDITION: Unit 1:</b> T24, T38, T45, T50, T54, T61, T102, T109, T237 <b>Unit 2:</b> T88, T89K, T89R, T102, T109, T114, T118, T125, T166, T237 <b>Unit 3:</b> T45, T152, T153H, T153T, T166, T173, T178, T182, T189, T230 <b>Unit 4:</b> T38, T45, T152, T153K, T166, T173, T178, T182, T189 <b>Unit 5:</b> T216, T217H, T217T, T230, T237, T242, T246, T253 <b>Unit 6:</b> T173
e. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). (CCSS: L.4.6)	<b>TEACHER'S EDITION: Unit 1:</b> T14, T38, T44, T45, T50, T54, T60, T173, T178, T182, T188, T206, T230, T236 <b>Unit 2:</b> T38, T44, T45, T50, T54, T60, T78, T102, T108, T109, T114, T118, T124, T142, T166, T172, T173, T178 <b>Unit 3:</b> T14, T38, T44, T50, T54, T60, T78, T102, T108, T109, T236, T237, T242, T246, T252 <b>Unit 4:</b> T114, T118, T124, T142, T172, T173, T178, T182, T188, T206, T236, T237 <b>Unit 5:</b> T14, T44, T45, T50, T54, T60, T78, T142, T206 <b>Unit 6:</b> T14, T44, T45, T50, T60, T78, T108, T142, T172, T178, T182

Content Area: Reading, Writing and Communicating  
Standard 3: Writing and Composition

Prepared Graduates:

► Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

Students can:	TEACHER'S EDITION:
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)	<b>Unit 1:</b> T93, T221 <b>Unit 3:</b> T93, T152, T158-159, T160-161, T190, T286-287, T309, T350-T355 <b>Unit 4:</b> T30-T31, T157, T318-319 <b>Unit 5:</b> T93, T158, T160-T161, T285 <b>Unit 6:</b> T93, T158-T159, T160-T161, T221, T222-T223, T224-225, T344-T355
i. 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. (CCSS: W.4.1a)	<b>TEACHER'S EDITION: Unit 3:</b> T344, T346, T350, T352 <b>Unit 4:</b> T30, T32-T33 <b>Unit 5:</b> T30, T32, T33, T62 <b>Unit 6:</b> T344, T346, T350, T352
ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)	<b>TEACHER'S EDITION: Unit 1:</b> T93 <b>Unit 2:</b> T29, T93, T221 <b>Unit 3:</b> T93, T158, T160-T161, T190, T344, T352 <b>Unit 6:</b> T93, T344, T346, T350, T352
iii. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)	<b>TEACHER'S EDITION: Unit 3:</b> T350, T352 <b>Unit 5:</b> T93, T95, T96, T97, T158 <b>Unit 6:</b> T158, T160, T161, T350, T352
iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)	<b>TEACHER'S EDITION: Unit 3:</b> T222, T224-T225, T346, T350 <b>Unit 6:</b> T346
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)	<b>TEACHER'S EDITION: Unit 1:</b> T344-T349, T350-T355 <b>Unit 2:</b> T94-T95, T97 <b>Unit 3:</b> T222, T254 <b>Unit 4:</b> T158, T160-T161, T190, T344-T349
i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)	<b>TEACHER'S EDITION: Unit 1:</b> T94, T222, T224-T225, T254, T344, T346, T350 <b>Unit 2:</b> T30, T32-T33, T62 <b>Unit 4:</b> T158, T160-T161, T190, T344
ii. Choose planning strategies to support text structure and intended outcome	This standard can be met through classroom discussions and activities.
iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)	<b>TEACHER'S EDITION: Unit 1:</b> T94, T96-T97, T126, T352 <b>Unit 2:</b> T94, T96-T97, T126 <b>Unit 4:</b> T94, T96-T97, T126, T158, T160-T161, T344, T346 <b>Unit 6:</b> T30, T32-T33
iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	<b>TEACHER'S EDITION: Unit 1:</b> T222, T224-T225, T254, T344, T352 <b>Unit 3:</b> T30, T32-T33, T62 <b>Unit 4:</b> T344 <b>Unit 6:</b> T94, T96-97, T126

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	<b>TEACHER'S EDITION: Unit 1:</b> T30, T32–T33, T62, T346 <b>Unit 2:</b> T94, T96–T97 <b>Unit 3:</b> T94, T96–T97, T126 <b>Unit 4:</b> T222, T224–T225, T254, T286, T288–T289, T350, T352 <b>Unit 6:</b> T30, T32–T33, T286, T288–T289
vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	<b>TEACHER'S EDITION: Unit 1:</b> T222, T224–T225, T346 <b>Unit 3:</b> T222, T224–T225, T254 <b>Unit 4:</b> T158, T160–T161, T344
c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details	<b>TEACHER'S EDITION: Unit 2:</b> 315 <b>Unit 4:</b> T286–T287, T288–T289, T310, T318, T350–T355 <b>Unit 6:</b> T286–T287, T288–T289, T318
<p><b>Concepts and skills students master:</b></p> <p><b>2. Informational and persuasive texts use the recursive writing process</b></p>	
<p><b>Students can:</b></p> <p>a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)</p>	<b>TEACHER'S EDITION: Unit 2:</b> T118–T119, T158–T159, T160–T161, T190, T344–T349 <b>Unit 4:</b> T32–33, T54 <b>Unit 5:</b> T286–T287, T288–T289, T318, T344–T349, T350–T355
i. 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. (CCSS: W.4.2a)	<b>TEACHER'S EDITION: Unit 2:</b> T157, T222, T224–T225, T346, T348, T350, T352, T354 <b>Unit 4:</b> T30, T32–T33, T62, T221 <b>Unit 5:</b> T221, T348
ii. Choose planning strategies to support text structure and intended outcome	This standard can be met through classroom discussions and activities.
iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)	<b>TEACHER'S EDITION: Unit 2:</b> T222–T223, T224–T225, T254
iv. Organize relevant ideas and details to convey a central idea or prove a point	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> T222, T224–T225, T349, T355 <b>Unit 2:</b> T30–T31, T32–T33, T222–T223, T224–T225, T254, T349, T355 <b>Unit 3:</b> T222–T223, T224–T225, T254, T349, T355 <b>Unit 4:</b> T30–T31, T32–T33, T349, T351, T355 <b>Unit 5:</b> T30–T33, T286–T287, T288–T289, T318, T349, T355 <b>Unit 6:</b> T349, T355
v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)	<b>TEACHER'S EDITION: Unit 1:</b> T29, T158, T160–T161, T190 <b>Unit 2:</b> T158, T161, T160, T190, T344, T352 <b>Unit 5:</b> T346
vi. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)	<b>TEACHER'S EDITION: Unit 1:</b> T157 <b>Unit 2:</b> T344, T350 <b>Unit 5:</b> T158, T160–T161, T190, T344, T350, T352 <b>Unit 6:</b> T94, T96–T97
vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	<b>TEACHER'S EDITION: Unit 1:</b> T156 <b>Unit 2:</b> T286, T288, T346 <b>Unit 4:</b> T222, T224–T225 <b>Unit 5:</b> T222, T224–T225, T344 <b>Unit 6:</b> T222, T224–T225

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	<b>TEACHER'S EDITION: Unit 1:</b> T84, T221 <b>Unit 2:</b> T346 <b>Unit 3:</b> T222, T224–T225 <b>Unit 5:</b> T221, T286, T288–T289, T344, T346
<p><b>Prepared Graduates:</b>  <b>► Apply standard English conventions to effectively communicate with written language</b></p>	
<p><b>Concepts and skills students master:</b>  <b>3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader</b></p>	
<p>Students can:</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T32–T33, T96–T97, T160–T161, T224–T225 <b>Unit 2:</b> T32–T33, T96–T97, T160–T161, T224–T225, T254 <b>Unit 3:</b> T32–T33, T96–T97, T160–T161, T224–T225, T350, T352 <b>Unit 4:</b> T32–T33, T96–T97, T160–T161, T224–T225, T350, T352 <b>Unit 5:</b> T32–T33, T96–T97, T160–T161, T224–T225 <b>Unit 6:</b> T32–T33, T96–T97, T160–T161, T224–T225</p>
<p>b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T32–T33, T96–T97, T160–T161, T224–T225, T344–T349, T350–T355 <b>Unit 2:</b> T32–T33, T96–T97, T160–T161, T224–T225, T344–T349 <b>Unit 3:</b> T32–T33, T96–T97, T160–T161, T220, T224–T225, T350–T355 <b>Unit 4:</b> T32–T33, T96–T97, T156, T160–T161, T224–T225, T344–T349, T350–T355 <b>Unit 5:</b> T32–T33, T96–T97, T156, T160–T161, T224–T225 <b>Unit 6:</b> T32–T33, T96–T97, T160–T161, T224–T225, T344–T349, T350–T355</p>
<p>c. 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. (CCSS: W.4.6)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T332, T348, T354 <b>Unit 2:</b> T332, T348, T354 <b>Unit 3:</b> T156, T332, T348, T354 <b>Unit 4:</b> T156, T332, T348, T354 <b>Unit 5:</b> T156, T332, T348, T354 <b>Unit 6:</b> T156, T332, T348, T354</p>
<p>d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose</p>	<p>The following examples can be used in classroom discussion to meet the needs of the standard.</p> <p><b>TEACHER'S EDITION: Unit 1:</b> T222, T224–T225, T349, T355 <b>Unit 2:</b> T30–T31, T32–T33, T222–T223, T224–T225, T254, T349, T355 <b>Unit 3:</b> T222–T223, T224–T225, T254, T349, T355 <b>Unit 4:</b> T30–T31, T32–T33, T349, T351, T355 <b>Unit 5:</b> T30–T33, T286–T287, T288–T289, T318, T349, T355 <b>Unit 6:</b> T349, T355</p>
<p>e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T349, T355 <b>Unit 2:</b> T349, T355 <b>Unit 3:</b> T349, T355 <b>Unit 4:</b> T349, T355 <b>Unit 5:</b> T349, T355 <b>Unit 6:</b> T349, T355</p>
<p>i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T30, T61, T94, T125, T156, T189 <b>Unit 2:</b> T61, T94, T125, T189 <b>Unit 3:</b> T61, T94, T118, T125, T189, T253 <b>Unit 4:</b> T61, T92, T125, T156, T189, T222, T253 <b>Unit 5:</b> T28, T61, T125, T189, T253 <b>Unit 6:</b> T61, T92, T125, T189</p>



EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
ii. Choose punctuation for effect. (CCSS: L.4.3b)	<b>TEACHER'S EDITION: Unit 1:</b> T34, T63 <b>Unit 2:</b> T94 <b>Unit 6:</b> T92
iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)	<b>TEACHER'S EDITION: Unit 2:</b> T28, T92, T94 <b>Unit 3:</b> T28, T220 <b>Unit 4:</b> T156 <b>Unit 5:</b> T156, T222, T224–T225
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)	<b>TEACHER'S EDITION: Unit 1:</b> T34-T35, T63, T98-T99, T127, T162-T163, T191, T226-T227, T255, T290-T291, T319 <b>Unit 2:</b> T34-T35, T63, T98-T99, T127, T162-T163, T191, T226-T227, T255, T290-T291, T319 <b>Unit 3:</b> T34-T35, T63, T98-T99, T127, T162-T163, T191, T226-T227, T255, T290-T291, T319 <b>Unit 4:</b> T34-T35, T63, T98-T99, T127, T162-T163, T191, T226-T227, T255, T290-T291, T319 <b>Unit 5:</b> T34-T35, T63, T98-T99, T127, T153S, T162-T163, T169, T177, T181, T187, T191, T226-T227, T255, T290-T291, T319 <b>Unit 6:</b> T34-T35 T63, T98-T99, T127, T162-T163, T191, T226-T227, T255, T290-T291, T319
i. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). (CCSS: L.4.1a)	<b>TEACHER'S EDITION: Unit 1:</b> T225, T226 <b>Unit 4:</b> T29, T34 <b>Unit 6:</b> T32, T33, T34, T63
ii. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. (CCSS: L.4.1b)	<b>TEACHER'S EDITION: Unit 3:</b> T93, T96, T97, T98, T127
iii. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. (CCSS: L.4.1c)	<b>TEACHER'S EDITION: Unit 3:</b> T157, T160, T161, T162, T191
iv. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ). (CCSS: L.4.1d)	<b>TEACHER'S EDITION: Unit 5:</b> T29, T32, T33, T34, T63
v. Form and use prepositional phrases. (CCSS: L.4.1e)	<b>TEACHER'S EDITION: Unit 6:</b> T224, T225, T226, T255, T290, T319
vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> T162-T163, T191, T290-T291, T319 <b>Unit 5:</b> T94, T96-T97, T290, T319
vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	<b>TEACHER'S EDITION: Unit 1:</b> T29, T32, T34, T63, T93, T96, T98, T127, T160, T162, T191, T224, T225, T288, T289, T290, T291, T319
viii. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ). (CCSS: L.4.1g)	<b>TEACHER'S EDITION: Unit 4:</b> T226, T282, T290, T299, T319 <b>Unit 5:</b> T219, T235

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)	<b>TEACHER'S EDITION: Unit 1:</b> T349, T355 <b>Unit 2:</b> T349, T355 <b>Unit 3:</b> T349, T355 <b>Unit 4:</b> T349, T355 <b>Unit 5:</b> T349, T355 <b>Unit 6:</b> T349, T355
i. Use correct capitalization. (CCSS: L.4.2a)	<b>TEACHER'S EDITION: Unit 1:</b> T35 <b>Unit 2:</b> T29, T32, T33, T34 <b>Unit 3:</b> T34 <b>Unit 6:</b> T98
ii. Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)	<b>TEACHER'S EDITION: Unit 1:</b> T226 <b>Unit 4:</b> T162 <b>Unit 5:</b> T32, T33, T34 <b>Unit 6:</b> T98, T226
iii. Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)	<b>TEACHER'S EDITION: Unit 1:</b> T161, T162, T191, T225, T226, T255 <b>Unit 5:</b> T226, T290 <b>Unit 6:</b> T98
iv. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	<b>TEACHER'S EDITION: Unit 1:</b> T36, T62, T100, T126, T164, T190, T228, T254 <b>Unit 2:</b> T36, T62, T100, T126, T164, T190, T228, T254 <b>Unit 3:</b> T36, T62, T100, T126, T164, T190, T228, T254 <b>Unit 4:</b> T36, T62, T100, T126, T164, T190, T228, T254 <b>Unit 5:</b> T36, T62, T100, T126, T164, T190, T228, T254 <b>Unit 6:</b> T36, T62, T100, T126, T164, T190, T228, T254

**Content Area: Reading, Writing and Communicating**  
**Standard 4: Research and Reasoning**

**Prepared Graduates:**

► **Use primary, secondary, and tertiary written sources to generate and answer research questions**

**Concepts and skills students master:**

**1. Comprehending new information for research is a process undertaken with discipline both alone and within groups**

<p>a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T28, T92, T156, T220, T328–T329, T330–T333 <b>Unit 2:</b> T28, T92, T156, T220, T330–T333 <b>Unit 3:</b> T28, T92, T156, T220, T328–T329, T330–T333 <b>Unit 4:</b> T28, T92, T156, T220, T328–T329, T330–T333 <b>Unit 5:</b> T28, T92, T156, T220, T328–T329, T330–T333 <b>Unit 6:</b> T28, T92, T156, T220, T328–T329, T330–T333</p>
<p>i. Identify a topic and formulate open-ended research questions for further inquiry and learning</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T158-T159, T160-T161, T190, T225, T289, T345, T351 <b>Unit 2:</b> T160, T161, T214, T224, T225, T289, T345, T351 <b>Unit 3:</b> T161, T224, T225, T289, T345, T251 <b>Unit 4:</b> T161, T224, T289, T345, T351 <b>Unit 5:</b> T32-T33, T161, T288-T289, T345, T351 <b>Unit 6:</b> T224-T225, T289, T345, T351</p>
<p>ii. Present a brief report of the research findings to an audience</p>	<p>The following examples can be used in classroom discussion to meet the needs of the standard.  <b>TEACHER'S EDITION: Unit 1:</b> T28, T92, T156, T220, T284, T332, T334-T335 <b>Unit 2:</b> T28, T92, T156, T220, T284, T332, T334-T335 <b>Unit 3:</b> T28, T92, T156, T220, T284, T332, T334-T335 <b>Unit 4:</b> T28, T92, T156, T220, T284, T332, T334-T335 <b>Unit 5:</b> T28, T92, T156, T220, T284, T332, T334-T335 <b>Unit 6:</b> T28, T92, T156, T220, T284, T332, T334-T335</p>
<p>b. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T28, T92, T156, T220, T330–T333 <b>Unit 2:</b> T28, T92, T156, T220, T328–T329, T330–T333 <b>Unit 3:</b> T28, T92, T156, T220, T330–T333 <b>Unit 4:</b> T28, T92, T156, T220, T330–T333 <b>Unit 5:</b> T28, T92, T156, T220, T330–T333, T350, T352 <b>Unit 6:</b> T28, T92, T156, T220, T330–T333</p>
<p>i. Identify relevant sources for locating information</p>	<p><b>TEACHER'S EDITION: Unit 1:</b> T92, T156, T220, T284, T332 <b>Unit 2:</b> T28, T92, T156, T220, T284, T330, T332 <b>Unit 3:</b> T28, T92, T156, T332 <b>Unit 4:</b> T28, T92, T220, T284, T332, T352 <b>Unit 5:</b> T28, T330, T332, T352 <b>Unit 6:</b> T28, T156, T332</p>

EVIDENCE OUTCOMES	TEACHER'S EDITION PAGE REFERENCES
ii. Locate information using text features, (appendices, indices, glossaries, and table of content)	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: UNIT 1:</b> T28, T92, T156, T220, T284, T332 <b>UNIT 2:</b> T28, T92, T220, T284, T330 <b>UNIT 3:</b> T28, 92, T156, T220, T284, T332 <b>UNIT 4:</b> T28, 92, T220, T284, T332 <b>UNIT 5:</b> T28, T92, T156, T220, T284, T330, T332 <b>UNIT 6:</b> T28, T92, T156, T220, T332
iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: UNIT 1:</b> T28, T92, T156, T220, T284, T332 <b>UNIT 2:</b> T28, T92, T220, T284, T330 <b>UNIT 3:</b> T28, 92, T156, T220, T284, T332 <b>UNIT 4:</b> T28, 92, T220, T284, T332 <b>UNIT 5:</b> T28, T92, T156, T220, T284, T330, T332 <b>UNIT 6:</b> T28, T92, T156, T220, T332
iv. Read for key ideas, take notes, and organize information read (using graphic organizer)	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: UNIT 1:</b> T92, T156, T330, T332 <b>UNIT 2:</b> T28, T92, T220, T332 <b>UNIT 3:</b> T28, T332 <b>UNIT 4:</b> T92, T220, T330, T332 <b>UNIT 5:</b> T332, T353 <b>UNIT 6:</b> T28, T156, T332
v. Interpret and communicate the information learned by developing a brief summary with supporting details	This standard can be met through classroom discussions and activities.
vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: UNIT 1:</b> T220, T245, T284, T348, T354 <b>UNIT 2:</b> T56, T89T, T120, T156, T220, T284, T348, T354 <b>UNIT 3:</b> T56, T348, T354 <b>UNIT 4:</b> T92, T156, T181, T220, T284, T285, T348, T354 <b>UNIT 5:</b> T92, T220, T284, T348, T354 <b>UNIT 6:</b> T156, T220, T348, T354
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)	<b>TEACHER'S EDITION: Unit 1:</b> T156 <b>Unit 2:</b> T28, T29, T92, T156, T220, T284 <b>Unit 3:</b> T28, T92, T156 <b>Unit 4:</b> T92 <b>Unit 5:</b> T28 <b>Unit 6:</b> T28, T156
i. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)	<b>TEACHER'S EDITION: Unit 1:</b> T29, T93 <b>Unit 2:</b> T28, T29, T92, T93 <b>Unit 3:</b> T29, T93 <b>Unit 4:</b> T93, T157 <b>Unit 5:</b> T29, T93 <b>Unit 6:</b> T29, T93

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ii. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)	<b>TEACHER'S EDITION: Unit 1:</b> T89M, T150, T153A, T153M, T214, T217A, T278, T281A, T281E <b>Unit 2:</b> T150, T153A, T153S, T175, T179, T183, T214, T217A <b>Unit 3:</b> T89O, T150, T153A, T153U, T175, T179, T214, T217A, T217W, T248, T278, T281A, T281E <b>Unit 4:</b> T22, T25A, T25O, T47, T51, T55, T89W, T153S, T208, T214, T217A <b>Unit 5:</b> T153A, T153S, T208, T214, T217A, T278, T281A, T281E <b>Unit 6:</b> T25O, T89Q, T150, T153A, T214, T217A
<b>Prepared Graduates:</b> <b>► Articulate the position of self and others using experiential and material logic</b>	
<b>Concepts and skills students master:</b> <b>2. Identifying implications, concepts, and ideas enriches reasoning skills</b>	
Students can: a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> S5, S19, T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 2:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 3:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 4:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 5:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 6:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312
b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> S5, S19, T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 2:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 3:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 4:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 5:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 6:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312
c. Identify the key concepts and ideas they and others use	The following examples can be used in classroom discussion to meet the needs of the standard. <b>TEACHER'S EDITION: Unit 1:</b> S5, S19, T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 2:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 3:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 4:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 5:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 <b>Unit 6:</b> T10, T56, T74, T120, T138, T184, T202, T248, T266, T312

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PAGE REFERENCES**

d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

The following examples can be used in classroom discussion to meet the needs of the standard.

**TEACHER'S EDITION: Unit 1:** S5, S19, T10, T56, T74, T120, T138, T184, T202, T248, T266, T312

**Unit 2:** T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 **Unit 3:** T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 **Unit 4:** T10, T56, T74, T120,

T138, T184, T202, T248, T266, T312 **Unit 5:** T10, T56, T74, T120, T138, T184, T202, T248, T266, T312 **Unit 6:** T10, T56, T74, T120, T138, T184, T202, T248, T266, T312