



# Parent Roadmap

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## Parent Roadmap Introduction

Dear Parent:

The Parent Roadmaps are designed to give you a step-by-step look at which California Reading/Language Arts standards your child is learning each week of instruction. The roadmaps correspond to the Student Book selections your child is reading in school. They can give you an idea of which skills to focus on when reading or working with your child at home. At the end of each unit, your child will take a Unit Assessment on these skills. For more information on ways to help your child throughout the year, see the Parent section of the California Treasures web site at [www.macmillanmh.com/California](http://www.macmillanmh.com/California).

**Grade 4 Parent Roadmap to the *California Treasures* program**

This Parent Roadmap is a weekly guide for parents and guardians to what children are learning in their Student Books and the related vocabulary, comprehension, text features, grammar, and writing standards being covered.

**UNIT 1**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 1, Week 1, pp. 6–37 ( <i>My Diary from Here to There</i> )	Students learn the vocabulary words <i>opportunities, border, unions, strikes, citizen, and boycotts</i> , and use a dictionary and thesaurus to find synonyms.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	R 4.1.1, R 4.1.4, R 4.2.2, R 4.2.4, R 4.3.1, R 4.3.2, R 4.3.5  LC 4.1.7, LC 4.1.1  W 4.1.10
	Students make predictions and inferences about the realistic fiction story <i>My Diary from Here to There</i> .	R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	LAS 4.1.1 LAS 4.1.9
	Students read “César Chávez,” a short nonfiction article, and compare the information to the main selection. Students learn content vocabulary words <i>migrant workers, conditions, labor, and bargained</i> .	R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	
	Students write and revise strong sentences that provide details about a specific moment in time.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 1, Week 2, pp. 38–65 ( <i>The Adventures of Ali Baba Bernstein</i> )	Students learn the vocabulary words <i>several, ranged, curious, policy, temporary, and frequently</i> , and use a thesaurus to find synonyms.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	R 4.1.1, R 4.1.5, R 4.1.6, R 4.2.2, R 4.2.3, R 4.2.4, R 4.3.1, R 4.3.2, R 4.3.4  LC 4.1.1, LC 4.1.7
	Students determine the causes for the main character’s actions in <i>The Adventures of Ali Baba Bernstein</i> , and analyze the story structure to help them understand the setting and plot.	R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.	W 4.1.6, W 4.1.10  LAS 4.1.1 LAS 4.1.2, LAS 4.1.8, LAS 4.1.9, LAS 4.2.3
	Students read the nonfiction article “One Thousand Nights and a Night” and learn the content vocabulary words <i>sultan, civilizations, Silk Road, and translation</i> .	R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.	
	Students write and revise strong paragraphs that develop a single moment in time in their writing.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	
Unit 1, Week 3, pp. 66–77 ( <i>Kid Reporters at Work</i> )	Students learn the vocabulary words <i>identified, enterprising, persistence, and venture</i> .	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.6, R 4.1.7, R 4.1.8, R 4.2.2, R 4.2.4, R 4.3.1  W 4.1.10
	Students read and summarize the <i>Time for Kids</i> magazine article <i>Kid Reporters at Work</i> and compare and contrast the young people profiled in each section of the article.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	LAS 4.1.1, LAS 4.1.9
	Students pre-write, draft, revise, proofread/edit, and publish a personal narrative.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 4, pp. 78–101 ( <i>The Astronaut and the Onion</i> )	Students learn the vocabulary words <i>display</i> , <i>endless</i> , <i>realistic</i> , <i>sensible</i> , <i>protested</i> , and <i>paralyzed</i> , and use a dictionary and thesaurus.	R 4.1.5 Use a thesaurus to determine related words and concepts.	R 4.1.1, R 4.1.3, R 4.2.1, R 4.2.5, R 4.3.1, R 4.3.3  W 4.1.10, W 4.2.2
	Students read the realistic fiction story <i>The Astronaut and the Onion</i> and make inferences about the characters and plot.	R 4.2.2 Use appropriate strategies when reading for different purposes.  R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	LC 4.1.3, LC 4.1.7  LAS 4.1.1, LAS 4.1.2, LAS 4.1.9
	Students read the free verse poem “The Trail of the Piñon Gatherers” and identify metaphors and personification in the poem.	R 4.3.5 Define figurative language and identify its use in literary works.	
	Students write and revise strong sentences describing a single object.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 5, pp. 102–123 ( <i>Because of Winn-Dixie</i> )	Students learn the vocabulary words <i>aware</i> , <i>peculiar</i> , <i>positive</i> , <i>selecting</i> , <i>consisted</i> , and <i>advanced</i> , and use a dictionary.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.9, R 4.3.2, LAS 4.1.9
	Students read the realistic fiction selection <i>Because of Winn–Dixie</i> and summarize the sequence of events in the story.	R 4.2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	R 4.1.4, R 4.2.2, R 4.2.3, R 4.3.3, R 4.3.4, LAS 4.1.3
	Students read the free verse poem “I Love the Look of Words” and identify onomatopoeia and similes in the poem.	R 4.3.5 Define figurative language and identify its use in literary works.	W 4.1.7
	Students write a strong paragraph describing a setting.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	W 4.1.10, LAS 4.1.1

## UNIT 2

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 1, pp. 134–159 ( <i>My Brother Martin</i> )	Students learn the vocabulary words <i>unfair</i> , <i>ancestors</i> , <i>numerous</i> , <i>segregation avoided</i> , and <i>injustice</i> , and use prefixes to find the meaning of complex words.	<p>R 4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p>	<p>R 4.1.1, 4.2.6, R 4.2.3, R 4.2.4</p> <p>W 4.1.10</p> <p>LC 4.1.6</p> <p>LAS 4.1.1, LAS 4.1.9, LAS 4.2.3</p>
	Students look for clues to determine the author’s purpose in a biography, <i>My Brother Martin</i> . Students test new ideas from what they read against previously known ideas.	<p>R 4.2.2 Use appropriate strategies when reading for different purposes.</p> <p>R. 4.2.4 Evaluate new information and hypotheses by testing them against known information.</p>	
	<p>Students read “Dear Mrs. Parks,” a short nonfiction article based on letters written to a celebrated person, and identify parts of a letter. Students learn the content vocabulary words <i>activist</i>, <i>nonviolence</i>, and <i>unconstitutional</i>.</p> <p>Students compare and contrast a topic (the early civil rights movement) with the main selection.</p>	<p>R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p> <p>R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.</p> <p>R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.</p>	
	Students write and revise sentences that provide details to show a strong image of what they are writing about.	W 4.2.1 Write narratives: c Use concrete sensory details.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 2, pp. 160–187 ( <i>Mighty Jackie</i> )	Students learn the vocabulary words <i>legendary, muttered, gaped, snickering, insult, and flinched</i> , and look for descriptions in text to find the meaning of unfamiliar words.	R 4.2.2 Use appropriate strategies when reading for different purposes.	R 4.1.1, R 4.1.3, R 4.1.5, R 4.2.3, R 4.2.4, R 4.2.5, R 4.3.1, R 4.3.2, R 4.3.3  W 4.1.10  LC 4.1.7
	Students use clues to determine the author's purpose in a historical story, <i>Mighty Jackie</i> , in order to draw conclusions about the main character.	R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	LAS 4.1.1, LAS 4.1.9, LAS 4.2.3
	Students read the nonfiction article "Bridget 'Biddy' Mason" and get insight from a primary source of information. Students learn the content vocabulary words <i>prohibited, petition, epidemic, and philanthropist</i> .	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.	
	Students write and revise sentences that provide details to show a strong image of what they are writing about.	W 4.2.1 Write narratives: c Use concrete sensory details.	
Unit 2, Week 3, pp. 188–199 ( <i>Making a Splash</i> )	Students learn the vocabulary words <i>similar, challenges, designated, achieved, and varied</i> .	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.4, R 4.2.1, R 4.2.2, R 4.2.3, R 4.2.6  W 4.1.2, W 4.1.6, W4.1.9, W 4.1.10, W 4.2.2a, W 4.2.2b, W 4.2.4
	Students find the main ideas and supporting details in the <i>Time for Kids</i> magazine article <i>Making a Splash</i> to help them summarize what they have read.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.	LC 4.1.7  LAS 4.1.1, LAS 4.1.19
	Students pre-write, draft, revise, proofread/edit, and publish a response to literature.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.2.2 Write a response to literature.	



<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 4, pp. 200–225 ( <i>Wild Horses</i> )	Students learn the vocabulary words <i>descendents, sanctuary, threatened, emerge, fragile,</i> and <i>habitat,</i> and use antonyms and other clues in a paragraph to find the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.2.2, R 4.2.3, R 4.2.6, R 4.3.3, R 4.3.5  W 4.1. 7, W 4.1.10, W 4.2.4  LC 4.1.4, LC 4.1.7
	Students read a nonfiction selection, <i>Wild Horses</i> , and look for causes and effects as they learn new information.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.6 Distinguish between cause and effect and between fact and opinion in expository text.	LAS 4.1.1, LAS 4.1.3, LAS 4.1.8, LAS 4.1.9, LAS 4.2.3
	Students read the folktale “The Tale of Pecos Bill” and analyze how hyperbole and figures of speech can enhance a story.	R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  R 4.3.5 Define figurative language and identify its use in literary works.	
	Students practice identifying and using verbs to describe specific actions .	LC 4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	
	Students write and revise paragraphs to use a variety of strong verbs to clarify images and specify actions.	W 4.2.1 Write narratives: c Use concrete sensory details.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 5, pp. 226–257 ( <i>Mystic Horses</i> )	Students learn the vocabulary words <i>sores</i> , <i>loosened</i> , <i>mysterious</i> , <i>amazement</i> , <i>midst</i> , and <i>responsibility</i> , and identify homophones of words they read in the selection.	R 4.1.6 Distinguish and interpret words with multiple meanings.	R 4.1.1, R 4.1.2, R 4.1.4, R 4.2.2, R 4.2.3, R 4.3.2, R 4.3.3, R 4.3.5  W 4.1.10
	Students read the legend <i>Mystic Horses</i> and summarize the sequence of events in the story.	R 4.2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.  R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	LC 4.1.4, LC 4.1.7  LAS 4.1.1, LAS 4.1.4, LAS 4.1.9
	Students a nonfiction selection “The Pony Express,” learn what almanacs are, and read a table to get facts. Students learn the content vocabulary words <i>relays</i> , <i>intervals</i> , <i>frontier</i> , and <i>telegraph</i> .	W 4.1.8 Understand the organization of almanacs, newspapers, and periodicals, and how to use those print materials	
	Students practice identifying and using verbs to describe specific actions .	W 4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	
	Students write and revise paragraphs to use a variety of strong verbs to clarify images and specify actions.	W 4.2.1 Write narratives. c Use concrete sensory details. .	

### UNIT 3

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 1, pp. 268–291 <i>(When I Went to the Library)</i>	Students learn the vocabulary words <i>weekdays, slithered, genuine, apologize, harmless, and ambulance</i> , and use base parts to find the meaning of unknown words.	R 4.1.3 Use knowledge of root words to determine the meaning of unknown words in a passage.	R 4.1.1, R 4.1.4, R 4.1.5, R 4.2.3, R 4.2.4, R 4.3.1, R 4.3.2  W 4.1.10  LC 4.1.3, LC 4. 1.6, LC 4.1.7
	Students use clues from events in a humorous story, <i>When I Went to the Library</i> , to make inferences about a character’s motives and outcomes of the story.	R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.	LAS 4.1.1, LAS 4.1.9
	Students read “Snakes,” a nonfiction article organized as online encyclopedia entries, and compare and write about snakes they read about in <i>When I Went to the Library</i> .  Students learn the content vocabulary words <i>reptiles, camouflage, hibernate, and digested</i> .	R 4.2.2 Use appropriate strategies when reading for different purposes.  W 4.1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	
	Students write and revise paragraphs to be sure that sentences are complete, with correct beginning capitalization and ending punctuation.	LC 4.1.1 Use simple and compound sentences in writing and speaking.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 2, pp. 292–325 ( <i>Dear Mrs. LaRue</i> )	Students learn the vocabulary words <i>neglected, appreciated, misunderstood, desperate, endured, and obedience</i> , and use prefixes to find the meaning of complex words.	R 4.1.3 Use knowledge of root words to determine the meaning of unknown words in a passage.  R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.	R 4.1.1, R 4.1.2, R 4.1.5, R 4.2.3, R 4.2.4  W 4.1.10  LC 4.1.3, LC 4.1.7  LAS 4.1.1, LAS 4.1.9, LAS 4.2.1b, LAS 4.2.3
	Students read a fantasy, <i>Dear Mrs. LaRue</i> , and use clues to draw conclusions about the characters and the plot, and summarize how the story differs from reality.	R. 4.2.4 Evaluate new information and hypotheses by testing them against known information.  R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.	
	Students read a nonfiction news article “Dog Amazes Scientists!” and interpret a line graph. Students learn the content vocabulary words <i>intelligent, impressive, demonstrated, exposure, and phrases</i> .  Students write to compare real dogs to the fictional dog in <i>Dear Mrs. La Rue</i> .	R 4.2.2 Use appropriate strategies when reading for different purposes.  W 4.1.5 Quote or paraphrase information sources, citing them appropriately.	
	Students write and revise paragraphs to be sure that sentences are complete, with correct beginning capitalization and ending punctuation.	LC 4.1.1 Use simple and compound sentences in writing and speaking.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 3, pp. 326–355 ( <i>Ranita, the Frog Princess</i> )	Students learn the vocabulary words <i>selfish</i> , <i>cranky</i> , <i>commotion</i> , <i>exasperated</i> , <i>specialty</i> , and <i>famished</i> and use antonyms to find the meaning of words, with the option of using a thesaurus.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.  R 4.1.5 Use a thesaurus to determine related words and concepts.	R 4.1.1, R 4.1.4, R 4.2.2, R 4.2.3, R 4.3.2  W 4.1.2, W 4.1.4, W 4.1.9, W 4.1.10  LC 4.1.3, LC 4.1.7  LAS 4.1.1, LAS 4.1.3, LAS 4.1.8, LAS 4.1.9, LAS 4.2.3, LAS 4.2.4
	Students identify main events in a fantasy play, <i>Ranita, the Frog Princess</i> , to make judgments about the characters and predict the outcomes of the plot.	R. 4.2.4 Evaluate new information and hypotheses by testing them against known information.  R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.	
	Students read a nonfiction article, “And Still More Tales,” to compare a common theme, the Cinderella story, in various cultures. Students trace a theme on a map.	R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  R 4.3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures.	
	Students write and revise narratives to include sensory details to help a reader imagine the moment.	W 4.2.1 Write narratives: c Use concrete sensory details.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 4, pp. 356–367 ( <i>Words Add Up to Success</i> )	Students learn the vocabulary words <i>dismiss</i> , <i>interact</i> , <i>motivate</i> , <i>conceived</i> , and <i>definition</i> , and use clues in a paragraph to find the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.4, R 4.1.5, R 4.2.3, R 4.2.4  W 4.1.6, W 4.1.9, W 4.1.10  LC 4.1.3, LC 4.1.7
	Students read the <i>Time for Kids</i> magazine article <i>Words Add Up to Success</i> and distinguish fact from opinion.	R 4.2.2 Use appropriate strategies when reading for different purposes.  R 4.2.6 Distinguish between cause and effect and between fact and opinion in expository text.	LAS 4.1.7, LAS 4.1.9
	Students write and revise compositions to persuade others, stating opinions to express points of view.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.1.2 Create multiple-paragraph compositions.	
Unit 3, Week 5, pp. 368–395 ( <i>Me and Uncle Romie</i> )	Students learn the vocabulary words <i>skyscrapers</i> , <i>collage</i> , <i>barbecue</i> , <i>glorious</i> , <i>strutting</i> , and <i>swarms</i> , and use descriptions in the text as clues to determine the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.4, R 4.2.2, R 4.2.3 R 4.2.7, R 4.3.3, R 4.3.5  W 4.1.10  LC 4.1.3, LC 4.1.7
	Students read a selection of realistic fiction <i>Me and Uncle Romie</i> and identify influence of the setting and events on character’s actions and the outcome of the story.	R 4.3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.	LAS 4.1.1, LAS 4.1.9
	Students read a nonfiction article “Computers: The Future of Art,” and learn to follow multiple-step instructions. Students learn the content vocabulary words <i>technology</i> , <i>software</i> , and <i>drawbacks</i> .	R 4.2.7 Follow multiple-step instructions in a basic technical manual.	
	Students write and revise narratives to include sensory details to help a reader imagine the moment.	W 4.2.1 Write narratives: c Use concrete sensory details.	

## UNIT 4

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 1, pp. 406–435 ( <i>The Cricket in Times Square</i> )	Students learn the vocabulary words <i>eavesdropping</i> , <i>acquaintance</i> , <i>route</i> , <i>jumble</i> , <i>scornfully</i> , and <i>logical</i> , and use clues in a paragraph to find the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.3, R 4.1.5, R 4.2.2, R 4.3.3, R 4.3.5  W 4.1.10  LC 4.1.7  LAS 4.1.1, LAS 4.1.9
	Students use clues from events in a fantasy, <i>The Cricket in Times Square</i> , to make inferences about the theme, or message, of the story so that students can apply the theme to real life.	R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.  R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	
	Students read “The Chance of a Lifetime,” an editorial that uses an advertisement and a list to convey information. Students contrast the editorial with the main selection.  Students learn the content vocabulary words <i>colony</i> , <i>insecticides</i> , and <i>echolocation</i> .	R 4.2.4 Use appropriate strategies when reading for different purposes.  R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  W 4.1.6 Locate information in reference texts by using organizational features.	
	Students write and revise paragraphs include dialogue with correct capitalization, commas, and quotation marks.	LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.  LC 4.1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 2, pp. 436–461 ( <i>The Life and Times of the Ant</i> )	Students learn the vocabulary words <i>investigates, solitary, territory, communication, nutrients, and prehistoric</i> , and use Greek roots to find the meaning of unfamiliar words.	R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.	R 4.1.1, R 4.1.5, R 4.2.3, R 4.2.6, R 4.3.4  W 4.1.10  LC 4.1.7
	Students read an informational selection, <i>The Life and Times of the Ant</i> , and use cause and effect and sequential order to strengthen comprehension and use details to summarize what they have learned.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.2 Use appropriate strategies when reading for different purposes.  W 4.2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	LAS 4.1.1, LAS 4.1.4, LAS 4.1.9, LAS 4.2.1
	Students read a fable, “The Ant and the Grasshopper,” and identify elements of fables—such as the moral and animals with human traits.	R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	
	Students write and revise paragraphs include dialogue with correct capitalization, commas, and quotation marks.	LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.  LC 4.1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	



<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 3, pp. 462–473 ( <i>Writing on the Wall</i> )	Students learn the vocabulary words <i>community, restore, linked, calculates, and donors.</i>	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.5, R 4.2.1, R 4.2.2, R 4.2.3, R 4.2.4  W 4.1.4, W 4.1.6, W 4.1.9, W 4.1.10, W 4.2.4
	Students distinguish between fact and opinion as they read the <i>Time for Kids</i> magazine article <i>Writing on the Wall.</i>	R 4.2.6 Distinguish between cause and effect and between fact and opinion in expository text.	LC 4.1.7  LAS 4.1.9, LAS 4.2.3
	Students write, edit, and revise a summary, using chronological order to organize their ideas and correctly punctuating sentences and quotations.	W 4.2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.  LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 4, pp. 474–503 ( <i>The Earth Dragon Awakes</i> )	Students learn the vocabulary words <i>shifts, trembles, area, collapsed, debris, and rescuers</i> , and look for multiple meanings for words, using a dictionary as a reference.	R 4.1.6 Distinguish and interpret words with multiple meanings.	R 4.1.1, R 4.1.5, R 4.2.4, R 4.3.1, R 4.3.5  W 4.2.2b, W 4.1.10  LC 4.1.7
	Students use text clues to draw conclusions as they read the historical story, <i>The Earth Dragon Awakes</i> .	R 4.2.2 Use appropriate strategies when reading for different purposes.  R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	LAS 4.1.1, LAS 4.2.2a, LAS 4.1.9
	Students read a nonfiction article <i>The Earth in Motion</i> to compare new information to the main selection and to follow multiple-step instructions. Students learn the content vocabulary words <i>gradual, erosion, plates, and seismograph</i> .	R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  R 4.2.7 Follow multiple-step instructions in a basic technical manual.	
	Students write and revise paragraphs include dialogue with correct capitalization, commas, and quotation marks.	LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.  LC 4.1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 5, pp. 504–531 ( <i>My Brothers' Flying Machine</i> )	Students learn the vocabulary words <i>assembled, unstable, applauded, headlines, hoisted, and assured</i> , and use suffixes to find the meaning of unfamiliar words.	<p>R 4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p>R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p>	<p>R 4.1.1, R 4.1.5, R 4.2.2, R 4.2.6</p> <p>W 4.1.8, W 4.1.10, W 4.2.2a, b</p> <p>LC 4.1.7</p> <p>LAS 4.1.1, LAS 4.1.3, LAS 4.1.9</p>
	Students read the narrative nonfiction selection <i>My Brothers' Flying Machine</i> and look for clues to determine the author's perspective and to draw conclusions about the main characters' motivation.	<p>R 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p>R 4.3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine causes for that character's actions.</p>	
	Students read a narrative poem "Brave New Heights," and learn how repetition and personification can make a poem more expressive. Students also make comparisons with the main selection.	<p>R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>R 4.3.5 Define figurative language and identify its use in literary works.</p>	
	Students write and revise paragraphs include dialogue with correct capitalization, commas, and quotation marks.	<p>LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.</p> <p>LC 4.1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p>	

**UNIT 5**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 1, pp. 542–569 ( <i>A Walk in the Desert</i> )	Students learn the vocabulary words <i>shimmer, eerie, lurk, climate, silken, and lumbering</i> , and use surrounding words to find the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.4, R 4.1.5, R 4.1.6, R 4.2.1, R 4.2.3, R 4.2.6, R 4.3.1, R 4.3.5  W 4.1.1, W 4.1.10, W 4.2.4
	Students list main ideas and their supporting details as they read a nonfiction selection, <i>A Walk in the Desert</i> , and list the main ideas and supporting details to summarize what they learned.	R 4.2.2 Use appropriate strategies when reading for different purposes.  W 4.2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	LC 4.1.4, LC 4.1.5, 4.1.7  LAS 4.1.1, LAS 4.1.9, LAS 4.2.3
	Students read a nonfiction article “Food Chains: Predator vs. Prey,” which includes captioned photos and a flow chart to present a concept, and compare the article with the main selection.  Students learn the content vocabulary words <i>absorbed, defend, and disrupt</i> .	R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  W 4.1.6 Locate information in reference texts by using organizational features.	
	Students write and revise narratives, using chronological order to organize information.	W 4.1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 2, pp. 570–597 ( <i>Roadrunner’s Dance</i> )	Students learn the vocabulary words <i>interfere</i> , <i>convinced</i> , <i>awkward</i> , <i>proclaimed</i> , <i>agile</i> , and <i>guardian</i> , and use a thesaurus to look for synonyms.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.  R 4.1.5 Use a thesaurus to determine related words and concepts.	R 4.1.1, R 4.2.1, R 4.2.2, R 4.2.3, R 4.3.4  W 4.1.10, W 4.2.4  LC 4.1.3, LC 4.1.7  LAS 4.1.1, LAS 4.1.8, LAS 4.1.9, LAS 4.2.3
	Students read a folktale, <i>Roadrunner’s Dance</i> , and look for clues to determine the author’s purpose and draw connections to real life.	R. 4.2.4 Evaluate new information and hypotheses by testing them against known information.  R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	
	Students read a trickster tale, “Flycatcher and Coyote,” and identify elements of fables—such foreshadowing and symbolism, and use these elements as clues to predict the outcome of the tale.	R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  R 4.3.5 Define figurative language and identify its use in literary works.	
	Students write and revise narratives, using chronological order to organize information.	W 4.1.3 Use traditional structures for conveying information.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 3, pp. 598–609 ( <i>Our Animals Come Home to Our National Parks</i> )	Students learn the vocabulary words <i>roamed, relocated, completed, journey, and natural.</i>	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.4, 4.1.5, R 4.1.6, R 4.2.2, R 4.2.3, R 4.2.6  W 4.1.2, W 4.1.3, W 4.1.4, W 4.1.5, W 4.1.6, W 4.1.7, W 4.1.8, W 4.1.9, W 4.1.10, W 4.2.1a, W 4.2.4
	Students list main ideas and their supporting details as they read a <i>Time for Kids</i> magazine article <i>Our Animals Come Home to Our National Parks</i> , and use the main ideas to summarize what they learned.  Students also read a labeled diagram to understand cause and effect and sequential order in a food chain.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  W 4.2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	LC 4.1.2, LC 4.1.7  LAS 4.1.9, LAS 4.2.2, LAS 4.2.3
	Students write, edit, and revise an expository composition, focusing on use of details.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.2.3 Write information reports: b Include facts and details for focus.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 4, pp. 610–637 ( <i>At Home in the Coral Reef</i> )	Students learn the vocabulary words <i>reef</i> , <i>partnership</i> , <i>current</i> , <i>eventually</i> , <i>brittle</i> , and <i>suburbs</i> , and read descriptions in a paragraph for clues to the meaning of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.4, R 4.1.5, R 4.2.3, R 4.2.4, R 4.3.1, R 4.3.2, R 4.3.3  W 4.1.10
	Students compare and contrast details as they read a selection of narrative nonfiction, <i>At Home in the Coral Reef</i> , in order to explain how a coral grows and changes.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.2 Use appropriate strategies when reading for different purposes.  R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	LC 4.1.2, LC 4.1.5, LC 4.1.7  LAS 4.1.1, LAS 4.1.9
	Students read the myth <i>Poseidon and the Kingdom of Atlantis</i> to evaluate how the traits of a main character can have an impact on the story and how hyperbole can enhance a story.	R 4.3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  R 4.3.5 Define figurative language and identify its use in literary works.	
	Students write and revise paragraphs to make a moment stand out for a reader, including clear details and sequencing information to provide a beginning, middle, and end.	W 4.2.1 Write narratives: b Provide a context to enable the reader to imagine the world of the event or experience. c Use concrete sensory details.  W 4.2.3 Write information reports: b Include facts and details for focus.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 5, pp. 638–663 ( <i>Adelina’s Whales</i> )	Students learn the vocabulary words <i>rumbling, unique, encounter, dove, massive, and tangles</i> , and use a dictionary to locate the meanings of multiple-meaning words, such as homographs.	R 4.1.6 Distinguish and interpret words with multiple meanings.	R 4.1.1, R 4.1.2, R 4.1.4, R 4.1.5, R 4.2.2, R 4.2.3, R 4.3.1, R 4.3.5  W 4.1.10  LC 4.1.2, LC 4.1.7
	Students read an informative essay, <i>Adelina’s Whales</i> , and learn how to use sequential order to explain a real-life event. Students also evaluate the effect of the event on the main character.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine causes for that character’s actions.	LAS 4.1.1, LAS 4.1.9
	Students read three limericks –“A Whale of a Meal,” “Whale Watch,” and “The Podless Whale” – and identify the meter and rhyme scheme of the poems, as well as make comparisons with the main selection.	R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.  LC 4.2.4 Recite brief poems soliloquies, or brief dialogues, using clear diction, tempo, volume and phrasing.	
	Students write and revise paragraphs to make a moment stand out for a reader, including clear details and sequencing information to provide a beginning, middle, and end.	W 4.2.1 Write narratives: b Provide a context to enable the reader to imagine the world of the event or experience. c Use concrete sensory details.	



## UNIT 6

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 1, pp. 674–703 ( <i>Leah’s Pony</i> )	Students learn the vocabulary words <i>sturdy, items, clustered, bidding, overflowing, and glistened</i> , and use a dictionary as well as context clues to find the meanings of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.  W 4.1.7 Use various reference materials as an aid to writing.	R 4.1.1, R 4.1.5, R 4.2.3, R 4.2.4, R 4.3.2, R 4.3.3  W 4.1.7, W 4.1.10  LC 4.1.3, LC 4.1.7  LAS 4.1.1, LAS 4.1.9, LAS 4.1.10
	Students identify a problem characters face in a selection of historical fiction, <i>Leah’s Pony</i> , and list the actions that lead to a solution.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.2 Use appropriate strategies when reading for different purposes.	
	Students read a nonfiction article “Soil Turned to Dust,” which includes a variety of primary sources—a written account, a song (“Why We came to Californy”), and a map—to convey information.  Students learn the content vocabulary words drought, <i>Dust Bowl</i> , and <i>Great Depression</i> .	R 4.2.2 Use appropriate strategies when reading for different purposes.  W 4.1.6 Locate information in reference texts by using organizational features.	
	Students write and revise narratives, using details, dialogue, and descriptions to make characters believable.	W 4.2.1 Write narratives: b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details  LC 1.4 Use parentheses, commas in direction quotations, and apostrophes in the possessive case of nouns and in contractions.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 2, pp. 704–729 ( <i>The Gold Rush Game</i> )	Students learn the vocabulary words <i>reference, disappointment, circular, outstretched, conducted, and annoyed</i> , and learn how suffixes can change the meanings of words.	R 4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.  R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.	R 4.1.1, R 4.1.2, R 4.1.5, R 4.1.6, R 4.2.2, R 4.2.3, R 4.2.6, R 4.3.1  W 4.1.10, W 4.2.4  LC 4.1.2, LC 4.1.3  LAS 4.1.1, LAS 4.1.9, LAS 4.1.10, LAS 4.2.3
	Students read a science fiction selection, <i>The Gold Rush Game</i> , and use cause-and effect relationships to determine the causes for the characters' actions and the outcome of the story.	R 4.3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.  R 4.3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	
	Students read a nonfiction article, "Gold!", and sequence the order of historical events, with the help of a timeline, and make comparisons with the main selection.  Students learn the content vocabulary words <i>precious, historians, and environment</i> .	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.5 Compare and contrast information on the same topic after reading several passages or articles.	
	Students write and revise narratives, using details, dialogue, and description to make characters believable.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  LC 4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 3, pp. 730–741 ( <i>Taking the Lead</i> )	Students learn the vocabulary words <i>decades</i> , <i>active</i> , <i>volunteer</i> , <i>transform</i> , and <i>violated</i> .	<p>R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.</p> <p>R 4.1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p>	<p>R 4.1.1, R 4.2.1, R 4.2.2, R 4.2.3, R 4.2.7</p> <p>W 4.1.2a, b, c, d, e, W 4.1.3, W 4.1.4, W 4.1.5, W 4.1.6, W 4.1.7, W 4.1.8, W 4.1.9, W 4.1.10, W 4.2.3a, b</p> <p>LC 4.1.4, LC 4.1.5, LC 4.1.6, LC 4.1.7</p> <p>LAS 4.1.4, LAS 4.1.9, LAS 4.1.10, LAS 4.2.2</p>
	<p>Students list main ideas and their supporting details as they read a <i>Time for Kids</i> magazine article <i>Taking the Lead</i>, and use what they already know and what they read to make generalizations.</p> <p>Students also distinguish between cause and effect and between fact and opinion in the selection.</p>	<p>R 4.2.4 Evaluate new information and hypotheses by testing them against known information and ideas</p> <p>R 4.2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p>	
	Students write, edit, and revise an expository composition, focusing on use of details from a source of information.	<p>W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.</p> <p>W 4.2.3 Write information reports: b. Include facts and details for focus.</p>	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 4, pp. 742–773 ( <i>Snowflake Bentley</i> )	Students learn the vocabulary words <i>technique, foolishness, annual, inspire, evaporate, and magnify</i> , and look for different meanings of a word, as well as use other strategies to find the meanings of unfamiliar words.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.  R 4.1.6 Distinguish and interpret words with multiple meanings.	R 4.1.1, R 4.1.4, R 4.2.3, R 4.2.4, R 4.2.5  W 4.1.3, W 4.1.8, W 4.1.10  LC 4.1.3, LC 4.1.4, LC 4.1.5, LC 4.1.6, LC 4.1.7
	Students read a biography, <i>Snowflake Bentley</i> , and look for text clues to draw conclusions about a character’s motivation.	R 4.2.2 Use appropriate strategies when reading for different purposes.  R 4.3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine causes for that character’s actions.	LAS 4.1.1, LAS 4.1.4, LAS 4.1.9
	Students read three examples of a kind of poetry, a haiku, and evaluate how imagery and figurative language enhances descriptions.	R 4.3.5 Define figurative language and identify its use in literary works.  LAS 4.2.4 Recite brief poems, soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	
	Students write and revise compositions to show change over time or over the course of events.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.1.3 Use traditional structures for conveying information.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 5, pp. 774–801 ( <i>How Ben Franklin Stole the Lightning</i> )	Students learn the vocabulary words <i>hilarious, mischief, independence, came in handy, dizzy</i> , and <i>nowadays</i> , and determine the meanings of idioms.	R 4.1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases.	R 4.1.1, R 4.1.5, R 4.1.6, R 4.2.3, R 4.2.4, R 4.2.5, R 4.2.6, R 4.2.7, R 4.3.3  W 4.1.8, W 4.1.10, W 4.2.2b
	Students read a biography, <i>How Ben Franklin Stole the Lightning</i> , identify a problem, and list the actions that lead to a solution.	R 4.2.1 Identify structural patterns found in informational text to strengthen comprehension.  R 4.2.2 Use appropriate strategies when reading for different purposes	LC 4.1.2, LC 4.1.3, LC 4.1.6, LC 4.1.7  LAS 4.1.1, LAS 4.1.4, LAS 4.1.9, LAS 4.2.4
	Students read two poems, “Light Bulb” and “Lightning Bolt,” and evaluate how alliteration and figurative language develop meaning.	R 4.3.5 Define figurative language and identify its use in literary works.  LC 4.2.4 Recite brief poems soliloquies, or brief dialogues, using clear diction, tempo, volume and phrasing.	
	Students write and revise compositions to show change over time.	W 4.1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.  W 4.1.3 Use traditional structures for conveying information.	

\* Please refer to the back of the Student Book for a complete wording of the California standards.