



Planning Guides

Grade
4



Indiana Academic Standards for English/Language Arts

BUILD KNOWLEDGE & LANGUAGE

4.SL.2.4 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.

VOCABULARY

4.RV.1 Build and use accurately general academic and content-specific words and phrases.

4.RV.2.1 Apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features (e.g., *charts, headings/subheadings, font/format*) to determine the meanings of unknown words.

READING WORKSHOP

4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

FOUNDATIONAL SKILLS

4.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

COMMUNICATION

4.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

WRITING WORKSHOP

4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

4.W.3.2 Write informative compositions on a variety of topics.

4.W.4 Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

LESSON 1

BUILD KNOWLEDGE & LANGUAGE

Module Launch, pp. T28–T29



- **Introduce the Topic:** Tricksters and Tall Tales
- Big Idea Words: *trickster, shrewd, exaggeration, legendary*

READING WORKSHOP

A Tale of Traditional Tales

GENRE Informational Text

Shared Reading: MINILESSON, pp. T30–T31



- Connect and Teach: Central Idea
- Apply to Text: *A Tale of Traditional Tales*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T32
- English Learner Support: Infer, p. T32
- Reinforce Central Idea, p. T33

Options for Independent and Collaborative Work, pp. T34–T35

FOUNDATIONAL SKILLS

Decoding, pp. T36–T37

- Suffixes *-ful, -less, -ness, -ment*

Spelling, p. T38

- Suffixes *-ful, -less, -ness, -ment*

Fluency, p. T39

- Accuracy and Self-Correction

WRITING WORKSHOP

Narrative Writing, pp. W108–W110

- Introducing the Focal Text



Grammar, p. W306

- Clauses

LESSON 2

VOCABULARY

Academic Vocabulary, pp. T40–T41

- Introduce Critical Vocabulary: *recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation*

READING WORKSHOP

Thunder Rose

GENRE Tall Tale

Shared Reading: MINILESSON, pp. T42–T43



- Connect and Teach: Retell
- Apply to Text: *Thunder Rose*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T44
- English Learner Support: Infer, p. T44
- Reinforce Retell, p. T45

Options for Independent and Collaborative Work, pp. T46–T47

COMMUNICATION

Listening Comprehension, pp. T48–T51

- Teacher Read-Aloud: *Anaya*
- Focus on Fluency: Accuracy and Self-Correction
- Engage and Respond: Compare Selections

WRITING WORKSHOP

Narrative Writing, p. W111

- Vocabulary



Grammar, p. W307

- Relative Pronouns

LESSON 3

VOCABULARY

Academic Vocabulary, p. T52

- Review Critical Vocabulary: *recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation*

Vocabulary Strategy, p. T53

- Analogies

READING WORKSHOP

Thunder Rose

GENRE Tall Tale



Shared Reading: MINILESSON,

pp. T54-T55

- Connect and Teach: Figurative Language
- Apply to Text: *Thunder Rose*
- Engage and Respond: Close-Read Screencast
- Engage and Respond: Write a Blog Post

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T56
- English Learner Support: Infer, p. T56
- Reinforce Figurative Language, p. T57

Options for Independent and Collaborative Work, pp. T58-T59

FOUNDATIONAL SKILLS

Decoding, pp. T60-T61

- Suffixes *-ful, -less, -ness, -ment*

WRITING WORKSHOP

Narrative Writing, p. W112

- Prewriting I: Preparing to Write



Grammar, p. W308

- Relative Adverbs

LESSON 4

VOCABULARY

Generative Vocabulary, pp. T62-T63

- Suffix *-ion*
- Spiral Review: Prefix *inter-*

READING WORKSHOP

Thunder Rose

GENRE Tall Tale



Shared Reading: MINILESSON,

pp. T64-T65

- Connect and Teach: Characters
- Apply to Text: *Thunder Rose*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T66
- English Learner Support: Infer, p. T66
- Reinforce Characters, p. T67

Options for Independent and Collaborative Work, pp. T68-T69

COMMUNICATION

- Project Checkpoint: Brainstorm and Research, pp. T16, T25

WRITING WORKSHOP

Narrative Writing, p. W113

- Prewriting II: Types of Imaginative Literature



Grammar, p. W324

- Review Prepositions and Prepositional Phrases

LESSON 5

VOCABULARY

Academic Vocabulary, pp. T70-T71

- Vocabulary Spiral Review

READING WORKSHOP

Thunder Rose

GENRE Tall Tale



Shared Reading: MINILESSON,

pp. T72-T73

- Connect and Teach: Adages and Proverbs
- Apply to Text: *Thunder Rose*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T74
- English Learner Support: Infer, p. T74
- Reinforce Adages and Proverbs, p. T75

Options for Independent and Collaborative Work, pp. T76-T77

COMMUNICATION

Speaking and Listening, p. T78

- Engage in Discussion

Make Connections, p. T79

- Synthesize Topic Knowledge

WRITING WORKSHOP

Narrative Writing, p. W114

- Prewriting III: Plotting Events



Grammar, p. W310

- Connect to Writing: Using Relative Pronouns and Adverbs



**Indiana Academic Standards
for English/Language Arts**

VOCABULARY

4.RV.2.4 Apply knowledge of word structure elements (e.g., *suffixes, prefixes, common Greek and Latin affixes and roots*), known words, and word patterns to determine meaning.

4.RV.2.5 Consult reference materials, both print and digital (e.g., *dictionary*), to find the pronunciation and clarify the precise meanings of words and phrases.

4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

READING WORKSHOP

4.RN.3.2 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.

4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

FOUNDATIONAL SKILLS

4.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

4.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

COMMUNICATION

4.SL.2.4 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.

WRITING WORKSHOP

4.W.5 Conduct short research on a topic.

4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

LESSON 6

VOCABULARY

Academic Vocabulary, pp. T88–T89

- **Introduce Critical Vocabulary:** *thrifty, generous, character, fascinated*

READING WORKSHOP

In the Days of King Adobe

GENRE Folktale

Shared Reading: MINILESSON, pp. ~T90–T91

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *In the Days of King Adobe*
- Engage and Respond: Speaking and Listening



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T92
- English Learner Support: Predict, p. T92
- Reinforce Make and Confirm Predictions, p. T93

Options for Independent and Collaborative Work, pp. T94–T95

FOUNDATIONAL SKILLS

Decoding, pp. T96–T97

- Decoding: Multisyllabic Words with VCCV Syllable Division Pattern

Spelling, p. T98

- Decoding: Words with VCCV Pattern and Closed Syllables

Fluency, p. T99

- Expression

WRITING WORKSHOP

Narrative Writing, p. W115

- Drafting I: Beginning the Draft

Grammar, p. W356

- Abbreviations for People and Places



LESSON 7

VOCABULARY

Academic Vocabulary, p. T100

- Review Critical Vocabulary: *thrifty, generous, character, fascinated*
- **Vocabulary Strategy**, p. T101
- Analogies

READING WORKSHOP

In the Days of King Adobe

GENRE Folktale

Shared Reading: MINILESSON, pp. ~T102–T103

- Connect and Teach: Theme
- Apply to Text: *In the Days of King Adobe*
- Engage and Respond: Write a Review



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T104
- English Learner Support: Predict, p. T104
- Reinforce Theme, p. T105

Options for Independent and Collaborative Work, pp. T106–T107

COMMUNICATION

- Project Checkpoint: Write and Create, pp. ~T17, ~T85

WRITING WORKSHOP

Narrative Writing, p. W116

- Drafting II: Integrating Narrative Elements

Grammar, p. W357

- Abbreviations for Mailing Addresses



LESSON 8

VOCABULARY

Academic Vocabulary, pp. T108–T109

- Introduce Critical Vocabulary: *succulent*, *clamped*

READING WORKSHOP

A Pair of Tricksters

GENRE Fable/Trickster Tale



Shared Reading: MINILESSON, pp. T110–T111

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *A Pair of Tricksters*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T112
- English Learner Support: Predict, p. T112
- Reinforce Make and Confirm Predictions, p. T113

Options for Independent and Collaborative Work, pp. T114–T115

FOUNDATIONAL SKILLS

Decoding, pp. T116–T117

- Decoding: Multisyllabic Words with VCCV Syllable Division Pattern

WRITING WORKSHOP

Narrative Writing, p. W117

- Drafting III: Completing the Draft



Grammar, p. W358

- Abbreviations for Time and Measurement

LESSON 9

VOCABULARY

Academic Vocabulary, p. T118

- Review Critical Vocabulary: *succulent*, *clamped*

Vocabulary Strategy, p. T119

- Analogies

READING WORKSHOP

A Pair of Tricksters

GENRE Fable/Trickster Tale



Shared Reading: MINILESSON, pp. T120–T121

- Connect and Teach: Figurative Language
- Apply to Text: *A Pair of Tricksters*
- Engage and Respond: Write a Compare and Contrast Paragraph

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T122
- English Learner Support: Predict, p. T122
- Reinforce Figurative Language, p. T123

Options for Independent and Collaborative Work, pp. T124–T125

COMMUNICATION

- Project Checkpoint: Write and Create, p. T85

WRITING WORKSHOP

Narrative Writing, p. W118

- Revising I: Organizing Events



Grammar, p. W289

- Review Irregular Verbs

LESSON 10

VOCABULARY

Generative Vocabulary, pp. T126–T127

- Prefixes *mis-*, *pre-*, *dis-*
- Spiral Review: Suffix *-ion*

READING WORKSHOP

A Pair of Tricksters

GENRE Fable/Trickster Tale



Shared Reading: MINILESSON, pp. T128–T129

- Connect and Teach: Characters
- Apply to Text: *A Pair of Tricksters*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T130
- English Learner Support: Predict, p. T130
- Reinforce Characters, p. T131

Options for Independent and Collaborative Work, pp. T132–T133

COMMUNICATION

Speaking and Listening, p. T134

- Give a Presentation

Make Connections, p. T135

- Synthesize Topic Knowledge

WRITING WORKSHOP

Narrative Writing, p. W119

- Revising II: Conferencing



Grammar, p. W360

- Connect to Writing: Using Abbreviations



**Indiana Academic Standards
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VOCABULARY

4.RV.2.2 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

4.RV.3.1 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., *similes, metaphors, or hyperbole*).

READING WORKSHOP

4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

4.RL.3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

4.RV.3.3 Explain the meanings of proverbs, adages, and idioms in context.

FOUNDATIONAL SKILLS

4.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.

COMMUNICATION

4.SL.4.1 Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

4.SL.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

SYNTHESIZE AND CONNECT

4.SL.2.5 Review the key ideas expressed and explain personal ideas in reference to the discussion.

WRITING WORKSHOP

4.W.3.2 Write informative compositions on a variety of topics.

4.W.6.2a Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2c Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) in writing single and multi-syllable words.

LESSON 11

VOCABULARY

Academic Vocabulary, pp. T144–T145

- Introduce Critical Vocabulary: *gratitude, withered, scorching, reckless, assumed, prosper*

READING WORKSHOP

Ten Suns: A Chinese Legend

GENRE Legend



Shared Reading: MINILESSON, pp. ~T146–T147

- Connect and Teach: Synthesize
- Apply to Text: *Ten Suns: A Chinese Legend* and *The Ten Suns*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T148
- English Learner Support: Synthesize, p. ~T148
- Reinforce Synthesize, p. T149

Options for Independent and Collaborative Work, pp. T150–T151

FOUNDATIONAL SKILLS

Decoding, pp. T152–T153

- Words with VCV Syllable Division Pattern

Spelling, p. T154

- Words with VCV Pattern, Open or Closed Syllables

Fluency, p. T155

- Reading Rate

WRITING WORKSHOP

Narrative Writing, p. W120

- Revising III: Descriptive Language



Grammar, p. W311

- Comparative Forms of Adjectives

LESSON 12

VOCABULARY

Academic Vocabulary, p. T156

- Review Critical Vocabulary: *gratitude, withered, scorching, reckless, assumed, prosper*

Vocabulary Strategy, p. T157

- Reference Sources

READING WORKSHOP

Ten Suns: A Chinese Legend

GENRE Legend



Shared Reading: MINILESSON, pp. ~T158–T159

- Connect and Teach: Text and Graphic Features
- Apply to Text: *Ten Suns: A Chinese Legend* and *The Ten Suns*
- Engage and Respond: Write a Legend

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T160
- English Learner Support: Synthesize, p. ~T160
- Reinforce Text and Graphic Features, p. ~T161

Options for Independent and Collaborative Work, pp. T162–T163

COMMUNICATION

- Project Checkpoint: Practice and Present, pp. T17, T141

WRITING WORKSHOP

Narrative Writing, p. W121

- Revising IV: Integrating Strong Verbs



Grammar, p. W312

- Superlative Forms of Adjectives

LESSON 13

VOCABULARY

- Generative Vocabulary**, pp. T164–T165
- Suffixes *-ity, -ty*
 - Spiral Review: Prefixes *mis-, pre-, dis-*

READING WORKSHOP

Ten Suns: A Chinese Legend

GENRE Legend



Shared Reading: MINILESSON, pp. T166–T167

- Connect and Teach: Media Techniques
- Apply to Text: *Ten Suns: A Chinese Legend* and *The Ten Suns*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T168
- English Learner Support: Synthesize, p. T168
- Reinforce Media Techniques, p. T169

Options for Independent and Collaborative Work, pp. T170–T171

FOUNDATIONAL SKILLS

Decoding, pp. T172–T173

- Words with VCV Syllable Division Pattern

WRITING WORKSHOP

Narrative Writing, p. W122

- Editing I: Peer Proofreading



Grammar, p. W313

- Comparative and Superlative Forms of Adverbs

LESSON 14

VOCABULARY

- Academic Vocabulary**, pp. T174–T175
- Vocabulary Spiral Review

READING WORKSHOP

Ten Suns: A Chinese Legend

GENRE Legend



Shared Reading: MINILESSON, pp. T176–T177

- Connect and Teach: Literary Elements
- Apply to Text: *Ten Suns: A Chinese Legend* and *The Ten Suns*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T178
- English Learner Support: Synthesize, p. T178
- Reinforce Literary Elements, p. T179

Options for Independent and Collaborative Work, pp. T180–T181

COMMUNICATION

Media Literacy, p. T182

- Interpret and Analyze Media

Make Connections, p. T183

- Synthesize Topic Information

WRITING WORKSHOP

Narrative Writing, p. W123

- Publishing



Grammar, p. W359

- Review Abbreviations

LESSON 15

SYNTHESIZE AND CONNECT

- Module Wrap-Up**, pp. T184–T185
- Synthesize Knowledge
 - Make Connections

READING WORKSHOP

Performance Task, pp. T186–T187

- Trickster Tale



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T188
- English Learner Support: Synthesize, p. T188

Options for Independent and Collaborative Work, p. T189

COMMUNICATION

Project Presentation, pp. T187, T190

- That Will Teach You

WRITING WORKSHOP

Narrative Writing, p. W124

- Sharing



Grammar, p. W315

- Connect to Writing: Using Comparative and Superlative Adjectives and Adverbs



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