



HMH Into Reading™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

GRADE 4

Houghton Mifflin Harcourt
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correlated to the

Indiana Academic Standards
English/Language Arts

Grade 4

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
READING: Foundations		
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS		
Develop, build, and apply knowledge of foundational reading skills		
Learning Outcomes		
4.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.	Representative pages: Teacher’s Guide, V1: T39, T99, T155, T229, T289, T345; V2: T39, T99, T155, T229, T289, T345; V3: T39, T99, T155, T229, T289, T345; V4: T39, T99, T155, T229, T289, T345; V5: T39, T99, T155, T229, T289, T345; V6: T13, T33, T53, T77, T97, T117
RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
Print Concepts		
4.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Foundational Skills and Word Study Studio Teacher’s Guide: K.3
4.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> K.RF.2.2: Recognize that written words are made up of sequences of letters.	Foundational Skills and Word Study Studio Teacher’s Guide: K.1
4.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 1.RF.2.3: Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>).	Foundational Skills and Word Study Studio Teacher’s Guide: K.2, K.32

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
4.RF.2.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.2.4: Learn and apply knowledge of alphabetical order.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.31
RF.3: PHONOLOGICAL AWARENESS		
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
Phonological Awareness		
4.RF.3.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>K.RF.3.1: Identify and produce rhyming words.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.36, K.37, K.38
4.RF.3.2	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.39, K.40, K.49, K.50, 1.9C, 1.10C, 1.11B, 1.12C, 1.21D, 2.5B, 2.7B
4.RF.3.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.53, K.54, K.55, 1.15B, 1.16B, 1.17B, 1.18B, 1.20B, 1.22B, 1.26B, 1.27B, 1.34B
4.RF.3.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.41, K.42, K.43, K.44, K.45, K.46
4.RF.3.5	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.3.5: Segment the individual sounds in one-syllable words.</p>	Foundational Skills and Word Study Studio Teacher’s Guide: K.40, K.51, K.52

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RF.4: PHONICS		
Decode and read words by applying phonics and word analysis skills		
Phonics		
4.RF.4.1	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context.</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: K.56, K.57, K.58, K.59, K.60, K.61, K.73B, K.74B, K.75B, K.76B, K.78B, K.79B, K.80B, K.81B, K.83B, K.84B, K.85B, K.86B, K.88B, K.89B, K.90B, K.91B, K.93A, K.93B, K.94A, K.94B, K.94C; 1.8D, 1.9C, 1.10C, 1.11B, 1.12C, 1.14B, 1.15C, 1.16C, 1.18D, 1.21D, 2.5B, 2.7B, 2.8B, 2.9B, 3.8</p>
4.RF.4.2	<p>Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p>	<p>Teacher’s Guide, V1: T60–61, T286–T287, T306–T307; V2: T152–153, T172–173, T226–227, T250–251; V4: T96–T97, T116–T117, T152–T153, T172–T173, T226–T227, T250–T251, T306–T307, T342–T343; V5: T36–T37, T60–T61, T96–T97, T116–T117, T152–T153, T172–T173, T226–T227, T250–T251, T362–363; V6: T74–T75, T82–T83, T122–123</p> <p>Foundational Skills and Word Study Studio Teacher’s Guide: 1.21C, 1.22C, 1.23B, 1.24D, 1.28B, 1.29B, 1.30B, 1.32D, 1.34C, 2.14B, 2.15B, 2.16B, 2.20B, 2.21B, 2.31B, 2.32B, 2.33B, 2.34C, 3.3, 3.4, 3.5, 3.10, 3.13, 3.23</p>
4.RF.4.3	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: K.58, K.73B, K.78B, K.83B, K.85B, K.88B, K.93A, K.93B, K.94A, K.94B, K.94C</p>
4.RF.4.4	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>3.RF.4.4 Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i>; doubling the consonant and adding <i>-ing</i>, such as <i>cut/cutting</i>; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural).</p>	<p>Foundational Skills and Word Study Studio Teacher’s Guide: 1.9C, 1.10C, 1.11B, 1.12C, 1.21D, 2.5B, 2.7B, 3.8</p>

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4.RF.4.5	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p> <p>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).</p>	Foundational Skills and Word Study Studio Teacher’s Guide: 3.5, 3.11, 3.33, 4-6.34
4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.	Teacher’s Guide, V1: T39, T99, T155, T229, T289, T345; V2: T39, T99, T155, T229, T289, T345; V3: T39, T99, T155, T229, T289, T345; V4: T39, T99, T155, T229, T289, T345; V5: T39, T99, T155, T229, T289, T345; V6: T13, T33, T53, T77, T97, T117
RF.5: FLUENCY		
Demonstrate accuracy and fluency when reading		
Fluency		
4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	Teacher’s Guide, V1: T39, T48, T51, T155, T229, T238, T241, T345; V2: T39, T48, T51, T229, T238, T241; V3: T48, T99, T155, T229, T238, T241; V4: T39, T48, T51, T229, T238, T241, T345; V5: T48, T51, T155, T289; V6: T13, T33, T117
READING: Literature		
RL.1: LEARNING OUTCOME FOR READING LITERATURE		
Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<p>Teacher’s Guide, V1: T29, T214, T222, T266, T274, T282, T283, T284, T294, T295, T302, T303, T304, T312, T313, T314, T321, T322, T368, T369, T370, T378, T379; V2: T29, T214, T219, T222, T223, T224, T234, T235, T236, T246, T247, T248, T256, T257, T258, T264, T265, T266, T282, T283, T284, T294, T295, T296, T302, T303, T304, T312, T313, T314, T320, T321, T322, T330, T338, T339, T340, T350, T351, T352, T358, T359, T360, T368, T369, T370, T378, T379; V3: T158; V4: T29, T91, T129, T167, T177, T179; V6: T72, T73, T78, T79, T80, T81, T84, T85, T86, T87, T92, T93, T98, T99, T100, T101, T104, T105, T106, T107, T112, T113, T118, T119, T120, T121, T124, T125, T126, T127</p> <p>Teaching Pal, B1: 19–40, 45–54, 59–72, 77–90, 143–156, 173–182, 201–210, 215–228, 245–262, 275–284, 359–370; B2: 47–52, 83–98, 103–110, 115–120, 125–140, 185–194, 208–209, 211–240, 245–253, 345–358</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT		
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
Key Ideas and Details		
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.	Teacher’s Guide, V1: T43, T55, T57, T102, T103, T147; V2: T43, T45, T147, T149, T263, T265, T300, T301, T303, T336, T337, T339; V3: T43, T45, T300, T303, T336–T337; V4: T43, T65, T91, T103, T111, T146, T147, T337; V5: T42–T43, T45, T336–T337, T339, T366, T367 Teaching Pal, B1: 23, 25, 26, 29, 36, 37, 38, 41, 42, 43, 47, 49, 51, 66, 70, 80, 86, 88, 150, 152, 155, 156, 157, 158, 184, 186, 187, 202, 203, 204, 205, 222, 245, 248, 250, 251, 254, 256, 257, 258, 260, 261, 2563, 264, 265, 277, 280, 285, 306, 307, 367, 369; B2: 60, 66, 150, 152, 155, 156, 157, 158, 229, 239, 246, 248, 250, 251, 254, 256, 257, 258, 260, 261, 263, 264, 265, 277, 280, 282, 285, 348, 355
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	Teacher’s Guide, V1: T146–T147, T149, T166, T167, T169; V2: T72, T73, T75, T254, T255, T257; V3: T176, T177, T179; V4: T42–T43, T102, T103, T105; V5: T64, T65, T67, T93 Teaching Pal, B1: 65, 66, 78, 83, 89, 261, 286–287, 179, 185, 261, 365, 369; B2: 85, 90, 98, 110, 112, 216, 238, 247, 252, 253, 254
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.	Teacher’s Guide, V1: T128, T129, T131, T158–T159, T161, T348–T349, T351; V2: T64–T65, T67, T158, T159, T161; V4: T43, T45, T64–T65, T67, T128–T129, T131, T176, T177; V5: T348–T349, T351 Teaching Pal, B1: 64, 68, 71, 80, 84, 87, 144, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 177, 178, 202, 203, 210, 220, 224, 246, 248, 250, 251, 254, 256, 257, 258, 260, 263, 277, 278, 281, 282, 283, 285; B2: 84, 88, 90, 94, 95, 96, 106, 107, 117, 118, 129, 130, 131, 132, 133, 134, 138, 231, 246, 287, 295, 353, 356, 357, 358
4.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural		
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.	Teacher’s Guide, V1: T158; V2: T120–T121, T123, T310–T311, T313; V3: T158–T159, T161, T318, T319, T321 Teaching Pal, B1: 202, 203, 204, 207, 209, 276, 278, 306–309, 358, 361, 366, 367; B2: 50, 51, 52, 276–277

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
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.	Teacher’s Guide, V1: T120–T121; V2: T166–T167, T244–T245, T247; V4: T366–T367, T369; V5: T356–T357, T359 Teaching Pal, B1: 61, 63, 217, 249, 261, 265, 273, 287, 292; B2: 122, 123, 187, 346
RL.4: CONNECTION OF IDEAS		
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
Connection of Ideas		
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.	Teacher’s Guide, V1: T64, T65, T67; V2: T262–T263, T265, T373, T374, T375; V4: T158, T159, T166–T167 T182, T185, T186, T348, T349, T351; V5: T54, T55 Teaching Pal, B1: 22, 27, 30, 50, 61, 62, 82, 146, 149, 183, 205, 221, 225, 253, 255, 259, 279, 283, 363; B2: 86, 91, 93, 95, 124, 135, 139–141, 146, 149, 170–171, 212, 213, 215, 217, 218, 219, 220, 221, 222, 224, 225, 233, 234, 244, 246, 250, 254–255, 259, 279, 283
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Teacher’s Guide, V1: T183, T184, T185; V2: T183, T184, T185, T241, T269, T325, T373, T374, T375; V3: T183, T184, T185; V4: T121, T135, T183, T184, T185 Teaching Pal, B2: 115–120, 121–123, 135, 139, 140, 141, 240–241
READING: Nonfiction		
RN.1: LEARNING OUTCOME FOR READING NONFICTION		
Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	Teaching Pal, B1: 16–17, 104–105, 107–122, 132–138, 170–171, 191–196, 242–243, 267–270, 289–302, 318–317, 319–338, 343–344, 349–354; B2: 16–17, 19–30, 35–42, 47–52, 57–66, 80–81, 154–155, 157–164, 169–170, 175–180, 254, 259–274, 279–294, 308–309, 311–326, 331–334, 339–340
RN.2: KEY IDEAS AND TEXTUAL SUPPORT		
Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textual Support		
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.	Teacher’s Guide, V1: T221, T247, T263, T265, T280, T281, T283, T284, T300, T301, T303, T304, T313, T321, T377; V2: T91, T103, T281, T283, T293, T349, T357, T366, T367, T369, T374; V3: T31, T43, T49, T50, T55, T65, T73, T91, T111, T121, T129, T184, T263, T280, T281, T283, T300, T301, T336,

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		<p>T337, T339, T349, T351, T366, T367, T369; V4: T31, T221, T233, T238, T239, T240, T241, T245, T247, T254, T255, T257, T263, T281, T293, T301, T311, T319, T376, T377; V5: T42, T43, T111, T121, T129, T146, T147, T159, T167, T177, T184, T221, T239, T241, T245, T281, T301, T374</p> <p>Teaching Pal, B1: 108, 112, 123, 124, 127, 128, 129, 134, 135, 138, 139, 141, 160, 193, 194, 195, 196, 197, 198, 199, 240, 268, 270, 271, 272, 273, 290, 292, 294, 295, 296, 297, 300, 301, 302, 303, 304, 305, 306, 307, 314, 327, 339, 340, 345, 346, 350, 351, 355, 356, 357; B2: 17, 21, 26, 31, 32, 33, 39, 42, 43, 44, 53, 54, 55, 65, 67, 68, 69, 71, 73, 152, 155, 158, 159, 160, 162, 164, 165, 171, 177, 178, 180, 181, 182, 183, 188, 195, 196, 198, 199, 200, 201, 265, 266, 267, 268, 275, 276, 280, 281, 284, 287, 288, 293, 294, 306, 313, 315, 316, 318, 320, 321, 323, 326, 327, 328, 329, 335, 336, 337, 341</p>
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>Teacher’s Guide, V1: T30, T220, T221, T223, T232, T233, T235, T236, T239, T240, T245; V2: T348, T349, T351; V3: T102, T103, T105, T232, T233, T235, T244, T245, T247, T232, T233, T235, T244, T245, T247; V4: T30, T31, T33, T238, T239, T240, T310, T311, T313; V5: T49, T110, T111, T113, T238, T239, T240, T254, T255, T257, T310, T311, T313</p> <p>Teaching Pal, B1: 16, 17, 104, 105, 115, 120, 123, 129, 139, 195, 291, 299, 304, 344; B2: 80, 81, 154, 176, 178, 181, 262, 269, 273, 315, 324, 340</p>
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.	<p>Teacher’s Guide, V1: T221, T232, T233, T244, T245, T254, T255, T262, T263; V2: T85, T91, T93, T102, T103, T104, T105, T280, T281, T282, T283, T292, T293, T294, T295, T336, T337, T348, T349, T356, T357, T366, T367; V3: T42, T43, T44, T45, T54, T55, T56, T57, T64, T65, T66, T67, T72, T73, T74, T75, T110, T111, T112, T113, T120, T121, T122, T123, T128, T129, T130, T131, T207, T220, T221, T232, T233, T244, T245, T254, T255, T262, T263, T275, T280, T281, T292, T293, T349; V4: T30, T31, T32, T33, T220, T221, T222, T223, T232, T233, T234, T235, T244, T245, T246, T247, T254, T255, T256, T257, T262, T263, T264, T265; V5: T110, T111, T112, T113, T120, T121, T122, T123, T128, T129, T130, T131, T146, T147, T148, T149, T158, T159, T160, T161, T166, T167, T168, T169, T176, T177, T178, T179, T207, T220, T221, T222, T223, T232, T233, T234, T235, T244, T245, T246, T247, T254, T255, T256, T257, T262, T263, T264, T265, T275, T280, T281, T282, T283, T292, T293, T294, T295</p> <p>Teaching Pal, B1: 104, 105, 108, 110, 112, 113, 115, 116, 117, 118, 119, 120, 121, 122, 127, 128, 129, 192, 193, 195, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332,</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		333, 334, 335, 336, 337, 338, 350, 351, 352, 353, 354; B2: 16, 17, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 36, 37, 38, 39, 40, 41, 42, 63, 65, 80, 81, 154, 155, 158, 159, 160, 161, 162, 163, 164, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 308, 309, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326
RN.3: FEATURES AND STRUCTURES		
Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
Features and Structures		
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>).	Teacher’s Guide, V1: T244–T245, T247, T248, T292, T293, T295, T296, T322; V2: T220–T221, T233; V3: T128–T129, T131, T220–T221, T223, T262–T263, T265; V4: T220–T221, T223, T262–T263, T265; V5: T120–T121, T123, T220–T221, T223, T262–T263, T265 Teaching Pal, B1: 109, 111, 114, 115, 121, 128, 137, 139, 237, 242, 243, 269, 294, 297, 320, 322, 335, 351, 353; B2: 16, 17, 21, 154, 155, 161, 163, 260, 261, 264, 269, 274, 281, 282, 285, 286, 291, 308, 309, 317, 319, 321
4.RN.3.2	Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i>) of events, ideas, concepts, or information in a text or part of a text.	Teacher’s Guide, V1: T254–T255, T257, T258, T318–T319, T321; V2: T292–T293, T295, T356–T357, T359; V3: T64–T65, T67, T120–T121, T123, T254–T255, T257, T292–T293, T297, T295; V5: T176–T177, T179, T244–T245, T247, T292–T293, T295 Teaching Pal, B1: 110, 116, 136, 269, 291, 293, 298, 306, 325, 326, 352, 354; B2: 28, 37, 284, 288, 319, 332, 333
4.RN.3.3	Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	Teacher’s Guide, V2: T102–T103, T134 Teaching Pal, B1: 193, 196, 197
RN.4: CONNECTION OF IDEAS		
Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
Connection of Ideas		
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Teacher’s Guide, V2: T30, T31, T33, T54, T55, T57, T348, T349, T351; V3: T30, T31, T33, T54, T55, T57, T348, T349, T351; V4: T254, T255, T318, T319, T321; V5: T30, T31, T128, T129 Teaching Pal, B1: 171, 316, 317, 327, 329; B2: 160, 162, 177, 180, 271, 273
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Teacher’s Guide, V1: T207, T241, T275, T325, T331, T373, T374, T375, T380; V2: T17, T85, T141, T190, T373, T374, T375; V3: T207, T241, T269, T275, T325, T331, T373, T374, T375, T380; V4: T373, T374, T375; V5: T17, T85, T135, T141, T183, T184, T185, T190, T207, T269, T275, T325, T331,

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		T374, T375, T380 Teaching Pal, B1: 102, 103, 240, 241
4.RN.4.3	<i>Standard begins at sixth grade.</i>	
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY		
Build and apply vocabulary using various strategies and sources		
Learning Outcome		
4.RV.1	Build and use accurately general academic and content-specific words and phrases.	Teacher's Guide, V1: T40, T41, T52, T53, T70, T71, T88, T89, T100, T101, T108, T109, T118, T119, T144, T145, T156, T157, T174, T175, T230, T231, T242, T260, T261, T262, T263, T265, T278, T279, T290, T298, T299, T308, T334, T335, T346, T364, T365; V2: T40, T41, T52, T53, T70, T71, T88, T89, T100, T101, T108, T109, T118, T119, T144, T145, T156, T157, T174, T175, T230, T231, T242, T260, T261, T278, T279, T290, T298, T299, T308, T334, T335, T346, T364, T365; V3: T40, T41, T52, T53, T70, T71, T88, T89, T100, T101, T108, T109, T118, T119, T144, T145, T156, T157, T174, T175, T230, T231, T242, T260, T261, T278, T279, T290, T298, T299, T308, T334, T335, T346, T364, T365; V4: T40, T41, T43, T52, T53, T65, T70, T71, T88, T89, T100, T101, T103, T108, T109, T111, T118, T119, T121, T126, T144, T145, T156, T174, T175, T230, T231, T242, T252, T253, T260, T261, T278, T279, T290, T298, T299, T308, T317, T334, T335, T346, T354, T355, T364, T365; V5: T40, T41, T52, T53, T63, T70, T71, T88, T89, T100, T101, T108, T109, T118, T119, T144, T145, T156, T157, T174, T175, T230, T231, T242, T260, T261, T278, T279, T290, T298, T299, T308, T317, T334, T335, T346, T364, T365 Teaching Pal, B1: 12, 13, 100, 101, 113, 166, 167, 238, 239, 283, 312, 313; B2: 12, 13, 76, 77, 99, 141, 142, 145, 150, 151, 204, 205, 229, 236, 304, 305
RV.2: VOCABULARY BUILDING		
Use strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
4.RV.2.1	Apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features (e.g., <i>charts, headings/subheadings, font/format</i>) to determine the meanings of unknown words.	Teacher's Guide, V1: T28, T53, T101, T119, T157, T218, T238, T243, T265, T291, T309, T347; V2: T28, T53, T101, T119, T157, T218, T238, T243, T291, T309, T347; V3: T28, T48, T73, T101, T119, T218, T243, T291, T309, T347; V4: T28, T48, T49, T50, T51, T53, T70, T71, T101, T119, T157, T218, T238, T239, T243, T291, T309, T347; V5: T28, T48, T51, T53, T73, T101, T119, T157, T218, T238, T241, T243, T291, T309, T347

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Teaching Pal, B1: 12, 13, 14, 18, 35, 58, 100, 101, 113, 132, 142, 148, 164, 165, 166, 167, 168, 172, 190, 200, 214, 236, 237, 238, 239, 244, 247, 274, 288, 310, 311, 312, 313, 318, 348, 358; B2: 12, 13, 25, 34, 39, 46, 63, 76, 77, 82, 150, 184, 204, 205, 223, 228, 229, 244, 258, 269, 278, 303, 304, 305, 320
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.	Teacher’s Guide, V1: T243, T291; V2: T53, T101, T119, T157, T243, T291, T309, T347; V3: T53, T101, T119, T157, T346; V4: T53, T101, T119, T347; V5: T53, T101, T119, T347
4.RV.2.3	<i>Standard begins at sixth grade.</i>	
4.RV.2.4	Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning.	Teacher’s Guide, V1: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V2: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V3: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V4: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V5: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355
4.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of words and phrases	Teacher’s Guide, V1: T63, T101, T127, T165, T243, T253, T260, T261, T265, T291, T309, T317, T347, T355; V2: T119, T243, T253, T309, T317, T347; V3: T63, T101, T127, T157, T165, T243, T253, T260, T261, T291, T309, T317, T347, T355; V4: T71, T157, T164, T165, T174, T253, T291, T309, T317, T355; V5: T243, T253, T291, T308, T309, T317, T347, T355 Teaching Pal, B1: 44, 58, 76, 342; B2: 18, 102, 114, 330
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
Vocabulary in Literature and Nonfiction Texts		
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>).	Teacher’s Guide, V1: T72, T73, T176, T177, T356, T357, T359, T366, T367, T369; V2: T176, T177, T318, T319, T321; V3: T158, T159, T161, T166, T167, T169, T310, T311, T313; V4: T54, T55, T120, T121, T123; V5: T102, T103, T105, T119, T334, T335, T347 Teaching Pal, B1: 28, 78, 145, 147, 153, 247, 254, 275, 281, 284, 361, 364, 370; B2: 86, 96, 354

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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.	Teacher’s Guide, V1: T230, T231, T242, T260, T261, T262, T263, T265, T266, T278, T279, T290, T298, T299, T308; V2: T70, T71, T88, T89, T100, T101, T119, T278, T279, T290, T347; V3: T40, T41, T53, T72, T73, T75, T88, T89, T101, T108, T109, T119, T230, T231, T243, T278, T279, T290, T291, T298, T299, T309, T334, T335, T346, T347; V4: T54, T55, T230, T231, T243, T278, T279, T291, T298, T299, T309, T347; V5: T101, T102, T103, T108, T109, T119, T144, T145, T157, T230, T231, T243, T278, T279, T291, T298, T299, T309 Teaching Pal, B1: 270, 323; B2: 13, 25, 39, 63, 151, 205, 305, 315
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.	Teacher’s Guide, V1: T311, T313; V2: T129, T131; V3: T73, T75; V4: T73, T75, T357, T359; V5: T73, T75 Teaching Pal, B1: 134, 136, 206, 208, 323; B2: 98, 187, 188, 190, 223, 228
Writing		
W.1: LEARNING OUTCOME FOR WRITING		
Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
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.	Teacher’s Guide, V1: T16, T17, T25, T85, T141, T186, T187, T190, T206, T207, T215, T245, T255, T275, T293, T311, T319, T376, T377; V2: T16, T17, T25, T85, T141, T186, T187, T190, T206, T207, T215, T245, T263, T275, T293, T311, T349, T357, T367, T376, T377; V3: T16, T17, T25, T85, T141, T186, T187, T190, T206, T207, T215, T275, T376, T377; V4: T16, T17, T25, T85, T141, T186, T187, T190, T206, T207, T215, T275, T376, T377; V5: T16, T17, T25, T85, T141, T186, T187, T190, T206, T207, T215, T275, T293, T311, T349, T357, T367, T376, T377 Teaching Pal, B1: 42–43, 56–57, 74–75, 92–93, 94–97, 124–125, 130–131, 140–141, 158–159, 160–163, 188–189, 198–199, 212–213, 230–231, 264–265, 272–273, 286–187, 304–305, 306–309, 340–341, 346–347, 356–357, 372–373, 374–377; B2: 100–101, 112–113, 122–123, 142–143, 144–145, 146–147, 166–167, 172–173, 182–183, 196–197, 198–201, 242–243, 256–257, 276–277, 296–297, 298–301, 328–329, 336–337, 342–343, 360–361, 362–365 Writing Workshop Teacher’s Guide: W3–W16, W18–W34, W36–W52, W54–W70, W72–W88, W90–W106, W108–W124, W126–W142, W144–W160, W162–W178, W180–W196, W198–W214

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
W.2: HANDWRITING		
Demonstrate the ability to write legibly		
Handwriting		
4.W.2.1	Write legibly print or cursive, forming letters and words that can be read by others.	Writing Workshop Teacher’s Guide: W33, W51, W69, W105, W123, W195, R5–R9
4.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
W.3: WRITING GENRES		
Develop writing skills by writing for different purposes and to specific audiences or people		
Persuasive		
4.W.3.1	Write persuasive compositions in a variety of forms that –	
•	In an introductory statement, clearly state an opinion to a particular audience.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 124, 131, 341, 347, 357, 373, 375, 376; B2: 183, 199, 200, 257 Writing Workshop Teacher’s Guide: W73, W74, W106, W107, W111, W172, W173, W177
•	Support the opinion with facts and details from various sources, including texts.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 131, 341, 373, 375, 376; B2: 183, 199, 200, 257, 277 Writing Workshop Teacher’s Guide: W71, W72, W73, W104, W105, W106, W170, W171, W172
•	Use an organizational structure to group related ideas that support the purpose.	Teaching Pal, B1: 232, 374; B2: 298, 300 Writing Workshop Teacher’s Guide: W43–W44, W132–W133, W206
•	Connect opinion and reasons using words and phrases.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 232, 235, 341, 373, 374, 377; B2: 55, 298, 301 Writing Workshop Teacher’s Guide: W47–W48, W132, W134, W138
•	Provide a concluding statement or section related to the position presented.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V4: T376, T377 Teaching Pal, B1: 131, 341, 373, 376; B2: 183, 200, 257 Writing Workshop Teacher’s Guide: W74, W75, W108, W109, W111, W112, W175, W178

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Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
Informative		
4.W.3.2	Write informative compositions on a variety of topics that –	
•	Provide an introductory paragraph with a clear main idea.	Teacher’s Guide, V1: T376, T377; V5: T186, T187, T376, T377 Teaching Pal, B1: 57, 125, 159, 160, 162, 163, 199, 273; B2: 167, 173, 197, 297, 300, 329, 337, 364 Writing Workshop Teacher’s Guide: W74, W75, W108, W109, W111, W112, W175, W178
•	Provide supporting paragraphs with topic and summary sentences.	Teaching Pal, B1: 160, 162; B2: 70, 362 Writing Workshop Teacher’s Guide: W25, W27, W152, W156
•	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.	Teacher’s Guide, V1: T377; V5: T186, T187, T376, T377 Teaching Pal, B1: 57, 158, 160, 162, 163, 199, 347, 357; B2: 167, 173, 197, 297, 300, 329, 364 Writing Workshop Teacher’s Guide: W89, W90, W91, W125, W126, W191, W192
•	Connect ideas using words and phrases.	Teacher’s Guide, V5: T186, T187, T376, T377 Teaching Pal, B2: 125, 160, 163, 273, 298, 365 Writing Workshop Teacher’s Guide: W90, W91, W127, W192
•	Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.	Teaching Pal, B2: 45, 69, 167 Writing Workshop Teacher’s Guide: W33, W87, W159, W177
•	Use language and vocabulary appropriate for audience and topic.	Teacher’s Guide, V5: T160, T186, T187, T376, T377 Teaching Pal, B2: 159, 173, 299, 301, 337, 362, 363, 365 Writing Workshop Teacher’s Guide: W87, W88, W89, W122, W123, W124, W125, W168, W169, W170

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•	Provide a concluding statement or section.	Teacher’s Guide, V1: T377; V5: T186, T187, T376, T377 Teaching Pal, B1: 125, 159, 160, 162, 163, 199, 273, 347, 357; B2: 197, 297, 300, 329, 337, 364 Writing Workshop Teacher’s Guide: W96, W97, W127, W128, W195
Narrative		
4.W.3.3	Write narrative compositions in a variety of forms that –	
•	Establish an introduction with a context to allow the reader to imagine the world of the event or experience.	Teacher’s Guide, V1: T186, T187, T230, T231 Teaching Pal, B1: 43, 75, 93, 97, 141, 213, 287, 305, 306, 308, 309; B2: 143, 243, 343, 361 Writing Workshop Teacher’s Guide: W9, W13, W41, W43, W58, W59, W160
•	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.	Teacher’s Guide, V1: T186, T187 Teaching Pal, B1: 231 Writing Workshop Teacher’s Guide: W6, W7, W8, W38, W39, W40, W41, W56, W57, W58, W153, W154, W155, W156, W157
•	Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations.	Teacher’s Guide, V1: T186, T187; V2: T376 Teaching Pal, B1: 43, 75, 213, 231, 287, 305, 308, 309; B2: 243, 343, 361 Writing Workshop Teacher’s Guide: W10, W11, W43, W59, W110, W157, W331, W335
•	Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.	Teaching Pal, B1: 287, 305, 309 Writing Workshop Teacher’s Guide: W8, W9, W40, W41, W42, W60, W62, W156, W157, W158
•	Provide an ending that follows the narrated experiences or events.	Teacher’s Guide, V1: T186, T187; V2: T377 Teaching Pal, B1: 96, 141, 213, 231, 287, 305, 308; B2: 243, 343, 361

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Writing Workshop Teacher’s Guide: W2–W7, W18–W22, W34–W39, W52–W56, W68–W72, W84–W88, W100–W105, W118–W124, W134–W139, W150–W154, W166–W171, W185–W190
W.4: THE WRITING PROCESS		
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
4.W.4	Apply the writing process to –	
•	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., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>).	Teacher’s Guide, V1: T186, T187, T376-T377; V2: T186, T187, T376, T377; V3: T186, T187, T376-T377; V4: T186, T187, T376-T377; V5: T186, T187, T376-T377 Teaching Pal, B1: 94-97, 160-163, 230-233, 306-309, 374-377; B2: 70-73, 144-147, 198-201, 298-301, 362-365 Writing Workshop Teacher’s Guide: W5, W6, W7, W11, W12, W13, W14, W22, W23, W24, W28, W29, W30, W31, W32, W40, W41, W45, W49, W58, W59, W60, W64, W67, W68, W76, W77, W78, W82, W83, W84, W94, W95, W100, W101, W102, W112, W113, W114, W118, W120, W121, W130, W131, W132, W136, W148, W149, W150, W151, W156, W157, W166, W167, W171, W175, W184, W185, W186, W187, W188, W192, W193, W202, W203, W204, W208, W209, W211, W212, W218, W219, W220, W226, W227, W228, W229, W230, W231, W233, W234, W235, W236, W237, W239, W240, W331, W332, W333, W334, W335, W337, W344, W345, W346, W351, W352, W353, W354, W355, W361, W362, W363, W364, W365
•	Use technology to interact and collaborate with others to publish legible documents.	Writing Workshop Teacher’s Guide: W33, W51, W69, W105, W123, W159, W195, W213
STANDARD 5: THE RESEARCH PROCESS W.5:		
Build knowledge about the research process and the topic under study by conducting short research		
4.W.5	Conduct short research on a topic.	
•	Identify a specific question to address (e.g., <i>what is the history of the Indy 500?</i>).	Teacher’s Guide, V1: T182; V3: T268; V5: T268 Writing Workshop Teacher’s Guide: W77, W95, W148, W167
•	Use organizational features of print and digital sources to efficiently to locate further information.	Writing Workshop Teacher’s Guide: W95, W167

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•	Determine the reliability of the sources.	Teacher’s Guide, V1: T268; V2: T324; V5: T134 Writing Workshop Teacher’s Guide: W77, W95, W149, W150, W204
•	Summarize and organize information in their own words, giving credit to the source.	Teacher’s Guide, V2: T134, T324, T372; V 3: T78; V4: T268; V5: T134, T182 Writing Workshop Teacher’s Guide: W41, W66, W79, W80, W81, W82, W83, W100, W114, W115, W132, W133, W151, W153, W154, W158, W169, W204–W206
•	Present the research information, choosing from a variety of formats.	Teacher’s Guide, V3: T324 Writing Workshop Teacher’s Guide: W33, W51, W69, W105, W123, W159, W160, W177, W195, W213
W.6: CONVENTIONS OF STANDARD ENGLISH		
Demonstrate command of the conventions of standard English		
Grammar and Usage		
4.W.6.1	Demonstrate command of English grammar and usage, focusing on:	
4.W.6.1a	Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.	Writing Workshop Teacher’s Guide: W247, W249, W250, W258, W259, W307, W309, W310
4.W.6.1b	Verbs –	
•	Writing sentences that use the progressive verb tenses.	Writing Workshop Teacher’s Guide: W276–W280
•	Recognizing and correcting inappropriate shifts in verb tense.	Writing Workshop Teacher’s Guide: W271–W275
•	Using modal auxiliaries (e.g., <i>can, may, must</i>).	Writing Workshop Teacher’s Guide: W281–W285
4.W.6.1c	Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., <i>where, when</i>) and explaining their functions in the sentence.	Writing Workshop Teacher’s Guide: W308–W310
4.W.6.1d	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Writing Workshop Teacher’s Guide: W321, W322, W323, W324, W325

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4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).	Writing Workshop Teacher’s Guide: W216–W220, W221–W225, W228, W230, W231–W235, W347, W348
4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
4.W.6.2a	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Writing Workshop Teacher’s Guide: W31, W32, W49, W102, W103, W175, W236–W240, W331, W332, W334, W337, W339, W340, W346, W349, W350
4.W.6.2b	Punctuation –	
•	Correctly using apostrophes to form possessives and contractions.	Writing Workshop Teacher’s Guide: W241–W245, W261–W265, W326, W328–W330, W352–W355
•	Correctly using quotation marks and commas to mark direct speech.	Writing Workshop Teacher’s Guide: W11, W64, W67, W68, W102, W211, W212, W331–W335, W337, W339, W340, W341, W344
•	Using a comma before a coordinating conjunction in a compound sentence.	Writing Workshop Teacher’s Guide: W49, W84, W231, W233, W234, W235, W342, W345, W348, W349, W350
4.W.6.2c	Spelling – Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.	Writing Workshop Teacher’s Guide: W31, W49, W175, W262–W265, W351–W355, W361–W365
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING		
Develop and apply effective communication skills through speaking and active listening		
Learning Outcome		
4.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	Teacher’s Guide, V1: T48, T78, T238; V2: T48, T78, T182, T238; V3: T48, T134, T238, T324; V4: T48, T78, T238; V5: T48, T238 Teaching Pal, B1: 41, 73, 123, 157, 197, 229, 339, 345, 355, 371; B2: 31, 53, 99, 111, 121, 165, 181, 195, 241, 255, 295, 327 Writing Workshop Teacher’s Guide: W3, W4, W5, W10, W11, W13, W19, W25, W36, W38, W50, W56, W67, W68, W72, W83, W85, W88, W92, W95, W96, W99, W100, W101, W104, W106, W124, W133, W147, W152, W165, W169, W170, W179, W180, W184, W186, W187, W188

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
SL.2: DISCUSSION AND COLLABORATION		
Develop and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
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.	<p>Teacher's Guide, V1: T78, T147, T241, T380; V2: T78, T147, T241; V3: T134, T147, T221, T233, T263, T367, 380; V4: T43, T65, T78, T91, T111, T147; V5: T91, T147, T177, T281, T301, T337</p> <p>Teaching Pal, B1: 41, 55, 73, 91, 98, 123, 129, 139, 140, 157, 158, 187, 197, 211, 229, 263, 271, 274, 285, 288, 303, 304, 339, 345, 355, 371; B2: 43, 67, 99, 111, 121, 141, 165, 171, 181, 195, 171, 181, 255, 275, 327, 335, 341, 359</p> <p>Writing Workshop Teacher's Guide: W2, W18, W36, W54, W72, W90, W108, W126, W144, W162, W180, W198</p>
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.	<p>Teacher's Guide, V1: T43, T78, T91, T111, T147, T218, T221, T233, T263, T281, T301, T337, T380; V2: T43, T91, T111, T147, T218, T221, T233, T263, T281, T301, T325, T337, T375; V3: T43, T91, T111, T134, T147, T221, T233, T263, T281, T301, T337, T367, T380; V4: T43, T65, T78, T91, T111, T147, T233, T281, T301, T337; V5: T43, T91, T111, T147, T177, T233, T281, T301, T337</p> <p>Teaching Pal, B1: 41, 55, 73, 91, 98, 123, 129, 130, 139, 140, 157, 187, 197, 211, 229, 236, 263, 264, 271, 272, 274, 285, 288, 303, 304, 339, 345, 355, 371; B2: 31, 43, 53, 67, 99, 111, 121, 141, 165, 171, 181, 195, 241, 255, 275, 295, 327, 335, 341, 359</p>
4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	<p>Teacher's Guide, V1: T16, T17, T25, T31, T43, T78, T85, T91, T111, T141, T147, T185, T190, T206, T207, T215, T221, T233, T241, T281, T301, T337, T380; V2: T16, T17, T25, T31, T43, T85, T91, T111, T141, T147, T185, T190, T215, T233, T237, T275, T281, T301, T339, T375, T380; V3: T16, T17, T25, T31, T85, T91, T111, T134, T141, T147, T185, T190, T206, T207, T215, T221, T233, T275, T281, T301, T331, T337, T380; V4: T16, T17, T25, T78, T85, T91, T111, T121, T129, T141, T147, T167, T185, T190, T206, T207, T215, T233, T275, T281, T301, T331, T337, T367, T375, T380; V5: T16, T17, T25, T78, T85, T91, T111, T141, T147, T177, T185, T190, T206, T207, T215, T233, T275, T281, T301, T319, T331, T337, T375, T380</p> <p>Teaching Pal, B1: 41, 55, 73, 91, 124, 129, 130, 140, 187, 197, 211, 229, 230, 244, 285, 339, 345, 346, 355, 371; B2: 171, 181, 195, 241, 255, 275, 295, 327, 335, 341, 359</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
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.	<p>Teacher’s Guide, V1: T16, T17, T25, T28, T43, T73, T78, T85, T91, T111, T141, T147, T184, T185, T190, T206, T207, T215, T218, T221, T233, T241, T281, T301, T380; V2: T16, T25, T28, T43, T78, T85, T91, T103, T141, T147, T182, T184, T185, T190, T215, T218, T233, T241, T275, T281, T301, T331, T337, T374, T375, T380; V3: T16, T17, T25, T28, T43, T48, T51, T85, T91, T111, T134, T141, T184, T185, T190, T206, T207, T215, T218, T221, T233, T263, T275, T281, T301, T331, T337, T367, T372, T380; V4: T16, T25, T28, T31, T43, T49, T50, T51, T65, T78, T85, T91, T111, T134, T141, T147, T167, T182, T184, T185, T190, T206, T207, T215, T218, T221, T233, T238, T239, T241, T275, T324, T331, T374, T375, T380; V5: T16, T17, T25, T28, T31, T48, T51, T73, T85, T91, T111, T141, T147, T177, T184, T185, T190, T206, T207, T215, T218, T221, T233, T238, T241, T275, T281, T301, T303, T331, T372, T374, T375, T380</p> <p>Teaching Pal, B1: 10, 11, 41, 55, 73, 91, 98, 99, 123, 124, 126, 129, 130, 139, 140, 157, 160, 164, 165, 187, 188, 197, 198, 211, 229, 230, 236, 263, 264, 271, 272, 285, 286, 303, 304, 310, 311, 339, 340, 342, 345, 355, 371, 372; B2: 10, 11, 31, 43, 53, 67, 74, 99, 121, 148, 149, 165, 171, 202, 203, 210, 241, 255, 275, 276, 298, 302, 303, 327, 328, 335, 336, 341, 359</p>
4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.	<p>Teacher’s Guide, V1: T16, T17, T24, T78, T84, T140, T185, T190, T214, T219, T241, T375, T380; V2: T16, T17, T24, T51, T78, T84, T140, T182, T185, T190, T214, T233, T241, T268, T274, T330, T337, T375, T380; V3: T16, T17, T24, T31, T51, T84, T134, T140, T185, T190, T206, T207, T214, T274, T281, T311, T330, T380; V4: T17, T24, T50, T51, T78, T84, T91, T134, T140, T182, T185, T190, T206, T207, T214, T233, T241, T274, T330, T324, T375, T380; V5: T17, T24, T84, T140, T147, T167, T185, T206, T214, T274, T330, T375</p> <p>Teaching Pal, B1: 10, 41, 55, 71, 73, 91, 98, 123, 129, 139, 140, 157, 158, 164, 187, 188, 197, 198, 211, 229, 230, 263, 271, 285, 303, 304, 310, 339, 340, 345, 355, 371, 372; B2: 10, 74, 99, 148, 202, 275, 276, 302, 327, 335, 336, 341, 359</p>
SL.3: COMPREHENSION		
Develop and apply active listening and interpretation skills using various strategies		
Comprehension		
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Teacher’s Guide, V1: T17, T146, T147, T149, T185, T235, T238, T239, T240, T324; V2: T111, T185, T268, T311, T375; V3: T185, T238; V4: T17, T42, T43, T45, T185, T268, T375; V5: T55, T90, T91, T93, T110, T113, T159, T177, T185, T233, T293, T375</p>

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
		Teaching Pal, B1: 42, 43, 74, 75, 78, 83, 89, 92, 93, 108, 115, 120, 159, 189, 192, 199, 231, 373; B2: 30, 32, 33, 42, 44, 85, 89, 90, 98, 112, 113, 117, 122, 123, 145, 146, 182, 241, 247, 252, 253, 254, 262, 269, 273, 295, 296, 297, 337, 364
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.	Teacher’s Guide, V1: T78; V2: T182; V3: T134, T372; V4: T78, T134 Teaching Pal, B2: 111
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS		
Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
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.	Teacher’s Guide, V1: T17, T141, T190, T207, T331, T380; V2: T17, T141, T182, T190; V3: T17, T141, T190, T207, T331, T372, T380; V4: T17, T134, T141, T190, T207, T331, T380; V5: T17, T141, T190, T207, T331, T372, T380
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.	Teacher’s Guide, V1: T190, T372; V2: T182, T380; V3: T324, T372; V4: T134; V5: T372
4.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i>	
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY		
Develop an understanding of media and the roles and purposes of media		
Learning Outcome		
4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	Teacher’s Guide, V4: T166, T292; V5: T318 Teaching Pal, B1: 128; B2: 172, 340 See also <i>Ed Online, Resources</i> → <i>Teacher’s Guide & Teaching Pal</i> → <i>Instructional Purpose: Media Literacy</i> → <i>[Lesson Title to come], [Lesson Title to come]</i> .

Indiana Academic Standards		HMH <i>Into Reading</i> Teacher Materials
ML.2: MEDIA LITERACY		
Recognize the purposes of media and the ways in which media can have influences		
Media Literacy		
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.	<p>Teacher’s Guide, V2: T30–T31; V3: T30–T31; V4: T254–T255, T318–T319; V5: T128–T129</p> <p>Teaching Pal, B1: 170–171, 316–317; B2: 160, 162, 177, 180, 271</p> <p>See also <i>Ed Online</i>, Resources → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → [Lesson Title to come], [Lesson Title to come].</p>
4.ML.2.2	<i>Standard begins in fifth grade.</i>	



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