HMH | into Reading™

HMH Priority Standards Pathways

Grade 4

The goal of the *Into Reading Priority Standards Pathway* is to help teachers focus on the most critical areas of instruction to accelerate student learning. This *Pathway* includes a curated set of *Into Reading* resources for teaching, practice and application, and formative assessment that are aligned to the Priority Standards.

Administer Initial Assessments

In addition to the Growth Measure, HMH recommends administering the following *Into Reading* assessments at the beginning of the school year. These assessments will provide valuable data about student understanding of priority standards, skills, and concepts.

Module 4 Weekly Assessment Week 1 Heroic Feats

Module 4 Weekly Assessment Week 3 Heroic Feats

Module 5 Weekly Assessment Week 1 Art Everywhere

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Bridge and Grow Pathways

HMH Priority Standards Pathways
Into Reading, Grade 4

STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING LITERARY TEXTS			
ANCHOR STANDARD R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*	**Anchor Chart 7:** Make Inferences **Teacher's Guide:** Make Inferences • *Luz Sees the Light* • *Cooper's Lesson* **Anchor Chart 1:** Ask and Answer Questions **Teacher's Guide:** Ask and Answer Questions • *Flora and Ulysses: The Illuminated Adventures* • *Perseus and the Fall of Medusa* • *Nature's Wonders* **Waggle Lesson** Make Inferences and Draw Conclusions	**Tabletop Minilessons: Reading 7** Make Inferences **Tabletop Minilessons: Reading 1** Ask and Answer Questions **Waggle Learning Goal** Informational Text Analysis	**Read and Respond Interactive Journal** • *Where Have All the Frogs Gone?* • *A Boat in the Wilderness* **Reading Graphic Organizer 7** Make Inferences **Reading Graphic Organizer 1** Ask and Answer Questions
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text. **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*	**Anchor Chart 9:** Theme **Teacher's Guide:** Theme • *Kitoto the Mighty* • *Rent Party Jazz* • *Prince Charming Misplaces His Bride* **Anchor Chart 3:** Retell **Teacher's Guide:** Retell • *Thunder Rose* • *On Sea Turtle Patrol* • *Kitoto the Mighty* **Waggle Lesson** Retell and Summarize Stories	**Tabletop Minilessons: Reading 9** Theme **Tabletop Minilessons: Reading 3** Retell **Leveled Reader and Take & Teach Lesson** • *The Brave Warrior's Lesson* • *A New School for Emily* • *Benito's Goal* • *Moving On* • *Beatbox Brothers* • *Mr. Wu's Shop of Curiosities* • *The Grand Canyon Doesn't Scare Me* • *The Orange Grove Mystery* • *Tucker's Gold* • *Coming Home* • *A Cool Cat* • *Snake Hunt* **Waggle Learning Goal** Literary Elements	**Reading Graphic Organizer 9** Theme **Reading Graphic Organizer 3** Retell **Read and Respond Interactive Journal** • *Thought for the Day* • *A Stop in the Desert* • *The Travels of Odysseus* • *Babe's Vacation* • *Where Have All the Frogs Gone?* • *Coming Home*

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HMH Priority Standards Pathways

Into Reading, Grade 4

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READING LITERARY TEXTS *(continued)*			
ANCHOR STANDARD R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).*	**Anchor Chart 30:** Make Connections **Teacher's Guide:** Synthesize Topic Knowledge • *Flora & Ulysses: The Illuminated Adventures, The Story of You* • *The Year of the Rat, Yes! We Are Latinos* **Waggle Lesson** Compare and Contrast Texts	**Tabletop Minilessons: Reading 30** Make Connections **Waggle Learning Goal** Literary Analysis	**Reading Graphic Organizer 30** Make Connections
READING INFORMATIONAL STANDARDS			
ANCHOR STANDARD R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*	**Anchor Chart 7:** Make Inferences **Teacher's Guide:** Make Inferences • *Grand Canyon* • *The Battle of the Alamo* **Anchor Chart 1:** Ask and Answer Questions **Teacher's Guide:** Ask and Answer Questions • *Blind Ambition* • *Nature's Wonders* • *Bug Bites* • *Seeds of Change* • *Dolphin Dinner* **Waggle Lesson** Make Inferences and Draw Conclusions	**Tabletop Minilessons: Reading 7** Make Inferences **Tabletop Minilessons: Reading 1** Ask and Answer Questions **Waggle Learning Goal** Literary Analysis	**Read and Respond Interactive Journal** • *Busy Bees* • *Harriet Tubman: American Hero* • *In the Grip of Ice* • *A Boat in the Wilderness* • *Getting the Vote* • *In the Museum* • *Gwendolyn Brooks* • *Maria Tallchief: A Life of Dance* • *Life of a Pond* • *Strange Storms*

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READING INFORMATIONAL STANDARDS *(continued)*			
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.*	**Anchor Chart 17:** Central Idea **Teacher's Guide:** Central Idea • *What Are the Five Senses?* • *How Can Photos Take Us Back in Time?* • *Mariana Trench* • *A Tale of Traditional Tales* • *Bug Bites* • *The History of Communication* • *Dolphin Dinner* **Anchor Chart 4:** *Summarize* **Teacher's Guide:** *Summarize* • *How Can We Reduce Household Waste?* • *The Science Behind Sight* **Waggle Lesson** Identify Main Idea and Details	**Tabletop Minilessons:** Reading 17 Central Idea **Leveled Reader and Take & Teach Lesson** • *Long-Distance Running* • *Spring Festivals Around the World* • *Exploring Caves* • *Food We Eat* • *The Everglades* • *Extreme U.S.A.* • *Night Skies* • *Wildfire* • *Go to the Extreme* • *Super Survival Senses* **Waggle Learning Goal** Informational Text Elements	**Read and Respond Interactive Journal** • *Getting the Vote* • *Monkey Business* • *Busy Bees* • *Earth on the Move* • *Film Facts* • *Life of a Pond* • *Spreading the Words* • *Strange Storms*
ANCHOR STANDARD R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).*	**Anchor Chart 15:** Ideas and Support **Teacher's Guide:** Ideas and Support • *Why Art Centers Matter* • *The Beatles Were Fab (and They Were Funny)* • *Eco-Friendly Food* • *Bug Bites* • *The Eco Guardians* • *How Can We Reduce Household Waste?* **Teacher's Guide:** Identfy Claim • *Never Give Up!* **Waggle Lesson** Support Points and Claims	**Tabletop Minilessons: Reading 21** Ideas and Support **Leveled Reader and Take & Teach Lesson** • *Sea Turtles in Danger* • *A Community Cares and Shares* • *We've Got Mail!* • *Bright Ideas About Light* **Waggle Learning Goal** Informational Text Analysis	**Read and Respond Interactive Journal** • *Gwendolyn Brooks* • *Harriet Tubman: American Hero* • *Conquering the Mighty Colorado* • *Life of a Pond* • *Snake Hunt*
ANCHOR STANDARD R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.*	**Anchor Chart 30:** Make Connections **Teacher's Guide:** Synthesize Topic Knowledge • *What Are the Five Senses?, The Science Behind Sight* • *Blind Ambition, Animal Senses* **Waggle Lesson** Investigate Multiple Sources	**Tabletop Minilessons: Reading 30** Make Connections **Waggle Learning Goal** Informational Text Analysis	**Reading Graphic Organizer 30** Make Connections

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WRITING STANDARDS			
ANCHOR STANDARD W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are groups to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.*	**Anchor Chart W8:** Elements of an Argument **Writing Workshop Teacher's Guide: Module 3, Lesson 3** Prewriting I: Preparing to Write **Writing Workshop Teacher's Guide: Module 3, Lesson 5** Drafting I: Beginning the Draft **Writing Workshop Teacher's Guide: Module 3, Lesson 10** Revising III: Adding Strong Support **Writing Workshop Teacher's Guide: Module 3, Lesson 11** Revising IV: Using Transitions **Waggle Lesson** Identify and Write Paragraph Types	**Writer's Notebook p. 3.4:** Brainstorming My Topic **Writer's Notebook p. 3.5:** Audience and Purpose **Writer's Notebook p. 3.6:** Organizing My Opinion Essay **Writer's Notebook p. 3.9:** Revising for Support	**Writing Workshop Teacher's Guide** Argument Writing Rubric **Writer's Notebook p. 3.2:** Opinion Essay Rubric ***myBook*: Write a Book Review** *The Beatles Were Fab (And They Were Funny)* ***myBook*: Write an Opinion Paragraph** *The Art of Poetry*
ANCHOR STANDARD W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations and examples related to the topic. c. Link ideas within categories of information using words, and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **W.3.2** Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.*	**Anchor Chart W5:** Elements of Informational Text **Anchor Chart W9:** The Central Idea **Writing Workshop Teacher's Guide: Module 5, Lesson 3** Prewriting I: Preparing to Write **Writing Workshop Teacher's Guide: Module 5, Lesson 5** Prewriting III: Organizing Ideas **Writing Workshop Teacher's Guide: Module 5, Lesson 6** Drafting I: Beginning the Draft **Writing Workshop Teacher's Guide: Module 5, Lesson 7** Drafting II: Integrating Expository Features **Writing Workshop Teacher's Guide: Module 5, Lesson 9** Revising I: Connecting Ideas **Waggle Lesson** Identify and Write Paragraph Types	**Writer's Notebook p. 5.4:** Brainstorming **Writer's Notebook p. 5.5:** Creating a Research Plan **Writer's Notebook p. 5.7:** Organizing My Essay	**Writing Workshop Teacher's Guide** Informational Writing Rubric **Writer's Notebook p. 5.2:** Expository Essay Rubric ***myBook*: Write an Informative Paragraph** *The Game of Silence* ***myBook*: Write a Pamphlet** *How Can Photos Take Us Back in Time?*

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
WRITING STANDARDS *(continued)*			
ANCHOR STANDARD W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and sensory details to manage the sequence of events. d. Use of concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences, or events. **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*	**Anchor Chart W3:** Elements of a Narrative **Anchor Chart W4:** Crafting Dialogue **Anchor Chart W5:** Types of Conflict **Anchor Chart W6:** 5+1 Ways to Start a Story **Writing Workshop Teacher's Guide: Module 4, Lesson 3** Prewriting I: Preparing to Write **Writing Workshop Teacher's Guide: Module 4, Lesson 4** Prewriting II: Features of a Narrative **Writing Workshop Teacher's Guide: Module 4, Lesson 5** Prewriting III: Plotting Events **Writing Workshop Teacher's Guide: Module 4, Lesson 7** Drafting II: Integrating Narrative Elements **Writing Workshop Teacher's Guide: Module 4, Lesson 11** Revising III: Adding Transitions **Waggle Lesson** Identify and Write Paragraph Types	**Writer's Notebook p. 4.6:** Planning My Story **Writer's Notebook p. 4.7:** Organizing My Story	**Writing Workshop Teacher's Guide** Narrative Writing Rubric **Writer's Notebook p. 4.2:** Story Rubric ***my*Book: Write a Thank-You Note** *Rent Party Jazz* ***my*Book: Write a Journal Entry** *The Battle of the Alamo*

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