



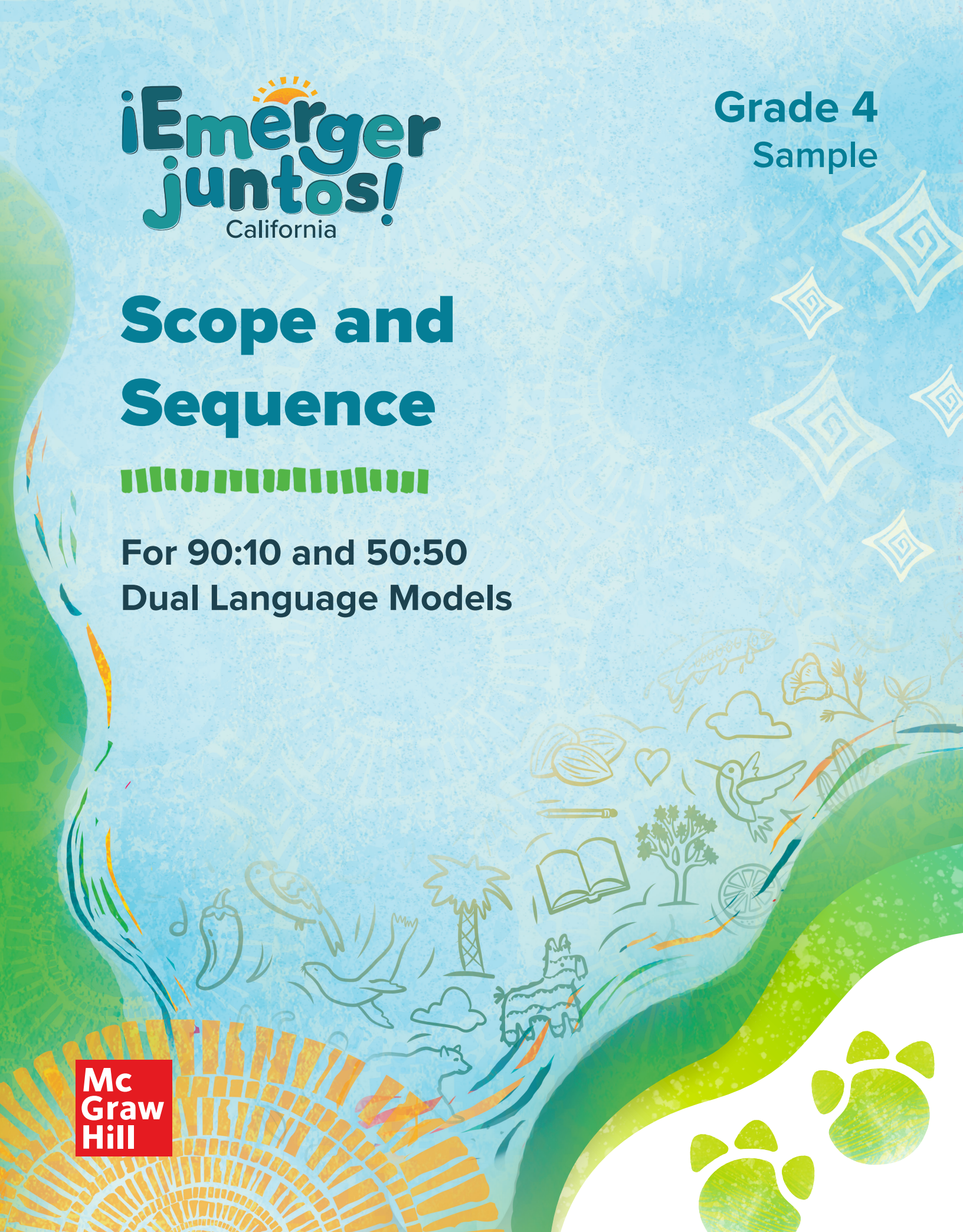
Grade 4
Sample

Scope and Sequence



**For 90:10 and 50:50
Dual Language Models**

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Grade 4 Unit 1 | Identity: Discovering Who We Are

Pregunta esencial / Essential Question: ¿Cómo puede la literatura ayudarnos a descubrir quiénes somos?
/ How can literature help us discover who we are?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Una aventura de descubrimiento” Video Destrezas de conversaciones colaborativas: Escuchar con atención SL.4.1d, SL.4.2	Lectura en voz alta: “El universo en una maleta” Género: Texto informativo Estrategias de comprensión: Volver a leer, Hacer inferencias Lexile: 980L Lectura dirigida: “¡Tan parecidos, pero tan distintos!” Género: Ficción histórica Estructura del texto: Personaje, escenario y trama Lexile: 790L Texto principal: <i>Descubriendo a Langston</i> de Lesa Cline-Ransome Género: Ficción histórica Estructura del texto: Personaje, escenario y trama Volver a leer: Perspectiva del personaje Lexile: 670L RL.4.3, RL.4.4a, SL.4.2, L.4.4a*	Palabras del concepto: individuo, personalidad, identidad, carácter, descubrimiento, voz Palabras de vocabulario: tajante, instalarse, desvanecerse, balbucear, destacado, residentes, garantizar, tocayo L.4.4c, L.4.5c, L.4.6	Detective de palabras: Claves de contexto L.4.4a
Emerge! Lessons 1-5	Title: “An Adventure in Discovery” Video Collaborative Conversations Skill: Listen Attentively SL.4.1d, SL.4.2	Read Aloud: “A Place of Their Own” Genre: Informational Text Comprehension Strategy: Make Inferences Lexile: 960L Directed Text: “You Can Be Both!” by Andres Pi Andreu and Elizabeth Smith Genre: Historical Fiction Structure/Elements: Character, Setting, and Plot; Chronology Lexile: 830L Central Text: Excerpt from <i>Finding Langston</i> by Lesa Cline-Ransome Genre: Historical Fiction Structure/Elements: Character, Setting, and Plot; Inferences Reread: Point of View; Character’s Perspective Lexile: 610L RL.4.3, RL.4.4a, SL.4.2, L.4.4a*	Concept Words: identity, character, individual, discovery, personality, voice Target Words: sharp, settled, fading, mumble, esteemed, residents, ensure, namesake L.4.4c, L.4.5c, L.4.6	Context Clues: General Clues L.4.4a

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Building Biliteracy

This scope and sequence focuses on content learning standards. Building Biliteracy is a purposeful, instructional period each day focused on linguistic growth and cross-linguistic transfer rather than content standards and therefore it is not called out in this scope and sequence.



	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Letras mudas y con diéresis Listas de ortografía A nivel: agüita, juguete, guacamaya, bilingüe, pingüino, ahorrar, zanahoria, queso, quitar, rehusar Desafío: guerrera, guillotina, cigüeña, piragüismo, yegüita, alhaja, fehaciente, querido, rehusar, quitar RF.4.3a, RF.4.4b, SL.4.2d, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destrezas de escritura: Comunicar con claridad: Usar oraciones completas Gramática y Nociones del lenguaje: • Usar oraciones completas y claras • Sujetos simples y completos y predicados simples y completos W.4.5, L.4.1f	<i>Comienza en la lección 6</i>	<i>Comienza en la lección 10</i>
Emerge! Lessons 1-5	Closed Syllables Spelling Lists On-Level: blanket, insect, napkin, pumpkin, sudden, hiccup, steady, public, contest, comment Challenge: diminish, compass, upset, magnetic, nostril, velvet, witness, tablet, contest, comment RF.4.3a, RF.4.4b, SL.4.2d, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use Complete Sentences Grammar & Mechanics: simple sentences, sentence types, subject-verb agreement, complete sentences, correcting fragments W.4.5, L.4.1f	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 1 | Identity: Discovering Who We Are

Pregunta esencial / Essential Question: ¿Cómo puede la literatura ayudarnos a descubrir quiénes somos?
/ How can literature help us discover who we are?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>Descubriendo a Langston</i> de Lesa Cline-Ransome Texto complementario: “En el baúl” y “No hay nada más difícil que una línea” Género: Poesía en verso libre y lírica Estructura del texto: Estructura poética Volver a leer: Responder al texto Lexile: NP RL.4.3, RL.4.5, RL.4.6*	Palabras de vocabulario: rebozo, abstracto, anhelo, surreal L.4.6	
Emerge! Lessons 6-10		Central Text, cont’d: Excerpt from <i>Finding Langston</i> by Lesa Cline-Ransome Companion Text: “Dreams”; “Freedom” by Langston Hughes Genre: Free-Verse and Lyric Poetry Structure/Elements: Poetic Structure; Rhyme; Message Reread: Rhyme, Rhythm, and Meter Lexile: NP RL.4.3, RL.4.5, RL.4.6*	Target Words: fast, barren, compromise, course L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Verbos que terminan en <i>-zar, -car y -gar</i> Listas de ortografía A nivel: empezar, almorzar, alzar, buscar, sacar, llegar, cargar, apagar, quitar, desclasificar Desafío: forzar, izar, entrelazar, educar, acurrucar, plegar, despegar, desclasificar, rehusar, apagar RF.4.3a, RF.4.4b, L.4.2a, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		Género de escritura: Narrativa personal Instrucción de escritura: En <i>Descubriendo a Langston</i>, Langston vive un suceso importante en su vida cuando se muda de Alabama a Chicago. Las experiencias de Langston en la ciudad le enseñan algo sobre sí mismo. Escribe una narrativa personal sobre un suceso importante en tu vida para tus compañeros. ¿Cómo te sentiste? ¿Qué aprendiste sobre ti mismo? W.4.3a, W.4.4, W.4.5, SL.4.1b	Título: ¿Qué sucede después? Opciones: Escribir un poema en verso libre o Escribir una entrada de diario RL.4.9, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4, SL.4.4a
Emerge! Lessons 6-10	Open Syllables Spelling Lists On-Level: beyond, diet, minus, music, opens, zebra, tiny, basin, diagram, contest Challenge: potato, decent, pioneer, request, unit, legal, token, basin, diagram, comment RF.4.3a, RF.4.4b, L.4.2a, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b		Writing Genre: Narrative Writing Writing Prompt: In <i>Finding Langston</i>, Langston experiences an important event in his life when he moves from Alabama to Chicago. Langston's experiences in the city teach him something about himself. Write a personal narrative to share with a peer about an important event from your life. How did you feel? What did you learn about yourself? W.4.3a, W.4.4, W.4.5, SL.4.1b	Title: What Happens Next? Options: Write a Free-Verse Poem or Write a Journal Entry RL.4.9, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4, SL.4.4a

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Grade 4 Unit 1 | Identity: Discovering Who We Are

Pregunta esencial / Essential Question: ¿Cómo puede la literatura ayudarnos a descubrir quiénes somos?
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	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Los libros y los poemas nos inspiran” <i>Video</i> Destrezas de conversaciones colaborativas: Turnarse para hablar SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “María Elena Walsh, vida y obra” Género: Biografía Estrategia de comprensión: Volver a leer, Visualizar Lexile: 940L Lectura dirigida: “Mis sueños verdes” Género: Poesía de verso libre Estructura del texto: Estructura poética Lexile: NP Texto principal: “El árbol Yo” Género: Poesía Estructura del texto: Estructura poética Volver a leer: Imaginería; Perspectiva del personaje Lexile: NP RL.4.3, RL.4.4, RL.4.5, RL.4.5a, RI.4.1, RF.4.4c, SL.4.2, L.4.4a*	Palabras del concepto: expresión, inspiración, reflejo, confianza Palabras de vocabulario: florecer, reposan, abanicos, coleccionar, sembrar L.4.4a, L.4.6	Detective de palabras: Claves de contexto: Sinónimos L.4.4a, L.4.4c, L.4.5c
Emerger! Lessons 11-15	Title: “How Books and Poems Inspire Us” <i>Video</i> Collaborative Conversations Skill: Take Turns Speaking SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Linda Sue Park: Finding Her Voice” Genre: Biography Comprehension Strategy: Reread, Visualize Lexile: 940L Directed Text: “Monkeys Galore!” by R.J. Greenberg; “Time for a Change” by Tilly Mantus Genre: Free-Verse Poetry Structure/Elements: Poetic Structure; Theme Lexile: NP Central Text: “Collecting Words” and “Writing Secrets” by Pat Mora; “Stomp” by Nikki Grimes; “Sophie” by Steven Herrick Genre: Free-Verse Poetry Structure/Elements: Poetic Structure; Theme Reread: Imagery; Character’s Perspective Lexile: NP RL.4.3, RL.4.4, RL.4.5, RL.4.5a, RI.4.1, RF.4.4c, SL.4.2, L.4.4a*	Concept Words: expression, inspiration, reflection, confidence Target Words: drifting, rambunctious, retreat, matter, absolute L.4.4a, L.4.6	Context Clues: Synonym Clues L.4.4a, L.4.4c, L.4.5c

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Palabras con b-v y c-s-z Listas de ortografía A nivel: abismo, corrosivo, abundante, cubismo, corrección, purísimo, ajedrez, lesión, apagar, dedicación Desafío: voraz, cosecha, azucena, veneno, sereno, baobab, cabal, dedicación, desclasificar, purísimo RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Conectar las ideas: Combinar oraciones. Gramática y Nociones del lenguaje: • Combinar oraciones - Conjunción coordinante (y) • Sujetos compuestos W.4.5, L.4.1f	<i>Continuación</i>	<i>Continúa en las lecciones 18–20</i>
Emerge! Lessons 11-15	Final Silent e Syllables Spelling Lists On-Level: amuse, complete, cupcake, decide, excite, awake, volume, remote, excuse, basin Challenge: create, envelope, invite, sincere, explode, onstage, likewise, remote, excuse, diagram RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency RF.4.4b	Writing Skill: Connect Ideas: Combine Sentences Grammar & Mechanics: compound subjects, compound predicates, coordinating and correlative conjunctions, punctuation in a series W.4.5, L.4.1f	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

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Grade 4 Unit 1 | Identity: Discovering Who We Are

Pregunta esencial / Essential Question: ¿Cómo puede la literatura ayudarnos a descubrir quiénes somos?
/ How can literature help us discover who we are?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
<i>¡Emerger juntos! Lecciones 16-20</i>		Texto principal, cont.: “El árbol Yo” Género: Poesía de verso libre Estructura del texto : Estructura poética Volver a leer: Conocer a la autora y a la ilustradora; Lexile: NP RL.4.3, RL.4.4, L.4.4c*		
<i>Emerge! Lessons 16-20</i>		Central Text, cont’d: “Collecting Words” and “Writing Secrets” by Pat Mora; “Stomp” by Nikki Grimes; “Sophie” by Steven Herrick RL.4.3, RL.4.4, L.4.4c*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
<i>iEmerger juntos!</i> Lecciones 16-20	Palabras agudas: Listas de ortografía A nivel: robot, calcular, lugar, sofá, comunidad, mundial, unir, corrió, lesión, salmón Desafío: ciempiés, presenté, alinear, compilador, presentí, ascender, corresponsal, salmón, dedicación, corrió RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
<i>Emerge!</i> Lessons 16-20	Vowel Team Syllables Spelling Lists On-Level: moonlight, daydream, career, complain, outside, bookcases, thousand, proceed, ceiling, remote Challenge: account, country, fellow, increase, routine, achieve, maroon, proceed, ceiling, excuse RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge!* Essentials.

Grade 4 Unit 2 | Civics and Government: How Our Government Works

Pregunta esencial / Essential Question: ¿Cómo nos ayuda la estructura de nuestro Gobierno a mejorar la sociedad? / How does the structure of our government help people make changes to society?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Un vistazo al Gobierno de EE.UU.” <i>Video</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas: Contribuir a la conversación. L.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Justo y necesario” Género: Texto informativo Estrategia de comprensión: Hacer inferencias Lexile: 930L Lectura dirigida: “FDR: leyes para niños” Género: Biografía Estructura del texto: Problema y solución Lexile: 810L Texto principal: <i>La única mujer en la foto: Frances Perkins y su New Deal para Estados Unidos</i> de Kathleen Krull Género: Biografía Estructura del texto: Problema y solución Volver a leer: Símil; Metáfora Lexile: 880L RI.4.2, RI.4.3, RI.4.5, RI.4.8, RI.4.10, L.4.4b*	Palabras del concepto: estructura, sociedad, democracia, representantes, legislativo/a, ejecutivo/a Palabras de vocabulario: condiciones, precaución, activista, prejuicio, regular, criticar, compensación, lograr L.4.4c, L.4.5c, L.4.6	Detective de palabras: Usar la morfología RF.4.3a, L.4.4a
Emerge! Lessons 1-5	Title: “A Bird’s-Eye View of the U.S. Government” <i>Video</i> Collaborative Conversations Skill: Ask and Answer Questions: Contribute to the Discussion L.4.1d, SL.4.2, L.4.6	Read Aloud: “How Laws Are Made” Genre: Informational Text Comprehension Strategy: Make Inferences Lexile: 940L Directed Text: “Patsy Mink: Changing Lives with Title IX” by Carol Saller Genre: Biography Structure/Elements: Problem and Solution; Chronological Order Lexile: 840L Central Text: <i>The Only Woman in the Photo: Frances Perkins & Her New Deal for America</i> by Kathleen Krull Genre: Biography Structure/Elements: Problem and Solution; Chronological Order Reread: Simile; Metaphor Lexile: AD950L RI.4.2, RI.4.3, RI.4.5, RI.4.8, RI.4.10, L.4.4b*	Concept Words: structure, society, legislative, executive, representatives, democracy Target Words: conditions, flourishing, activist, prejudice, regulated, criticize, compensation, accomplished L.4.4c, L.4.5c, L.4.6	Word Parts: Prefixes and Bases RF.4.3a, L.4.4a

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Palabras graves Listas de ortografía A nivel: violeta, enfermera, amigo, comida, montes, túnel, frágil, fénix, corrió, tórax Desafío: imagen, caminando, anaranjado, esperanza, examen, reencuentro, diccionario, tórax, salmón, fénix RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Conectar las ideas: Usar oraciones compuestas Gramática y Nociones del lenguaje: oraciones compuestas, conjunción coordinante, conjunciones copulativas (y, e, ni), conjunciones disyuntivas (u, o) W.4.4, L.4.1f, L.4.2c	<i>Comienza en la lección 6</i>	<i>Comienza en la lección 10</i>
Emerge! Lessons 1-5	r-Controlled Vowel Syllables Spelling Lists On-Level: market, turkey, suffer, danger, early, labor, thirteen, herself, anchor, proceed Challenge: cardboard, department, urgent, observe, victory, thirsty, earthworm, herself, anchor, ceiling RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency RF.4.4b	Writing Skill: Connect Ideas: Use Compound Sentences Grammar & Mechanics: compound sentences, independent clauses, coordinating conjunctions, conjunctive adverbs, commas in compound sentences, run-ons and splices W.4.4, L.4.1f, L.4.2c	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

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Grade 4 Unit 2 | Civics and Government: How Our Government Works

Pregunta esencial / Essential Question: ¿Cómo nos ayuda la estructura de nuestro Gobierno a mejorar la sociedad? / How does the structure of our government help people make changes to society?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>La única mujer en la foto: Frances Perkins y su New Deal para Estados Unidos</i> de Kathleen Krull Texto complementario: “Lo que me atreví a escribirle al presidente” Género: Texto argumentativo Estructura del texto: Problema y solución Volver a leer: Resumir; Propósito del autor Lexile: 740L RI.4.4, RI.4.5, RI.4.8, L.4.5a*	Palabras de vocabulario: beneficios, concejo, congresistas, presupuesto L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: <i>The Only Woman in the Photo: Frances Perkins & Her New Deal for America</i> by Kathleen Krull Companion Text: “How Do We Make Change Happen?” by Roxane Ferber Genre: Argumentative Text Structure/Elements: Problem and Solution; Argument (Claims, Reasons, Evidence) Reread: Author’s Purpose Lexile: 740L RI.4.4, RI.4.5, RI.4.8, L.4.5a*	Target Words: benefits, council, officials, budget L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Palabras esdrújulas Listas de ortografía A nivel: música, pájaro, haciéndolo, cámara, fábrica, plástico, cómico, histórico, fénix, arqueológico Desafío: matemático, científico, lírico, espléndido, académico, simpático, crítico, arqueológico, tórax, histórico RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		Género de escritura: Ensayo informativo Instrucción de escritura: Leíste “FDR: el presidente que cambió la vida de los niños”. ¿Cómo ayudaron a los niños las leyes que aprobó FDR? Escribe un ensayo informativo para compartir con un antiguo maestro, usando evidencia del texto para respaldar tu respuesta. W.2.a, W.2.b, W.4.4, W.4.5, W.4.10	Título: ¡Haz un cambio! Opciones: Escribir un correo electrónico o Hacer un discurso RI.4.9, W.4.2a, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.3, SL.4.4
Emerge! Lessons 6-10	Final Stable Syllables Spelling Lists On-Level: title, handle, people, dragon, equal, kitchen, struggle, example, skeleton, herself Challenge: article, tricycle, hospital, castle, medical, bargain, pardon, example, skeleton, anchor RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency RF.4.4b		Writing Genre: Informative Writing Writing Prompt: You have read “Patsy Mink: Changing Lives with Title IX.” How did Patsy Mink help change society? Write an informative essay to share with your former teacher using evidence from the text to support your response. W.2.a, W.2.b, W.4.4, W.4.5, W.4.10	Title: Make a Change! Options: Write an Email or Write a Speech RI.4.9, W.4.2a, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.3, SL.4.4

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Pregunta esencial / Essential Question: ¿Cómo nos ayuda la estructura de nuestro Gobierno a mejorar la sociedad? / How does the structure of our government help people make changes to society?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “¡Orden en la sala!” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas: Revisar ideas clave SL.4.1d, SL.4.2	Lectura en voz alta: “¡Silencio en la corte!” Género: Ficción realista Estrategias de comprensión: Hacer y confirmar predicciones, Visualizar Lexile: 930L Lectura dirigida: “El acta que legalizó la educación bilingüe” Género: Narrativa de no ficción Estructura del texto: Causa y efecto Lexile: 800L Texto principal: <i>Separados no somos iguales</i> de Duncan TonaTíuh Género: Narrativa de no ficción Estructura del texto: Causa y efecto Volver a leer: Conocer al autor; Resumir Lexile: 910L RI.4.3, RI.4.5, RF.4.3a, SL.4.2*	Palabras del concepto: judicial, justicia, argumento, interpretar Palabras de vocabulario: cabizbajo, inscribir, malentendido, petición, modales, esmero, perjudicial, fallar L.4.5c, L.4.6	Detective de palabras: Usar la morfología RF.4.3a, RF.4.4
Emerge! Lessons 11-15	Title: “A Case Study in Women’s Suffrage” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas SL.4.1d, SL.4.2	Read Aloud: “Making the Tough Decisions” Genre: Realistic Fiction Comprehension Strategy: Visualize, Make Predictions Lexile: 910L Directed Text: “A Fight for Equality” by Clara A. Lozano Genre: Narrative Nonfiction Structure/Elements: Cause and Effect Lexile: 830L Central Text: <i>Separate is Never Equal</i> by Duncan TonaTíuh Genre: Narrative Nonfiction Structure/Elements: Cause and Effect Reread: Idioms; Author’s Perspective Lexile: 910L RI.4.3, RI.4.5, RF.4.3a, SL.4.2*	Concept Words: judicial, interpret, argument, justice Target Words: lease, enroll, petition, lawsuit, savings, manners, ecstatic, to rule L.4.5c, L.4.6	Word Parts: Suffixes and Bases RF.4.3a, RF.4.4

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Palabras sobresdrújulas Listas de ortografía A nivel: dígamelo, préstaselo, llévatelo, explícaselo, cómetelo, enséñaselo, cómpratelo, demuéstaselo, histórico, recomiéndaselo Desafío: entrégaselo, rápidamente, véndeselo, útilmente, únicamente, repítaselo, díganse, recomiéndaselo, arqueológico, demuéstaselo RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Conectar las ideas: Usar oraciones complejas Gramática y Nociones del lenguaje: oraciones compuestas, añadir detalles W.4.4, L.4.1f	<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 11-15	Inflectional Endings -s, -es, -ed, -ing, -er, -est Spelling Lists On-Level: nearest, finest, families, looking, closer, winning, parents, changing, judges, example Challenge: memorized, themselves, surprised, highest, presented, announced, ordered, changing, judges, skeleton RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Connect Ideas: Use Complex Sentences Grammar & Mechanics: complex sentences, dependent clauses, subordinating conjunctions, commas in complex sentences W.4.4, L.4.1f	<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 2 | Civics and Government: How Our Government Works

Pregunta esencial / Essential Question: ¿Cómo nos ayuda la estructura de nuestro Gobierno a mejorar la sociedad? / How does the structure of our government help people make changes to society?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Separados no somos iguales</i> de Duncan TonaTiuh RI.4.8, L.4.5b*		
Emerge! Lessons 16-20		Central Text, cont'd: <i>Separate is Never Equal</i> by Duncan TonaTiuh RI.4.8, L.4.5b*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 16-20	Hiatos y diptongos Listas de ortografía A nivel: tío, maíz, oír, oído, mío, cielo, carnicería, frío, demuéstraselo, eólico Desafío: acuático, miedoso, hidráulico, caótico, permitirían, acumulación, eólico, simultáneo, recomiéndaselo, frío RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	Recognizing Base Words Spelling Lists On-Level: graceful, neighborhood, helpless, relearn, nearly, distrust, weakness, unfair, carefully, changing Challenge: previewing, spoonful, goodness, beautiful, usefully, unlikely, disbelieve, unfair, carefully, judges RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 3 | Earth Science: Earth's Natural Processes

Pregunta esencial / Essential Question: ¿Cómo dan forma al mundo que nos rodea los procesos naturales de la Tierra? / How do Earth's natural processes shape the world around us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Dando forma al terreno” <i>Video</i> Destrezas de conversaciones colaborativas: Preguntar y responder: Aclarar información SL.4.1d, SL.4.2	Lectura en voz alta: “La importancia de los huaicos” Género: Texto informativo Estrategia de comprensión: Hacer y responder preguntas Lexile: 1070L Lectura dirigida: “La avalancha que destruyó un pueblo entero” Género: Narrativa de no ficción Estructura del texto: Causa y efecto Lexile: 800L Texto principal: <i>Los incendios más devastadores antes y ahora</i> de Deborah Hopkinson Género: Narrativa de no ficción Estructura del texto: Causa y efecto Volver a leer: Perspectiva del autor Lexile: 990L RL.4.4, RI.4.1, RI.4.3, RI.4.5, RF.4.4c, SL.4.2, L.4.4c*	Palabras del concepto: paisaje, transformación, geológico/a, relieve, catastrófico/a, secuela Palabras de vocabulario: península, magnitud, embalses, brasas, angustioso/a, prueba, eliminar, creciente L.4.6	Usar un diccionario o un glosario L.4.4c
Emerge! Lessons 1-5	Title: “Shaping the Land” <i>Video</i> Collaborative Conversations Skill: Ask and Answer: Clarify Information SL.4.1d, SL.4.2	Read Aloud: “The Tale of Two Volcanoes” Genre: Informational Text Comprehension Strategy: Ask and Answer Questions Lexile: 990L Directed Text: “The Galveston Hurricane of 1900” by Rebecca Kulik Genre: Narrative Nonfiction Structure/Elements: Cause and Effect; Chronological Order; Primary Sources Lexile: 850L Central Text: Excerpt from <i>The Deadliest Fires Then and Now</i> by Deborah Hopkinson Genre: Narrative Nonfiction Structure/Elements: Cause and Effect; Chronological Order; Primary Sources Reread: Primary Sources; Author's Perspective Lexile: 980L RL.4.4, RI.4.1, RI.4.3, RI.4.5, RF.4.4c, SL.4.2, L.4.4c*	Concept Words: landscape, transformation, geologic, landform, catastrophic, aftermath Target Words: peninsula, magnitude, reservoirs, embers, harrowing, ordeal, eliminate, surging L.4.6	Use a Dictionary or Glossary L.4.4c

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Prefijos de negación (<i>i/im/in-, des-, -a/-an-</i>) Listas de ortografía A nivel: irrelevante, invisible, incorrecto, imposible, deshacer, desorden, anormal, incansable, frío, inadmisible Desafío: inexacto, inhumano, impersonal, imperecedero, descomponer, desintegrar, anómalo, inadmisible, eólico, incansable RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b	Destrezas de escritura: Conectar las ideas: Usar oraciones compuestas complejas Gramática y Nociones del lenguaje: oraciones compuestas complejas, añadir detalles necesarios, cláusulas independientes, cláusulas dependientes, conjunciones subordinadas, conjunciones coordinadas W.4.4, L.4.1f, L.4.2c	<i>Comienza en la lección 6</i>	<i>Comienza en la lección 10</i>
Emerge! Lessons 1-5	“Not” Prefixes (<i>il-, im-, in-, ir-, non-</i>) Spelling Lists On-Level: invisible, insecure, illegal, indirect, imperfect, impossible, nonsense, incorrect, irregular, unfair Challenge: inexpensive, incomplete, unequal, impolite, impatient, immortal, nonfiction, incorrect, irregular, carefully RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Connect Ideas: Use Compound-Complex Sentences Grammar & Mechanics: compound-complex sentences, independent clauses, dependent clauses, coordinating conjunctions, subordinating conjunctions W.4.4, L.4.1f, L.4.2c	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 3 | Earth Science: Earth's Natural Processes

Pregunta esencial / Essential Question: ¿Cómo dan forma al mundo que nos rodea los procesos naturales de la Tierra? / How do Earth's natural processes shape the world around us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>Los incendios más devastadores antes y ahora</i> de Deborah Hopkinson Texto complementario: “Las montañas del océano” Género: Texto informativo Estructura del texto: Causa y efecto Volver a leer: Características del texto Lexile: 820L RI.4.5, RI.4.6, RI.4.7, RI.4.8*	Palabras de vocabulario: epicentro, temblor, investigar, teoría RL.4.4, L.4.4c, L.4.5c, L.4.6	
Emerge! Lessons 6-10		Central Text cont'd: Excerpt from <i>The Deadliest Fires Then and Now</i> by Deborah Hopkinson Companion Text: “A Closer Look at Earthquakes” by Gayleen Rabakukk Genre: Informational Text Structure/Elements: Cause and Effect; Text Features Reread: Text Features Lexile: 820L RI.4.5, RI.4.6, RI.4.7, RI.4.8*	Target Words: epicenter, tremors, investigate, theory RL.4.4, L.4.4c, L.4.5c, L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Crear adjetivos a partir de verbos (-ante, -ente, -iente, -able) Listas de ortografía A nivel: cantante, pensante, obediente, valiente, paciente, eficiente, amable, llevable, incansable, deplorable Desafío: deslumbrante, predominante, coherente, preeminente, resiliente, deficiente, inmutable, deplorable, inadmisible, llevable RF.4.3a, L.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		Género de escritura: Ficción narrativa Instrucción de escritura: Imagina una ciudad en la que el tiempo cambie de manera repentina y abrupta. Podrían ser lluvias torrenciales, fuertes vientos o incluso toneladas de nieve. Escribe una ficción narrativa para compartirla con un estudiante más joven de tu escuela sobre un superhéroe que llega a la ciudad y ayuda a la comunidad. W.4.3a, W.4.3b, W.4.3d, W.4.4, W.4.5, W.4.10	Trabajo final: ¿Cuál es el impacto? Options: Hacer una presentación o Escribir una nota periodística RI.4.9, W.4.4, W.4.5, W.4.6, W.4.7, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4, SL.4.4a
Emerge! Lessons 6-10	Suffixes -ance/-ence, -ant/-ent Spelling Lists On-Level: excellent, attend, appear, appearance, intelligent, intelligence, distant, important, attendance, incorrect Challenge: endure, endurance, resident, residence, brilliant, brilliance, experience, important, attendance, irregular RF.4.3a, L.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b		Writing Genre: Narrative Writing Writing Prompt: Imagine that you live in a town where the weather suddenly changes in a big way. It could be heavy rain, strong winds, or even tons of snow! Tell the story of a superhero who comes to town and helps out your community. W.4.3a, W.4.3b, W.4.3d, W.4.4, W.4.5, W.4.10	Culminating Task: What's the Impact? Options: Make a Presentation or Write a News Story RI.4.9, W.4.4, W.4.5, W.4.6, W.4.7, W.4.9b, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4, SL.4.4a

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 3 | Earth Science: Earth's Natural Processes

Pregunta esencial / Essential Question: ¿Cómo dan forma al mundo que nos rodea los procesos naturales de la Tierra? / How do Earth's natural processes shape the world around us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Gracias a la erosión” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Basarse en lo que otros dicen SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Un fósil fuera de lugar” Género: Ficción realista Estrategias de comprensión: Resumir, Hacer predicciones Lexile: 920L Lectura dirigida: “Naica: la cueva de los cristales” Género: Texto informativo Estructura del texto: Causa y efecto Lexile: 880L Texto principal: <i>Los cenotes: ventanas a un mundo subterráneo</i> Género: Texto informativo Estructura del texto: Causa y efecto Volver a leer: Imaginería Lexile: 930L RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RF.4.4c, SL.4.2, L.4.4a*	Palabras del concepto: colisión, erosión, fenómeno, terreno Palabras de vocabulario: sumidero, poroso, vasto, empinado, colapso, ensanchar, somero, cartografiar L.4.6	Usar la estrategia de afuera hacia adentro L.4.4a, L.4.4b, L.4.4c
Emerge! Lessons 11-15	Title: “Formed by Erosion” <i>Interactive</i> Collaborative Conversations Skill: Build on Others’ Talk SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Finding Fossils” Genre: Realistic Fiction Comprehension Strategy: Summarize, Make Predictions Lexile: 990L Directed Text: “North America’s Highest Peak” by Diana Tang Genre: Informational Text Structure/Elements: Main Idea and Key Details Lexile: 870L Central Text: <i>Cenotes: Windows to an Underground World</i> Genre: Informational Text Structure/Elements: Cause and Effect; Reread: Imagery; Author’s Purpose Lexile: 930L RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RF.4.4c, SL.4.2, L.4.4a*	Concept Words: collision, erosion, phenomenon, terrain Target Words: sinkhole, porous, vast, steep, collapse, widen, shallow, mapping L.4.6	Use the Outside-In Strategy L.4.4a, L.4.4b, L.4.4c

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 11-15	Sufijos nominales (-eza, -ura, -ancia, -encia) Listas de ortografía A nivel: belleza, pobreza, frescura, altura, abundancia, pereza, obediencia, paciencia, llevable, coherencia Desafío: fortaleza, pureza, escritura, ternura, tolerancia, perseverancia, inteligencia, coherencia, deplorable, paciencia RF.4.3a, RF.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destrezas de escritura: Conectar las ideas: Usar preposiciones y frases preposicionales Gramática y Nociones del lenguaje: usar preposiciones y frases preposicionales W.4.2c, W.4.3c, W.4.5	<i>Continuación</i>	<i>Continúa en las lecciones 18–20</i>
Emerge! Lessons 11-15	Suffixes -ity/-ty, -ive, -ous Spelling Lists On-Level: safety, curious, active, detective, famous, glorious, furious, dangerous, mysterious, important Challenge: community, attractive, equality, activity, humorous, massive, ability, dangerous, mysterious, attendance RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b	Writing Skill: Connect Ideas: Use Transitions Grammar & Mechanics: commas to set off introductory elements W.4.2c, W.4.3c, W.4.5	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 3 | Earth Science: Earth’s Natural Processes

Pregunta esencial / Essential Question: ¿Cómo dan forma al mundo que nos rodea los procesos naturales de la Tierra? / How do Earth’s natural processes shape the world around us?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Los cenotes: ventanas a un mundo subterráneo</i> RI.4.7, RI.4.8*		
Emerge! Lessons 16-20		Central Text, cont'd: <i>Cenotes: Windows to an Underground World</i> RI.4.7, RI.4.8*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 16-20	Repaso: Acentuación Listas de ortografía A nivel: reloj, canción, lápiz, mesa, pájaro, música, llévatelo, cámara, préstaselo, explícaselo Desafío: compás, verdad, césped, examen, esdrújula, océano, dígamelo, eólico, explícaselo, préstaselo RF.4.3a, L.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	U1–U3 Review Spelling Lists On-Level: explorer, visitor, careful, appearance, excellent, invisible, incorrect, harmless, successful, dangerous Challenge: irregular, unfrozen, performer, restless, cheerful, attendance, residence, harmless, successful, mysterious RF.4.3a, L.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 4 | Storytelling: The Stories We Tell

Pregunta esencial / Essential Question: ¿Qué podemos aprender de los cuentos tradicionales que se pasan de generación en generación? / What can we learn from traditional stories that have been passed down through generations?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Preservar historias” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Escuchar con atención SL.4.1d, SL.4.2	Lectura en voz alta: “El cantar de Mío Cid” Género: Texto informativo Estrategia de comprensión: Hacer y responder preguntas, Volver a leer Lexile: 990L Lectura dirigida: “Inti, el dios del sol” Género: Mito Estructura del texto: Trama Lexile: 800L Texto principal: <i>¡Yo soy Hermes!</i> de Mordicai Gerstein Género: Mito Estructura del texto: Trama Volver a leer: Dichos y proverbios Lexile: 600L RL.4.3, RL.4.4, RL.4.7, SL.4.1c, SL.4.2, L.4.4a*	Palabras del concepto: orígenes, costumbres, representación, documento, reinterpretación, legado Palabras de vocabulario: deslumbrante, travieso, amenazador, amontonar, ordenadamente, majestuoso, noción, impartir L.4.5a, L.4.6	Claves de contexto: Palabras con múltiple significado RL.4.4, L.4.4a
Emerge! Lessons 1-5	Title: “Preserving Stories” <i>Interactive</i> Collaborative Conversations Skill: Listen Attentively SL.4.1d, SL.4.2	Read Aloud: “Storytelling through the Ages” Genre: Informational Text Comprehension Strategy: Reread, Ask and Answer Questions Lexile: 980L Directed Text: “Amaterasu, Goddess of the Sun: Retelling of a Japanese Myth” by Kuniko Katz Genre: Myth Structure/Elements: Character, Setting, Plot; Theme Lexile: 940L Central Text: Excerpt from <i>I Am Hermes! Mischief-Making Messenger of the Gods</i> written and illustrated by Mordicai Gerstein Genre: Myth Structure/Elements: Character, Setting, Plot; Theme Reread: Adages and Proverbs; Text Features: Graphics and Illustrations Lexile: 500L RL.4.3, RL.4.4, RL.4.7, SL.4.1c, SL.4.2, L.4.4a*	Concept Words: document, origins, customs, legacy, depiction, retelling Target Words: dazzling, mischievous, menace, flocked, orderly, glorious, inkling, impart L.4.5a, L.4.6	Context Clues: Multiple-Meaning Words RL.4.4, L.4.4a

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Raíces y prefijos del latín (<i>súper-, sobre-, sub-, inter-, audi-</i>) Listas de ortografía A nivel: superalto, supermercado, sobrenatural, intercambiar, subarrendar, suburbio, interactuar, sobrevivir, préstaselo, audífonos Desafío: superpuesto, superpoblación, audiómetro, submarino, sobrehumano, sobrevolar, interdisciplinario, audífonos, explícaselo, sobrevivir RF.4.3a, L.4.4a, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Comunicar con claridad: Usar pronombres Gramática y Nociones del lenguaje: pronombres, sustantivos, concordancia entre pronombres y sustantivos a los que sustituyen W.4.5, L.4.1a, L.4.3a	<i>Comienza en la lección 6</i>	<i>Comienza en la lección 10</i>
Emerge! Lessons 1-5	“Break/Build” Roots (Latin Roots: <i>fract, rupt, struct</i>) Spelling Lists On-Level: rupture, disrupt, construct, erupts, bankrupt, abrupt, instruct, structures, fraction, harmless Challenge: restructure, instructor, construction, constructing, eruptions, destruct, reconstruct, structures, fraction, successful RF.4.3a, L.4.4a, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use Pronouns Effectively Grammar & Mechanics: possessive pronouns, reflexive pronouns, pronoun case/ number/person, pronoun-antecedent agreement, vague pronouns W.4.5, L.4.1a, L.4.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 4 | Storytelling: The Stories We Tell

Pregunta esencial / Essential Question: ¿Qué podemos aprender de los cuentos tradicionales que se pasan de generación en generación? / What can we learn from traditional stories that have been passed down through generations?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>¡Yo soy Hermes!</i> de Mordicai Gerstein Texto complementario: “Un debate entre dioses” Género: Mito/teatro Estructura del texto: Obra de teatro Volver a leer: Elementos de una obra de teatro: Elenco de personajes y diálogo Lexile: NP RL.4.3, RL.4.4, RL.4.5, L.4.5b, RL.4.7*	Palabras de vocabulario: resplandor, celebrar, noster, inalcanzable L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: Excerpt from <i>I Am Hermes! Mischief-Making Messenger of the Gods</i> written and illustrated by Mordicai Gerstein Companion Text: “Why Mount Etna Breathes Fire: A Play Based on Greek Mythology” retold by Pat Betteley Genre: Myth, Drama Structure/Elements: Character, Setting, Plot; Theme; Dialogue and Stage Directions Reread: Elements of a Drama: Cast of Characters and Dialogue Lexile: NP RL.4.3, RL.4.4, RL.4.5, L.4.5b, RL.4.7*	Target Words: revenge, flickering, soothing, fury L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Acento diacrítico en los pronombres interrogativos Listas de ortografía A nivel: qué, quién, cuál, que, quien, cual, porque, por qué, intercambiar, por qué Desafío: cuánto, cuándo, dónde, cuanto, cuando, donde, porque, por qué, submarino, por qué RF.4.3a, RF.4.4b, L.4.4b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b, RL.4.7		Género de escritura: Ensayo de opinión Instrucción de escritura: En ¡Yo soy Hermes!, el autor describe cómo Hermes regala sabiduría a muchas personas. ¿Piensas que los dones son valiosos? ¿Por qué? Escribe un ensayo de opinión donde expreses claramente tu opinión y las razones que la respaldan. Usa evidencia del texto para respaldar tu respuesta. W.4.1a, W.4.4, W.4.5, W.4.8, W.4.10	Título: Explora historias tradicionales Opciones: Hacer un libro ilustrado o Hacer una grabación de audio RL.4.9, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.2c, SL.4.1d, SL.4.3, SL.4.4, SL.4.5
Emerge! Lessons 6-10	Communications Roots (<i>aud/audi, scrib/script, sign, voc</i>) Spelling Lists On-Level: audible, describe, vocal, voices, signing, designed, signal, scribble, audiences, structures Challenge: assignment, auditorium, provoke, designer, resign, redesign, assign, scribble, audiences, fraction RF.4.3a, RF.4.4b, L.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency RF.4.4b, RL.4.7		Writing Genre: Persuasive Writing Writing Prompt: You have read that Hermes gave gifts of wisdom to many. Were the gifts valuable? Write a persuasive essay in which you clearly state your claim and reasons. Use evidence from the myth to support your response. W.4.1a, W.4.4, W.4.5, W.4.8, W.4.10	Title: Explore Traditional Stories Options: Make a Picture Book or Make an Audio Recording RL.4.9, W.4.4, W.4.6, W.4.7, SL.4.1a, SL.4.1b, SL.4.2c, SL.4.1d, SL.4.3, SL.4.4, SL.4.5

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 4 | Storytelling: The Stories We Tell

Pregunta esencial / Essential Question: ¿Qué podemos aprender de los cuentos tradicionales que se pasan de generación en generación? / What can we learn from traditional stories that have been passed down through generations?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Cuentos de distintas culturas” <i>Video</i> Destrezas de conversaciones colaborativas: Turnarse para hablar SL.4.1d, SL.4.2	Lectura en voz alta: “Nicomedes Santa Cruz” Género: Biografía Estrategia de comprensión: Resumir Lexile: 980L Lectura dirigida: “Yacu y la leyenda del Ekeko” Género: Leyenda Estructura del texto: Trama Lexile: 790L Texto principal: <i>Los perros mágicos de los volcanes</i> Género: Leyenda Estructura del texto: Trama Volver a leer: Resumir Lexile: 840L RL. 4.3, RL.4.5, RL.4.10, SL.4.2, L.4.4a*	Palabras del concepto: antiguo/a, atemporal, cultural, heroico/a Palabras de vocabulario: faldas (volcán), desgracia, ropaje, desprevenido, pisotear, picazón, debilidad, desviar L.4.6	Claves de contexto: Locuciones adverbiales L.4.4a
Emerge! Lessons 11-15	Title: “Tales Across Cultures” <i>Video</i> Collaborative Conversations Skill: Take Turns Speaking SL.4.1d, SL.4.2	Read Aloud: “The Tales They Told” Genre: Biography Comprehension Strategy: Summarize Lexile: 970L Directed Text: “Hualachi and the Magic Sandals: Retelling of a Peruvian/ Incan Folktale” by Carla Mino Genre: Folktale Structure/Elements: Character, Setting, Plot; Theme Lexile: 890L Central Text: <i>Magic Dogs of the Volcanoes</i> Genre: Folktale Structure/Elements: Plot Reread: Summarize Lexile: 840L RL. 4.3, RL.4.5, RL.4.10, SL.4.2, L.4.4a*	Concept Words: ancient, timeless, cultural, heroic Target Words: slopes, misfortune, gust, robe, trample, tingle, weakness, worthy L.4.6	Context Clues: Multiword Expressions L.4.4a

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Acento diacrítico en pronombres homófonos (<i>mi, el, tu, te, se</i>) Listas de ortografía A nivel: tú, tu, él, el, té, te, de, dé, por qué, más Desafío: mí, mi, sé, se, sí, si, mas, más, por qué, dé RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Elaborar ideas: Usar lenguaje descriptivo Gramática y Nociones del lenguaje: uso de lenguaje descriptivo, adjetivos, posición de adjetivos, adverbios, circunstanciales W.4.5, L.4.1d, L.4.3a	<i>Continuación</i>	<i>Continuación en las lecciones 18–20</i>
Emerge! Lessons 11-15	Movement Roots (Latin Roots: <i>mot/ mov/mob, tract, ject</i>) Spelling Lists On-Level: distract, attracts, remove, tractor, reject, movies, project, motion, emotion, scribble Challenge: attracted, distracted, mobile, motive, motor, motel, projected, motion, emotion, audiences RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Descriptive Language Grammar & Mechanics: order of adjectives W.4.5, L.4.1d, L.4.3a	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 4 | Storytelling: The Stories We Tell

Pregunta esencial / Essential Question: ¿Qué podemos aprender de los cuentos tradicionales que se pasan de generación en generación? / What can we learn from traditional stories that have been passed down through generations?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Los perros mágicos de los volcanes</i> RL.4.3, RL.4.4*		
Emerge! Lessons 16-20		Central Text, cont'd: <i>Magic Dogs of the Volcanoes</i> RL.4.3, RL.4.4*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 16-20	Raíces de movimiento (<i>mot/mov/mob, port, tract, ject</i>) Listas de ortografía A nivel: distraer, atraer, remover, tractor, eyectar, móvil, proyecto, movimiento, dé, emoción Desafío: atraído, distraído, motriz, motivo, motorizado, promover, proyectado, portafolio, más, movimiento RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	“Hold, Turn, Carry” Roots (Latin Roots: <i>ten/tain, ver/vert, fer</i>) Spelling Lists On-Level: ferry, transfer, divert, reverse, entertain, content, prefer, contains, offering, motion Challenge: obtain, contents, conversation, vertical, entertainer, maintaining, container, contains, offering, emotion RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 5 | History: The American West

Pregunta esencial / Essential Question: ¿Cómo se formaron las perspectivas de las distintas poblaciones en el Oeste norteamericano del siglo XIX? / What shaped the perspectives of different people in the American West in the 1800s?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “De costa a costa” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas; Contribuir a la conversación SL.4.1d, SL.4.2	Lectura en voz alta: “¿Cuánto costaba un caballo?” Género: Texto informativo Estrategia de comprensión: Resumir Lexile: 1010L Lectura dirigida: “Gerónimo: el escritor que no sabía escribir” Género: Texto de historia tribal oral Estructura del texto: Profundizar Lexile: 810L Texto principal: <i>El Pueblo seguirá</i> Género: Historia tribal oral Estructura del texto: Causa y efecto Volver a leer: Imaginería, Orden de los sucesos Lexile: 630L RI.4.5, RI.4.9, RI.4.10, SL.4.2, L.4.4b*	Palabras del concepto: territorio, asentamiento, migración, frontera, transcontinental, desplazamiento Palabras de vocabulario: planicie, sustento, continuidad, artesano inusual, cesar, huir, subsistir L.4.6	Usar partes de la palabra: Raíces RI.4.4, L.4.4b
Emerge! Lessons 1-5	Title: “Crossing the Land” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions; Contribute to the Discussion SL.4.1d, SL.4.2	Read Aloud: “The Fur Trade” Genre: Informational Text Comprehension Strategy: Summarize Lexile: 1010L Directed Text: “Buffalo and Horses Among Our People” by Roberta “Bobbie” Conner Genre: Oral Tribal History Text Structure/Elements: Cause and Effect; Oral Tradition Lexile: 980L Central Text: <i>The People Shall Continue</i> Genre: Oral Tribal History Structure/Elements: Cause and Effect Reread: Imagery; Sequence of Events Lexile: 630L RI.4.5, RI.4.9, RI.4.10, SL.4.2, L.4.4b*	Concept Words: migration, displace, territory, settlement, transcontinental, border Target Words: plain, artisan, provide, continue, unusual, scattered, run away, discouraged L.4.6	Use Word Parts: Roots RI.4.4, L.4.4b

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Sufijos nominales -ción, -dad, -aje, -ista Listas de ortografía A nivel: canción, educación, libertad, amistad, coraje, viaje, paisaje, capitalista, movimiento, violinista Desafío: construcción, invitación, bondad, aprendizaje, generosidad, hospedaje, aterrizaje, violinista, emoción, capitalista RF.4.3a, RF.4.4b, L.4.1b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Comunicar con claridad: Usar tiempos progresivos Gramática y Nociones del lenguaje: verbos en tiempo progresivo, expresar tiempo y secuencia L.4.1b	<i>Comienza en la Lección 6</i>	<i>Comienza en la Lección 10</i>
Emerge! Lessons 1-5	Suffix -ion Spelling Lists On-Level: invention, imagination, reaction, confusion, expression, collection, education, protection, production, contains Challenge: procession, distraction, reservation, celebration, combination, definition, graduation, protection, production, offering RF.4.3a, RF.4.4b, L.4.1b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Phrasing and Intonation); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use the Progressive Tenses Grammar & Mechanics: progressive tenses, correcting inappropriate shifts in verb tense L.4.1b	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 5 | History: The American West

Pregunta esencial / Essential Question: ¿Cómo se formaron las perspectivas de las distintas poblaciones en el Oeste norteamericano del siglo XIX? / What shaped the perspectives of different people in the American West in the 1800s?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal., cont.: <i>El Pueblo seguirá</i> Texto complementario: “La gran compra de Luisiana” Género: Texto informativo Estructura del texto: Causa y efecto Volver a leer: Características del texto Lexile: 910L R1.4.4, RI 4.5, RI.4.7*	Palabras de vocabulario: ubicado, pastoreo, sedentario, limítrofes L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: <i>The People Shall Continue</i> Companion Text: Excerpt from <i>Return of the American Bison</i> by Theresa Morlock Genre: Informational Text Structure/Elements: Cause and Effect; Text Features Reread: Text Features: Maps Lexile: 990L R1.4.4, RI 4.5, RI.4.7*	Target Words: fundamental, immense, established, relocating L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Homófonos Listas de ortografía A nivel: alado, grabado, arrollo, gravado, arroyo, vaca, baca, sumo, capitalista, cayado Desafío: halado, zumo, vienes, bienes, honda, onda, callado, cayado, violinista, sumo RF.4.3a, L.4.2d, RF.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b		Género de escritura: Ensayo informativo Instrucción de escritura: Las perspectivas de las distintas poblaciones de América del Norte influyeron en su forma de desplazarse por el continente. Escribe un ensayo informativo que describa las razones por las que distintas poblaciones se desplazaban de un lugar a otro usando los recursos proporcionados. ¿Por qué viajaban a nuevas regiones? W.4.2a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Título: ¡Explora experiencias! Opciones: Planear una exhibición de museo o Crear una presentación RI.4.9, W.4.4, W.4.6, W.4.7, SL.4.4a, SL.4.5
Emerge! Lessons 6-10	Vowel Alternations Spelling Lists On-Level: introduction, athlete, athletic, company, companion, volcano, volcanic, introduce, competition, protection Challenge: prepare, preparation, compete, metal, metallic, medicine, medicinal, introduce, competition, production RF.4.3a, L.4.2d, RF.4.4b	Accuracy, Appropriate Rate, and Expression (Phrasing and Intonation); Reread for Fluency RF.4.4b		Writing Genre: Informative Writing Writing Prompt: The perspectives of different groups of people across America affected how they moved around the continent. Use the resources provided to write an informative essay that describes why different groups moved from place to place. What were their reasons for traveling to new regions? W.4.2a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Title: Explore Experiences! Options: Plan a Museum Exhibit or Create a Presentation RI.4.9, W.4.4, W.4.6, W.4.7, SL.4.4a, SL.4.5

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Grade 4 Unit 5 | History: The American West

Pregunta esencial / Essential Question: ¿Cómo se formaron las perspectivas de las distintas poblaciones en el Oeste norteamericano del siglo XIX? / What shaped the perspectives of different people in the American West in the 1800s?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Trasladándose al Oeste” <i>Video</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas: Revisar ideas clave SL.4.1d, SL.4.2	Lectura en voz alta: “El dilema de Pocahontas” Género: Biografía Estrategia de comprensión: Hacer y responder preguntas, Volver a leer Lexile: 980L Lectura dirigida: “Sacagawea, la indígena intérprete” Género: Ficción histórica Estructura del texto: Trama Lexile: 840L Texto principal: <i>El diario de un minero chino llamado Wong Ming-Chung</i> de Laurence Yep Género: Ficción histórica Estructura del texto: Trama Volver a leer: Punto de vista, Símbolos y metáforas Lexile: 690L RL.4.3, RL.4.4, RL.4.10, SL.4.1c, SL.4.2, L.4.4a*	Palabras del concepto: riesgo, oportunidad, motivación, prosperidad Palabras de vocabulario: vertical, fragmentos, determinación, garras, dependiente, erudito, inversiones, cuentas L.4.4c, L.4.6	Claves de contexto: Pistas antónimas L.4.4a, L.4.5c, W.4.5
Emerge! Lessons 11-15	Title: “Moving to the West” <i>Video</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas SL.4.1d, SL.4.2	Read Aloud: “Finding Freedom in the West” Genre: Biography Comprehension Strategy: Reread, Ask and Answer Questions Lexile: 970L Directed Text: “A New Path for Ignacio” by Magdalena Mata Genre: Historical Fiction Structure/Elements: Character, Setting, Plot; Narrative Point of View Lexile: 850L Central Text: Excerpt from <i>The Journal of Wong Ming-Chung: A Chinese Miner (California, 1852)</i> by Laurence Yep Genre: Historical Fiction Structure/Elements: Character, Setting, Plot; Narrative Point of View Reread: Point of View; Similes and Metaphors Lexile: 690L RL.4.3, RL.4.4, RL.4.10, SL.4.1c, SL.4.2, L.4.4a*	Concept Words: risk, opportunity, motivation, prosperity Target Words: vertical, fragments, determination, clutches, clerk, scholar, investments, accounts L.4.4c, L.4.6	Context Clues: Antonym Clues L.4.4a, L.4.5c, W.4.5

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Homógrafos Listas de ortografía A nivel: alce, frente, puro, cala, gira, sala, cazo, cobra, llama, sumo Desafío: bala, código, pata, barro, cólera, tomo, bota, llama, cayado, cobra RF.4.4b, L.4.1g, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destreza de escritura: Comunicar con claridad: Usar verbos en pasado Gramática y Nociones del lenguaje: verbos en pasado, orden de los sucesos, pretérito, imperfecto L.4.3a	Continuación	Continuación en las lecciones 18–20
Emerge! Lessons 11-15	Contractions and Homophones Spelling Lists On-Level: weather, whether, they're, their, shouldn't, heard, herd, doesn't, could've, introduce Challenge: minor, miner, wouldn't, principle, principal, quarts, quartz, doesn't, could've, competition RF.4.4b, L.4.1g, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use the Perfect Tenses Grammar & Mechanics: past, present, and future perfect tenses; past participles; correcting inappropriate shifts in verb tense L.4.3a	Continuación	Continued in Lessons 18–20

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 5 | History: The American West

Pregunta esencial / Essential Question: ¿Cómo se formaron las perspectivas de las distintas poblaciones en el Oeste norteamericano del siglo XIX? / What shaped the perspectives of different people in the American West in the 1800s?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>El diario de un minero chino llamado Wong Ming-Chung</i> por Laurence Yep RL.4.3, RL.4.4, RL.4.10, SL.4.1c, SL.4.2, L.4.4a*		
Emerge! Lessons 16-20		Central Text, cont'd: Excerpt from <i>The Journal of Wong Ming-Chung: A Chinese Miner (California, 1852)</i> by Laurence Yep RL.4.3, RL.4.4, L.4.5a*		

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 16-20	Palabras con terminación <i>-ción</i> y <i>-sión</i> Listas de ortografía A nivel: reposición, alimentación, revelación, ampliación, propulsión, comprensión, emisión, bendición, cobra, omisión Desafío: aprehensión, desilusión, persuasión, ascensión, indicación, recepción, composición, omisión, llama, bendición RF.4.3a, L.4.4, L.4.2d, L.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	Latin Roots <i>dict, port, spect, cent</i> Spelling Lists On-Level: centuries, porter, dictionary, transport, report, predict, respectful, inspector, export, doesn't Challenge: prospector, reporter, percent, verdict, prediction, spectacular, dictionaries, inspector, export, could've RF.4.3a, L.4.4, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 6 | Life Science: Features of Living Things

Pregunta esencial / Essential Question: ¿Cómo interactúan los seres vivos con el mundo que los rodea? / How do the needs of a community influence what people buy and sell?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Vivir en el ecosistema de la selva tropical” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas: Aclarar la información SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “La red más importante para la vida” Género: Texto informativo Estrategia de comprensión: Volver a leer Lexile: 980L Lectura dirigida: <i>Caracol y tortuga, tortuga y caracol</i> Género: Poesía de verso libre Estructura del texto: Estructura poética Lexile: NP Texto principal: <i>Para decir un bosque</i> Género: Poesía de verso libre Estructura del texto: Estructura poética Volver a leer: Profundizar, Elementos de la poesía, Aliteración Lexile: NP RL.4.5, RF.4.4b, SL.4.2, L.4.4a*	Palabras del concepto: proceso, función, receptor sensorial, instinto, adquirir, interdependiente Palabras de vocabulario: cobijarse, primordial, exactitud, manantial, cicatriz, lamer, desperezarse, follaje L.4.6	Claves de contexto: Claves inútiles o engañosas L.4.4a, L.4.4c
Emerge! Lessons 1-5	Title: “Living in a Rainforest Ecosystem” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer: Clarify Information SL.4.1d, SL.4.2, L.4.6	Read Aloud: “The Life-Giving Power of Plants” Genre: Informational Text Comprehension Strategy: Reread Lexile: 970L Directed Text: Excerpt from <i>Joyful Noise: Poems for Two Voices</i> by Paul Fleischman Genre: Free-Verse Poetry Structure/Elements: Poetic Elements; Lines; Stanzas; Rhyme; Theme Lexile: NP Central Text: Excerpt from <i>Predator and Prey: A Conversation in Verse</i> by Susannah Buhrman-Deever Genre: Free-Verse Poetry Structure/Elements: Poetic Elements; Lines; Stanzas; Rhyme; Meter; Theme Reread: Alliteration and Onomatopoeia; Elements of Poetry Lexile: NP RL.4.5, RF.4.4b, SL.4.2, L.4.4a*	Concept Words: process, function, sense receptor, interdependent, instinct, acquire Target Words: fearsome, blitz, feisty, stealth, coiled, keen, rebounds, brawn L.4.6	Context Clues: Unhelpful or Misleading Clues L.4.4a, L.4.4c

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Sufijos adjetivales (-ero/a, -able, -oso, -al, -ador) Listas de ortografía A nivel: panadero, carpintera, agradable, lavable, reparador, curiosa, musical, encantador, bendición, depredador Desafío: extranjera, prisionero, incansable, impermeable, maravillosa, ancestral, marginal, depredador, omisión, encantador RF.4.3a, L.4.4b, L.4.2d	Precisión, ritmo adecuado y expresión RF.4.4b	Destrezas de escritura: Comunicar con claridad: Usar verbos modales Gramática y Nociones del lenguaje: tiempos modales, condiciones, verbo principal, verbos auxiliares, expresar actitud de una acción L.4.1c, W.4.4	<i>Comienza en la Lección 6</i>	<i>Comienza en la Lección 10</i>
Emerge! Lessons 1-5	Adjective Suffixes (-ible/-able, -some) Spelling Lists On-Level: fearsome, remarkable, lonesome, comfortable, breakable, flexible, possible, preventable, valuable, inspector Challenge: agreeable, responsible, tiresome, favorable, honorable, troublesome, uncomfortable, preventable, valuable, export RF.4.3a, L.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use Modal Verbs Grammar & Mechanics: modal verbs, contractions L.4.1c, W.4.4	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 6 | Life Science: Features of Living Things

Pregunta esencial / Essential Question: ¿Cómo interactúan los seres vivos con el mundo que los rodea? / How do living things interact with the world around them?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>Para decir un bosque</i> Texto complementario: “Las abejas buscan casa” Género: Texto argumentativo Estructura del texto: Comparar y contrastar Volver a leer: Propósito del autor Lexile: 920L RL.4.5, RL.4.9, RI.4.3, RI.4.5, RI.4.7, RF.4.4b, SL.4.2*	Palabras de vocabulario: crucial, polinizador/a, laborioso/a, indiscriminado/a L.4.5a, L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: Excerpt from <i>Predator and Prey: A Conversation in Verse</i> by Susannah Buhrman-Deever Companion Text: “The Food Debate: On the Land or Indoors?” by John D. Shabe Genre: Argumentative Text Structure/Elements: Compare and Contrast; Claim, Reasons, and Evidence; Text Features Reread: Author’s Purpose Lexile: 890L RL.4.5, RL.4.9, RI.4.3, RI.4.5, RI.4.7, RF.4.4b, SL.4.2*	Target Words: effective, enriched, repurpose, organic L.4.5a, L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Sufijos adverbiales -mente Listas de ortografía A nivel: literalmente, arduamente, felizmente, alegremente, tristemente, duramente, increíblemente, cortésmente, encantador, científicamente Desafío: especialmente, ligeramente, finalmente, antiguamente, fácilmente, animadísimo, velozmente, científicamente, depredador, cortésmente RF.4.3a, L.4.2d, RF.4.4b	Precisión, ritmo adecuado y expresión RF.4.4b		Género de escritura: Ensayo de opinión Instrucción de escritura: Imagina que en tu escuela se realiza un concurso de escritura para plantear la importancia de las abejas y determinar qué acciones pueden ayudar a cuidarlas. Escribe un ensayo de opinión para convencer al director de tu escuela, a tus compañeros y a la comunidad de empezar a realizar pequeñas acciones para protegerlas. W.4.1a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Título: ¡Explora los seres vivos! Opciones: Dibujar un diagrama o Hacer un podcast RI.4.9, W.4.6
Emerge! Lessons 6-10	Adverb Suffixes (-ly/-ily, -fully) Spelling Lists On-Level: steadily, boldly, easily, likely, terribly, successfully, truly, quietly, cheerfully, preventable Challenge: effectively, joyfully, thoughtfully, busily, uneasily, expertly, unhappily, quietly, cheerfully, valuable RF.4.3a, L.4.2d, RF.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b		Writing Genre: Persuasive Writing Writing Prompt: Imagine that your school is holding a writing contest to determine how to best help students learn about growing plants for food. Write a persuasive essay convincing your school principal of which option is better: a traditional outdoor garden or an indoor greenhouse. W.4.1a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Title: Explore Living Things! Options: Draw a Diagram or Make a Podcast RI.4.9, W.4.6

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge!* Essentials.

Grade 4 Unit 6 | Life Science: Features of Living Things

Pregunta esencial / Essential Question: ¿Cómo interactúan los seres vivos con el mundo que los rodea? / How do the needs of a community influence what people buy and sell?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Sobrevivir en el desierto de Mojave” <i>Video</i> Destrezas de conversaciones colaborativas: Basarse en lo que otros dicen SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Dormir, jugar, comer” Género: Ficción realista Estrategias de comprensión: Hacer predicciones; Visualizar Lexile: 770L Lectura dirigida: “Viajar con los animales” Género: Texto informativo Estructura: Causa y efecto Lexile: 970L Texto principal: <i>Seres luminosos: Seres vivos que iluminan la noche</i> de Julia Kuo Género: Texto informativo Estructura del texto: Causa y efecto Volver a leer: Descripción, Profundizar, Propósito del autor Lexile: 960L RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, SL.4.2, L.4.4a*	Palabras del concepto: camuflaje, biodiversidad, nocturno/a, característica Palabras de vocabulario: destellar, pender, tentar, pasmar, gradualmente, coordinadamente, perturbar, insólito L.4.4c, L.4.5c, L.4.6	Claves de contexto: Definir y reformular L.4.4a
Emerge! Lessons 11-15	Title: “Surviving the Mojave Desert” <i>Video</i> Collaborative Conversations Skill: Build on Others’ Talk SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Tricks and Treats” Genre: Realistic Fiction Comprehension Strategy: Make Predictions, Visualize Lexile: 790L Directed Text: “Animals at Night” by Gina Dalessio Genre: Informational Text Structure/Elements: Cause and Effect; Text Features Lexile: 840L Central Text: <i>Luminous: Living Things That Light Up the Night</i> by Julia Kuo Genre: Informational Text Structure/Elements: Cause and Effect; Text Features Reread: Author’s Purpose; Description Lexile: AD960L RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, SL.4.2, L.4.4a*	Concept Words: camouflage, biodiversity, nocturnal, characteristic Target Words: gleam, dangle, lure, startle, gradually, coordinate, disturbed, extraordinary L.4.4c, L.4.5c, L.4.6	Context Clues: Definition and Restatement Clues L.4.4a

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Formar los superlativos <i>-ísimo/a</i> Listas de ortografía A nivel: grandísima, cortísimo, chiquitísimo, larguísimo, facilísimo, potentísimo, valentísima, difícilísima, cortésmente, sequísimo Desafío: preciosísimo, numerosísima, gravísimo, durísimo, lentísima, ferocísima, suavísimo, sequísimo, científicamente, difícilísima RF.4.3a, L.4.4b, L.4.2d, RF.4.4b.X.X	Precisión, ritmo adecuado y expresión RF.4.4b	Destrezas de escritura: Elaborar ideas: Comparar y contrastar ideas Gramática y Nociones del lenguaje: adjetivos, adverbios, comparativos, superlativos, L.4.3a, W.4.5	<i>Continuación</i>	<i>Continuación en las lecciones 18–20</i>
Emerge! Lessons 11-15	Noun Suffixes (<i>-dom, -ment, -ure</i>) Spelling Lists On-Level: movement, capture, creature, future, feature, freedom, wisdom, experiment, statement, quietly Challenge: arrangement, temperature, boredom, mixture, treasure, sculpture, measurement, experiment, statement, cheerfully RF.4.3a, L.4.4b, L.4.2d, RF.4.4b.X.X	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Compare and Contrast Ideas Grammar & Mechanics: comparative and superlative adjectives and adverbs L.4.3a, W.4.5	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

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Grade 4 Unit 6 | Life Science: Features of Living Things

Pregunta esencial / Essential Question: ¿Cómo interactúan los seres vivos con el mundo que los rodea? / How do the needs of a community influence what people buy and sell?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 15-20		Texto principal, cont.: <i>Seres luminosos: Seres vivos que iluminan la noche</i> de Julia Kuo RI.4.8*		
Emerge! Lessons 15-20		Central Text, cont'd: <i>Luminous: Living Things That Light Up the Night</i> by Julia Kuo RI.4.8*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 15-20	Repaso: Palabras homófonas y acento diacrítico Listas de ortografía A nivel: tú, tu, mí, mi, él, el, té, te, difícilísima, dé Desafío: sí, si, más, mas, sé, se, de, dé, sequísimo, te RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión, ritmo adecuado y fraseo RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 15-20	U4–U6 Review Spelling Lists On-Level: comfortable, flexible, protection, confusion, conversation, you're, attracts, transfer, production, experiment Challenge: valuable, troublesome, combination, aren't, wouldn't, distract, percent, confusion, production, statement RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 7 | Expression and the Arts: Connecting through the Arts

Pregunta esencial / Essential Question: ¿Cómo nos ayuda el arte a conectarnos? / How do the arts connect people?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Exploreemos distintas formas de arte” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Escuchar con atención. SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Arte para jugar” Género: Texto informativo Estrategias de comprensión: Hacer predicciones, Volver a leer Lexile: 1000L Lectura dirigida: “El muro es de todos” Género: Ficción realista Estructura del texto: Personaje, escenario, argumento Lexile: 820L Texto principal: ¡Bravo, Rosina! Género: Ficción realista Estructura del texto: Personaje, escenario y argumento Volver a leer: Trama, Personajes Lexile: 880L RL.4.3, RF.4.4c, SL.4.2, L.4.4a*	Palabras del concepto: local, instalación, artesanía, exposición, visionario/a, destreza, atrayente, visionario Palabras de vocabulario: asomar, empinada, ingenio, ensayar, sacudir, entonada, desconcertado, murmullo L.4.6	Claves de contexto (Pistas en los sinónimos) L.4.4a
Emerge! Lessons 1-5	Title: “Exploring Different Forms of Art” <i>Interactive</i> Collaborative Conversations Skill: Listen Attentively SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Public Art Connects People” Genre: Informational Text Comprehension Strategy: Reread Lexile: 1010L Directed Text: “The Piece Garden” by Julie Offerdahl Genre: Realistic Fiction Structure/Elements: Character, Setting, Plot Lexile: 890L Central Text: Bravo, Rosina! Genre: Realistic Fiction Structure/Elements: Character, Setting, Plot Reread: Plot: Suspense; Character Lexile: 880L RL.4.3, RF.4.4c, SL.4.2, L.4.4a*	Concept Words: venue, craftsmanship, appealing, installation, exhibition, visionary Target Words: lean out, forbidden, ingenuity, rehearse, shake off, pitch-perfect, bewildered, murmur L.4.6	Context Clues: Syntax Clues L.4.4a

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Prefijos de cantidad <i>pluri-, multi-, bi-, uni-, mono-, tri-</i> Listas de ortografía A nivel: pluricultural, plurianual, multicolor, multiuso, bicicleta, bimensual, uniforme, monopatín, admirable, triángulo Desafío: plurifamiliar, plurilingüe, multimedia, multiverso, bimestre, bisílabo, unísono, triángulo, personal, monopatín RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Velocidad y fraseo RF.4.4b	Destreza de escritura: Comunicar con claridad: Usar lenguaje preciso Gramática y Nociones del lenguaje: lenguaje preciso, detalles específicos, sustantivos específicos, verbos precisos, frases preposicionales L.4.1e, L.4.3a	<i>Comienza en la Lección 6</i>	<i>Comienza en la Lección 10</i>
Emerge! Lessons 1-5	“Bad or Wrong” and “Against” Prefixes (<i>mis-, mal-, ant-/anti-</i>) Spelling Lists On-Level: mistrust, misstep, mislead, misspell, malformed, mishandle, antiwar, mismatch, mischief, confusion Challenge: malfunction, misheard, misjudge, misfortune, antacid, mistreat, malice, mismatch, mischief, production RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Clearly Communicate: Use Precise Language Grammar & Mechanics: prepositions and prepositional phrases, common and proper nouns, subject-verb agreement with intervening phrases L.4.1e, L.4.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 7 | Expression and the Arts: Connecting through the Arts

Pregunta esencial / Essential Question: ¿Cómo nos ayuda el arte a conectarnos? / How do the arts connect people?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>¡Bravo, Rosina!</i> Texto complementario: “Acuarelas de verano” Género: Poema narrativo Estructura del texto: Estructura poética Volver a leer: Símil y metáfora Lexile: NP RL.4.3, RL.4.4, RL.4.5, RL.4.9, L.4.5a*	Palabras de vocabulario: acuarela, lienzo, recorrido, asombroso L.4.5a, L.4.6	
Emerge! Lessons 6-10		Central Text, cont’d: <i>Bravo, Rosina!</i> Companion Text: “Banding Together” by Evelin Alvarez; “The Storyteller Gets Her Name” by Ari Tison Genre: Narrative Poetry Structure/Elements: Poetic Elements; Theme Reread: Similes and Metaphors Lexile: NP RL.4.3, RL.4.4, RL.4.5, RL.4.9, L.4.5a*	Target Words: rift, squabbles, ventured, elders L.4.5a, L.4.6	

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Prefijos espaciales <i>pos-/post-, ante-, trans-, ultra-</i> Listas de ortografía A nivel: posgrado, posponer, anteventana, anteojos, transcribir, transportar, ultramar, ultravioleta, monopatín, ultrarrojo Desafío: posinternet, posindustrial, antebrazo, antepasado, transbordo, transparencia, ultrasonido, ultrarrojo, triángulo, ultravioleta RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Velocidad y fraseo RF.4.4b		Género de escritura: Ensayo informativo Instrucción de escritura: Muchas personas se conectan a través del arte. Escribe un ensayo informativo con datos sobre tu artista, pintor o músico favorito. ¿Qué datos interesantes te gustaría compartir sobre esta persona o sobre sus logros? ¿Cómo influyó en la sociedad la persona que elegiste? W.4.2a, W.4.2b, W.4.2e, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Título: ¡Explora las conexiones artísticas! Opciones: Proponer un proyecto artístico comunitario o Escribir un poema sobre el arte RL.4.5, RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7
Emerge! Lessons 6-10	“Over/Under” Prefixes (<i>over-, super-, sub-, sur-, under-</i>) Spelling Lists On-Level: overhead, superpower, underdog, superhero, subway, subtract, underground, surface, underwater, mismatch Challenge: overboard, overcoat, underneath, survey, subtracted, submarine, supervise, surface, underwater, mischief RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency RF.4.4b		Writing Genre: Informative Writing Writing Prompt: Many people connect with one another through art. Write an informative essay sharing facts about your favorite artist, painter, or musician. What are some interesting facts about their life? How do they impact society? What are some of their accomplishments? W.4.2a, W.4.2b, W.4.2e, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Title: Explore Art Connections! Options: Propose a Community Art Project or Write a Poem about the Arts RL.4.5, RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge!* Essentials.

Grade 4 Unit 7 | Expression and the Arts: Connecting through the Arts

Pregunta esencial / Essential Question: ¿Cómo nos ayuda el arte a conectarnos? / How do the arts connect people?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “El montaje de una obra” <i>Video</i> Destrezas de conversaciones colaborativas: Turnarse para hablar SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “El teatro callejero” Género: Texto informativo Estrategia de comprensión: Hacer inferencias, Hacer y responder preguntas Lexile: 1020L Lectura dirigida: “Música en mi garaje” Género: Drama Estructura del texto: Personaje, escenario, trama Lexile: NP Texto principal: <i>Puente hacia la armonía</i> de Pablo Cartaya Género: Obra de teatro Estructura del texto: Personaje, escenario, trama Volver a leer: Elementos de una obra de teatro: Direcciones de escena y diálogo; Modismos Lexile: NP RL.4.3, RL.4.5, RL.4.7, RL.4.9, SL.4.2*	Palabras del concepto: formato, colaborativo/a, dramático/a, involucrar Palabras de vocabulario: conmemorar, vibrante, animado, muestra, admirar, apasionadamente, dirigirse, evaluar L.4.4c, L.4.6	Usar un diccionario etimológico L.4.4b, L.4.4c
Emerge! Lessons 11-15	Title: “Putting on a Play” <i>Video</i> Collaborative Conversations Skill: Take Turns Speaking SL.4.1d, SL.4.2, L.4.6	Read Aloud: “All the World’s a Stage” Genre: Informational Text Comprehension Strategy: Make Inferences Lexile: 1070L Directed Text: “Dylan’s Decision” by L.M. Forest Genre: Drama Structure/Elements: Character, Setting, Plot; Elements of a Drama; Dialogue; Stage Directions; Theme Lexile: NP Central Text: <i>The Bridge to Harmony</i> by Pablo Cartaya Genre: Drama Structure/Elements: Character, Setting, Plot; Elements of a Drama; Dialogue; Stage Directions; Theme Reread: Elements of a Drama: Stage Directions and Dialogue; Idioms Lexile: NP RL.4.3, RL.4.5, RL.4.7, RL.4.9, SL.4.2*	Concept Words: format, collaborative, dramatic, engage Target Words: commemorate, vibrant, animated, showcase, admires, passionately, addresses, gauging L.4.4c, L.4.6	Use an Etymology Dictionary L.4.4b, L.4.4c

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Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Acentuación en diferentes conjugaciones verbales Listas de ortografía A nivel: tome/tomé, amo/amó, estudie/estudié, caminará/caminar, buscó/busco, logre/logré, sonrío/sonrió, descansara/descansará, ultravioleta, perdone/perdoné Desafío: dude/dudé, río/rio, narre/narré, necesitara/necesitará, nombro/nombró, mezcle/mezclé, pedaleo/pedaleó, perdone/perdoné, ultrarrojo, descansara/descansará RF.4.3a, RF.4.4.b, L.4.2d, L.4.4b	Precisión y expresión RF.4.4b	Destreza de escritura: Elaborar ideas: Verbos condicionales Gramática y Nociones del lenguaje: verbos en condicional, imaginar situaciones hipotéticas, mostrar cortesía, expresar deseos, W.4.5, L.4.3a	<i>Continuación</i>	<i>Continuación en las lecciones 18–20</i>
Emerge! Lessons 11-15	Position Prefixes (<i>fore-, inter-, mid-, post-</i>) Spelling Lists On-Level: forecast, forehead, postwar, interview, interact, midtown, internet, midsummer, postpone, surface Challenge: forecaster, intercom, midway, midafternoon, intersect, foresee, postscript, midsummer, postpone, underwater RF.4.3a, RF.4.4.b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Appositives Grammar & Mechanics: appositive phrases, subject-verb agreement with intervening phrases, commas with intervening phrases W.4.5, L.4.3a	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *¡Emerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 7 | Expression and the Arts: Connecting through the Arts

Pregunta esencial / Essential Question: ¿Cómo nos ayuda el arte a conectarnos? / How do the arts connect people?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Puente hacia la armonía</i> de Pablo Cartaya RL.4.3, RL.4.4, RL.4.5, RL.4.7, L.4.4b, L.4.5b*		
Emerge! Lessons 16-20		Central Text, cont'd: <i>The Bridge to Harmony</i> by Pablo Cartaya RL.4.3, RL.4.4, RL.4.5, RL.4.7, L.4.4b, L.4.5b*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 16-20	Usar el subjuntivo Listas de ortografía A nivel: relate, presentes, entremos, aprendan, exista, recibas, comamos, podamos, descansara/ descansará, rodeemos Desafío: mencione, aconsejes, estemos, desarrollemos, venga, fueras, sintieran, rodeemos, perdone/ perdoné, podamos RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión y expresión RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	Suffixes <i>-ary, -ery, -ory</i> Spelling Lists On-Level: gallery, library, bravery, bakery, factory, delivery, glossary, discovery, legendary, midsummer Challenge: elementary, sensory, laboratory, visionary, honorary, snobbery, scenery, discovery, legendary, postpone RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 8 | Economics: Economic Connections

Pregunta esencial / Essential Question: ¿Cómo pueden las empresas unir y servir a las comunidades? / How can businesses connect people and support communities?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Comunidad a través de la economía” <i>Video</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas: Contribuir a la conversación SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Cómo funciona una corporación” Género: Texto informativo Estrategias de comprensión: Hacer y responder preguntas, Volver a leer Lexile: 980L Lectura dirigida: “¡Recaudar fondos no es difícil!” Género: Texto argumentativo Estructura del texto: Comparar y contrastar Lexile: 980L Texto principal: <i>A falta de pan, buenas son las ideas</i> Género: Texto argumentativo Estructura del texto: Comparar y contrastar Volver a leer: Afirmación del autor, Dichos y proverbios Lexile: 1020L RI.4.5, RI.4.8, SL.4.2, L.4.4a*	Palabras del concepto: competencia, economía, capital, dependencia, corporación, emprendedor Palabras de vocabulario: emprendimiento, provisiones, importar, importar, (importado), transitar, establecimiento, populoso, asequibles, optar L.4.5c, L.4.6	Claves de contexto: Ejemplos y listas L.4.4a
Emerge! Lessons 1-5	Title: “A Driving Force in the Economy” <i>Video</i> Collaborative Conversations Skill: Ask and Answer Questions: Contribute to the Discussion SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Corporate Chains and Locally Owned Businesses” Genre: Informational Text Comprehension Strategy: Ask and Answer Questions, Reread Lexile: 1020L Directed Text: “Taking Charge: Fundraising is Good for Kids” by Carla Mino Genre: Argumentative Text Structure/Elements: Compare and Contrast; Claim, Reasons, and Evidence; Main Idea and Key Details Lexile: 920L Central Text: <i>An Idea is Better than no Bread</i> Genre: Argumentative Text Structure/Elements: Compare and Contrast Reread: Author’s Claim; Adages and Proverbs Lexile: 1020L RI.4.5, RI.4.8, SL.4.2, L.4.4a*	Concept Words: competition, economy, capital, reliance, corporation, entrepreneur Target Words: entrepreneurship, populous, provisions, establishment, crowded, import, affordable, opt L.4.5c, L.4.6	Context Clues: Examples and Lists L.4.4a

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 1-5	Modismos Listas de ortografía A nivel: ser pan comido, irse por las ramas, tirar la toalla, dar una mano, estar en la luna, ser todo oídos, sin ton ni son, meter la pata, exista, ser carne y uña Desafío: tener el cielo en las manos, ahogarse en un vaso de agua, hacer borrón y cuenta nueva, tirar la casa por la ventana, donde comen dos, comen tres, sin pelos en la lengua, meter/ dar gato por liebre, ser carne y uña, fueras, meter la pata RF.4.4b, L.4.1g, L.4.2d	Precisión y fraseo RF.4.4b	Destreza de escritura: Verbos irregulares en el presente y el pasado Gramática y Nociones del lenguaje: verbos irregulares, conjugación, raíces verbales, infinitivo, presente, pasado W.4.5, L.4.3a	<i>Comienza en la Lección 6</i>	<i>Comienza en la Lección 10</i>
Emerge! Lessons 1-5	Frequently Confused Words Spelling Lists On-Level: affect, effect, angel, angle, awhile, evening, everybody, remember, accept, discovery Challenge: government, together, affected effected, except, immigrant, emigrant, remember, accept, legendary RF.4.4b, L.4.1g, L.4.2d	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Infinitives Grammar & Mechanics: infinitives W.4.5, L.4.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

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Grade 4 Unit 8 | Economics: Economic Connections

Pregunta esencial / Essential Question: ¿Cómo pueden las empresas unir y servir a las comunidades? / How can businesses connect people and support communities?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>A falta de pan, buenas son las ideas</i> Texto complementario: “¿Qué es mejor, el dinero o el trueque?” Género: Texto informativo Estructura del texto: Problema y solución Volver a leer: Características del texto Lexile: 880L RI.4.5, RI.4.7, RI.4.8, L.4.5b*	Palabras de vocabulario: trueque, bienes, salario, estándar L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: <i>An Idea is Better than no Bread</i> Companion Text: “Classroom Entrepreneurs” by Brinda Gupta Genre: Informational Text Structure/Elements: Problem and Solution; Text Features Reread: Text Features Lexile: 940L RI.4.5, RI.4.7, RI.4.8, L.4.5b*	Target Words: exchange, personalized, adequate, devise L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 6-10	Formación del gerundio, afijos <i>-endo</i>, <i>-ando</i> Listas de ortografía A nivel: caminando, hablando, comiendo, durmiendo, leyendo, trabajando, quejándose, gritando, meter la pata, yendo Desafío: repasando, pensando, ayudando, mintiéndose, estando, siendo, exponiendo, yendo, ser carne y uña, gritando RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión y fraseo RF.4.4b		Género de escritura: Ficción narrativa y poesía Instrucción de escritura: Escribe una ficción narrativa sobre un personaje que establece un pequeño negocio para recaudar dinero para algo importante. Escribe un poema sobre un negocio que te guste visitar, como una tienda o un restaurante. Tu poema puede ser de verso libre, lírico, narrativo o de otro género. W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.10	Título: Explora conexiones económicas Opciones: Hacer un <i>collage</i> o Escribir una historia RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7
Emerge! Lessons 6-10	Names for the Body (<i>capit, corp, man, dent, ped</i>) Spelling Lists On-Level: corporate, capitol, demand, manage, pedal, dental, manners, capital, manual, remember Challenge: captain, corporation, manufacture, manager, biped, peddler, rodent, capital, manual, accept RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency RF.4.4b		Writing Genre: Narrative Writing and Poetry Writing Prompt: Write a fictional narrative about a character who starts a small business to raise money for something important. Write a poem about a business you like to visit, such as a story or restaurant. Your poem can be free-verse, lyric, narrative, or another genre. W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.10	Title: Explore Economic Connections Options: Make a Collage or Write a Story RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7

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Grade 4 Unit 8 | Economics: Economic Connections

Pregunta esencial / Essential Question: ¿Cómo pueden las empresas unir y servir a las comunidades? / How can businesses connect people and support communities?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “Negocios resolviendo problemas” <i>Interactivo</i> Destrezas de conversaciones colaborativas: Hacer y responder preguntas; Revisar ideas clave SL.4.1d, SL.4.2, L.4.6	Lectura en voz alta: “Un punto de encuentro que mejora la economía local” Género: Texto informativo Estrategia de comprensión: Resumir Lexile: 1000L Lectura dirigida: “Avellanas para todos” Género: Ficción realista Estructura del texto: Estructura del argumento Lexile: 820L Texto principal: <i>Stef Soto, la reina del taco</i> de Jennifer Torres Género: Ficción realista Estructura del texto: Estructura de la trama Volver a leer: Personificación; Desarrollo de personaje Lexile: 660L RL.4.3, SL.4.2, L.4.4c*	Palabras del concepto: ganancia, costo, especialización, distribuidor/a Palabras de vocabulario: privilegio, gruñir, irritada, desplomarse, cauteloso, interrumpir, resentimiento, tenebroso L.4.4c, L.4.6	Usar un diccionario de sinónimos L.4.4c, L.4.5c
Emerge! Lessons 11-15	Title: “Businesses Solving Problems” <i>Interactive</i> Collaborative Conversations Skill: Ask and Answer Questions: Review Key Ideas SL.4.1d, SL.4.2, L.4.6	Read Aloud: “Choosing Wisely: Opportunity Costs” Genre: Informational Text Comprehension Strategy: Summarize Lexile: 1030L Directed Text: “Business (Not) as Usual” by Michael Burgess Genre: Realistic Fiction Structure/Elements: Character, Setting, Plot; Narrative Point of View Lexile: 860L Central Text: Excerpt from <i>Stef Soto, Taco Queen</i> by Jennifer Torres Genre: Realistic Fiction Structure/Elements: Character, Setting, Plot; Narrative Point of View Reread: Figurative Language: Personification; Character Development Lexile: 740L RL.4.3, SL.4.2, L.4.4c*	Concept Words: profit, expense, specialization, distributor Target Words: prompted, privilege, irritation, strides, cautious, interrupt, dwindles, resentfully L.4.4c, L.4.6	Thesaurus Strategy L.4.4c, L.4.5c

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Afijos del griego Listas de ortografía A nivel: epidemia, autódromo, fotógrafo, bolígrafo, hexágono, polígono, telégrafo, trilogía, yendo, psicología Desafío: pandemia, aeródromo, sismógrafo, grafología, cinematógrafo, trigonometría, geógrafo, psicología, gritando, trilogía RF.4.3a, RF.4.4b, L.4.2d	Precisión y fraseo RF.4.4b	Destrezas de escritura: Elaborar ideas: Usar el subjuntivo con el condicional Gramática y Nociones del lenguaje: expresar deseos, expresar situaciones imaginarias, expresar posibilidades, combinar el subjuntivo y el condicional W.4.5, L.4.3a	<i>Continuación</i>	<i>Continuación en las lecciones 18–20</i>
Emerge! Lessons 11-15	Borrowed Words Spelling Lists On-Level: piano, garage, kayak, hurricane, salsa, canoe, cafe, robot, cafeteria, capital Challenge: bagel, jumbo, banana, trousers, cookie, safari, bamboo, robot, cafeteria, manual RF.4.3a, RF.4.4b, L.4.2d	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Gerunds Grammar & Mechanics: gerunds and gerund phrases W.4.5, L.4.3a	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

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Grade 4 Unit 8 | Economics: Economic Connections

Pregunta esencial / Essential Question: ¿Cómo pueden las empresas unir y servir a las comunidades? / How can businesses connect people and support communities?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Stef Soto, la reina del taco</i> de Jennifer Torres RL.4.1*		
Emerge! Lessons 16-20		Central Text, cont'd: Excerpt from <i>Stef Soto, Taco Queen</i> by Jennifer Torres RL.4.1*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 16-20	Familias de palabras Listas de ortografía A nivel: estudiar, estudio, estudioso, música, músico, musical, cuidar, cuidado, trilogía, asociar Desafío: interesar, interesante, interés, producto, producir, productivo, sociedad, asociar, psicología, autógrafo RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión y fraseo RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	Greek Roots <i>auto</i>, <i>graph</i>, <i>meter/metr</i> Spelling Lists On-Level: metric, automatic, biography, phonograph, paragraph, meter, diameter, autograph, centimeter, robot Challenge: graphed, automobile, autobiography, autopilot, graphics, pedometer, perimeter, autograph, centimeter, cafeteria RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *iEmerger Juntos!* and *Emerge! Essentials*.

Grade 4 Unit 9 | Physical Science: The Power of Energy

Pregunta esencial / Essential Question: ¿Cómo usamos la energía? / How do we use energy?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 1-5	Título: “Fuentes de energía” Video Destrezas de conversaciones colaborativas: Preguntar y responder: Aclarar información SL.4.1d, SL.4.2	Lectura en voz alta: “La energía ayer y hoy” Género: Texto informativo Estrategias de comprensión: Hacer inferencias Lexile: 990L Lectura dirigida: “Eduardo González Toro – Inventor del transformador con menor impacto ambiental” Género: Biografía Estructura: Problema y solución Lexile: 940L Texto principal: <i>Carlos del Pozo: el científico más desconocido del mundo</i> Género: Biografía Estructura: Problema y solución Volver a leer: Fuentes primarias y secundarias, Perspectiva del autor Lexile: 1100L RI.4.3, RI.4.5, RI.4.6, RI.4.7, RF.4.3a, SL.4.2, L.4.4a, L.4.4b, L.4.5b*	Palabras del concepto: renovable, almacenamiento, experimentación, innovar, conducción, radiante Palabras de vocabulario: ímpetu, responsabilidad, inventivo, desapercibido, autodidacta, prolijo, alcantarillado, crecida L.4.6	Usar estrategias de resolución de palabras RF.4.3a, L.4.1a, L.4.4a, L.4.4b, L.4.4c
Emerge! Lessons 1-5	Title: “Sources of Energy” Video Collaborative Conversations Skill: Ask and Answer: Clarify Information SL.4.1d, SL.4.2	Read Aloud: “Powering Our Lives: Energy through the Ages” Genre: Informational Text Comprehension Strategy: Make Inferences Lexile: 1000L Directed Text: “Mária Telkes, the Sun Queen” by Glynn Gomes Genre: Biography Structure/Elements: Problem and Solution; Chronological Order; Primary Sources Lexile: 940L Central Text: <i>Carlos del Pozo: The World’s Most Unknown Scientist</i> Genre: Biography Structure/Elements: Problem and Solution Reread: Primary and Secondary Sources; Author’s Perspective Lexile: 1100L RI.4.3, RI.4.5, RI.4.6, RI.4.7, RF.4.3a, SL.4.2, L.4.4a, L.4.4b, L.4.5b*	Concept Words: renewable, storage, experimentation, innovate, conduct, radiant Target Words: meticulous, inventive, self-taught, surge, sewerage, drive, unnoticed, responsibility L.4.6	Combine Word-Solving Strategies RF.4.3a, L.4.1a, L.4.4a, L.4.4b, L.4.4c

* Main Idea/Key Details (**RL.4.1, RI.4.1**), Making Inferences (**RL.4.1, RI.4.1**), and Summarizing (**RL.4.2, RI.4.2**), are covered with every Directed, Central, and Companion Text.

Building Biliteracy

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 1-5	Sufijos del griego: -grafía, -metro, -fobia, -grama, -nomía Listas de ortografía A nivel: fotografía, monografía, termómetro, centímetro, claustrofobia, hidrofobia, diagrama, monograma, trilogía, organigrama Desafío: ortografía, biografía, kilómetro, barómetro, agorafobia, aracnofobia, anagrama, organigrama, psicología, monograma RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión y velocidad RF.4.4b	Destreza de escritura: Elaborar ideas: Cláusulas relativas: Usar pronombres y adverbios relativos Gramática y Nociones del lenguaje: pronombres relativos y adverbios relativos, cláusulas relativas, oración subordinada L.5.3a	<i>Comienza en la Lección 6</i>	<i>Comienza en la Lección 10</i>
Emerge! Lessons 1-5	“Look” and “Light” Roots (Greek: <i>photo</i>, scope; Latin: <i>vis/vid</i>) Spelling Lists On-Level: advise, visor, photographer, microscope, provide, videos, visibly, envision, revise, autograph Challenge: photography, evidence, provision, revisit, microscopic, visibility, advisor, envision, revise, centimeter RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Relative Pronouns and Relative Adverbs Grammar & Mechanics: relative clauses, pronouns, and adverbs L.5.3a	<i>Begins in Lesson 6</i>	<i>Begins in Lesson 10</i>

For full CA CCSS, ELD, NGSS, and HSS correlations, see *Emerge! California* Essentials.

Grade 4 Unit 9 | Physical Science: The Power of Energy

Pregunta esencial / Essential Question: ¿Cómo usamos la energía? / How do we use energy?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 6-10		Texto principal, cont.: <i>Carlos del Pozo: el científico más desconocido del mundo</i> Texto complementario: “El foco en las gallinas” Género: Texto informativo Estructura del texto: Causa y efecto Volver a leer: Características del texto Lexile: 930L RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, W.4.4, W.4.9b*	Palabras de vocabulario: pionero, diminuto, pudren, autoabastecer L.4.6	
Emerge! Lessons 6-10		Central Text, cont'd: <i>Carlos del Pozo: The World's Most Unknown Scientist</i> Companion Text: “Birth of the Battery” by Ryan Bishop Genre: Informational Text Structure/Elements: Cause and Effect; Text Features; Main Idea and Details Reread: Text Features Lexile: 910L RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, W.4.4, W.4.9b*	Target Words: portable, concluded, evolved, rechargeable L.4.6	

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
iEmerger juntos! Lecciones 6-10	Raíces del griego: <i>poli-</i>, <i>tele-</i>, <i>auto-</i>, <i>geo-</i>, <i>fono-</i> Listas de ortografía A nivel: politécnico, polígono, televisor, telepatía, automóvil, autónomo, geografía, geología, monograma, geopolítica Desafío: políglota, polifacético, teleférico, telégrafo, autoestima, autodidacta, geofísica, geopolítica, organigrama, geología RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Precisión y velocidad RF.4.4b		Género de escritura: Ensayo de opinión Instrucción de escritura: Aprendiste sobre las diferentes fuentes de energía. Escribe un ensayo de opinión para una feria escolar de ciencias sobre un recurso que se utilice para obtener energía. Investiga el recurso y explica por qué podría ser una opción popular. Apoya tu opinión con razones y evidencia. W.4.1a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Título: Explora los usos de la energía Opciones: Escribir un poema o Crear un libro ilustrado RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7, SL.4.1.a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4
Emerge! Lessons 6-10	Greek Roots <i>tele</i>, <i>phon</i>, <i>techn</i> Spelling Lists On-Level: telegraph, television, homophone, smartphone, technician, telemarket, telegram, earphones, technical, envision Challenge: telephone, technology, microphone, telecommute, technique, televise, xylophone, earphones, technical, revise RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency RF.4.4b		Writing Genre: Persuasive Writing Writing Prompt: You have learned about different sources of energy. Write a persuasive essay for a school science fair about a resource people use for energy. Research the resource and explain why it could be a popular choice for people to use. Support your opinion with reasons and evidence. W.4.1a, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10	Title: Explore Uses of Energy Options: Write a Poem or Create a Picture Book RL.4.9, RI.4.9, W.4.4, W.4.6, W.4.7, SL.4.1.a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, SL.4.4

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Grade 4 Unit 9 | Physical Science: The Power of Energy

Pregunta esencial / Essential Question: ¿Cómo usamos la energía? / How do we use energy?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 11-15	Título: “La energía del juego” <i>Video</i> Destrezas de conversaciones colaborativas: Basarse en lo que otros dicen SL.4.1d, SL.4.2	Lectura en voz alta: “Mi primer viaje sola” Género: Poesía narrativa Estrategias de comprensión: Visualizar, Hacer predicciones Lexile: NP Lectura dirigida: “Mateo y el poder secreto” Género: Ciencia ficción Estructura del texto: Estructura del argumento Lexile: 760L Texto principal: <i>Lily en el planeta Emilon</i> de Sylvia Liu Género: Ciencia ficción Estructura del texto: Estructura de la trama Volver a leer: Hipérbole, Imaginería Lexile: 880L RL.4.3, SL.4.2, L.4.4a, L.4.4b*	Palabras del concepto: activo/a, impulso, generar, transferir Palabras de vocabulario: propulsor, cúpula, genuinamente, tranquilizar, adentrarse, recuperar, debatir, boquiabierta L.4.6	Usar estrategia de resolución de palabras RF.4.3a, L.4.4a, L.4.4c
Emerge! Lessons 11-15	Title: “The Energy of Play” <i>Video</i> Collaborative Conversations Skill: Build on Others’ Talk SL.4.1d, SL.4.2	Read Aloud: “Potential, Kinetic” Genre: Free-Verse Poetry Comprehension Strategy: Visualize, Make Predictions Lexile: NP Directed Text: “Solar Girl” by Nicholas Solis Genre: Science Fiction Structure/Elements: Character, Setting, Plot; Conflict Lexile: 810L Central Text: <i>Lily on Planet Emilon</i> by Sylvia Liu Genre: Science Fiction Structure/Elements: Character, Setting, Plot; Conflict; Narrative Point of View Reread: Hyperbole; Imagery Lexile: 880L RL.4.3, SL.4.2, L.4.4a, L.4.4b*	Concept Words: active, momentum, generate, transfer Target Words: translator, genuine, reassured, clambered, retrieve, conferring, gaping, indicated L.4.6	Combine Word-Solving Strategies RF.4.3a, L.4.4a, L.4.4c

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 11-15	Sufijos adjetivales y nominales Listas de ortografía A nivel: aceptable, agradable, sonriente, restante, movimiento, pensamiento, asustadizo, pegadizo, geología, corregido Desafío: olvidable, arable, intrigante, residente, sentimiento, conocimiento, huido, corregido, geopolítica, pegadizo RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Entonación RF.4.4b	Destrezas de escritura: Elaborar ideas: El futuro Gramática y Nociones del lenguaje: futuro simple, planes, promesas, predicciones L.4.3a	<i>Continuación</i>	<i>Continuación en las lecciones 18–20</i>
Emerge! Lessons 11-15	Number Prefixes: <i>quadr-, quar-, pent-, hex-, oct-, dec-</i> Spelling Lists On-Level: quarter, quadrangle, hexagon, pentagon, octagon, octopus, quarrel, decades, quartet, earphones Challenge: decimal, pentathlon, octuplets, headquarters, quadruped, quadruple, quadrant, decades, quartet, technical RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.4.4b	Writing Skill: Elaborate Ideas: Use Participial Phrases Grammar & Mechanics: participial phrases, commas for introductory elements L.4.3a	<i>Continued</i>	<i>Continued in Lessons 18–20</i>

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Grade 4 Unit 9 | Physical Science: The Power of Energy

Pregunta esencial / Essential Question: ¿Cómo usamos la energía? / How do we use energy?

	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving
¡Emerger juntos! Lecciones 16-20		Texto principal, cont.: <i>Lily en el planeta Emilon</i> de Sylvia Liu RL.4.4, RL.4.6, RL.4.9, W.4.4, W.4.9a, L.4.5*		
Emerge! Lessons 16-20		Central Text, cont'd: <i>Lily on Planet Emilon</i> by Sylvia Liu RL.4.4, RL.4.6, RL.4.9, W.4.4, W.4.9a, L.4.5*		

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	Word Structure/ Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
¡Emerger juntos! Lecciones 16-20	Repasar las unidades 7–9 Listas de ortografía A nivel: lentamente, amablemente, deportivo, emotivo, cargador, cansador, estudiante, dibujante, pegadizo, elegante Desafío: horriblemente, exclusivamente, exclusivo, exhaustivo, leñador, acelerador, vigilante, elegante, corredizo, dibujante RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Entonación RF.4.4b		<i>Continuación</i>	<i>Continuación</i>
Emerge! Lessons 16-20	U7–U9 Review Spelling Lists On-Level: discovery, interact, diary, superpower, underground, overview, forehead, battery, submarine, decades Challenge: intercom, dictionary, intervene, supervisor, undersea, overseeing, foresee, battery, submarine, quartet RF.4.3a, RF.4.4b, L.4.2d, L.4.4b	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency RF.4.4b		<i>Continued</i>	<i>Continued</i>

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Grade 4

Scope and Sequence



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