

Language Arts Literacy  
Pacing Guide/Skills Array  
Macmillan McGraw-Hill *Treasures 2009* Reading Program  
Grade 4

<b>Unit 1/Wk 1</b>	Oral Language	Word Study	Reading	Writing
	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Short vowels	<b>Strategy:</b> Make Inferences and Analyze	Sentences
			<b>Skill:</b> Problem and Solution	
		<b>Vocabulary:</b>		
		Dictionary: Unfamiliar words		
			<b>Fluency</b>	<b>Writing</b>
		<b>Spelling:</b>	Partner Reading	Personal narrative
		Short vowels	Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Organization
<b>Unit 1/Wk 2</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Long a	<b>Strategy:</b> Summarize	Subjects and predicates
			<b>Skill:</b> Main idea and details	
			<b>Fluency</b>	<b>Writing</b>
		<b>Spelling</b>	Partner Reading	Poem
		Words with long a	Choral Reading	<b>Writing Trait</b>
			Echo Reading	Word Choice
			Rereading	

<b>Unit 1/Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Long e	<b>Strategy:</b> Summarize	Simple and compound sentences
			<b>Skill:</b> Main idea and details	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with long e	Partner Reading	Response to literature
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	???
<b>Unit 1/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Long i	<b>Strategy:</b> Make inferences and analyze	Complex sentences
			<b>Skill:</b> Analyze character	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with long i	Partner Reading	Personal letter
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Ideas and Content
<b>Unit 1/Wk 5</b>				
	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Long o	<b>Strategy:</b> Make inferences and analyze	Run-on sentences
			<b>Skill:</b> Character, setting, and plot	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with long o	Partner Reading	Journal
			Choral Reading	<b>Writing Trait</b>
			Echo Reading	Voice
			Rereading	
<b>Unit 2/Wk 1</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	ch and tch	<b>Strategy:</b> Make inferences and analyze	Common and proper nouns
			<b>Skill:</b> Author's purpose	
			<b>Fluency</b>	<b>Writing</b>
			Partner Reading	Persuasive letter
			Choral Reading	
		<b>Spelling</b>	Echo Reading	<b>Writing Trait</b>
		Words with ch and tch	Rereading	Voice
<b>Unit 2/Wk 2</b>		<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Extend Vocabulary</b>	th, sh, wh, ph	<b>Strategy:</b> Generate questions	Singular and plural nouns
	<b>Build Background</b>		<b>Skill:</b> Make inferences	
			<b>Fluency</b>	<b>Writing</b>
			Partner Reading	Radio or TV ad
			Choral Reading	
		<b>Spelling</b>	Echo Reading	<b>Writing Trait</b>
		Words with th, sh, wh, ph	Rereading	Word Choice

<b>Unit 2/Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Complex consonant clusters	<b>Strategy:</b> Make inferences and analyze	Irregular plural nouns
			<b>Skill:</b> Fact and Opinion	
			<b>Fluency</b>	<b>Writing</b>
			Partner Reading	Personal narrative
			Choral Reading	
		<b>Spelling</b>	Echo Reading	<b>Writing Trait</b>
		Complex consonant clusters	Rereading	???
<b>Unit 2/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/ar/ and /or/	<b>Strategy:</b> Generate questions	Possessive nouns
			<b>Skill:</b> Problem and Solution	
			<b>Fluency</b>	<b>Writing</b>
			Partner Reading	Book review
			Choral Reading	
		<b>Spelling</b>	Echo Reading	
		Words with ar and or and uar	Rereading	<b>Writing Trait</b>
				Organization
<b>Unit 2/Wk 5</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/ar/ and /ir/	<b>Strategy:</b>	<b>Plurals and possessives</b>

			Generate questions	
			<b>Skill:</b> Make inferences	
			<b>Fluency</b>	<b>Writing</b>
			Partner Reading	Letter of complaint
			Choral Reading	
		<b>Spelling</b>	Echo Reading	<b>Writing Trait</b>
		Words with air, are, ear, and ere	Rereading	Conventions
<b>Unit 3/Wk 1</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/ur/	<b>Strategy:</b> Evaluate	Action verbs
			<b>Skill:</b> Author's purpose	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with /ur/	Partner Reading	Dialogue
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Conventions
<b>Unit 3/Wk 2</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Silent letters	<b>Strategy:</b> Evaluate	Verb tenses

			<b>Skill:</b> Author's purpose	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with silent letters	Partner Reading	Poem
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Voice
<b>Unit 3/Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Soft c and g	<b>Strategy:</b> Summarize	Main and Helping verbs
			<b>Skill:</b> Compare and contrast	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with soft c and g	Partner Reading	Persuasive writing
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	???
<b>Unit 3/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Plural words	<b>Strategy:</b> Summarize	Linking verbs
			<b>Skill:</b> Sequence	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with plural endings	Partner Reading	Play
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Word Choice
<b>Unit 3 /Wk 5</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Compound words	<b>Strategy:</b> Evaluate	Irregular verbs
			<b>Skill:</b> Summarize	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Compound words	Partner Reading	Character sketch
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Sentence Fluency
<b>Unit 4 /Wk 1</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Inflected endings	<b>Strategy:</b> Generate questions	Pronouns and Antecedents
			<b>Skill:</b> Draw conclusions	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with inflected endings	Partner Reading	Explanatory
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Organization
<b>Unit 4/Wk 2</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Inflectional endings	<b>Strategy:</b> Generate questions	Pronouns
			<b>Skill:</b> Draw conclusions	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words that change y to i	Partner Reading	Explanatory
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Word Choice
<b>Unit 4 /Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/u/, /u/, and /u/	<b>Strategy:</b> To evaluate	Pronoun-Verb Agreement
			<b>Skill:</b> Persuasion	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with /u/, /u/, and /u/	Partner Reading	Fictional Narrative
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	???
<b>Unit 4/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/oi/ and /ou/	<b>Strategy:</b> Analyze text and structure	Possessive pronouns
			<b>Skill:</b> Sequence	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with /oi/ and /ou/	Partner Reading	Explanatory
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Ideas and Content
<b>Unit 4/Wk 5</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/o/	<b>Strategy:</b> Analyze text and structure	Pronouns and Homophones
			<b>Skill:</b> Compare and contrast	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with /o/	Partner Reading	Explanatory
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Sentence Fluency
<b>Unit 5/Wk 1</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	VCCV patterns	<b>Strategy:</b> Evaluate	Adjectives
			<b>Skill:</b> Summarize	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with the VCCV pattern	Partner Reading	Compare and Contrast
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Organization
<b>Unit 5/Wk 2</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	V/CV and VC/V patterns	<b>Strategy:</b> Evaluate	Articles
			<b>Skill:</b> Make judgments	

		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with VCV patterns	Partner Reading	A Poster
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Word Choice
<b>Unit 5/Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Accented syllables	<b>Strategy:</b> Evaluate	Adjectives that compare
			<b>Skill:</b> Fact and Opinion	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Accented syllables	Partner Reading	Extended response to literature
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	???
<b>Unit 5/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Final /schwa r/	<b>Strategy:</b> Monitor comprehension	Comparing with more and most
			<b>Skill:</b> Character	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>

		Words with final /schwa r/	Partner Reading	Introduction speech
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Voice
<b>Unit 5/Wk 5</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Final /schwa + l/	<b>Strategy:</b> Monitor comprehension	Comparing with good and bad
			<b>Skill:</b> Cause and Effect	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with final /schwa + l/	Partner Reading	Scientific observation
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Word Choice
<b>Unit 6/Wk 1</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Final schwa + /n/	<b>Strategy:</b> Analyze story structure	Adverbs
			<b>Skill:</b> Cause and Effect	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>

		Words with final schwa + /n/	Partner Reading	Magazine article
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Organization
<b>Unit 6 /Wk 2</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Homophones	<b>Strategy:</b> Analyze story structure	Comparing with adverbs
			<b>Skill:</b> Theme	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Homophones	Partner Reading	News articles
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Organization
<b>Unit 6/Wk 3</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Prefixes dis-, mis-, non-, un-	<b>Strategy:</b> Monitor comprehension	Negatives
			<b>Skill:</b> Make generalizations	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with prefixes dis-,	Partner Reading	Personal essay

		mis-, non-, un-		
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	???
<b>Unit 6/Wk 4</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	Suffixes –less, -ly, -ness, -ful, -y	<b>Strategy:</b> Monitor comprehension	Prepositions
			<b>Skill:</b> Author’s perspective	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with suffixes –less, -ly, -ness, -ful, -y	Partner Reading	Interview
			Choral Reading	
			Echo Reading	<b>Writing Trait</b>
			Rereading	Sentence Fluency
<b>Unit 6/Wk 5</b>	<b>Extend Vocabulary</b>	<b>Phonics</b>	<b>Comprehension</b>	<b>Grammar</b>
	<b>Build Background</b>	/ur/ and schwa + /r/	<b>Strategy:</b> Analyze text structure	Sentence combining with prepositions
			<b>Skill:</b> Description	
		<b>Spelling</b>	<b>Fluency</b>	<b>Writing</b>
		Words with /ur/ and	Partner Reading	Summary

