Ganado Unified School District #20 (English Language Arts/ 4th)

PACING Guide SY 2021-2022

Resources	AZ College and Career Readiness Standards	Essential Question (HESS Matrix)	Learning Goals	Vocabulary (Content/Academic)
First Quarter August 3 – October 7, 2021 Units 1 and 2				
	Uni	t 1 Theme: Networks		
Print Reading Workshop Resources:	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when	How can a place affect how we live?	1.1 I can learn more about narrative nonfiction and read a text that helps me	Academic: contribute, significant,
myView Literacy Teacher's Edition -5 Volumes. Student Interactive- 2	drawing inferences from the text. 4.RL.10 By the end of the year, proficiently and independently read and comprehend literature,	\triangle	understand the author's purpose in an autobiography. 1.1 I can use language to	severe, exposed, habit.
Volumes. Leveled Readers Teacher's Guide	including stories, dramas, and poetry, in a text complexity range determined by qualitative and	SELF & SOCIAL AWARENESS	make connections between reading and writing.	Content: Week 1: determination,
Trade Books Small Group Guide myFocus	quantitative measures appropriate to grade 4. 4.RI.1 Refer to details and examples		2.1 I can learn more about narrative nonfiction and read a text that helps me	independence, specialized, struggled,
Intervention Teacher's Guide	in a text when explaining what the text says explicitly and when		understand how an author supports ideas with details in	confidence.
myFocus Reader Assessment	drawing inferences from the text. 4.RI.1 Refer to details and examples		a biography.	Week 2: poverty,
Resources Writing Workshop	in a text when explaining what the text says explicitly and when drawing inferences from the text.		2.1 I can develop knowledge about language to make	pursued,

Mentor Stack: (5-8 books) Digital Resources: PearsonRealize.Com Student and teacher print resources are digitally available. **Digital Only Resources:** Exam View Unit Launch Videos ELL Access Videos **Practice Games** Essay Scorer **Author Professional** Development Videos **Online Support ELL Support Intervention Support** Foundational Skills Interactives Writing Support Additional Digital Resources

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.4 Determine the meaning of general academic and domainspecific words or phrases in a text relevant to a grade 4 topic or subject area. 4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided. 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.RI.10 By the end of the year, proficiently and independently read and comprehend informational

connections between reading and writing.

3.1 I can learn more about the theme *Networks* by reading a text that helps me analyze the text structure of a magazine article.

3.1 I can develop language to make connections between reading and writing.

THINKING

COMMUNICATION

SELF & SOCIAL

AWARENESS

4.1 I can learn more about the theme *Networks* by analyzing the text structure of an informational text.

treacherous, remarkable, assembled:

Week 3: identical, radiation, comparison, DNA, chromosomes, duplicate.

Week 4: endurance, excel, capacity, drive, motivation:

Week 5: descent, internment, desolate, diverted, spectators:

texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. 4.RF.3.a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. 4.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately. 4.RF.3.c Use combined knowledge of morphology (e.g., roots and COMMUNICATION affixes) to read grade level words accurately. 4.RF.4.a Read grade-level text with purpose and understanding. 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or

characters; organize an event sequence that unfolds naturally. 4.W.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. 4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events. 4.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. 4.W.3.e Provide a conclusion that follows from the narrated COMMUNICATION experiences or events. 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). 4.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;

demonstrate sufficient command of keyboarding skills to complete a writing task. 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. 4.W.9.b Apply grade 4 Reading standards to informational texts. COMMUNICATION 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 4.WF.1.b Transcribe ideas legibly & SDCIAL and fluently with appropriate AWARENESS spacing and indentation. 4.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding based on the discussion. 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. COMMUNICATION 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace. 4.SL.5 Add audio recordings and SELF & SOCIAL visual displays to presentations AWARENESS when appropriate to enhance the development of main ideas or themes. 4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text. 4.L.2.c Use a comma before a coordinating conjunction in a compound sentence. 4.L.2.d Spell grade-appropriate words correctly, consulting references as needed. 4.L.3.a Choose words and phrases to convey ideas precisely. 4.L.4.a Use common gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, COMMUNICATION autograph). 4.L.4.b Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to SELF & SOCIAL find the pronunciation and determine AWARENESS or clarify the precise meaning of key words and phrases. 4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 4.L.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms. 4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and

phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Unit 2 Theme: Adaptations

Print Reading
Workshop
Resources:
myView Literacy
Teacher's Edition -5
Volumes.
Student Interactive- 2
Volumes.
Leveled Readers

Leveled Readers
Teacher's Guide
Trade Books
Small Group Guide
myFocus
Intervention
Teacher's Guide
myFocus Reader
Assessment
Resources
Writing Workshop
Mentor Stack: (5-8
books)
Digital Resources:

PearsonRealize.Com
Student and teacher
print resources are
digitally available.

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. 4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose. 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of

How do living things adapt to the world around us?

COMMUNICATION

SELF & SOCIAL

1.1 I can develop knowledge about language to make connections between reading informational text and writing informational text.

1.1 I can learn more about

informational text by

details.

analyzing main idea and

2.1 I can learn more about informational text by analyzing cause-and-effect structure.

2.1 I can develop knowledge about language to make connections between reading informational text and writing informational text.

3.1 I can learn about fiction and read a text that helps me analyze the significance of plot and setting.

Academic: survive, classified, sufficient, defense, acquire.

Content: Week 1: prey, brittle, system, bristle, contour.

Week 2: mimicry, species, environment, arranged, habitat.

Week 3: rapids, shimmering, desire,

Digital Only the text, identifying where each shallow. version reflects specific descriptions **3.1** I can develop knowledge Resources: deserted. Exam View and directions in the text. about language to make Unit Launch Videos connections between reading 4.RL.9 Compare and contrast the Week 4: ELL Access Videos treatment of similar themes and and writing. tender. Practice Games topics (e.g., opposition of good steeped, Essay Scorer and evil) and patterns of events (e.g., **4.1** I can learn about poetry excreted, the quest) in stories, myths, and and read a text that helps me **Author Professional** vessels. traditional literature from different Development Videos analyze structure, rhythm, ultraviolet. **Online Support** cultures. rhyme, and meter. ELL Support 4.RL.10 By the end of the year, Week 5: Intervention Support proficiently and independently read unique, Foundational Skills and comprehend literature, including monotremes. stories, dramas, and poetry, in a text Interactives adaptations, complexity range determined by Writing Support burrow. qualitative and quantitative measures Additional Digital sense. appropriate to grade 4. Resources 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.4 Determine the meaning of general academic and domainspecific words or phrases in a text relevant to a grade 4 topic or subject

area.

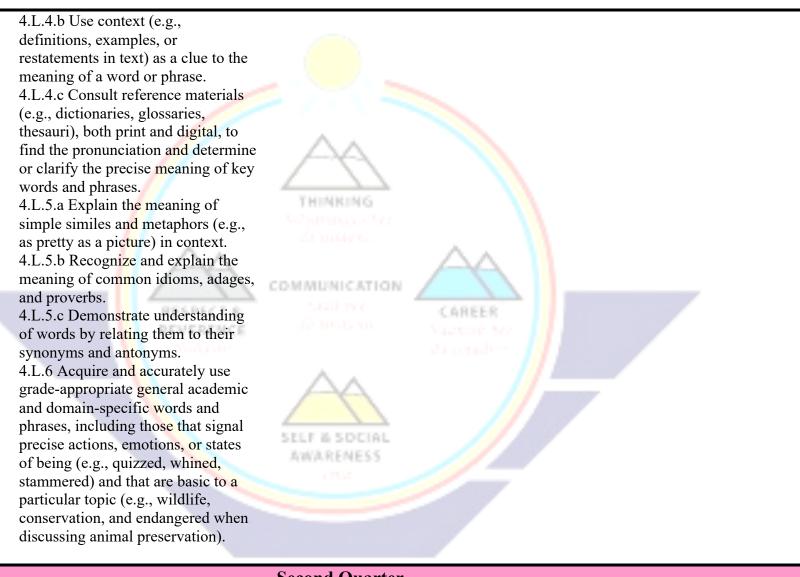
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI.8 Explain how an author uses reasons and evidence to support COMMUNICATION particular points in a text. 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social AWARENESS studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. 4.RF.3.a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. 4.RF.3.c Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words

accurately. 4.RF.4.a Read grade-level text with purpose and understanding. 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), COMMUNICATION illustrations, and multimedia when useful to aiding comprehension. 4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. 4.W.2.e Provide a concluding statement or section related to the information or explanation presented. 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate

to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above). 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). 4.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task. 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. AWARENESS 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. 4.W.9.a Apply grade 4 Reading standards to literature. 4.W.9.b Apply grade 4 Reading standards to informational texts. 4.W.10 Write routinely over extended time frames (time for

research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 4.WF.1.a Read and write cursive letters, upper and lower case. 4.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1.b Follow agreed-upon rules COMMUNICATION for discussions and carry out assigned roles. 4.SL.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding based on the discussion. 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats. including visually, quantitatively, and orally. 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant,

descriptive details to support main idea or themes; speak clearly at an understandable pace. 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L.1.h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph) should demonstrate command of Writing standards 1-3.) 4.L.2.a Use correct capitalization. 4.L.2.c Use a comma before a coordinating conjunction in a compound sentence. 4.L.2.d Spell grade-appropriate words correctly, consulting references as needed. 4.L.3.a Choose words and phrases to convey ideas precisely. 4.L.4.a Use common gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).



Second Quarter October 12 – December 18, 2021 Units 3 and 4

Unit 3 Theme: Diversity

Print Reading	AZ College and Career Readiness	Essential Question	Learning Goals	Vocabulary
Workshop	Standards	Essential Question	1.1 I can learn more about	Academic:
Resources:	4.RL.1 Refer to details and examples	How can we reach new	fiction by analyzing	conflict,
myView Literacy	in a text when explaining what the	understandings through	characters in realistic fiction.	accomplish,
Teacher's Edition -5	text says explicitly and when	exploring diversity?	characters in realistic fiction.	challenge,
Volumes.	drawing inferences from the text.	exploring diversity.	1.1 I can develop knowledge	participate,
Student Interactive- 2	4.RL.2 Determine a theme of a		about language to make	expand.
Volumes.	story, drama, or poem from details	^ ^	connections between reading	оприна.
Leveled Readers	in the text; summarize the text.	/	and writing.	Content:
Teacher's Guide	4.RL.3 Describe in depth a		und witting.	Week 1:
Trade Books	character, setting, or event in a story	THINKING	2.1 I can learn about fiction	cool,
Small Group Guide	or drama, drawing on specific details		and read a text that helps me	bothered,
myFocus	in the text (e.g., a character's		analyze plot and setting.	irritable,
Intervention	thoughts, words, or actions).		analyze plot and setting.	confused,
Teacher's Guide	4.RL.4 Determine the meaning of		2.1 I can develop knowledge	frustrated:
myFocus Reader	words, phrases, and figurative	COMMUNICATION /	about language to make	nustratea.
Assessment	language found in stories, poetry,		connections between reading	Week 2:
Resources	myths, and traditional literature from		and writing.	dedication,
Writing Workshop	different cultures, including those		and willing.	subsided,
Mentor Stack: (5-8	that allude to significant characters.		3.1 I can learn more about the	impulsively,
books)	4.RL.5 Explain the overall structure	\triangle	theme <i>Diversity</i> by analyzing	trance,
Digital Resources:	and major differences between		author's purpose in an	grudge:
PearsonRealize.Com	poetry, drama, and prose.		autobiography.	B1 44 B 61
Student and teacher	4.RL.6 Compare and contrast the	SELF & SOCIAL	and Bary	Week 3:
print resources are	point of view from which different	AWARENESS	3.1 I can develop knowledge	inspiration,
digitally available.	stories are narrated, including the		about language to make	create,
Digital Only	difference between first-and third-		connections between reading	heritage,
Resources:	person narrations.		and writing.	festival,
Exam View	4.RL.7 Make connections between		8	performance:
Unit Launch Videos	the text of a story or drama and a		4.1 I can learn about fiction	-
ELL Access Videos	visual or oral presentation of the		and read texts that help me	Week 4:
Practice Games	text, identifying where each version		compare and contrast point of	miserable,
Essay Scorer	reflects specific descriptions and		view.	thrilling,
Author Professional	directions in the text.			recover,
Development Videos	4.RL.10 By the end of the year,		4.1 I can develop knowledge	instinctively,
Online Support	proficiently and independently read	-	about language to make	savoring:

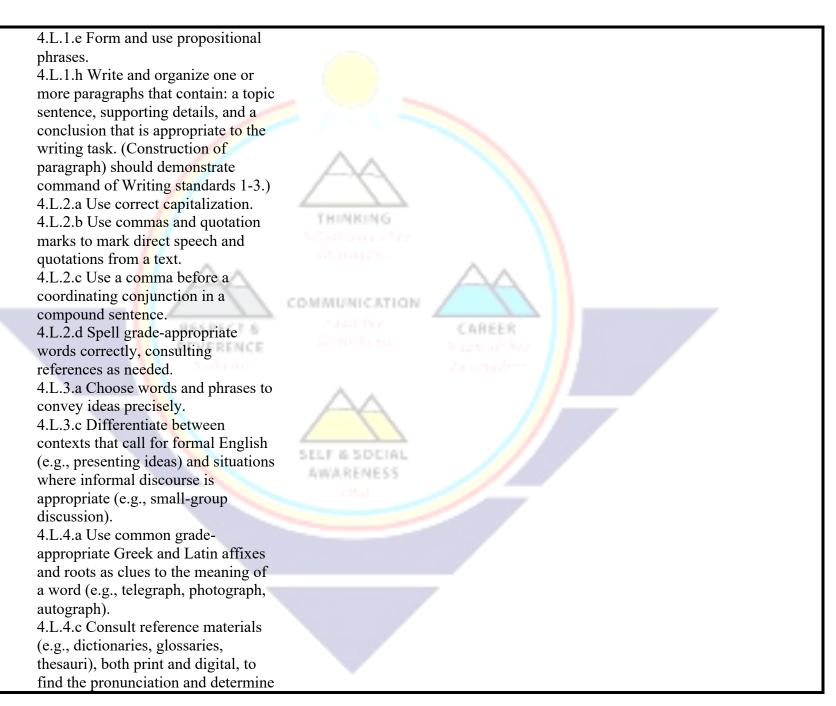
ELL Support	and comprehend literature, including		connections between reading	Week 5:
Intervention Support	stories, dramas, and poetry, in a text		and writing.	plunge,
Foundational Skills	complexity range determined by			thud,
Interactives	qualitative and quantitative measures		5.1 I can learn more about the	trilled,
Writing Support	appropriate to grade 4.		theme <i>Diversity</i> by analyzing	buoy,
Additional Digital	4.RI.3 Explain events, procedures,		poetic elements.	flocked:
Resources	ideas, or concepts in a historical,	A A	F 4 T 1 1 1 1 1	
	scientific, or technical text,	AA	5.1 I can develop knowledge	
	including what happened and why,		about language to make	
	based on specific information in the	THINKING	connections between reading	
	text.	Substitution See	and writing.	
	4.RI.4 Determine the meaning of general academic and domain-			
	specific words or phrases in a text		^ ^ !!	
	relevant to a grade 4 topic or subject			
	area.	COMMUNICATION		
	4.RI.7 Interpret information		CAREER	
"	presented visually, orally, or			
	quantitatively (e.g., in charts, graphs,			
	diagrams, time lines, animations, or	Α .		
	interactive elements on Web pages)	$\triangle \triangle$	///	
	and explain how the information			
	contributes to an understanding of			
	the text in which it appears.	SELF & SOCIAL		
	4.RI.8 Explain how an author uses	AWARENESS		
	reasons and evidence to support			
	particular points in a text.			
	4.RI.9 Integrate information from			
	two texts on the same topic in order			
	to write or speak about the subject			
	knowledgeably.			
	4.RI.10 By the end of the year,			
	proficiently and independently read			
	and comprehend informational texts,			
	including history/social studies,			
	science, and technical texts, in a text			

complexity range determined by qualitative and quantitative measures appropriate to grade 4. 4.RF.3.a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. 4.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately. 4.RF.4.a Read grade-level text with purpose and understanding. 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 4.W.1.d Provide a concluding statement or section related to the opinion presented. 4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 4.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 4.W.3.b Use dialogue and description to develop experiences

and events or show the responses of characters to situations. 4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events. 4.W.3.e Provide a conclusion that follows from the narrated experiences or events. 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above). 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. 4.W.9.a Apply grade 4 Reading standards to literature.

4.W.9.b Apply grade 4 Reading standards to informational texts. 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 4.WF.1.a Read and write cursive letters, upper and lower case. THINKING 4.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation. 4.SL.1.a Come to discussions COMMUNICATION prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. 4.SL.1.c Pose and respond to AWARENESS specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding based on the discussion. 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats,

including visually, quantitatively, and orally. 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace. 4.SL.5 Add audio recordings and visual displays to presentations THINKING when appropriate to enhance the development of main ideas or themes. 4.SL.6 Differentiate between COMMUNICATION contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). AWARENESS 4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 4.L.1.b Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.



or clarify the precise meaning of key words and phrases. 4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. 4.L.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms. 4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal COMMUNICATION precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). **Unit 4 Theme: Impacts** 4.RL.1 Refer to details and Print Reading **Unit 4 Theme:** Academic AWARENESS How do our stories Workshop examples in a text when explaining Vocabulary:

Resources: mvView Literacy Teacher's Edition -5 Volumes. Student Interactive- 2 Volumes. Leveled Readers Teacher's Guide Trade Books Small Group Guide

what the text says explicitly and when drawing inferences from the text. **4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **4.RL.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details

shape our world?

Week 1: How can revealing a secret make it lose its power?

Week 2: How can being different be an advantage?

Week 1: I can learn about traditional literature by analyzing characters.

I can use language to make connections between reading and writing.

- reveal
- traditional
- illustrate
- interpret
- predict

Content: Week 1:

deceived

myFocus Intervention

Teacher's Guide myFocus Reader Assessment Resources Writing Workshop Mentor Stack: (5-8 books)

Digital Resources: PearsonRealize.Com

Student and teacher print resources are digitally available.

Digital Only Resources:

Exam View
Unit Launch Videos
ELL Access Videos
Practice Games
Essay Scorer
Author Professional
Development Videos

Online Support

ELL Support Intervention Support Foundational Skills Interactives Writing Support Additional Digital Resources in the text (e.g., a character's thoughts, words, or actions).

4.RL. 4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. **4.RL.5** Explain the overall structure

4.RL.5 Explain the overall structur and major differences between poetry, drama, and prose.

4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text

Week 3: Why should we do good deeds without expecting anything in return?

Week 4: How can what we learn from stories guide our actions?

Week 5: How can being disobedient cause problems?

COMMUNICATION

SELF & SOCIAL

Week 2: I can learn more about traditional literature by inferring theme.

I can use language to make connections between reading and writing.

Week 3: I can learn more about the theme *impacts* by identifying elements of a drama.

I can use language to make connections between reading and writing.

Week 4: I can learn more about the theme *impacts* by inferring theme in historical fiction.

I can use language to make connections between reading and writing.

Week 5: I can learn more about traditional literature by analyzing myths.

I can use language to make connections between reading and writing.

- bargain
- reputation
- astonishment
- composure

Week 2:

- accentuated
- obliged
- misled
- commendable
- riled

Week 3:

- sensitive
- exchange
- deed
- insisted
- satisfied

Week 4:

- drought
- intricate
- wavering
- unbidden
- snoozing

Week 5:

• shrewd ornate

complexity range determined by qualitative and quantitative measures appropriate to grade 4. **4.RF.3.a** Use combined knowledge of all lettersound correspondences to read unfamiliar multisyllabic words accurately. **4.RF.3.b** Apply knowledge of the six syllable patterns to read grade level words accurately. **4.RF.3.c** Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. **4.RF.4.a** Read grade-level text with purpose and understanding. 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **4.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

4.W.1.b Provide reasons that are supported by facts and details.

4.W.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

4.W.1.d Provide a concluding statement or section related to the opinion presented. **4.W.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **4.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to complete a writing task. **4.W.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. 4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. 4.W.9.a Apply grade 4 Reading standards to literature.

4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **4.WF.1.a** Read and write cursive letters, upper and lower case. **4.SL.1.a** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion COMMUNICATION **4.L.1.c** Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). **4.L.1.g** Correctly use frequently & SDCIAL confused words (e.g., to, too, two; there, their). **4.L.1.h** Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. **4.L.2.d** Spell grade-appropriate words correctly, consulting references as needed.

4.L.3.a Choose words and phrases to

convey ideas precisely.

4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

4.L.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms.

4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



Third Quarter			
January 3 – March 11, 2022			
Unit 5 Theme: Features			

Unit 5 Theme: Features				
Print Reading	AZ College and Career Readiness	Essential Question	Learning Goals	Content Vocabulary
Workshop	Standards			
Resources:	4.RL.5 Explain the overall structure	Why is it important to	Week 1: I can learn more	Academic
myView Literacy	and major differences between	understand our planet?	about informational text by	Vocabulary:
Teacher's Edition -5	poetry, drama, and prose.		analyzing text features.	Iabel
Volumes.	4.RL.10 By the end of the year,	Week 1: What do we		 Amazed
Student Interactive- 2	proficiently and independently read	know about Earth's	I can develop knowledge	 Border
Volumes.	and comprehend literature, including	features and processes?	about language to make	 Consequences
Leveled Readers	stories, dramas, and poetry, in a text	Week 2. In oak to see	connections between reading	•
Teacher's Guide	complexity range determined by	Week 2: In what ways	and writing.	• Preserve
Trade Books	qualitative and quantitative measures	do volcanoes impact Earth?	Week 2: I can learn more	
Small Group Guide myFocus	appropriate to grade 4.4.RI.1 Refer to details and examples	Latur:	about informational text by	Content:
Intervention	in a text when explaining what the	Week 3: What daily	analyzing the main, or central,	Week 1:
Teacher's Guide	text says explicitly and when	actions can help reduce	idea and details.	mantles
myFocus Reader	drawing inferences from the text.	pollution?	idea and details.	circulates
Assessment	4.RI.2 Determine the main idea of a	T chianten	I can use language to make	adopted
Resources	text and explain how it is supported	Week 4: What makes an	connections between reading	• abundant
Writing Workshop	by key details; summarize the text.	extreme location a place	and writing.	• molten
Mentor Stack: (5-8	4.RI.3 Explain events, procedures,	to both protect and		Week 2:
books)	ideas, or	explore?	Week 3: I can learn more	
Digital Resources:	concepts in a historical, scientific, or		about the theme <i>Features</i> by	• magma
PearsonRealize.Com	technical text, including what	Week 5: What happens	analyzing the argument in an	• face
Student and teacher	happened and why, based on	to what we throw away?	argumentative text.	reclaim
print resources are	specific information in the text.			gushes
digitally available.	4.RI.4 Determine the meaning of		I can use language to make	 threatened
Digital Only	general academic and domain-		connections between reading	Week 3:
Resources:	specific words or phrases in a text		and writing.	 emissions
Exam View	relevant to a grade 4 topic or subject		Wash 4. I am lam man	excessive
Unit Launch Videos ELL Access Videos	area. 4.RI.5 Describe the overall structure		Week 4: I can learn more about informational text by	• underlie
Practice Games			explaining ideas from a text.	
Tractice Gaines	(e.g.,		explaining lucas from a text.	• watt

Essay Scorer chronology, comparison, **Author Professional** cause/effect, and problem/solution) I can use language to make Development Videos of events, ideas, concepts, or connections between reading **Online Support** information in a text or part of a text. and writing. **ELL Support 4.RI.6** Compare and contrast a Intervention Support firsthand and secondhand account of Week 5: I can learn more Foundational Skills the same event or topic; describe the about informational text by Interactives explaining concepts in a text. differences in focus, and the Writing Support information provided. Additional Digital **4.RI.7** Interpret information I can use language to make presented visually, orally, or THINKING connections between reading Resources quantitatively (e.g., in charts, graphs, and writing. diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information COMMUNICATION contributes to an understanding of the text in which it appears. **4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text. **4.RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **4.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. **4.RF.3.a** Use combined knowledge of all lettersound correspondences to

Week 4:

- survey
- subcontinent
- plateau
- altitude
- erosion

Week 5:

- marred
- disposable
- crude oil
- toxic
- phenomenon

accurately.

read unfamiliar multisyllabic words

4.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately. 4.RF.4.a Read grade-level text with purpose and understanding. **4.RF.4.b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W.6** With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to complete a writing task. **4.W.7** Conduct short research

projects that build knowledge

through investigation of different aspects of a topic. 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **4.WF.1.a** Read and write cursive letters, upper and lower case. THINKING **4.WF.1.b** Transcribe ideas legibly and fluently with appropriate spacing and indentation. **4.SL.1.a** Come to discussions COMMUNICATION prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **4.SL.1.b** Follow agreed-upon rules for discussions and carry out assigned roles. **4.SL.1.d** Review the key ideas AWARENESS expressed and explain their own ideas and understanding based on the discussion. **4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats. including visually, quantitatively, and orally. **4.SL.3** Identify the reasons and evidence a speaker provides to support particular points.

4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

4.L.1.b Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).

4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

4.L.1.e Form and use prepositional phrases.

4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

4.L.1.h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.

4.L.2.a Use correct capitalization.

4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

4.L.3.a Choose words and phrases to convey ideas precisely.

4.L.3.c Differentiate between contexts that call for formal English



(e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 4.L.5.c Demonstrate understanding of words by relating them to their synonyms and antonyms. 4.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	THINKING SUSANDERS SEE OF HILLIES SEE OF THE	CAREER	
Mor	Fourth Quarter ch 21 – May 26, 202	22	
AZ College and Career Readiness Standards 1. Review/ReteachSpecific Standards 2. In-Class Tests 3. Galileo Benchmark Assessments 4. Az-Merit Assessments 5. AIMS Science Test	Essential Question	Learning Goals	Content Vocabulary