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

PACING Guide SY 2022-2023

Resources	AZ College and Career Readiness Standards	Essential Question (HESS Matrix)	Learning Goals	Vocabulary (Content/Academic)
	Auş	First Quarter gust 2 — October 6, 20 Units 1 and 2	022	
	Uni	t 1 Theme: Networks		
Print Reading Workshop Resources: myView Literacy	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.	How can a place affect how we live?	1.1 I can learn more about narrative nonfiction and read a text that helps me understand the author's	Academic: contribute, significant, severe,
Teacher's Edition -5 Volumes. Student Interactive- 2	4.RL.10 By the end of the year, proficiently and independently read and comprehend literature,	A	purpose in an autobiography. 1.1 I can use language to	exposed, habit.
Volumes. Leveled Readers Teacher's Guide	including stories, dramas, and poetry, in a text complexity range determined by qualitative and	SELF M SIDCIAL . 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.RL5 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.

DEPARTMENTS

SELF & BOCIAL

BUND REWESS

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 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. SELF & BOTHAL 4.RF.4.c Use context to confirm or EMARENESS 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 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). SELF & BOCIAL 4.W.5 With guidance and support EMARENESS 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 EMPARKING sources; take notes, categorize information, and provide a list of sources. 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.b Transcribe ideas legibly SELF & BOTIAL and fluently with appropriate BUND REWESS 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. 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 & BOTIAL visual displays to presentations **EMARENESS** 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 EMPARKING 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). 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 & BOCIAL find the pronunciation and determine BUNCK REMIESS 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 Teacher's Guide Trade Books Small Group Guide **mvFocus** 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?

SELF & BOTIAL

BUCK REWESS

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.

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

Content:

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 deserted. **Resources:** Exam View and directions in the text. about language to make Unit Launch Videos 4.RL.9 Compare and contrast the connections between reading Week 4: and writing. ELL Access Videos treatment of similar themes and tender. topics (e.g., opposition of good Practice Games 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. Development Videos traditional literature from different analyze structure, rhythm, ultraviolet. rhyme, and meter. **Online Support** cultures. **ELL Support** 4.RL.10 By the end of the year, Week 5: proficiently and independently read **Intervention Support** unique, Foundational Skills and comprehend literature, including monotremes, Interactives stories, dramas, and poetry, in a text 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 SELF & BOCIAL text says explicitly and when EMARENESS 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.

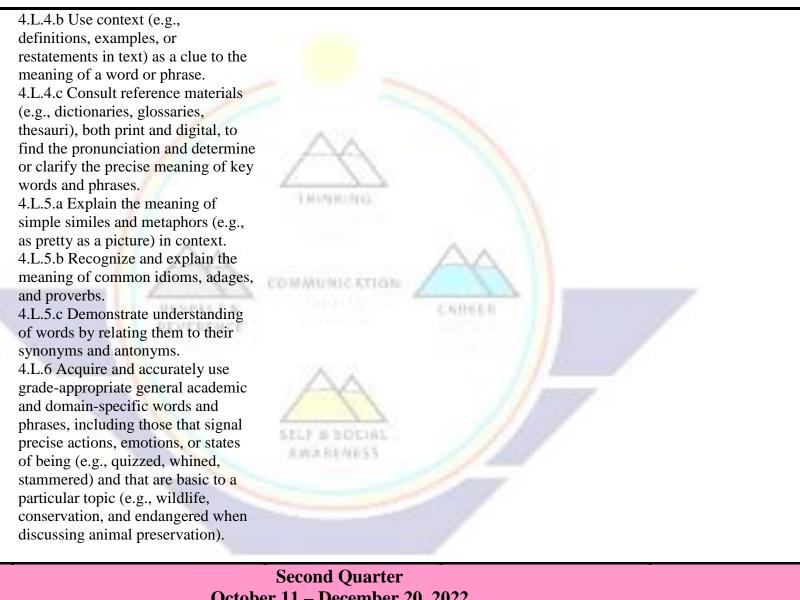
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, 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 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 SELF & BOCIAL texts, including history/social **EMARENESS** 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 EMPARKING 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.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 LELF & BOCIAL phrases (e.g., another, for example, BUND REMESS 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 SELF & BODIAL aspects of a topic. EMARENESS 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 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. SELF & BOCIAL 4.SL.1.d Review the key ideas EMARENESS 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. ELF & BOTIAL 4.L.2.c Use a comma before a EMARENESS 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).



October 11 – December 20, 2022 Units 3 and 4

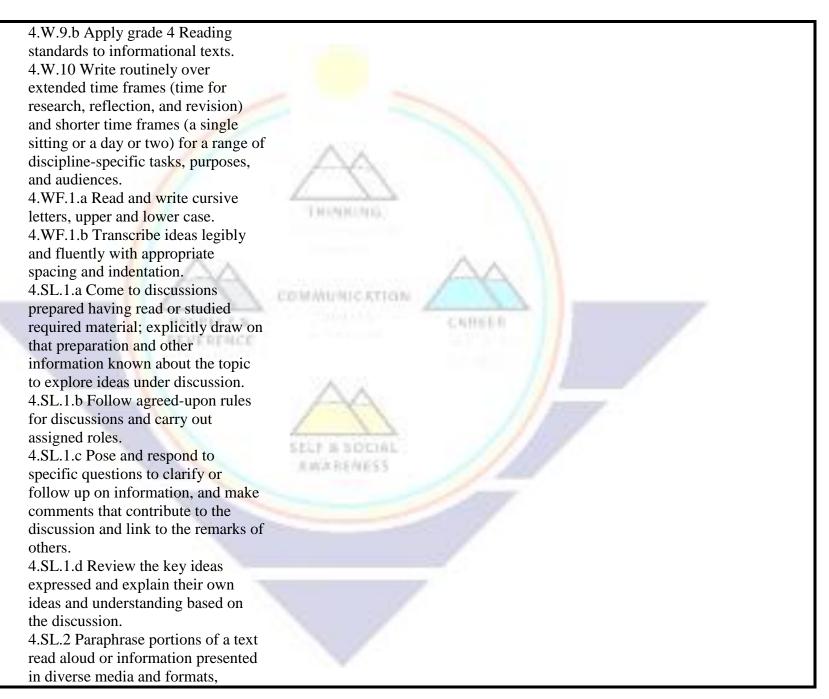
Unit 3 Theme: Diversity

Print Reading	AZ College and Career Readiness	Essential Question	Learning Goals	Vocabulary
Workshop	Standards		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?		challenge,
Volumes.	drawing inferences from the text.		1.1 I can develop knowledge	participate,
Student Interactive- 2	4.RL.2 Determine a theme of a	C-80000	about language to make	expand.
Volumes.	story, drama, or poem from details		connections between reading	•
Leveled Readers	in the text; summarize the text.		and writing.	Content:
Teacher's Guide	4.RL.3 Describe in depth a			Week 1:
Trade Books	character, setting, or event in a story	1000000000	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).			confused,
Teacher's Guide	4.RL.4 Determine the meaning of	COMMISSION AND A	2.1 I can develop knowledge	frustrated:
myFocus Reader	words, phrases, and figurative	Commission (Control of Control	about language to make	
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		1111	subsided,
Mentor Stack: (5-8	that allude to significant characters.	A	3.1 I can learn more about the	impulsively,
books)	4.RL.5 Explain the overall structure		theme <i>Dive<mark>rsi</mark>ty</i> by analyzing	trance,
Digital Resources:	and major differences between		author's purpose in an	grudge:
PearsonRealize.Com	poetry, drama, and prose.	Property and the same of the s	autobiog <mark>ra</mark> phy.	
Student and teacher	4.RL.6 Compare and contrast the	SELF M BOCIAL :		Week 3:
print resources are	point of view from which different	White Distances	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			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	7	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:

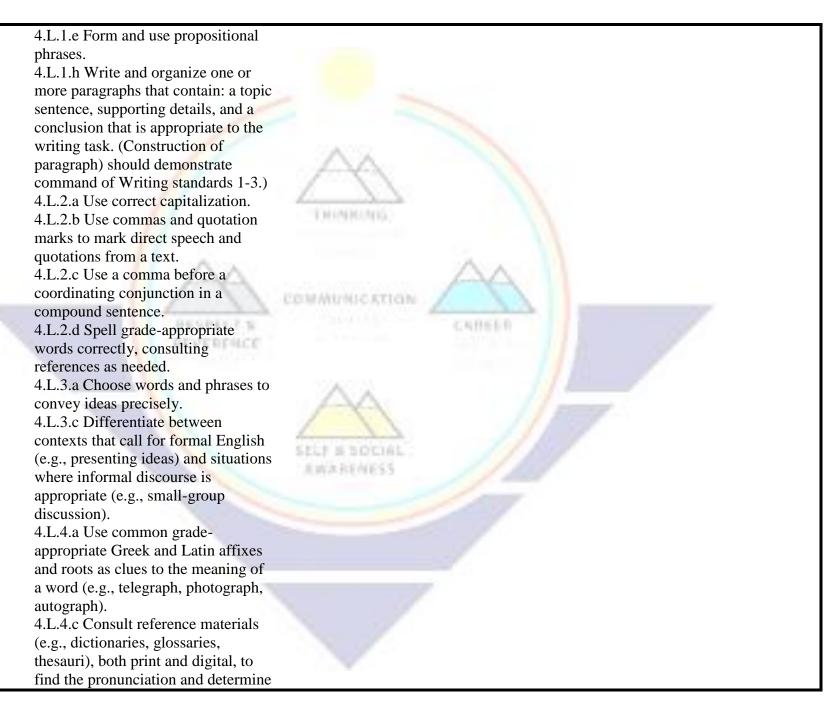
ELL Support Intervention Support Foundational Skills	and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by		connections between reading and writing.	Week 5: plunge, thud,
Interactives	qualitative and quantitative measures		5.1 I can learn more about the	trilled,
Writing Support	appropriate to grade 4.		theme <i>Diversity</i> by analyzing	buoy,
Additional Digital Resources	4.RI.3 Explain events, procedures, ideas, or concepts in a historical,		poetic elements.	flocked:
Resources	scientific, or technical text,	/\ \ \	5.1 I can develop knowledge	
	including what happened and why,	1	about language to make	
	based on specific information in the		connections between reading	
	text.	THE PROPERTY.	and writing.	
	4.RI.4 Determine the meaning of			
	general academic and domain-		A	
	specific words or phrases in a text			
100000	relevant to a grade 4 topic or subject	COMMUNICATION		
	area. 4.RI.7 Interpret information		CHREER	
	presented visually, orally, or			
	quantitatively (e.g., in charts, graphs,			
	diagrams, time lines, animations, or	TACK.		
	interactive elements on Web pages)			
	and explain how the information			
	contributes to an understanding of	SELF & BOCIAL		
	the text in which it appears. 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. SELF & BODIAL 4.W.2.a Introduce a topic clearly and BUND REMESS 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 EMPARKING 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). SELF & BOCIAL 4.W.7 Conduct short research **EMARENESS** 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.



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 EMPARKING visual displays to presentations when appropriate to enhance the development of main ideas or themes. 4.SL.6 Differentiate between 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 SELF & BODIAL expectations). EMARENESS 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 EMPARKATIO 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 4 Theme: Impacts Print** Reading 4.RL.1 Refer to details and Academic Unit 4 Theme: BUNCK REMIESS examples in a text when explaining How do our stories Vocabulary: what the text says explicitly and shape our world? Week 1: I can learn about reveal when drawing inferences from the traditional literature by traditional

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

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

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

Week 2: How can being different be an advantage?

analyzing characters.

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

- 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 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 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?

SELF & BOTHAL

EMARENESS

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.

CHREED

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.

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.

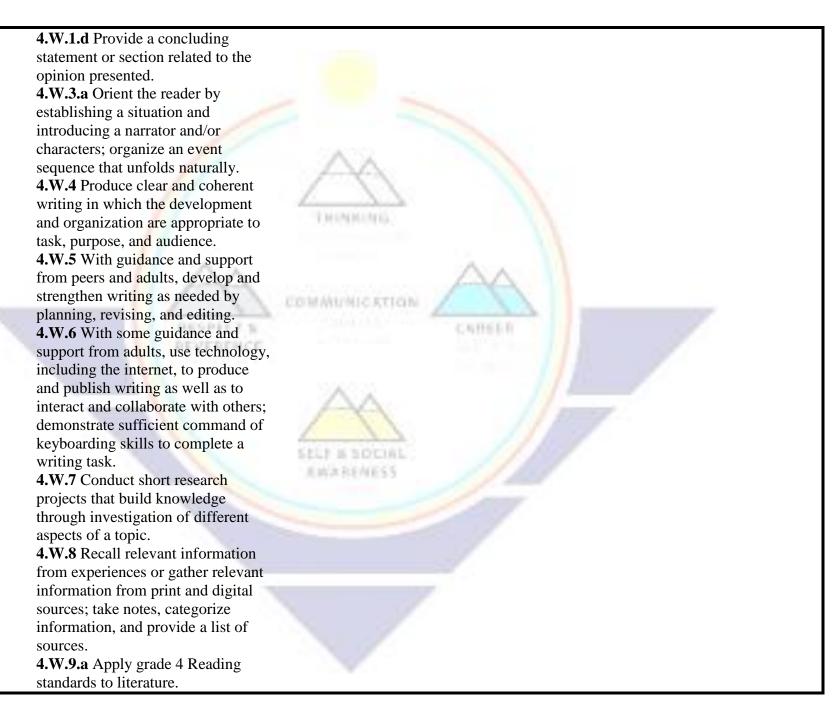
4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

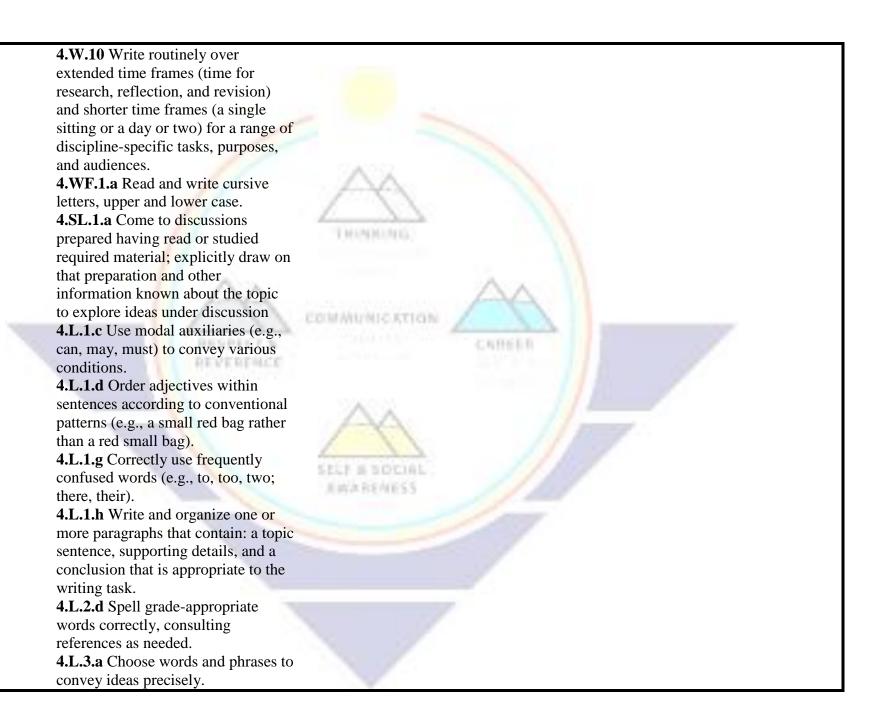
4.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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.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 4 – March 10, 2023			
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.	1	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 devel <mark>op</mark> knowledge	 Border 	
Volumes.	and comprehend literature, including	features and processes?	about langua <mark>ge</mark> to make		
Leveled Readers	stories, dramas, and poetry, in a text		connections between reading	 Consequences 	
Teacher's Guide	complexity range determined by	Week 2: In what ways	and writing.	 Preserve 	
Trade Books	qualitative and quantitative measures	do volcanoes impact			
Small Group Guide	appropriate to grade 4.	Earth?	Week 2: I can learn more	Content:	
myFocus	4.RI.1 Refer to details and examples	W 1.2 W 1.1	about informational text by	Week 1:	
Intervention	in a text when explaining what the	Week 3: What daily	analyzing the main, or central,	 mantles 	
Teacher's Guide	text says explicitly and when	actions can help reduce	idea and detail <mark>s</mark> .	 circulates 	
myFocus Reader	drawing inferences from the text.	pollution?			
Assessment	4.RI.2 Determine the main idea of a	Wash 4. What makes on	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 to both protect and	and writing.	 molten 	
Mentor Stack: (5-8	4.RI.3 Explain events, procedures,	explore?	Week 3: I can learn more	Week 2:	
books) Digital Resources:	ideas, or	explore?		 magma 	
PearsonRealize.Com	concepts in a historical, scientific, or technical text, including what	Week 5: What happens	about the theme <i>Features</i> by 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.	to what we throw away.	argumentative text.		
digitally available.	4.RI.4 Determine the meaning of		I can use language to make	• gushes	
Digital Only	general academic and domain-		connections between reading	threatened	
Resources:	specific words or phrases in a text		and writing.	Week 3:	
Exam View	relevant to a grade 4 topic or subject		and writing.	emissions	
Unit Launch Videos	area.		Week 4: I can learn more	excessive	
ELL Access Videos	4.RI.5 Describe the overall structure		about informational text by	 underlie 	
Practice Games	(e.g.,	- V	explaining ideas from a text.	• watt	

Essay Scorer chronology, comparison, innovation **Author Professional** cause/effect, and problem/solution) I can use language to make Week 4: Development Videos of events, ideas, concepts, or connections between reading survey information in a text or part of a text. **Online Support** and writing. subcontinent **ELL Support 4.RI.6** Compare and contrast a plateau **Intervention Support** firsthand and secondhand account of Week 5: I can learn more the same event or topic; describe the altitude about informational text by Foundational Skills Interactives explaining concepts in a text. differences in focus, and the erosion information provided. Writing Support Week 5: Additional Digital I can use language to make **4.RI.7** Interpret information marred DEPARTMENT presented visually, orally, or connections between reading Resources disposable quantitatively (e.g., in charts, graphs, and writing. crude oil diagrams, time lines, animations, or interactive elements on Web pages) toxic and explain how the information phenomenon 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 SELF & BOCIAL knowledgeably. JUNEAU RENIESS **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 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.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 SELF & BOCIAL peers and adults, develop and EMARENESS 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 EMPARKING letters, upper and lower case. **4.WF.1.b** Transcribe ideas legibly and fluently with appropriate 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. SELF & BOCIAL **4.SL.1.d** Review the key ideas **EMARENESS** 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).

EMPARKING

SELF & BOTHAL

EMARENESS

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	CHREER	
Mar	Fourth Quarter cch 20 – May 26, 202	3	
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