

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				
Unit 1 Theme: Networks				
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 myFocus Intervention Teacher’s Guide myFocus Reader Assessment Resources Writing Workshop	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.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.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.	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 purpose in an autobiography. 1.1 I can use language to make connections between reading and writing. 2.1 I can learn more about narrative nonfiction and read a text that helps me understand how an author supports ideas with details in a biography. 2.1 I can develop knowledge about language to make	Academic: contribute, significant, severe, exposed, habit. Content: Week 1: determination, independence, specialized, struggled, confidence. Week 2: poverty, 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 domain-specific 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.

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.

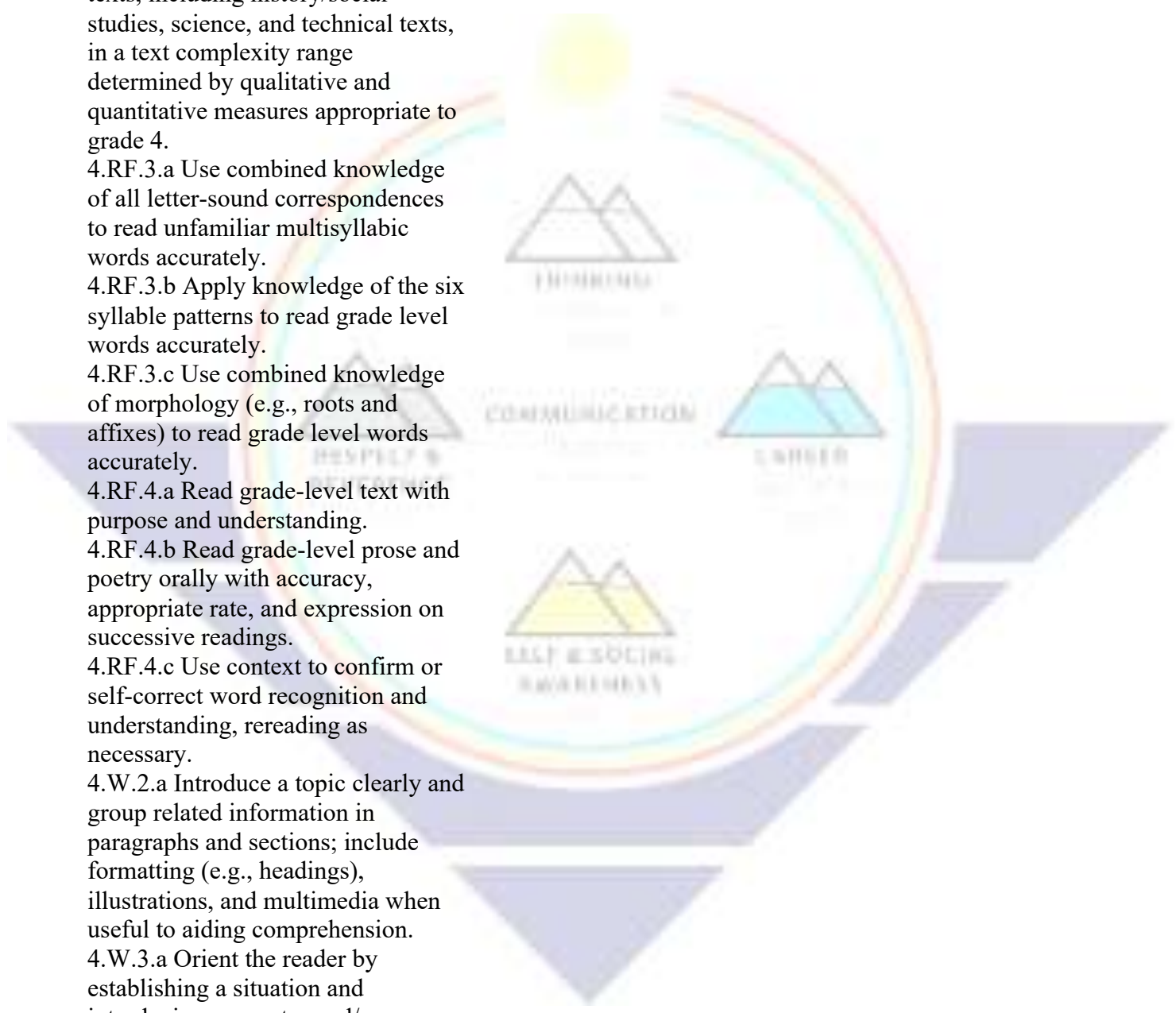
4.RF.4.a Read grade-level text with purpose and understanding.

4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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.

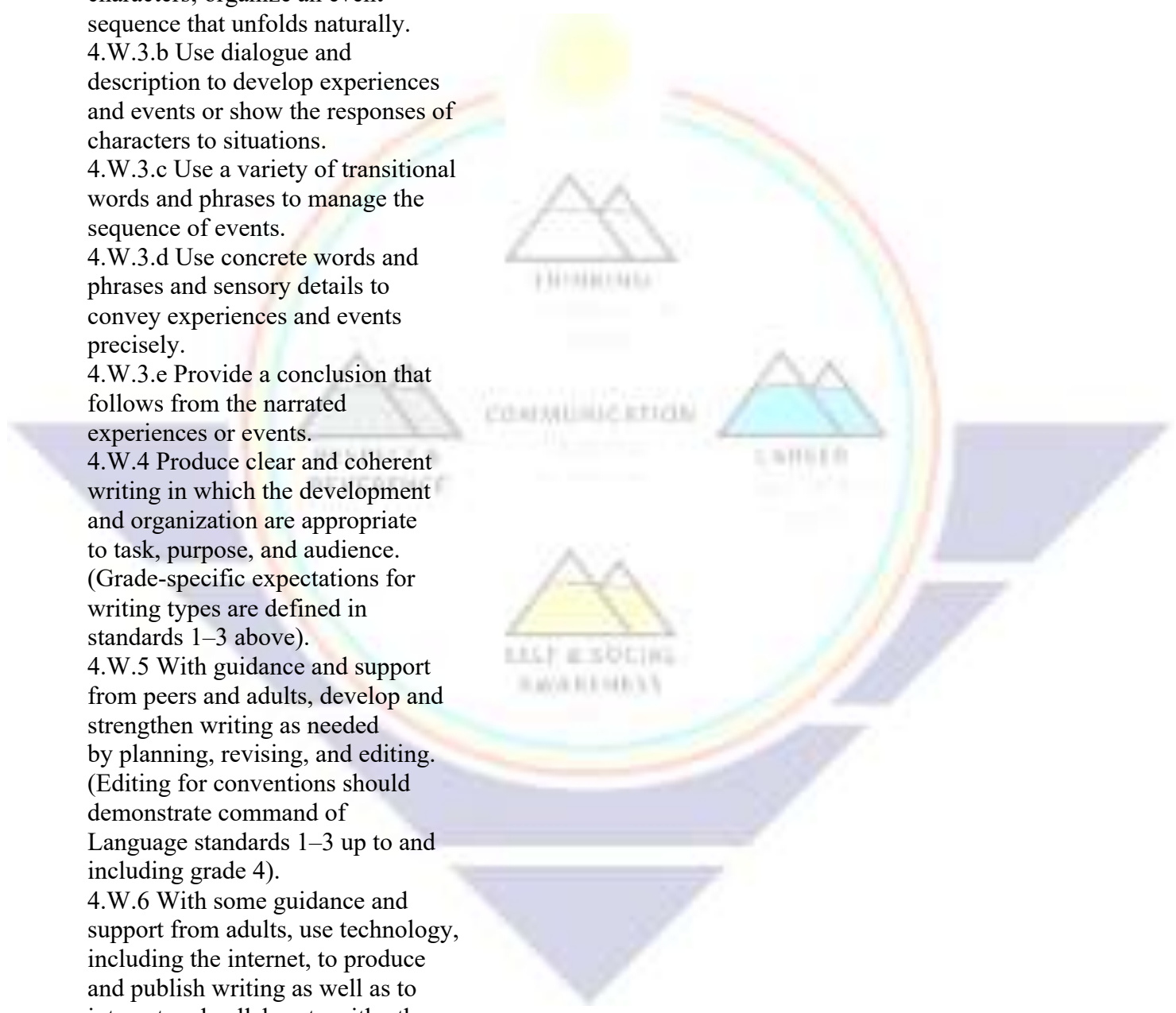
4.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

4.W.3.e Provide a conclusion that follows from the narrated 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.

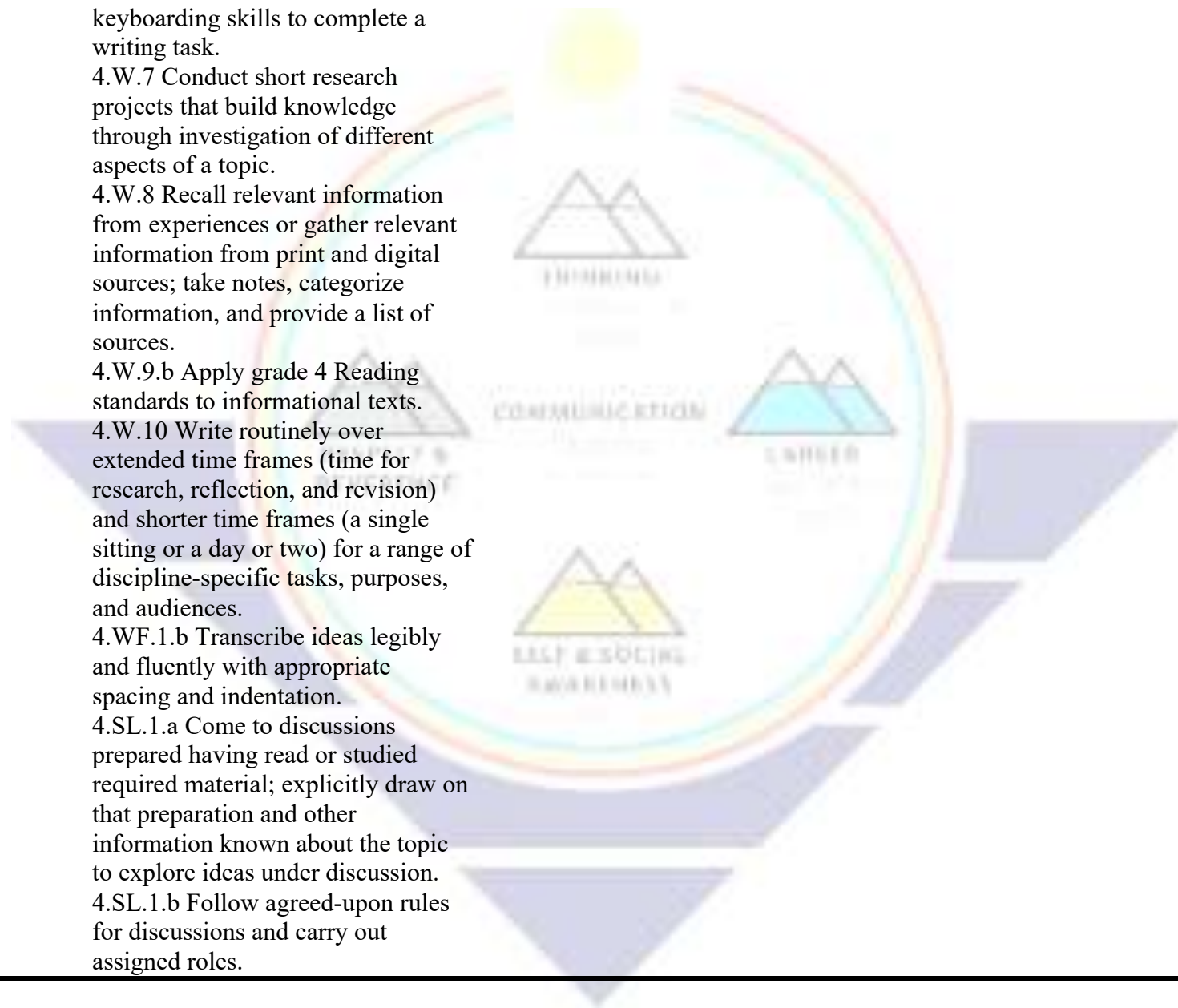
4.W.9.b Apply grade 4 Reading standards to informational texts.

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 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.



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.

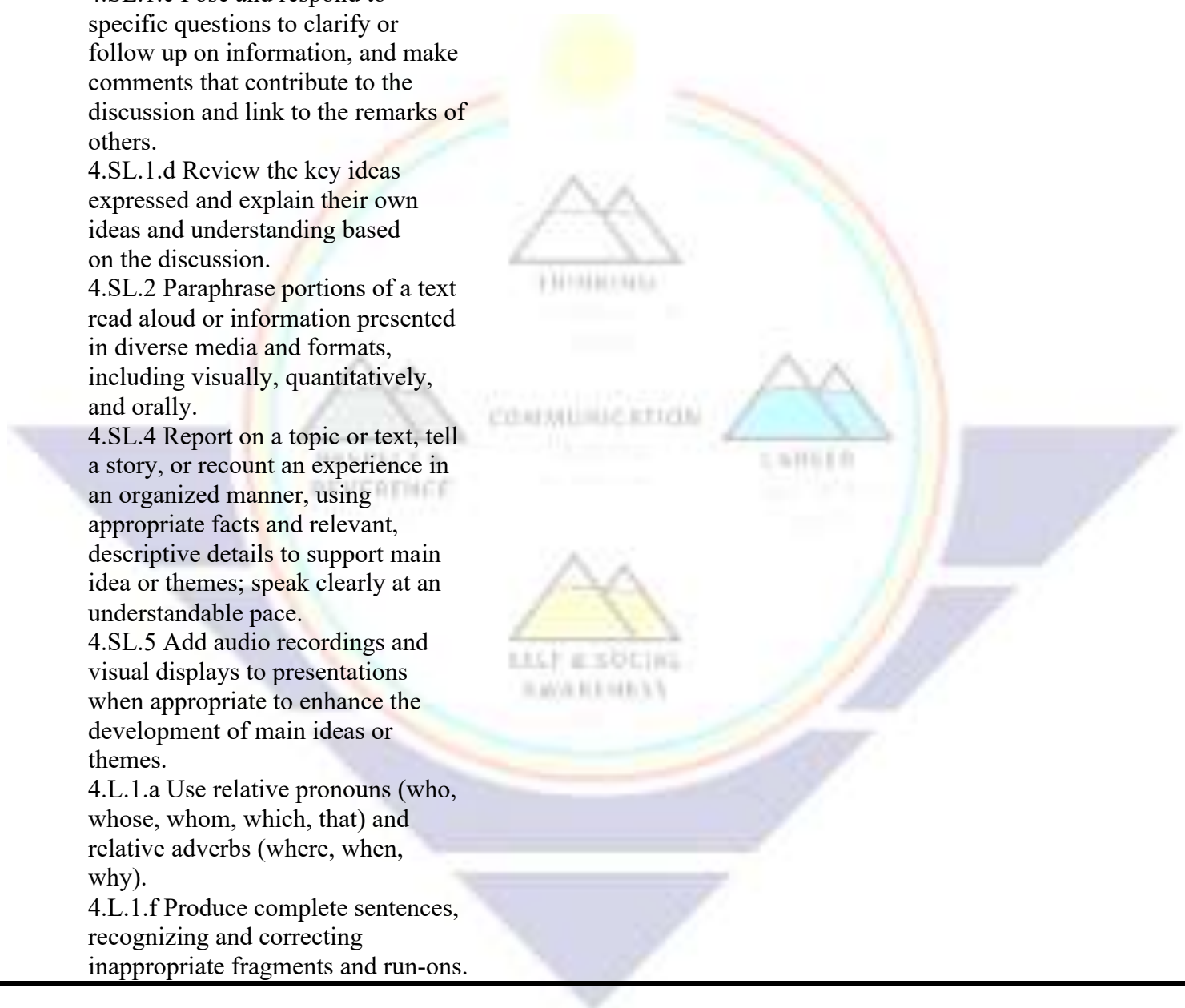
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

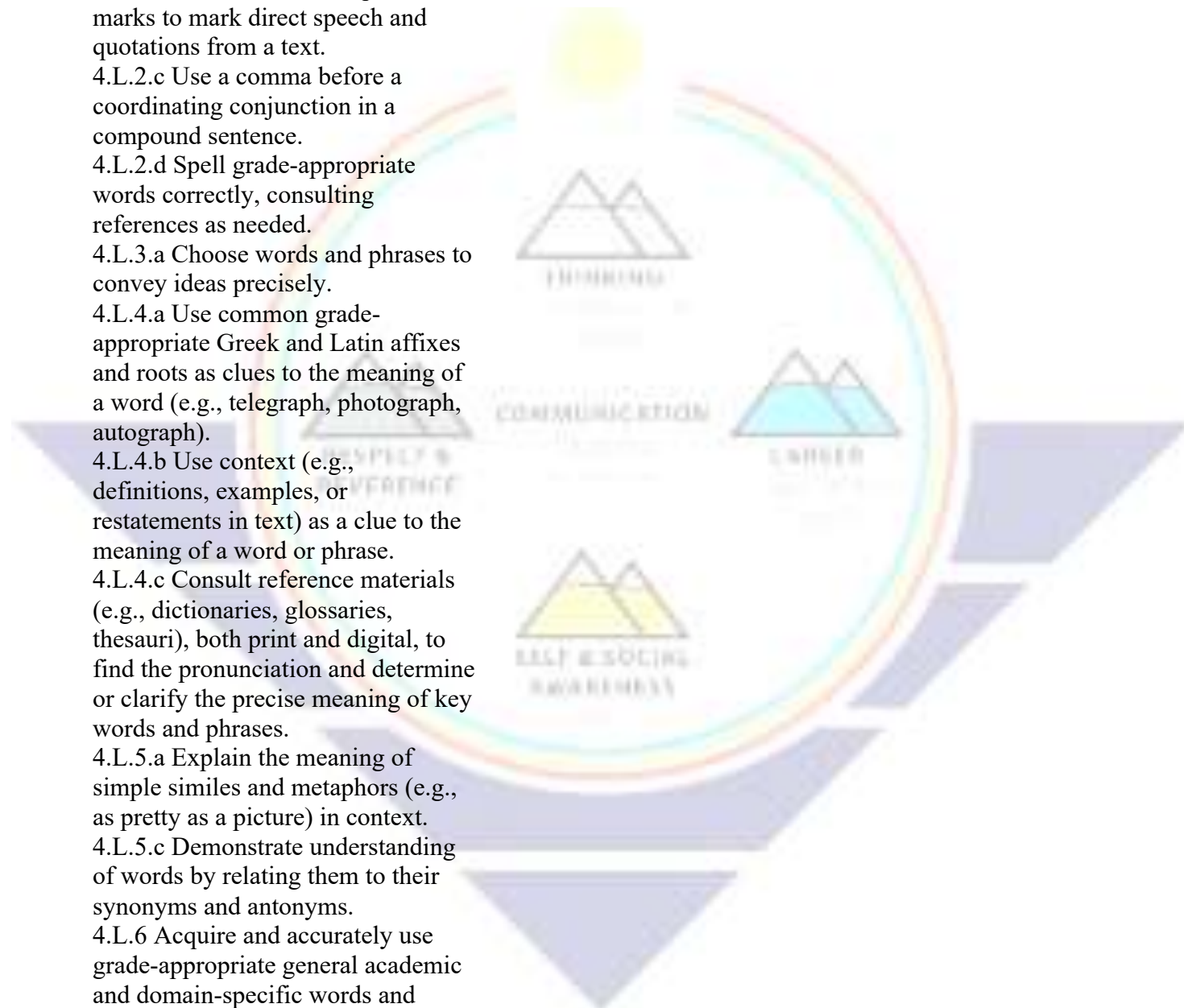
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.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 grade-appropriate 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 find the pronunciation and determine 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
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?

1.1 I can learn more about informational text by analyzing main idea and details.

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

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

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

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.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 domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.



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

4.1 I can learn about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.

shallow, deserted.

Week 4: tender, steeped, excreted, vessels, ultraviolet.

Week 5: unique, monotremes, adaptations, burrow, sense.

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.

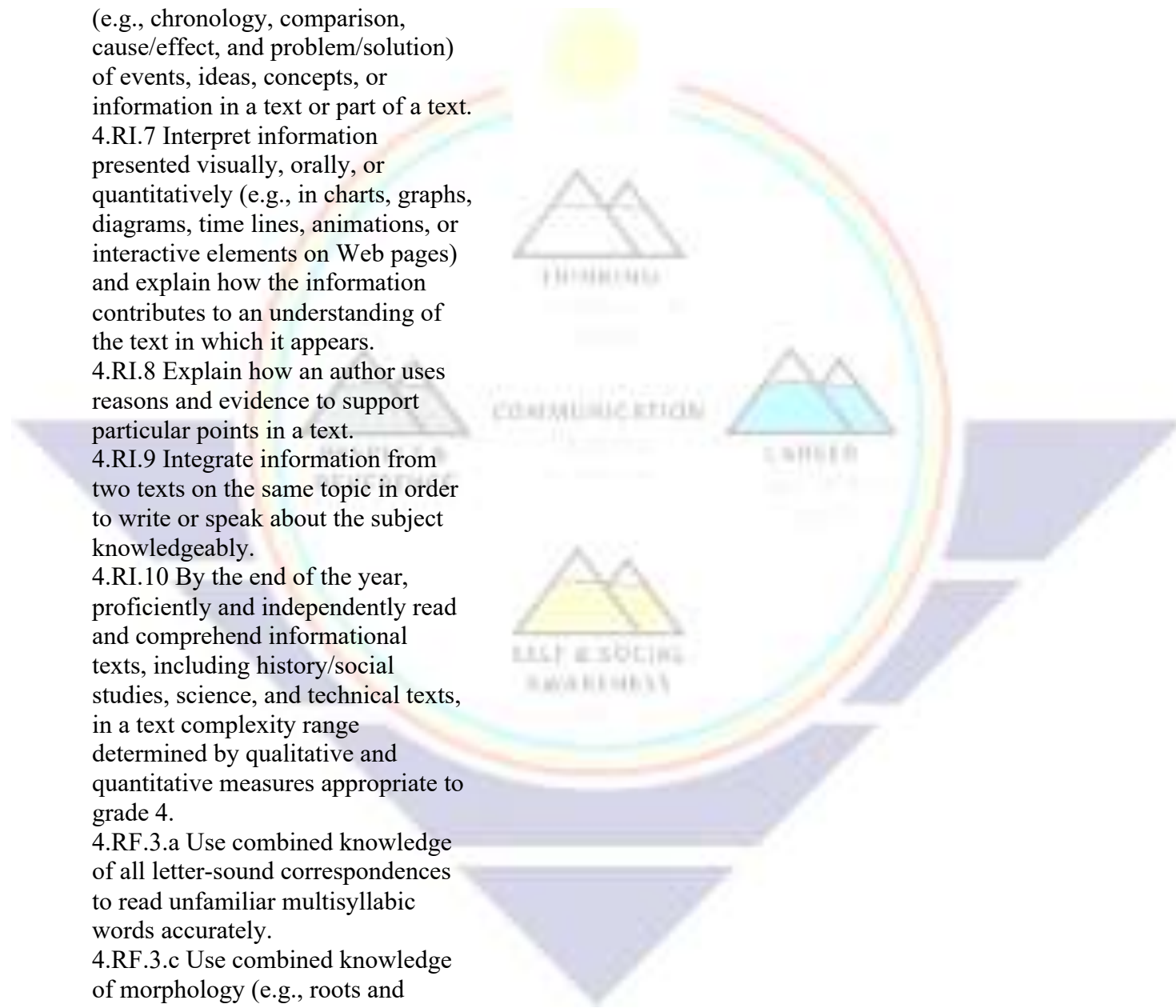
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

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 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.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), illustrations, and multimedia when useful to aiding comprehension.

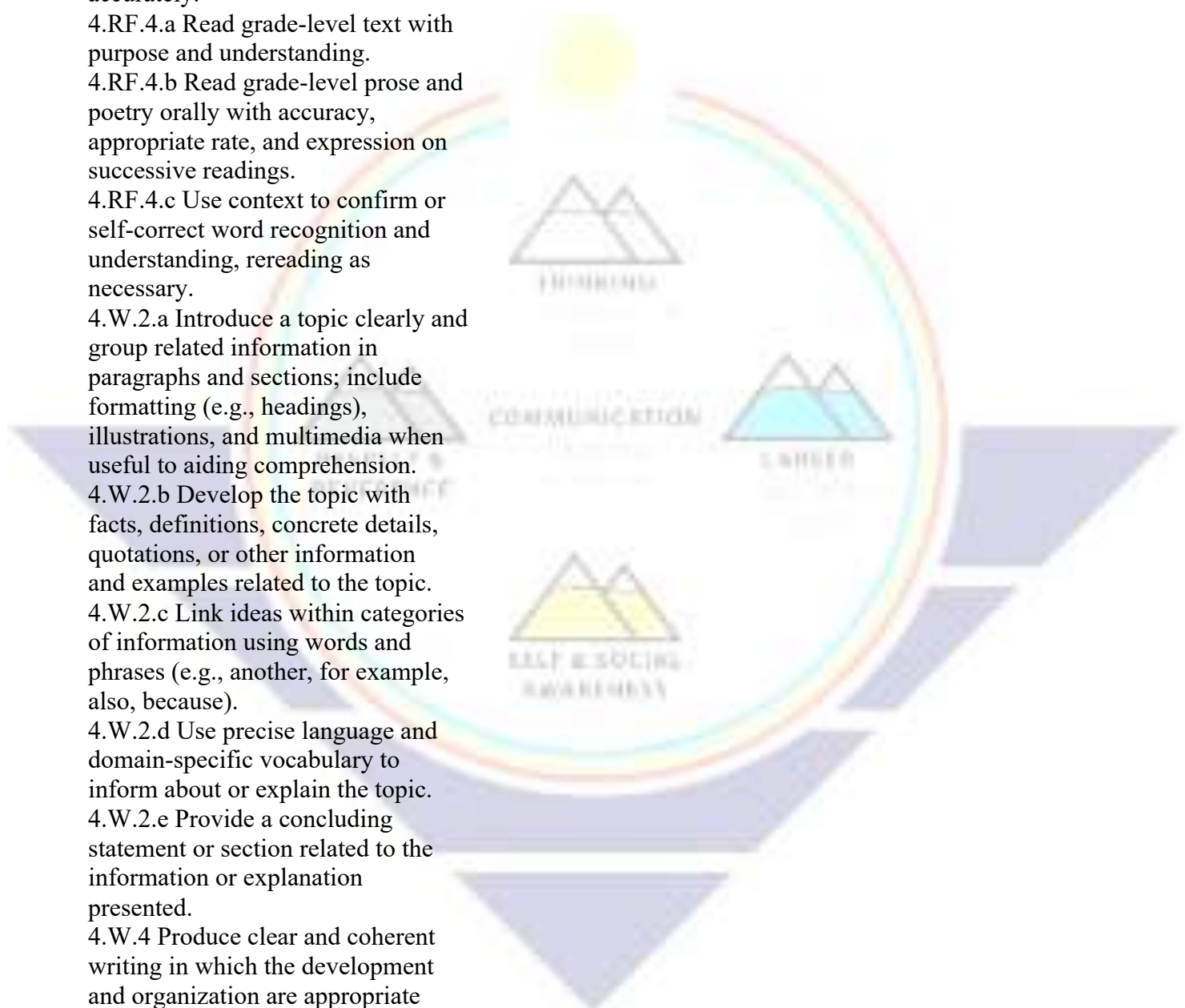
4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

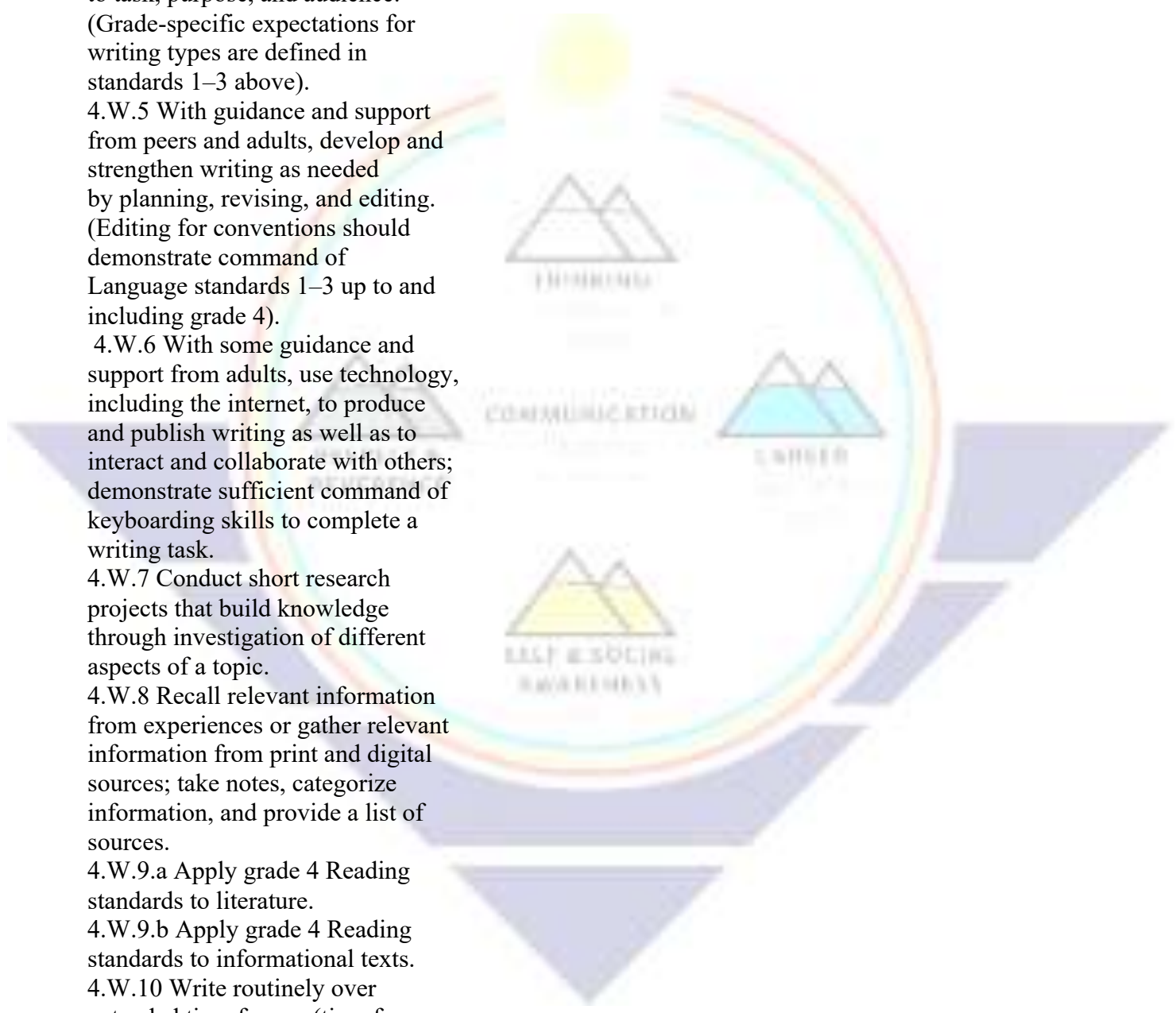
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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.

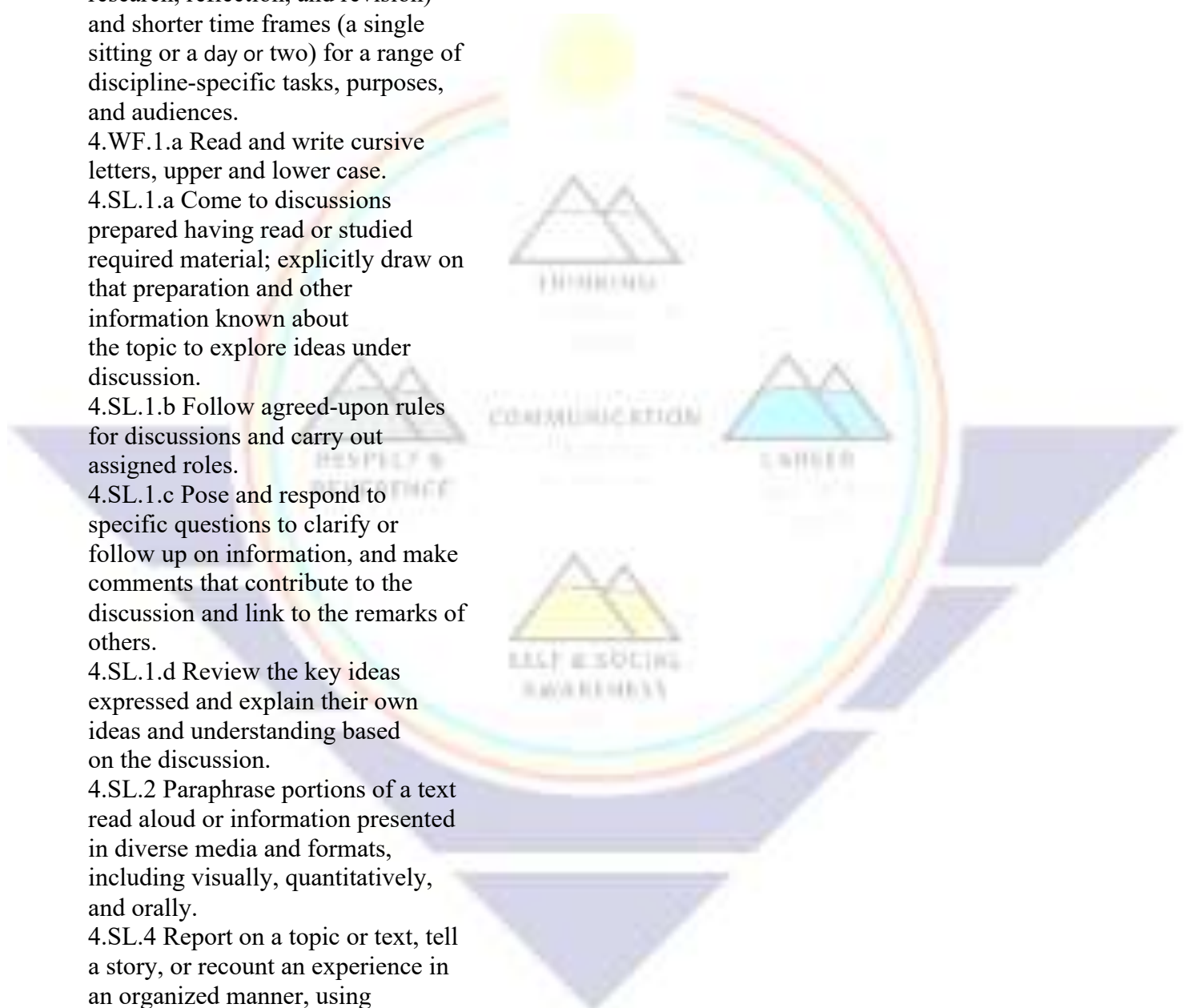
4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

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.

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.)

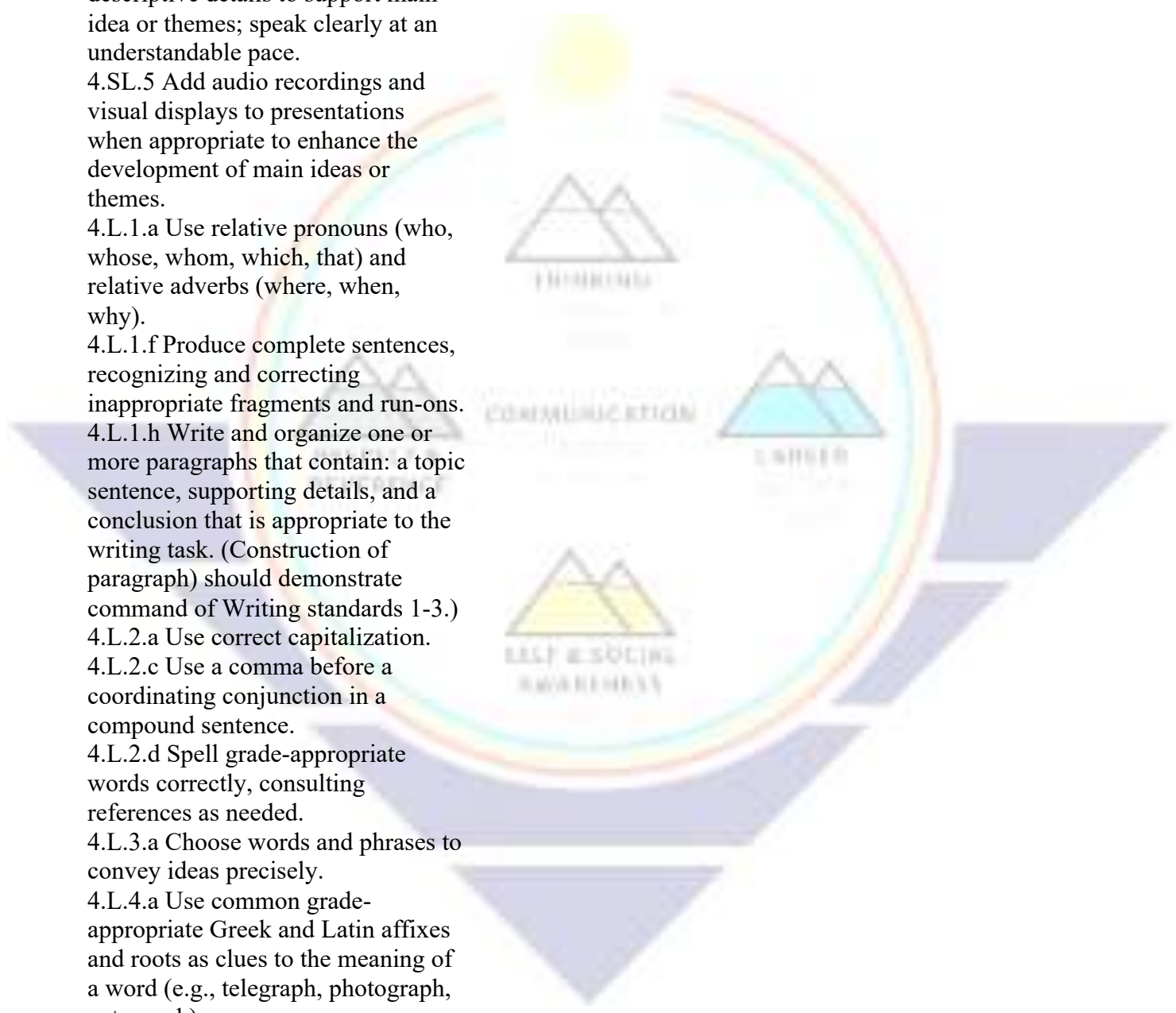
4.L.2.a Use correct capitalization.

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 grade-appropriate 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 find the pronunciation and determine 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 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).



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

Unit 3 Theme: Diversity

<p>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 myFocus Intervention Teacher’s Guide myFocus Reader Assessment Resources Writing Workshop Mentor Stack: (5-8 books) Digital Resources: PearsonRealize.Com <i>Student and teacher print resources are digitally available.</i> Digital Only Resources: Exam View Unit Launch Videos ELL Access Videos Practice Games Essay Scorer Author Professional Development Videos Online Support</p>	<p>AZ College and Career Readiness Standards 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.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. 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.10 By the end of the year, proficiently and independently read</p>	<p>Essential Question How can we reach new understandings through exploring diversity?</p>	<p>Learning Goals 1.1 I can learn more about fiction by analyzing characters in realistic fiction. 1.1 I can develop knowledge about language to make connections between reading and writing. 2.1 I can learn about fiction and read a text that helps me analyze plot and setting. 2.1 I can develop knowledge about language to make connections between reading and writing. 3.1 I can learn more about the theme <i>Diversity</i> by analyzing author’s purpose in an autobiography. 3.1 I can develop knowledge about language to make connections between reading and writing. 4.1 I can learn about fiction and read texts that help me compare and contrast point of view. 4.1 I can develop knowledge about language to make</p>	<p>Vocabulary Academic: conflict, accomplish, challenge, participate, expand. Content: Week 1: cool, bothered, irritable, confused, frustrated: Week 2: dedication, subsided, impulsively, trance, grudge: Week 3: inspiration, create, heritage, festival, performance: Week 4: miserable, thrilling, recover, instinctively, savoring:</p>
---	---	--	---	--

ELL Support
Intervention Support
Foundational Skills
Interactives
Writing Support
Additional Digital
Resources

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.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.

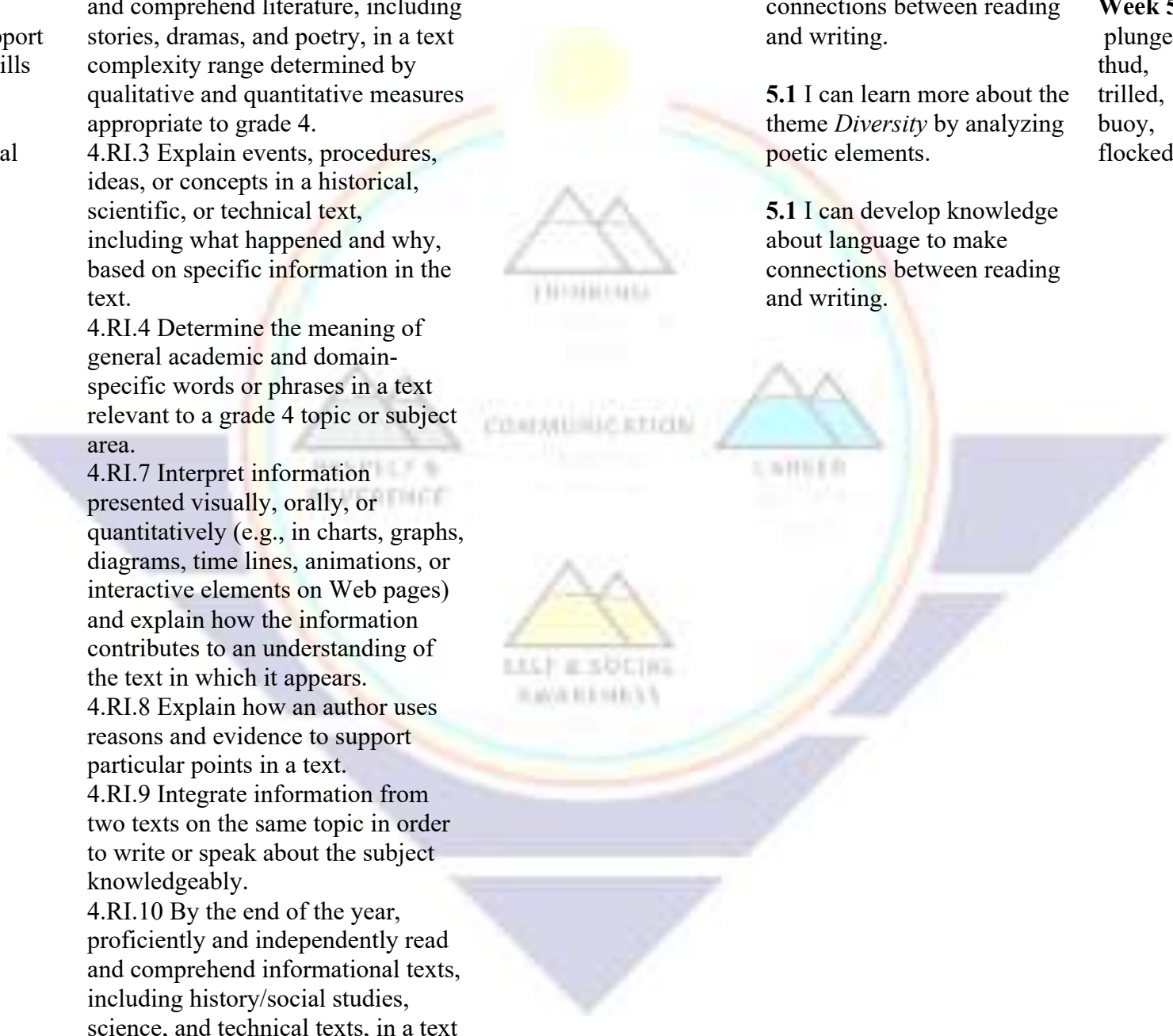
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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 texts, including history/social studies, science, and technical texts, in a text



connections between reading and writing.

5.1 I can learn more about the theme *Diversity* by analyzing poetic elements.

5.1 I can develop knowledge about language to make connections between reading and writing.

Week 5:
plunge,
thud,
trilled,
buoy,
flocked:

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.

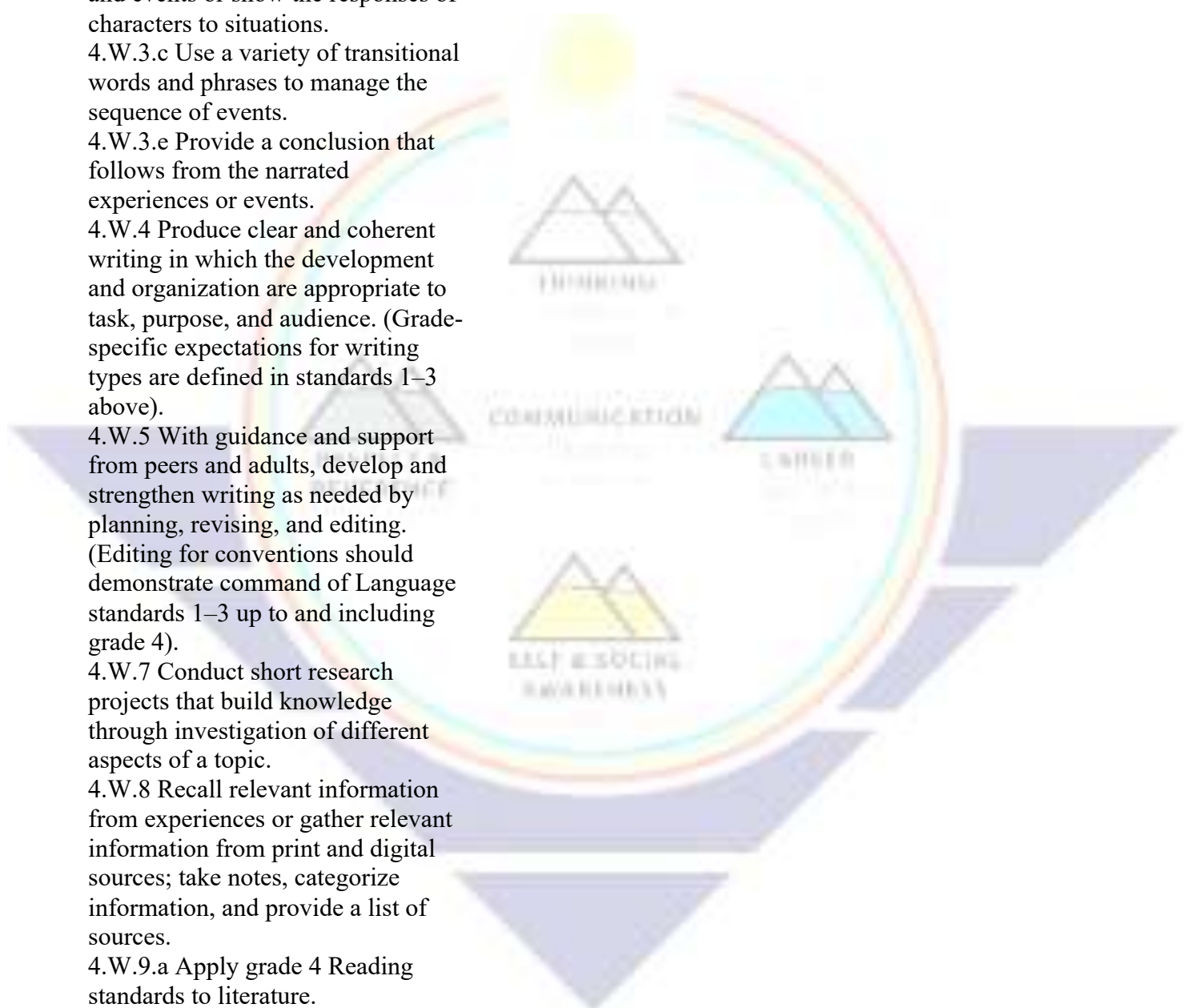
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

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.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.

4.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation.

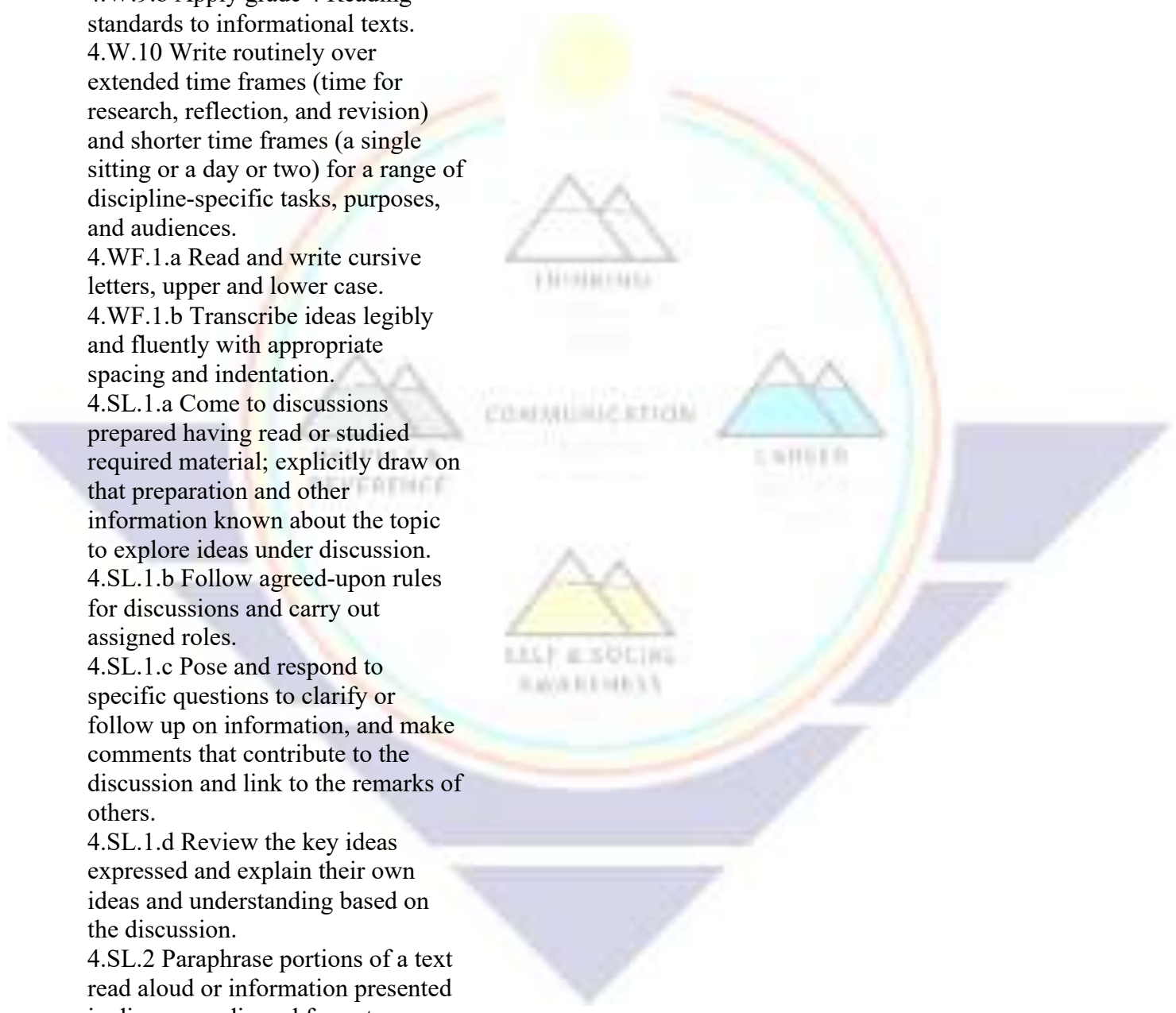
4.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

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.

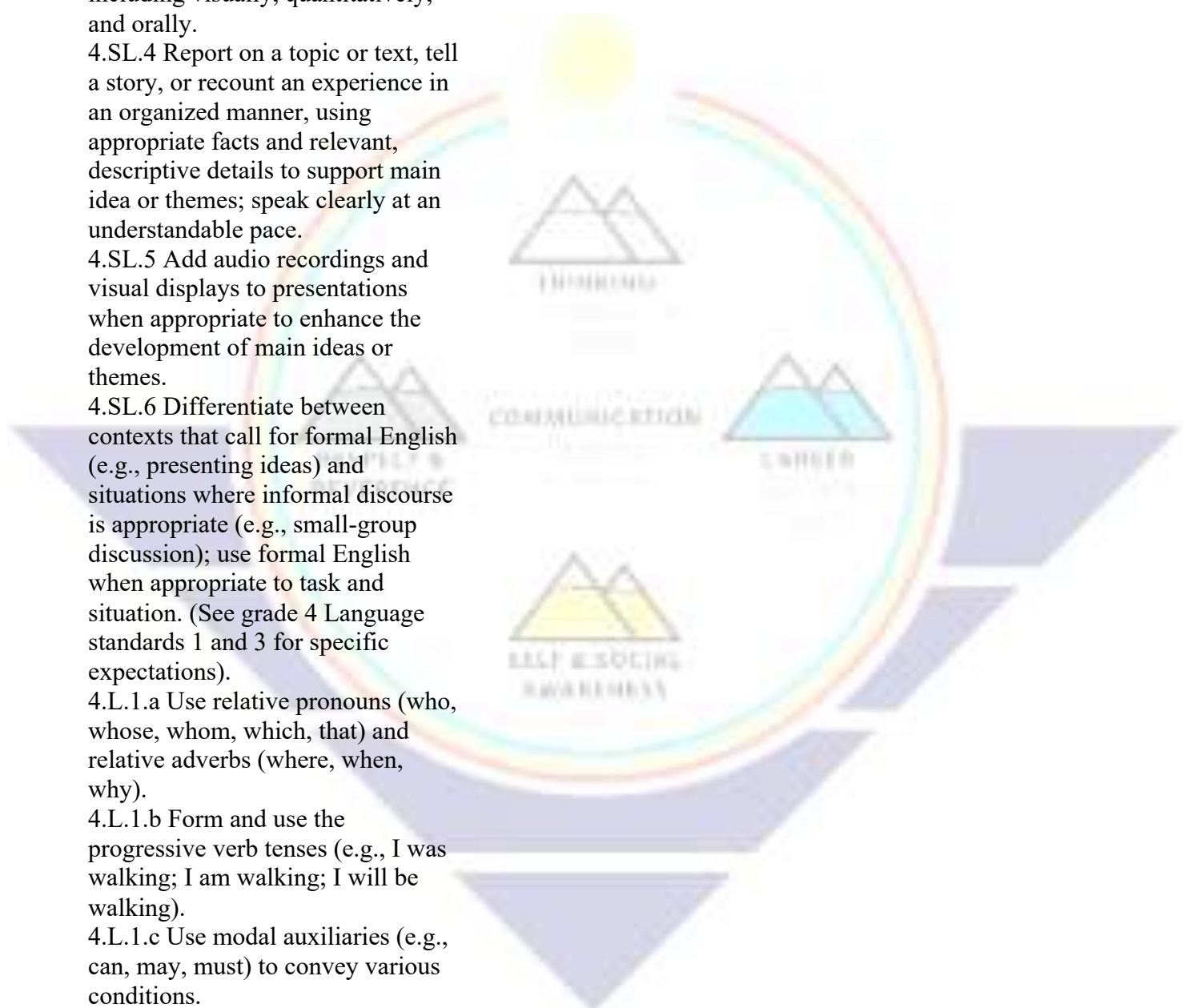
4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4.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 expectations).

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.



- 4.L.1.e Form and use propositional phrases.
- 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.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.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.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 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

Workshop

Resources:

myView Literacy

Teacher’s Edition -5
Volumes.

Student Interactive- 2
Volumes.

Leveled Readers

Teacher’s Guide

Trade Books

Small Group Guide

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

How do our stories shape our world?

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

Week 2: How can being different be an advantage?

Unit 4 Theme:

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

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

Academic Vocabulary:

- 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 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?

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.

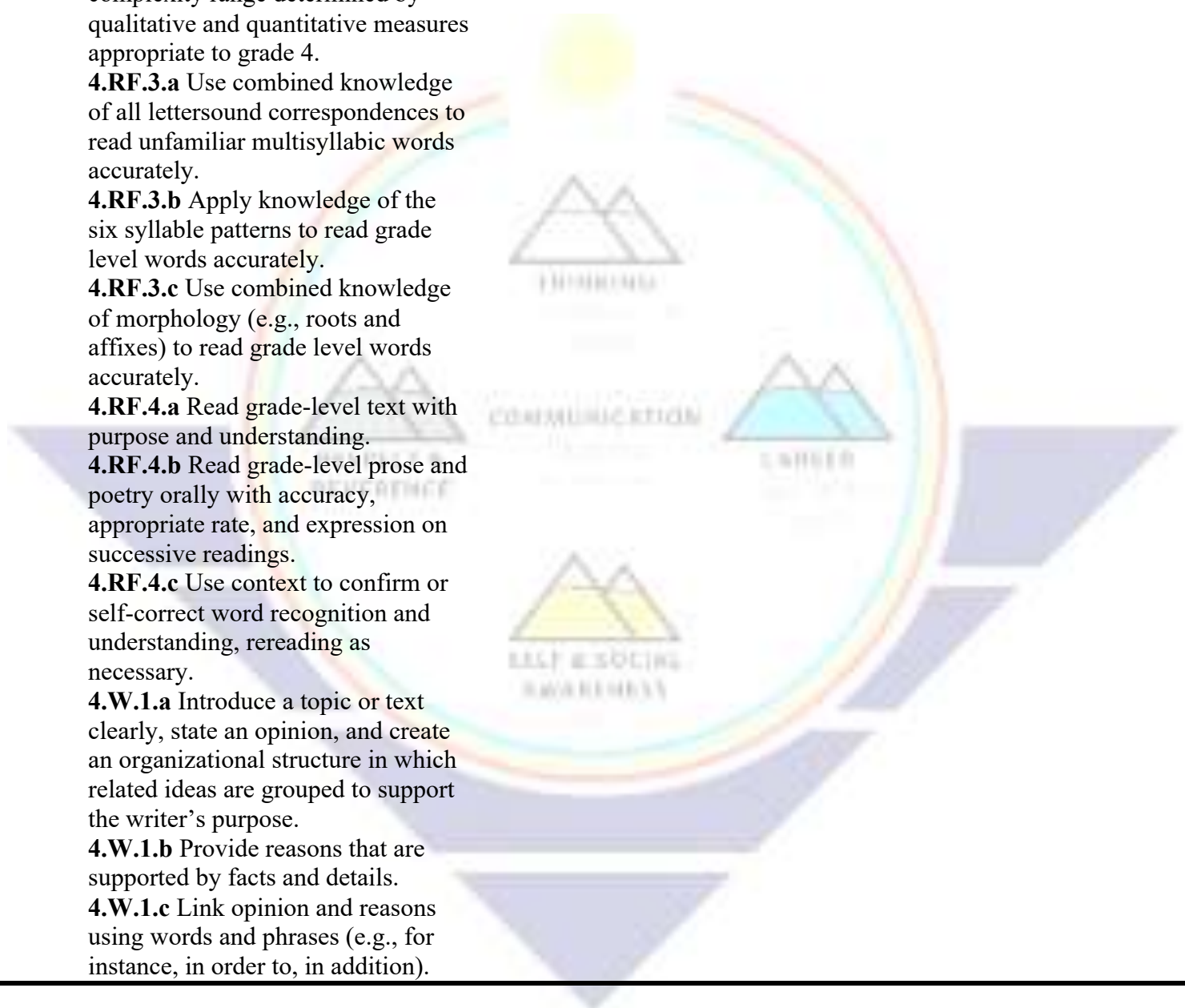
4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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.

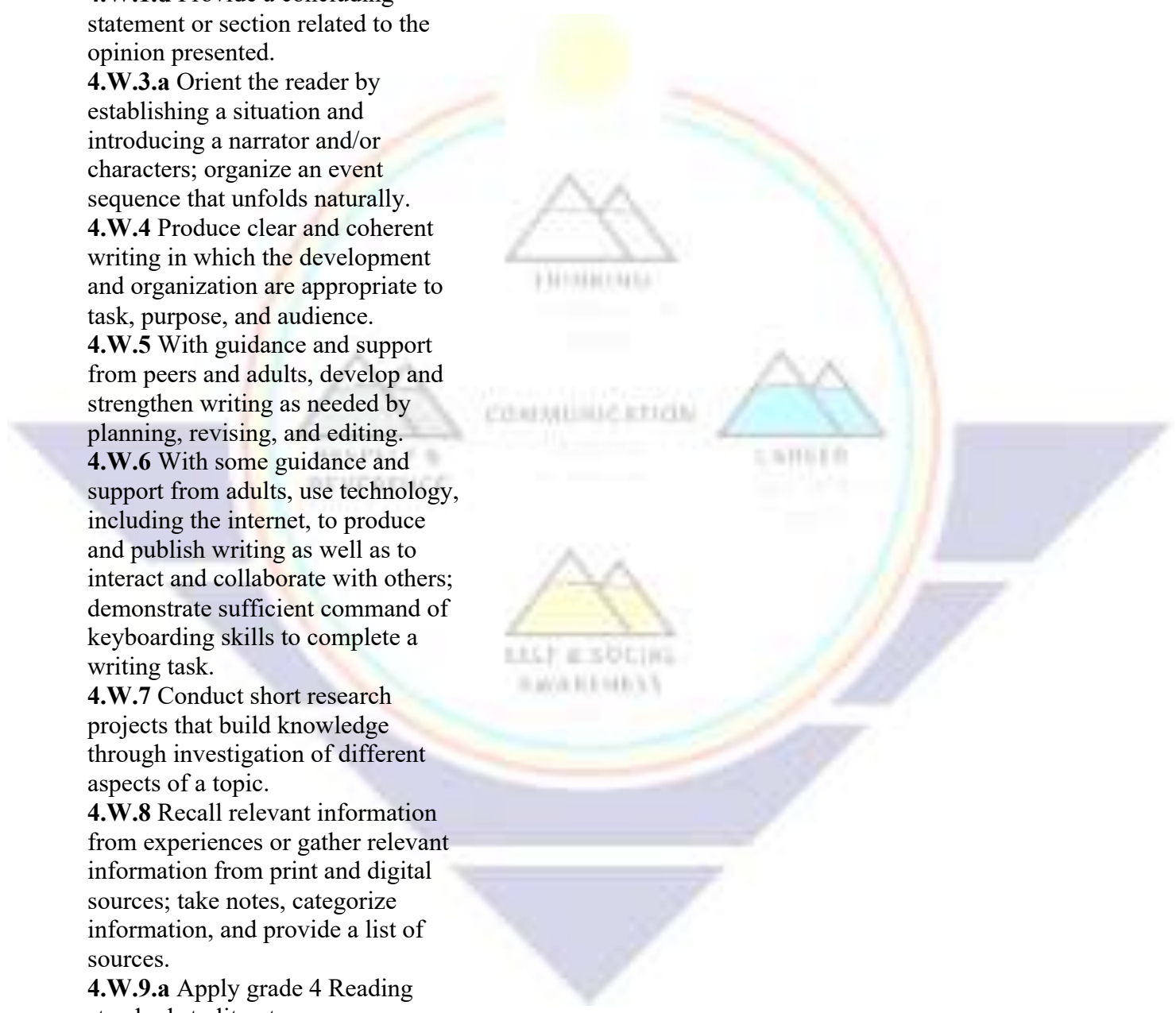
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

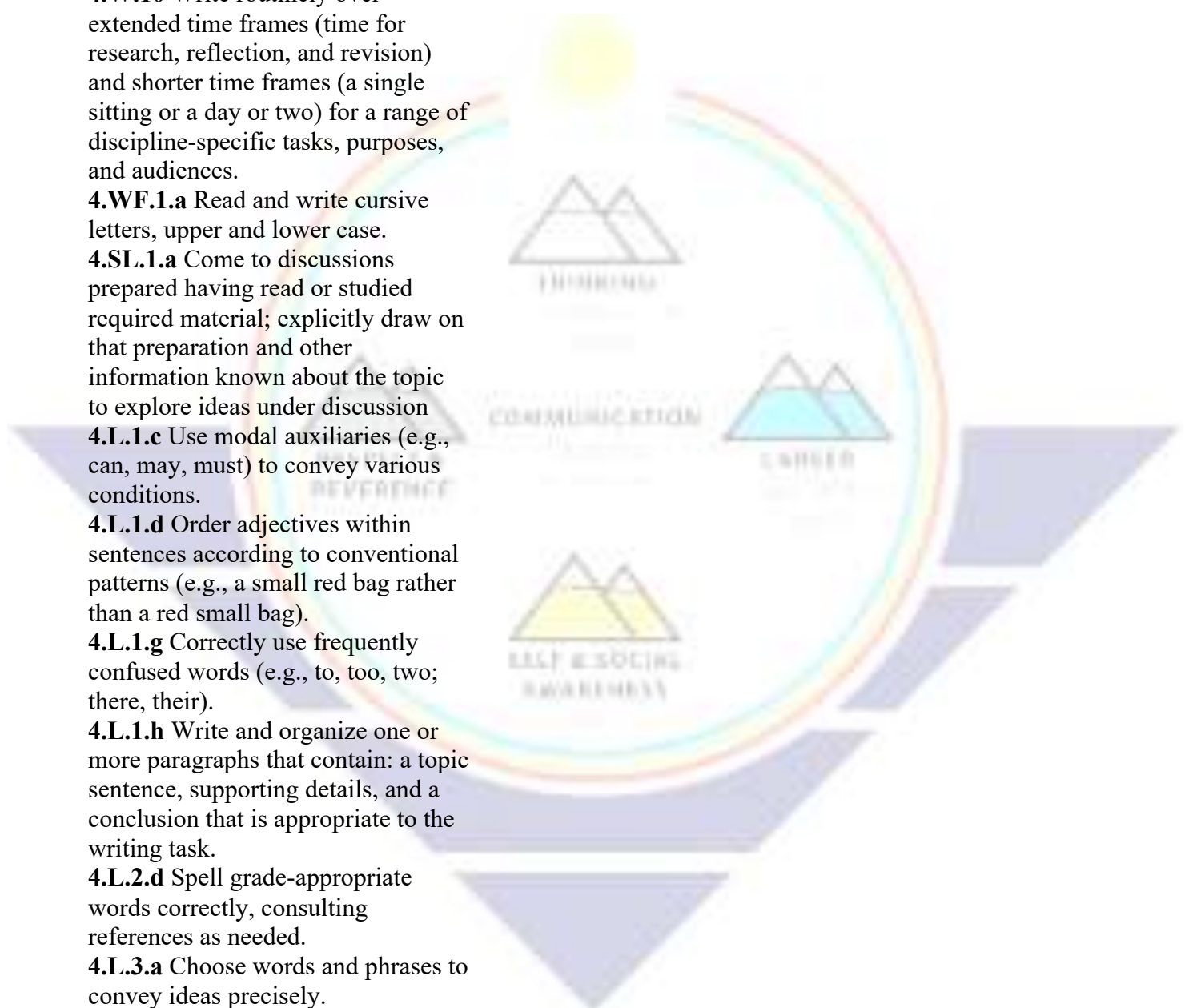
4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

4.L.1.g Correctly use frequently 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

Print Reading	AZ College and Career Readiness Standards	Essential Question	Learning Goals	Content Vocabulary
<p>Workshop</p> <p>Resources: myView Literacy Teacher’s Edition -5 Volumes. Student Interactive- 2 Volumes. 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 <i>Student and teacher print resources are digitally available.</i> Digital Only Resources: Exam View Unit Launch Videos ELL Access Videos Practice Games</p>	<p>4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose. 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.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.2 Determine the main idea of a text and explain how it is supported by key details; summarize 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 domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.RI.5 Describe the overall structure (e.g.,</p>	<p>Why is it important to understand our planet?</p> <p>Week 1: What do we know about Earth’s features and processes?</p> <p>Week 2: In what ways do volcanoes impact Earth?</p> <p>Week 3: What daily actions can help reduce pollution?</p> <p>Week 4: What makes an extreme location a place to both protect and explore?</p> <p>Week 5: What happens to what we throw away?</p>	<p>Week 1: I can learn more about informational text by analyzing text features.</p> <p>I can develop knowledge about language to make connections between reading and writing.</p> <p>Week 2: I can learn more about informational text by analyzing the main, or central, idea and details.</p> <p>I can use language to make connections between reading and writing.</p> <p>Week 3: I can learn more about the theme <i>Features</i> by analyzing the argument in an argumentative text.</p> <p>I can use language to make connections between reading and writing.</p> <p>Week 4: I can learn more about informational text by explaining ideas from a text.</p>	<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Label • Amazed • Border • Consequences • Preserve <p>Content:</p> <p>Week 1:</p> <ul style="list-style-type: none"> • mantles • circulates • adopted • abundant • molten <p>Week 2:</p> <ul style="list-style-type: none"> • magma • face • reclaim • gushes • threatened <p>Week 3:</p> <ul style="list-style-type: none"> • emissions • excessive • underlie • watt

Essay Scorer
Author Professional
Development Videos
Online Support
ELL Support
Intervention Support
Foundational Skills
Interactives
Writing Support
Additional Digital
Resources

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.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 read unfamiliar multisyllabic words accurately.



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

Week 5: I can learn more about informational text by explaining concepts in a text.

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

- innovation
- Week 4:**
- survey
 - subcontinent
 - plateau
 - altitude
 - erosion
- Week 5:**
- marred
 - disposable
 - crude oil
 - toxic
 - phenomenon

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.

4.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation.

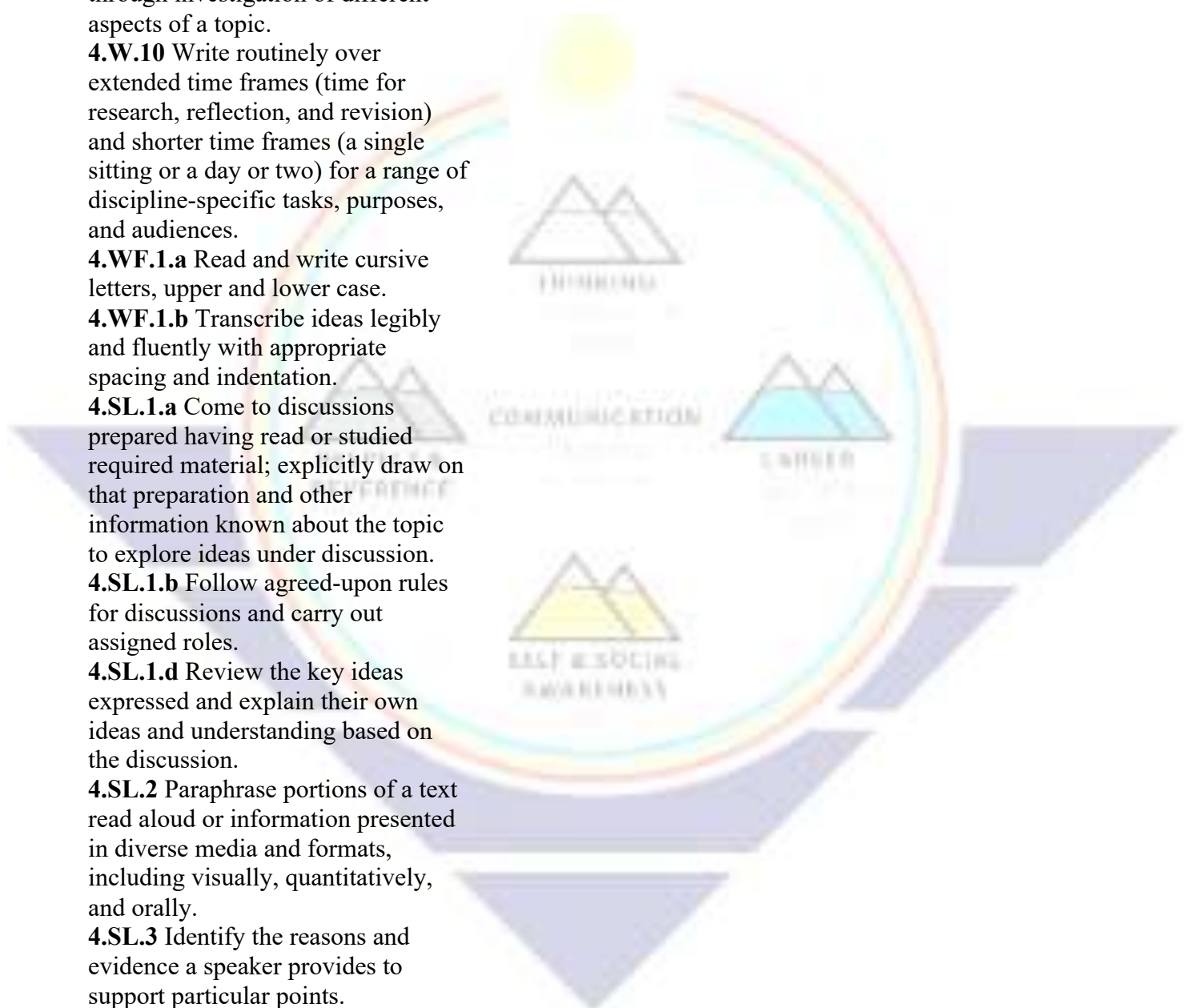
4.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

4.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

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.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).

**Fourth Quarter
March 21 – May 26, 2022**

AZ College and Career Readiness Standards

Essential Question

Learning Goals

Content Vocabulary

- 1. Review/Reteach Specific Standards**
- 2. In-Class Tests**
- 3. Galileo Benchmark Assessments**
- 4. Az-Merit Assessments**
- 5. AIMS Science Test**