

# Ganado Unified School District #20

## (ELA/4<sup>th</sup> Grade )

### PACING Guide SY 2018 - 2019

<b>First Quarter</b> <b>Unit 1</b> <b>Week 1: Concept: Clever Ideas</b> Close Reading of Complex Text: <b>The Princess and the Pea</b> Genre: Fairy Tale				
Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Levelled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b>	<b>4.RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>4.RL.4.2</b> Determine the theme of a story, drama, or poem from details in the text; summarize the text.  <b>4.RL.4.3</b> Describe in depth the 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).  <b>4.RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each	Where do good ideas come from?	I can build background on clever ideas.  I can build background on clever ideas.  I can listen for a purpose.  I can identify characteristics of a fairy tale.  I can learn meanings of new vocabulary words.  I can use new vocabulary words in sentences.  I can use text clues, illustrations, and other feature to make a prediction about a story.	Content <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• flattened</li> <li>• frantically</li> <li>• gracious</li> <li>• muttered</li> <li>• official</li> <li>• original</li> <li>• state</li> </ul> Academic <ul style="list-style-type: none"> <li>• topic</li> <li>• fairy tale</li> <li>• make, confirm, or revise predictions.</li> <li>• predict</li> <li>• confirm</li> <li>• sequence</li> <li>• fiction</li> <li>• character</li> </ul>

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version reflects specific descriptions and directions of the text.

#### 4.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### 4.RI.4.2

Determine the main idea of a story and explain how it is supported by key details; summarize the text.

4.RI.4.5 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.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, 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.

#### RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

I can read to confirm predictions.

I can revise predictions as necessary.

I can identify the sequence of events in a story.

I can recognize the characteristics of a fairy tale.

I can identify and use context clues (synonyms) to determine the meanings of words.

I can decode multisyllabic words with short-vowel spellings.

I can read words with inflectional endings.

I can read with intonation by changing the tone of my voice.

I can follow roles in a discussion.

I can take notes from sources.

I can practice interviewing skills.

I can analyze models to understand how descriptive details add information.

I can write about a personal experience.

- context clues
- definitions
- synonyms
- intonation
- interview
- collaborate
- formal language
- descriptive details

topic

multisyllabic words in context and out of context.

RF.4.4b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

L.4.1f

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2d

Spell grade-appropriate words correctly, consulting references as needed.

W.4.10

Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

I can add descriptive details to revise writing.

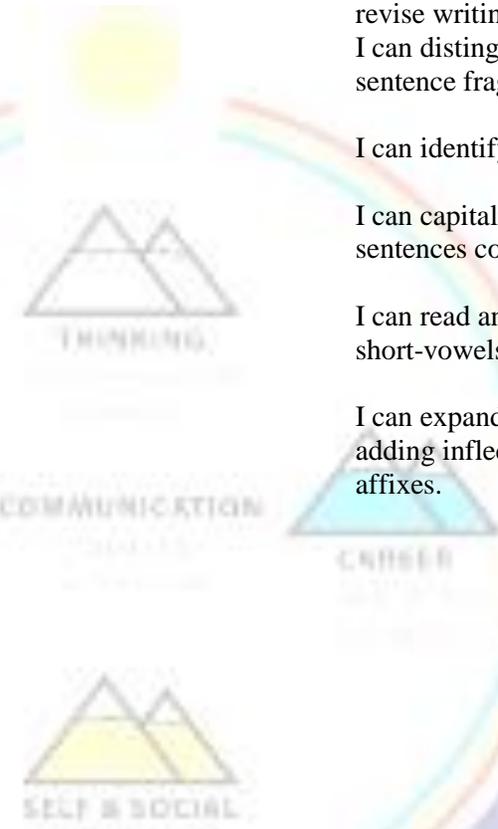
I can distinguish sentences and sentence fragments.

I can identify sentence types.

I can capitalize and punctuate sentences correctly.

I can read and spell words with short-vowels.

I can expand my vocabulary by adding inflectional endings and affixes.



Unit 1 Week 2

Concept: Think of Others

Close Reading of Complex Text: **Experts, Incorporated** Genre: Realistic Fiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit	SL.4.1c Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on others' ideas	How do your actions affect others?	I can build background knowledge on actions and their effects.  I can build background knowledge on actions and their effects.	Content <ul style="list-style-type: none"> <li>• accountable</li> <li>• advise</li> <li>• desperately</li> <li>• hesitated</li> <li>• humiliated</li> </ul>

Leveled Readers  
 Practice Book  
 Visual Vocabulary  
 Cards  
 Leveled Workstation  
 Activity Cards  
 Sound-Spelling Cards  
 High-Frequency Word  
 Cards  
 Response Board  
 Weekly Assessment  
 Unit Assessment  
 Benchmark  
 Assessment  
**Go Digital**  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)

and expressing their own clearly.  
 Pose and respond to specific  
 questions to clarify or follow up on  
 information, and make comments  
 that contribute to the discussion and  
 like to the remarks of others.

**SL.4.2**

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

**4.RL.4.3**

Describe in depth the 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.4.4**

Determine that meaning of words  
 and phrases as they are used in a  
 text, including those that allude to  
 significant characters found in  
 mythology (e.g., Herculean).

**4.RL.4.10**

By the end of the year, read and  
 comprehend literature, including  
 stories, dramas, and poetry, in the  
 grades 4 – 5 text complexity band  
 proficiently, with scaffolding as  
 needed at the high end of the range.



I can listen for a purpose.

I can identify characteristics of realistic fiction.

I can learn meanings of new vocabulary words.

I can use new vocabulary words in sentences.

I can use text clues and illustrations to predict future events within a selection and identify events that confirm or challenge predictions.

I can identify problem and solution within a story.

I can recognize the characters of realistic fiction.

I can use context clues to determine the meanings of three given idioms.

I can decode multisyllabic words with long a spellings.

I can read words with inflectional endings.

I can read with expression by changing the volume, tone, and pitch of my voice to show emotion.

- inspiration
- self-esteem
- uncomfortably

**Academic**

- realistic fiction
- make confirm, and revise predictions.
- character
- setting
- problem
- solution
- event
- realistic fiction
- dialogue
- expression
- focus
- event
- sequence

4.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.4.5

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.

RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

L.3.1i

Produce simple, compound, and complex sentences.

L.4.1f

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2d

I can gather resources for research.

I can organize information.

I can understand how to focus on an event.

I can write about a time when I stood up for myself.

I can add details to revise.

I can identify subjects and predicates.

I can punctuate compound subjects and predicates.

I can proofread sentences for errors.

I can read and spell words with the long a sound.

I can expand my vocabulary by adding inflectional endings and affixes.

Spell grade-appropriate words correctly, consulting

L.4.5b

Demonstrate understanding of figurative language, word relationships, and nuances, in meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

4.L.4.5c

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

L.4.6

Acquire and use accurately 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.)

W.4.3a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b

Use dialogue and description to develop experiences and events or



show that responses of characters to situations.

Unit 1 Week 3

Concept: Take Action

Close Reading of Complex Text: **Earthquakes**

Genre: Expository Text

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Levelled Readers Practice Book Visual Vocabulary Cards Levelled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com</p>	<p>4.SL.4.1d Review the key ideas expressed and explain to their own ideas and understanding in light of the discussion.</p> <p>4.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>4.RI.4.5</p>	<p>How do people respond to natural disasters?</p>	<p>I can build background knowledge on responding to natural disasters.</p> <p>I can listen for a purpose.</p> <p>I can identify characteristics of expository text.</p> <p>I can learn meanings of new vocabulary words.</p> <p>I can use new words in sentences.</p> <p>I can reread difficult sections to increase my understanding.</p> <p>I can identify comparisons and contrasts.</p> <p>I can recognize the characteristics and text features of expository text.</p> <p>I can identify and use context clues (multiple meanings) to determine the meaning of words.</p> <p>I can decode multisyllabic words with long e spellings.</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• alter</li> <li>• collapse</li> <li>• crisis</li> <li>• destruction</li> <li>• hazard</li> <li>• severe</li> <li>• substantial</li> <li>• unpredictable</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>• expository text</li> <li>• reread</li> <li>• informational text</li> <li>• compare</li> <li>• contrast</li> <li>• expository</li> <li>• headings</li> <li>• diagrams</li> <li>• labels</li> <li>• context clues</li> <li>• multiple-meaning words</li> <li>• resources</li> <li>• collaborate</li> <li>• visuals</li> </ul>

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.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, 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.10

By the end of year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4b

Read on-level prose and poetry orally with accuracy, appropriate

I can read plural words.

I can read with accuracy.

I can gather resources for research.

I can present information visually.

I can analyze models to understand how supporting details and explain main ideas.

I can write about how to help people after a natural disaster.

I can add details to revise writing.

I can use conjunctions in sentences.

I can identify simple and compound sentences.

I can read and spell words with the long e sounds.

I can expand vocabulary by adding inflectional endings and affixes.

rate, and expression on successive reading.

W.4.2b

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

W.4.10 Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.4a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6

Acquire and use accurately 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 1 Week 4

Concept: Ideas in Motion

Close Reading of Complex Text: **A Crash Course in Forces and Motion with Max Axiom**

Genre: Narrative Nonfiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and like to the remarks of others.  4.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific or technical texts, including what happened and why based on specific information in the text. 4.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the	How can science help you understand how things work?	I can build background knowledge on forces and motion.  I can listen for a purpose.  I can identify characteristics of narrative nonfiction.  I can learn meanings of new vocabulary words.  I can use new words in sentences.  I can reread difficult sections to increase understanding. I can identify cause and effect text structures.  I can recognize the characteristics and text features of narrative nonfiction.  I can use identify and use context clues (definitions, examples, or restatements) to determine the meaning of words.  I can use multisyllabic word with long I spellings.  I can read words with inflectional endings.  I can read fluently using phrasing and rate.	Content <ul style="list-style-type: none"> <li>• accelerate</li> <li>• advantage</li> <li>• capabilities</li> <li>• friction</li> <li>• gravity</li> <li>• identity</li> <li>• inquiry</li> <li>• thrilling</li> </ul> Academic <ul style="list-style-type: none"> <li>• accelerate</li> <li>• inquiry</li> <li>• narrative nonfiction</li> <li>• reread</li> <li>• text structures</li> <li>• cause</li> <li>• effect</li> <li>• narrative nonfiction</li> <li>• text features</li> <li>• speech balloons</li> <li>• headings</li> <li>• definitions</li> <li>• restatements</li> <li>• phrasing</li> <li>• visual display</li> <li>• sequence</li> </ul> transitions

information contributes to an understanding of the text in which it appears.

RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

4.L.4.4a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4.L.4.4c

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

L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words, and phrases, including those that signal precise actions, emotions, or states of being

I can collaborate with my group to research a topic of our choice.

I can create a visual display with my group that will show our understanding of the topic.

I can analyze models to understand how events are sequenced.

I can write about a time when science helped me have fun.

I can add time-order words to revise writing.

I can distinguish relative pronouns and relative adverbs.

I can punctuate complex sentences correctly.

I can read and spell words with the long i sounds.

I can expand vocabulary by adding inflectional endings and affixes.

(e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)

**Unit 1 Week 5**

Concept: Putting Ideas to Work  
 Close Reading of Complex Text: **Kids in Business**  
 Genre: Persuasive Article

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.4.4 Determine the meaning of general academic and domain-specific words	How can starting a business help others?	I can build background knowledge on inventions. I can listen for a purpose. I can identify the characteristics of a persuasive article. I can learn meanings of new vocabulary words. I can use new words in sentences. I can reread informational text to increase comprehension. I can identify the main idea and key details which will help me summarize the text. I can identify features of a persuasive article. I can identify the suffixes in given words.	Content <ul style="list-style-type: none"> <li>• compassionate</li> <li>• enterprise</li> <li>• exceptional</li> <li>• funds</li> <li>• innovative process</li> <li>• routine</li> <li>• undertaking</li> </ul> Academic <ul style="list-style-type: none"> <li>• innovative</li> <li>• persuasive article</li> <li>• reread</li> <li>• enterprise</li> <li>• main idea</li> <li>• key details</li> <li>• persuasive article</li> <li>• headings</li> <li>• graph</li> <li>• suffixes</li> <li>• print sources</li> </ul>

or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, 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.

RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a

Read on-level text with purpose and understanding.

RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

W.4.10

I can define words using suffixes and context clues.

I can decode multisyllabic words with long-o spelling.

I can read compound words.

I can read fluently.

I can gather information from print and digital sources.

I can summarize and categorize information.

I can make presentations.

I can analyze models to understand how to vary sentence lengths.

I can write about why people work.

I can vary sentence lengths to revise writing.

I can identify run-on sentences.

I can fix fragments and run-ons.

I can proofread sentences for mechanics and usage errors.

I can read and spell word with the long o sound.

- digital sources
- research
- rhythm

Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.1f

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2d

Spell grade-appropriate words correctly, consulting references, as needed.

L.4.4a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6

Acquire and use accurately 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.)

I can expand vocabulary by adding inflectional endings and suffixes.

## Unit 2

Unit Overview: Amazing Animals

Big Idea: What can animals teach us?

### Week 1

Concept: Literary Lessons  
 Close Reading of Complex Text: **The Secret Message**  
 Genre: Folktale

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.4.9 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 culture. 4.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, diagrams, time lines,	What are some messages in animal stories?	I can build background knowledge on lessons from stories. I can listen for a purpose. I can identify characteristics of a folktale. I can learn meanings of new vocabulary words. I can use new words in sentences. I can ask and answer questions about sections of text to increase understanding. I can identify the theme of the story by finding examples of the characters' words and actions. I can recognize the characteristics of folktales. I can identify and use root words to determine the meaning of words. I can decode multisyllabic words with prefixes. I can words inflectional endings.	Content <ul style="list-style-type: none"> <li>• attracted</li> <li>• dazzling</li> <li>• fabric</li> <li>• greed</li> <li>• honest</li> <li>• requested</li> <li>• soared</li> <li>• trudged</li> </ul> Academic <ul style="list-style-type: none"> <li>• folktale</li> <li>• ask and answer questions</li> <li>• fiction</li> <li>• theme</li> <li>• message</li> <li>• lesson</li> <li>• symbolism</li> <li>• root words</li> <li>• context clues</li> <li>• expression</li> <li>• outline</li> <li>• character</li> <li>• setting</li> <li>• plot</li> <li>• moral</li> <li>• narrative</li> <li>• character</li> <li>• setting</li> </ul> sequence

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.10**

By the end of year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RF.4.3a**

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.4.4b**

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

**W.4.3a**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.10**

I can read with expression.

I can use a card catalog or a computer catalog.

I can take notes from sources.

I can categorize information.

I can analyze models to understand strong openings.

I can rewrite the beginning of a story.

I can add a strong opening to revise writing.

I can identify common and proper nouns.

I can capitalize proper nouns.

I can proofread sentences.

I can read and spell words with prefixes.

I can expand vocabulary by adding inflectional endings and affixes.

Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.1a

Explain the function on nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1c

Use abstract nouns.

L.3.4c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.4.2a

Use correct capitalizations.

L4.2d

Spell grade-appropriate words, correctly, consulting references as needed.

L.4.4a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrases.

L.4.6

Acquire and use accurately 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  
Week 2

Concept: Animals in Fiction  
Close Reading of Complex Text: **Ranita, The Frog Princess**  
Genre: Drama

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com</p>	<p><b>SL.4.1d</b> Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on others’ ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding light of the discussions.</p> <p><b>4.RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>4.RL.4.2</b> Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>How do animal characters change familiar stories?</p>	<p>I can build background knowledge of animals in fiction.</p> <p>I can listen for a purpose.</p> <p>I can identify characteristics of a dramatic scene.</p> <p>I can learn meanings of new vocabulary words.</p> <p>I can use new words in sentences.</p> <p>I can reread difficult sections to increase understanding.</p> <p>I can find evidence in the text.</p> <p>I can identify and classify important details.</p> <p>I can find evidence in the text.</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• annoyed</li> <li>• attitude</li> <li>• commotion</li> <li>• cranky</li> <li>• familiar</li> <li>• frustrated</li> <li>• selfish</li> <li>• specialty</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>• drama</li> <li>• ask and answer questions</li> <li>• theme</li> <li>• details</li> <li>• clues</li> <li>• characters</li> <li>• setting</li> <li>• acts</li> <li>• scenes</li> <li>• stage directions</li> <li>• dialogue</li> </ul>

**4.RL.4.5**

Explain the major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**4.RL.4.9**

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 year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RF.4.3a**

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.4.4a**

Read on-level text with purpose and understanding.

I can identify features of a drama.

I can identify the characters, setting, and stage directions.

I can use antonyms as context clues to figure out the meanings of given words.

I can decode multisyllabic word with digraphs.

I can read words with possessives.

I can read with proper intonation.

I can gather resources for research.

I can take notes from sources.

I can analyze voice in writing models.

I can add everyday words to revise writing.

I can distinguish singular and plural nouns.

I can form plural nouns correctly.

I can punctuate items in a series.

- context clues
- antonyms
- intonation
- traditional
- contemporary
- informal
- purpose

L. 3.1b. Form and use regular and irregular plural nouns.

L.3.4c

Use known root word as a clue to the meaning of unknown word with the same root (e.g., company, companion).

L.4.2d

Spell grade appropriate words correctly, consulting references, as needed.

L.4.3 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)

L. 4.5c

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (antonyms).

L.4.6

Acquire and use accurately 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)

I can read and spell words with digraphs.

I can expand vocabulary by adding inflectional endings and affixes.

and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)

L. 5.2a

Use punctuation to separate items in a series.

W.4.3b

Use dialogue and description to develop experiences and events to show the responses of characters to situations.

W.4.3d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

## Unit 2

### Week 3

Concept: Natural Connections

Close Reading of Complex Text: **The Buffalo Are Back**

Genre: Narrative Nonfiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	How are all living things connected?	I can build background by reading of relationships between living things in an area.  I can listen for a purpose.  I can identify characteristics of narrative nonfiction text.  I can learn meanings of new vocabulary words.	Content <ul style="list-style-type: none"> <li>• crumbled</li> <li>• droughts</li> <li>• ecosystem</li> <li>• extinct</li> <li>• flourished</li> <li>• fragile</li> <li>• imbalance</li> <li>• ripples</li> </ul> Academic <ul style="list-style-type: none"> <li>• ecosystem</li> </ul>

<p>Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com</p>	<p>4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>4.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, 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.</p> <p><b>4.RI.10</b> By the end of year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<p>I can use new words in sentences.</p> <p>I can identify key details and summarize a passage in my own words.</p> <p>I can find and describe text features in a given reading passage.</p> <p>I can use context clues to determine the meanings of given words.</p> <p>I can decode multisyllabic words with three-letter blends.</p> <p>I can read fluently with accuracy.</p> <p>I can complete a short research project on a specific environment and how the different living things in that environment are connected.</p> <p>I can analyze models to understand supporting details. I can add supporting details to revise writing.</p> <p>I can identify irregular plural nouns and collective nouns.</p> <p>I can spell irregular plural nouns correctly.</p>	<ul style="list-style-type: none"> <li>• imbalance</li> <li>• narrative nonfiction</li> <li>• summary</li> <li>• main idea</li> <li>• details</li> <li>• headings</li> <li>• flow chart</li> <li>• context clue</li> <li>• food web</li> <li>• categorize</li> <li>• topic support</li> </ul> <p>catagorize</p>
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RF.4.4b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.

RF.4.4c

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

W.4.10 Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2b

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

L.3.1b

Form and use regular and irregular plural nouns.

L.3.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

L.4.2d

Spell grade-appropriate words correctly, consulting references as needed.

L.4.4a

I can proofread sentences for mechanics and usage errors.

I can read and spell words with three-letter blends.

I can expand vocabulary by adding inflectional endings and affixes.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6

Acquire and use accurately 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  
Week 4

Concept: Adaptations  
Close Reading of Complex Text: **Spiders**  
Genre: Expository Text

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally 4.RI.4.2	What helps an animal survive?	I can build background by understanding how animals adapt to survive in their environment.  I can listen for a purpose.  I can identify characteristics of an expository text.  I can learn meanings of new vocabulary words.	Content <ul style="list-style-type: none"> <li>• dizzy</li> <li>• experiment</li> <li>• genuine</li> <li>• hilarious</li> <li>• mischief</li> <li>• nowadays</li> <li>• politician</li> <li>• procedure</li> </ul> Academic <ul style="list-style-type: none"> <li>• predators</li> <li>• camouflage</li> <li>• expository text</li> </ul>

<p>High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific or technical texts, including what happened and why based on specific information in the text.</p> <p><b>4.RI.10</b> By the end of year, read and comprehend informational text, including history/social studies, science, and technical text, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, revision) and</p>		<p>I can use new words in sentences.</p> <p>I can identify key details and summarize a passage in my own words.</p> <p>I can identify key ideas and use them to determine the main idea of a passage.</p> <p>I can recognize the characteristics and text features of expository text.</p> <p>I can use prefixes to determine the meanings of words.</p> <p>I can decode words with r-controlled vowels /ar/ and /or/.</p> <p>I can read words with suffixes.</p> <p>I can read fluently with tempo.</p> <p>I can draw evidence to support analysis.</p> <p>I can identify possessive nouns.</p> <p>I can form singular and plural possessive nouns correctly.</p> <p>I can proofread sentences for mechanics and usage errors.</p> <p>I can read and spell words with r-controlled vowels.</p>	<ul style="list-style-type: none"> <li>• summarize</li> <li>• summary</li> <li>• main idea</li> <li>• details</li> <li>• headings</li> <li>• photographs</li> <li>• captions</li> <li>• prefix</li> <li>• outline</li> <li>• analyze</li> <li>• sequence</li> <li>• text structure</li> <li>• sources</li> </ul> <p>transitions</p>
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shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.4

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 audience.

L.3.2d

Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. Form and use possessives.

L. 3.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

L.4.2d

Spell grade-appropriate words correctly, consulting references as needed.

L.4.4b

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

L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words, and phrases, including those that signal precise

I can expand vocabulary by adding inflectional endings and affixes.

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  
Week 5

Concept: Animals All Around

Close Reading of Complex Text: "The Sandpiper", "Bat", "The Grasshopper Springs", "Fireflies at Dusk"

Genre: Poetry

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>McGraw-Hill <b>Reading Wonders:</b> Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers Practice Book Visual Vocabulary Cards Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment <b>Go Digital</b> www.connected.mcgraw-hill.com</p>	<p>SL.4.1c 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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4.RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>4.RL.4.5</b> Explain the major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter)</p>	<p>How are writers inspired by animals?</p>	<p>I can build background knowledge on how animals can inspire writers.</p> <p>I can listen for a purpose.</p> <p>I can identify characteristics of haiku.</p> <p>I can identify similes and metaphors in poetry.</p> <p>I can identify characteristics of lyric poetry and haiku.</p> <p>I can identify and classify important details.</p> <p>I can find evidence in the text.</p> <p>I can identify rhythm and meter in poetry.</p> <p>I can identify rhyme in poetry.</p>	<p>Content</p> <ul style="list-style-type: none"> <li>• brittle</li> <li>• creative</li> <li>• descriptive</li> <li>• outstretched</li> </ul> <p>Academic</p> <ul style="list-style-type: none"> <li>• creative</li> <li>• descriptive</li> <li>• haiku</li> <li>• ask and answer questions</li> <li>• metaphor</li> <li>• simile</li> <li>• meter</li> <li>• lyric</li> <li>• point of view</li> <li>• rhythm</li> <li>• rhyme</li> <li>• meter</li> <li>• rhyme</li> <li>• simile</li> <li>• expression</li> </ul>

and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

4.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first – and third – person narrations.

RF.4.3a

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4b

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

W.4.10 Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W. 4.2d

I can identify the metaphor and similes in given poems.

I can decode multisyllabic words with suffixes.

I can read contractions.

I can read fluently with expression and phrasing.

I can take notes from sources.

I can avoid plagiarism.

I can present research.

I can analyze models to understand precise language.

I can write about a pet or another animal.

I can add precise language to writing.

I can combine subject nouns and predicate nouns.

I can punctuate interjections and introductory phrases correctly.

I can proofread sentences for mechanics and usage errors.

I can read and spell words with suffixes.

- phrasing
- plagiarism
- presentation
- precise
- descriptive

Use precise language and domain-specific vocabulary to inform about or explain the topic.

L.3.1i

Produce simple, compound, and complex sentences.

L.4.2d

Spell grade-appropriate words correctly, consulting references as needed.

L.4.5a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.6

Acquire and use accurately 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.)

I can expand vocabulary by adding inflectional endings and suffixes.

