

Ganado Unified School District #20

(ELA/4th grade)

PACING Guide SY 2018 - 2019

Second Quarter

Unit 3

Unit Overview: That's the Spirit!

The Big Idea: How can you show your community spirit?

Week 1: Concept: Friendship

Close Reading of Complex Text: **The Cricket in Times Square**

Genre: Fantasy

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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	SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. SL.4.1b 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 and expressing their own clearly. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	How can you make new friends feel welcome? 	I can <ul style="list-style-type: none"> • Build background knowledge on friendship. • Listen for a purpose. • Identify characteristics of fantasy. • Learn meanings of new vocabulary words. • Use new words in sentences. • Visualize what happens in a story to enhance comprehension. • Identify the narrator's point of view in a work of fiction. 	Vocabulary Words: <ul style="list-style-type: none"> • <i>acquaintance,</i> • <i>cautiously,</i> • <i>complementarily, jumble,</i> • <i>logical,</i> • <i>scornfully,</i> • <i>scrounging,</i> • <i>trustworthy,</i> Academic Vocabulary: <ul style="list-style-type: none"> • fantasy, visualize • cognates; fantasia, visualizer • point of view, third-person, first-person • character, setting, event • content clues

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SL.4.2
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

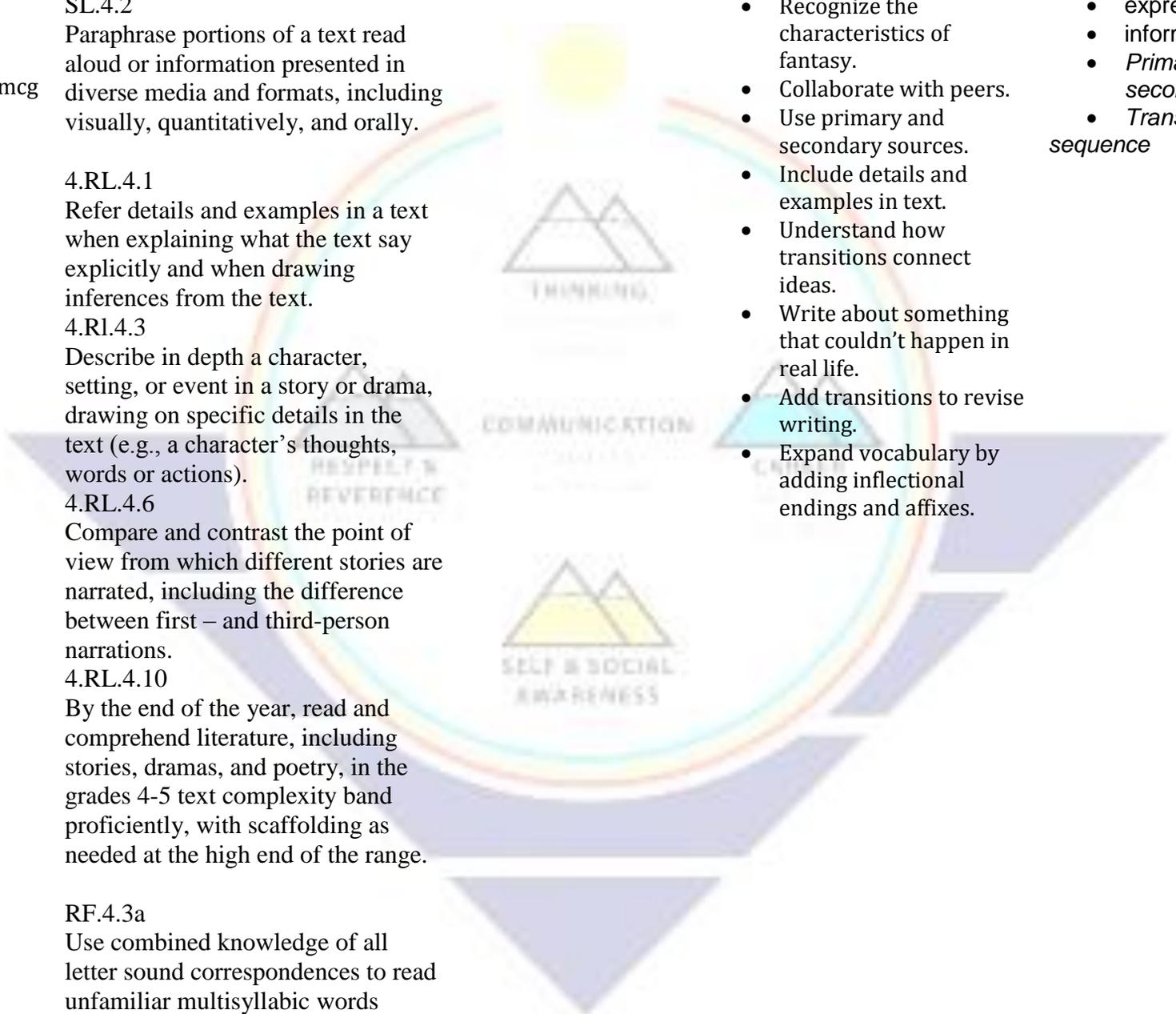
4.RL.4.1
Refer details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.4.3
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.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first – and third-person narrations.

4.RL.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.

RF.4.3a
Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

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- Recognize the characteristics of fantasy.
 - Collaborate with peers.
 - Use primary and secondary sources.
 - Include details and examples in text.
 - Understand how transitions connect ideas.
 - Write about something that couldn't happen in real life.
 - Add transitions to revise writing.
 - Expand vocabulary by adding inflectional endings and affixes.
- expression
 - informal language
 - *Primary source, secondary source*
 - *Translation sequence*

RF.4.4a

Read on-level text with purpose and understanding.

RF.4.4b

Read grade-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, and revision) and shorter time frames (a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

W.4.3c

Use a variety of transitional words and phrases to manage the sequence of events.

L.3.1d

Form and use regular and irregular verbs.

L.3.1e

Form and use the simple (e.g., I walked; I walk; I will work) verb tenses.

L.4.2a

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).



L.4.2d

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

L.4.4a

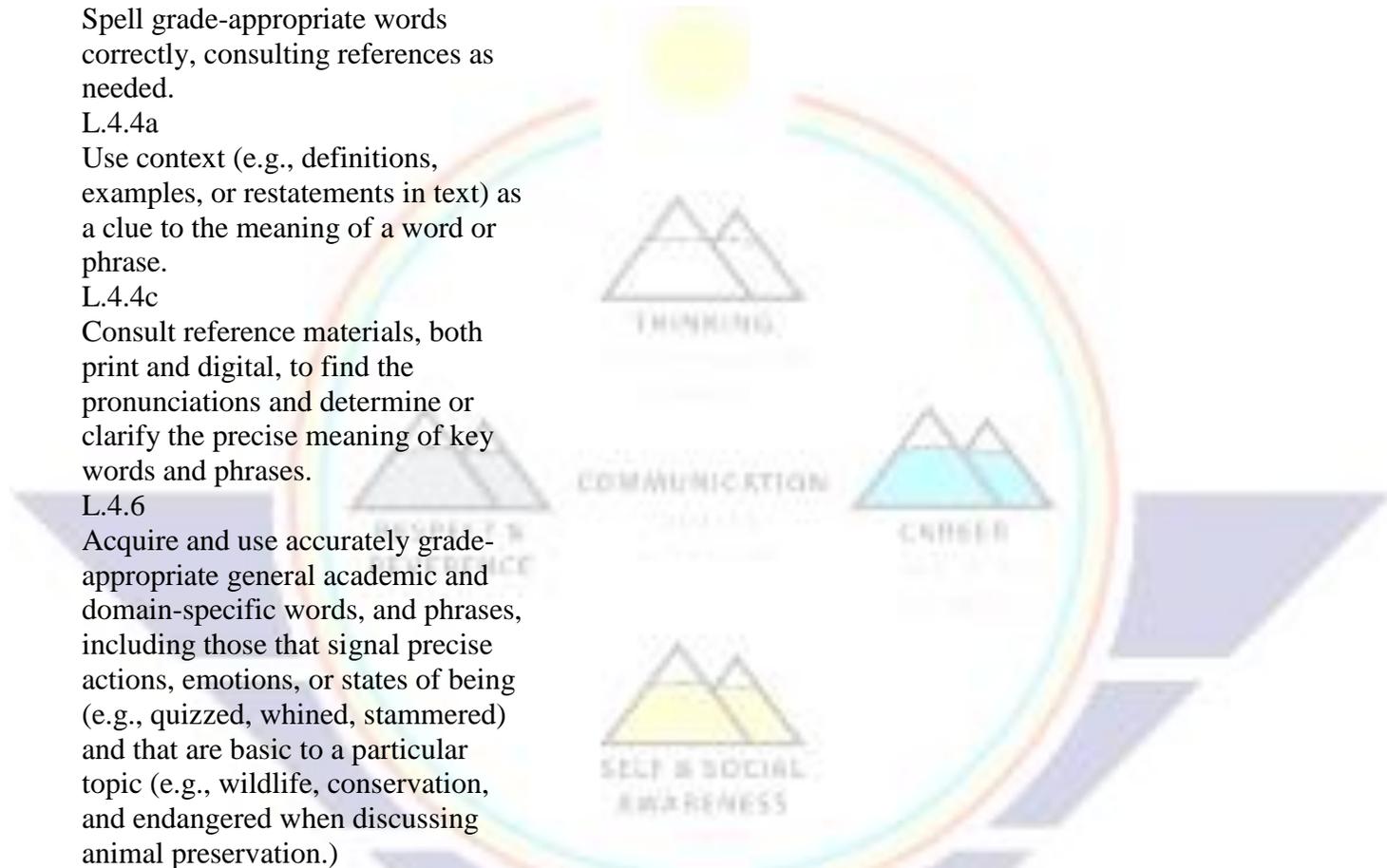
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4c

Consult reference materials, both print and digital, to find the pronunciations 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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)



Unit 3 Week 2

Concept: Helping the Community

Close Reading of Complex Text: **Aguinaldo**

Genre: Realistic Fiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders:	SL.4.2 Paraphrase portions of a text read aloud or information presented in	In what ways can you help your community?	I can	Vocabulary Words: <ul style="list-style-type: none"> assigned, generosity,

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
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diverse media and formats, including visually, quantitatively, and orally.

SL.4.1b

Follow agreed-upon rules for discussions and carry out assigned roles.

4.RL.4.1

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

4.RL.4.3

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.4.6

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

4.RL.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.

RF.4.3a

Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

- Build background knowledge on helping communities.
- Listen for a purpose.
- Identify characteristics of realistic fiction.
- Visualize passages to enhance understanding of a story.
- Identify the narrator's point of view.
- Recognize the characteristics of realistic fiction.
- Use persuasive techniques.
- Present information visually.
- Understand how strong words add clarity and interest.
- Write a story about someone from long ago.
- Add strong words to revise writing.
- Identify verb tenses.
- Make subjects and verbs agree.
- Proofread sentences for mechanics and usage errors.
- Expand vocabulary by adding inflectional endings and affixes.

- *gingerly,*
- *mature,*
- *organizations, residents,*
- *scattered,*
- *selective*

Academic Vocabulary:

- *organization*
- *realistic fiction*
- *visualize*
- *context clues*
- *definitions*
- *restatements*
- *expression*
- *point of view*
- *first-person*
- *fact*
- *opinion*
- *descriptive*
- *concrete*
- *persuasive*
- *flashback,*
- *opinion*

RF.4.4b

Read grade-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, and revision) and shorter time frames (a single setting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

W.4.3d

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

L.3.1f

Ensure subject-verb and pronoun-antecedent agreement.

L.3.4c

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

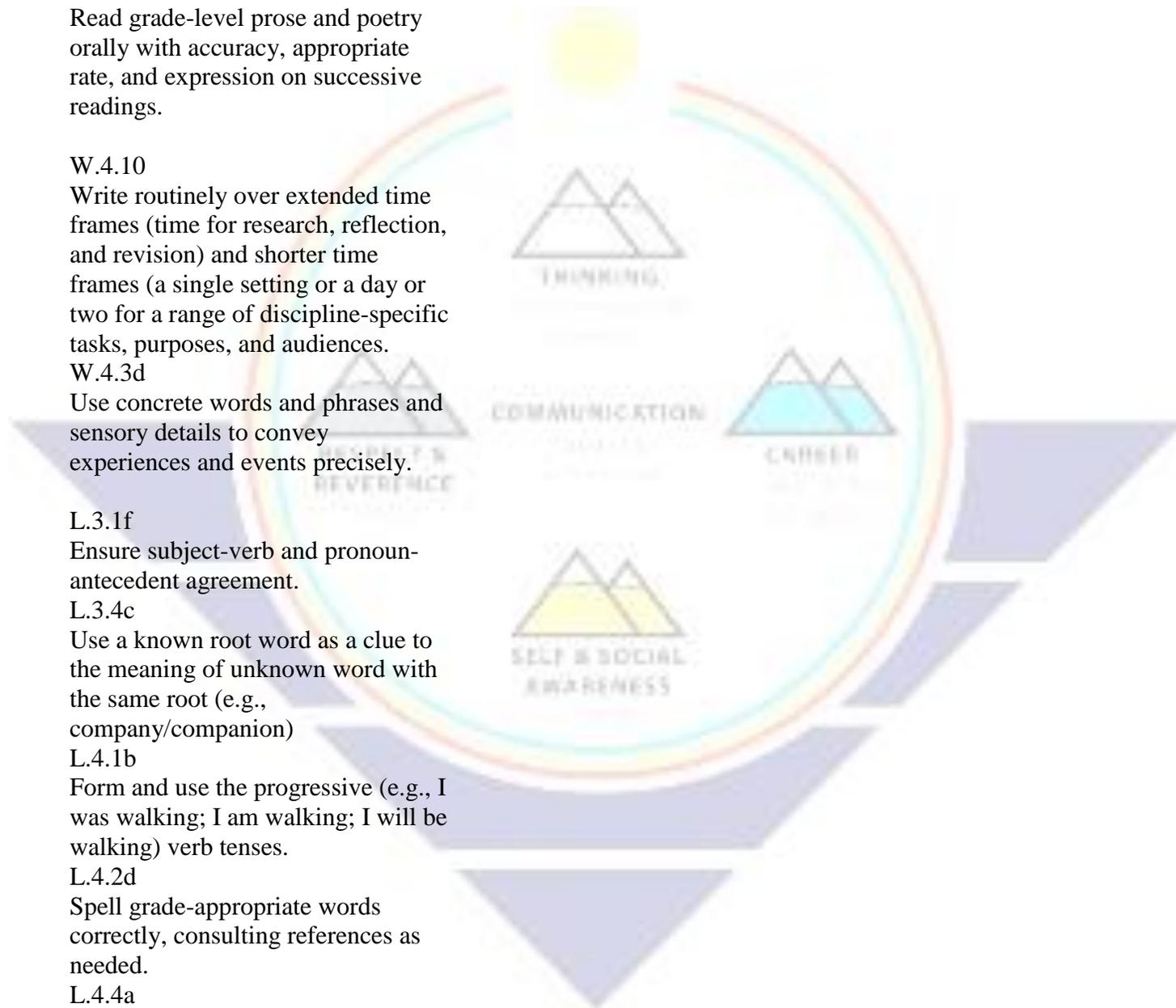
L.4.1b

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

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.)



Unit 3 Week 3

Concept: Liberty and Justice

Close Reading of Complex Text: **Delivering Justice: W.W. Law and the Fight for Civil Rights**

Genre: Biography

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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.4.1c 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. 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	How can one person make a difference?	I can <ul style="list-style-type: none"> • Build background knowledge on making a difference. • Listen for a purpose. • Identify characteristics of a biography. • Reread difficult sections to increase understanding. • Determine the author's point of view in an informational text. • Identify the features of biography. • Create a bibliography. 	Vocabulary Words: <ul style="list-style-type: none"> • <i>boycott,</i> • <i>encouragemen,</i> • <i>fulfill,</i> • <i>injustice,</i> • <i>mistreated,</i> • <i>protest,</i> • <i>qualified,</i> • <i>registered,</i> Academic Vocabulary: <ul style="list-style-type: none"> • <i>time line,</i> • <i>evidence</i> • <i>boycott</i> • <i>injustice</i>

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

4.RI.4.3

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.4.7

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.4.8

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

4.RI.4.10

By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, 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 to read

- Analyze models to understand how relevant evidence supports an opinion.
- Add evidence to revise writing.
- Distinguish main and helping verbs.
- Identify tenses of helping verbs.
- Punctuate contractions.
- Proofread sentences for mechanics and usage errors.

- *author's point of view*
 - *accuracy*
 - *bibliography*
 - *relevant*
 - *diagram*
 - *biography*
 - *reread*
 - *synonyms*
- antonyms*

unfamiliar multisyllabic words accurately.

RF.4.4b

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

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

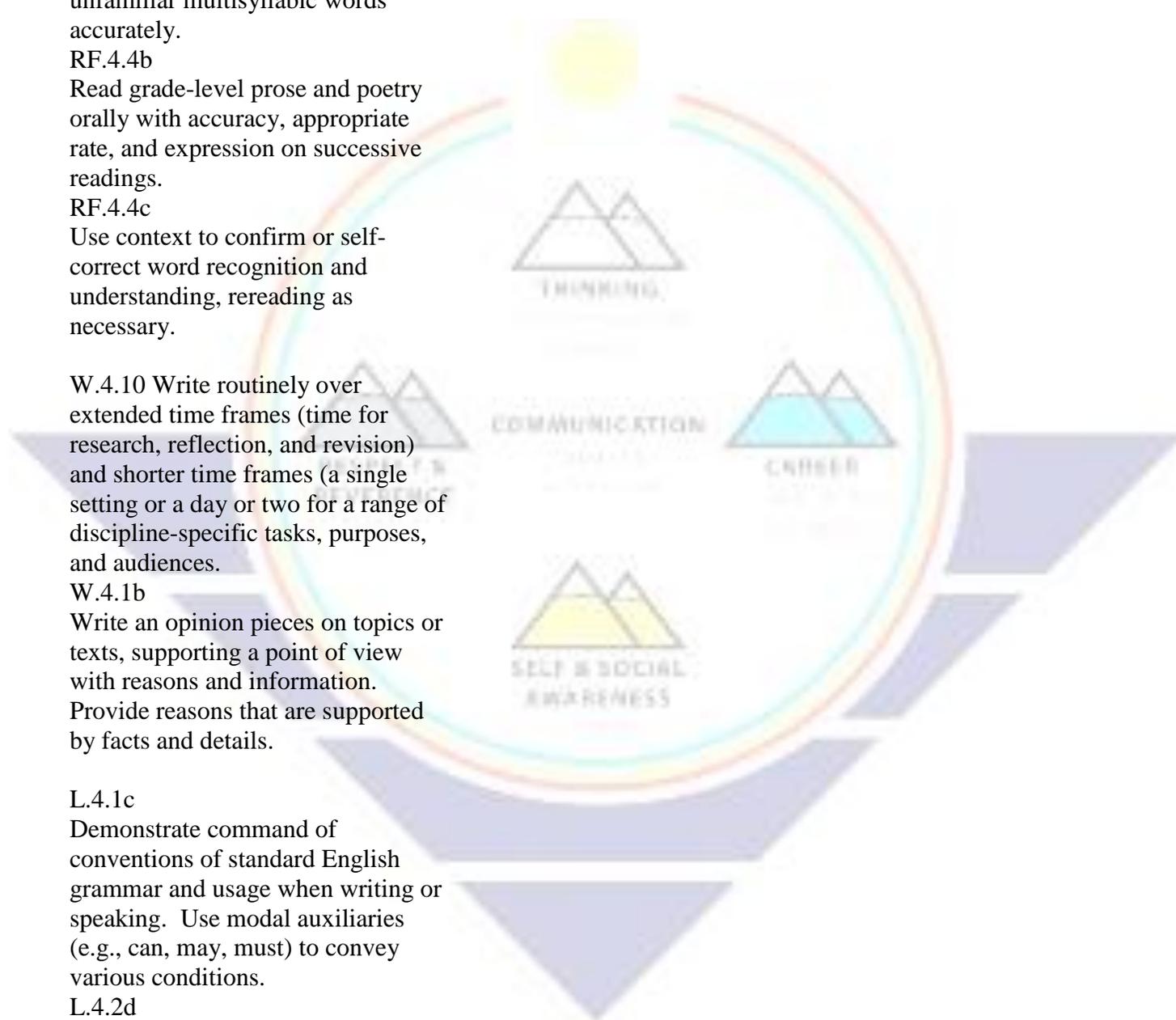
W.4.1b

Write an opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

L.4.1c

Demonstrate command of conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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.4.4b

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

L.4.4c

Consult reference materials, both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.

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.)



Unit 3 Week 4

Concept: Powerful Words

Close Reading of Complex Text: **Abe's Honest Words: The Life of Abraham Lincoln**

Genre: Biography

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>McGraw-Hill Reading Wonders: 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 Go Digital www.connected.mcgraw-hill.com</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. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. 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.4.3 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.4.8 Explain how an author uses reasons and evidence to support particular points in a text 4.RI.4.10 By the end of the year, read and comprehend informational text, including history/social studies,</p>	<p>How can words lead to change?</p>	<p>I can</p> <ul style="list-style-type: none"> • Listen for a purpose. • Identify characteristics of a biography. • Reread difficult passages to enhance understanding. • Identify the author's purpose for writing and her viewpoint of the subject. • Recognize the characteristics and text features of a biography. • Analyze models to understand strong conclusions. • Write about a time when you changed your mind based on what someone said. • Add a strong conclusion to revise. • Identify linking verbs. • Make subjects and linking verbs agree. • Expand vocabulary by adding inflectional endings and affixes. 	<p>Vocabulary Words:</p> <ul style="list-style-type: none"> • <i>address,</i> • <i>divided,</i> • <i>haste,</i> • <i>opposed,</i> • <i>perish,</i> • <i>proclamation, shattered,</i> • <i>tension</i> <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • <i>evaluate,</i> • <i>paraphrase</i> • <i>address</i> • <i>proclamation</i> • <i>biography</i> • <i>reread</i> • <i>Author's point of view</i> • <i>Suffix</i> • <i>Expression</i> • <i>Conclusion</i>

science, and technical texts, 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 to read unfamiliar multisyllabic words accurately.

RF.4.4a

Read on-level text with purpose and understanding.

RF.4.4b

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

W.4.3e

Provide a conclusion that follows from the narrated experiences or events.

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

L.3.1d

Form and use regular and irregular verbs.

L.3.1f

- Proofread sentences for mechanics and usage errors.

Ensure subject-verb and pronoun-antecedent agreement.

L.4.2d

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

L.4.4b

Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.5c

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.)

Unit 3 Week 5

Concept: Feeding the World
 Close Reading of Complex Text: **A New Kind of Corn**
 Genre: Persuasive Article

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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 Go Digital www.connected.mcgraw-hill.com	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. 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.4.7 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.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	In what ways can advances in science be helpful or harmful?	I can <ul style="list-style-type: none"> • Build background knowledge on scientific advances. • Listen for a purpose. • Identify characteristics of a persuasive article. • Reread sections of a persuasive article to increase understanding. • Use text evidence to identify the author’s point of view. • Identify features of a persuasive article. • Use knowledge of Greek roots to identify the meanings of unknown words. • Select a research topic. • Use reliable sources. • Understand audience and purpose. • Write about technology. • Revise writing. • Distinguish regular and irregular verbs. • Use irregular past-tense verbs correctly. 	Vocabulary Words: <ul style="list-style-type: none"> • <i>advancements,</i> • <i>agriculture,</i> • <i>characteristics,</i> • <i>concerns,</i> • <i>disagreed,</i> • <i>inherit,</i> • <i>prevalent,</i> • <i>resistance</i> Academic Vocabulary: <ul style="list-style-type: none"> • <i>tone,</i> • <i>audience</i> • <i>agriculture</i> • <i>persuasive article</i> • <i>reread</i> • <i>author’s point of view</i> • <i>map</i> • <i>Greek roots</i> • <i>Research</i> • <i>Reliable sources</i> • <i>Purpose</i> • <i>Voice</i> • <i>Style</i> • <i>Tone</i>

RF.4.3a

Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4b

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

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.10

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

L.3.1d

Form and use regular and irregular verbs.

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.4.2d

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

- Proofread sentences for mechanics and usage errors.
- Expand vocabulary by adding inflectional endings and suffixes.

L.4.4b

Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.5c

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.)

Unit 4

Unit Overview: Fact or Fiction?

The Big Idea: How do different writers treat the same concept?

Week 1

Concept: Democracy

Close Reading of Complex Text: **See How They Run**

Genre: Narrative Nonfiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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 Go Digital www.connected.mcgraw-hill.com	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. 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.4.3 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.4.5 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.4.8 Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.4.10 By the end of the year, read and comprehend informational text,	Why do we need government?	I can <ul style="list-style-type: none"> • Ask and answer questions. • Make a cause and effect graphic organizer. • Read narrative nonfiction passages and selections for comprehension, discussion, apply reading strategies, and or research the topic more thoroughly. • Write about what I read. • Use a graphic organizer to plan out my writing. • Read each sentence and use pronouns in my writing. • Identify the antecedents in each sentence. • Sound out each word and identify its inflectional endings. • Use graphic organizer to build my vocabulary. • 	Vocabulary words: <ul style="list-style-type: none"> • Amendments • Compromise • Democracy • Eventually • Legislation • Privilege • version

including history/social studies, science, and technical texts, 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 to read unfamiliar multisyllabic words accurately.

RF.4.4a

Read on-level text with purpose and understanding.

W.4.2a

Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.

W.4.10 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).

L.3.1f

Ensure subject-verb and pronoun-antecedent agreement.

L.4.1a

Use relative pronouns (who, whose, whom, which, that) and related adverbs (where, when, why).

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.4.4b

Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c

Consult reference materials, both print and digital, to find the pronunciations 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 (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

Week 2

Concept: Public Office

Close Reading of Complex Text: **LaRue for Mayor**

Genre: Fantasy

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>McGraw-Hill Reading Wonders: 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 Go Digital 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.4.1 Refer details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.</p> <p>4.RL.4.4 Determine the 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)</p> <p>4.RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference</p>	<p>Why do people run for public office?</p>	<p>I can</p> <ul style="list-style-type: none"> • read passages in a certain genre to identify and provide meanings to idioms. • Ask and answer questions. • Make a cause and effect graphic organizer. • Read narrative nonfiction passages and selections for comprehension, discussion, apply reading strategies, and or research the topic more thoroughly. • Write about what I read. • Use a graphic organizer to plan out my writing. • Read each sentence and use pronouns in my writing. • Identify the antecedents in each sentence. • Sound out each word and identify its inflectional endings. • Use graphic organizer to build my vocabulary. 	<ul style="list-style-type: none"> •

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 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.

RF.4.3a

Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4b

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

W.4.3b

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

W.4.10

Write routinely over extended time frames (time for research, reflection,

and 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 of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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.4.5b

Recognize and explain the meaning of common idioms, adages, and proverbs.

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 4
Week 3: Breakthroughs
 Concept: Inventions and Technology
 Close Reading of Complex Text: **The Moon Over Star**
 Genre: Historical Fiction

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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 Go Digital www.connected.mcgraw-hill.com	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. 4.RI.4.7 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.RL.4.1 Refer details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text. 4.RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference	How do inventions and technology affect your life?	I can <ul style="list-style-type: none"> • Read passages or selections and use context clues to define words and or phrases. • Ask and answer questions. • Make a cause and effect graphic organizer. • Read narrative nonfiction passages and selections for comprehension, discussion, apply reading strategies, and or research the topic more thoroughly. • Write about what I read. • Use a graphic organizer to plan out my writing. • Read each sentence and use pronouns in my writing. • Identify the antecedents in each sentence. • Sound out each word and identify its inflectional endings. • Use graphic organizer to build my vocabulary. 	Vocabulary words: <ul style="list-style-type: none"> • Decade • Directing • Scouted • Squirmed • Technology • Tinkering

between first – and third-person narrations.

4.RL.10

By the end of 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.

RF.4.3a

Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4a

Read on-level text with purpose and understanding

RF.4.4b

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

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 the responses of characters to situations.

W.4.10

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

L.3.1f

Ensure subject-verb and pronoun-antecedent agreement.

L.4.2b

Use commas and quotations marks to mark direct speech and quotations from a text.

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.4.4b

Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.4c

Consult reference materials, both print and digital, to find the

pronunciations and determine or clarify the precise meaning of key words and phrases.

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.)

Unit 4

Week 4: Wonders in the Sky

Concept: Sky

Close Reading of Complex Text: **Why Does the Moon Change Shape?**

Genre: Expository Text

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: Literature Anthology Textbook Reading/Writing Workshop Textbook Teacher Edition Unit Leveled Readers	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. SL.4.2	How can you explain what you see in the sky?	I can <ul style="list-style-type: none"> • Read expository text and find the cause and effect. • Ask and answer questions. • Make a cause and effect graphic organizer. 	Vocabulary words: <ul style="list-style-type: none"> • Astronomer • Crescent • Phases • Rotates • Series • Sliver • Specific

<p>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</p>	<p>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.4.3 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.</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 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.</p> <p>4.RI.4.7 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.</p>	<ul style="list-style-type: none"> • Read expository text passages, and selections for comprehension, discussion, apply reading strategies, and or research the topic more thoroughly. • Write about what I read. Use a graphic organizer to plan out my writing. • Read each sentence and use pronouns in my writing. • Identify the antecedents in each sentence. • Sound out each word and identify its inflectional endings. • Use graphic organizer to build my vocabulary. • • Telescope
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4.RI.4.10

By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, 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 to read unfamiliar multisyllabic words accurately.

RF.4.4c

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

W.4.3d

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

W.4.10

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

L.3.1f

Ensure subject-verb and pronoun-antecedent agreement.

L.4.1g

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

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.4.4b

Determine or clarify the meaning of an unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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 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: Achievement
 Week 5: Success
 Close Reading of Complex Text: “Swimming to the Rock,” “The Moondust Footprint”
 Genre: Narrative Poetry

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
McGraw-Hill Reading Wonders: 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 Go Digital www.connected.mcgraw-hill.com	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. 4.RI.4.7 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.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. 4.RL.4.3 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).	How do writers look at success in different ways?	I can <ul style="list-style-type: none"> • Read each poem and continue the poem using the pattern. • Read each poem and add another stanza to continue the pattern of the poem. • Define the theme of the poem using text evidence or context clues. • Read expository text passages and selections for comprehension, discussion, apply reading strategies, and or research the topic more thoroughly. • Write about what I read. • Use a graphic organizer to plan out my writing. • Read each sentence and use pronouns in my writing. • Identify the antecedents in each sentence. • Sound out each word and identify its inflectional endings. • Use graphic organizer to build my vocabulary. 	Vocabulary <ul style="list-style-type: none"> • Attain • Dangling • Hovering • Triumph • Connotation • Denotation • Repletion • Stanza •

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.

RF.4.3a

Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4b

Read grade-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, and revision) and shorter time frames (a single setting or a day or two for a range of discipline-specific tasks, purposes, and audiences).

W.4.3d

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

L.3.4a

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

L.4.1g

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

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.4.4c

Consult reference materials, both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.

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.)

