

Ganado Unified School District #20

(ELA/4th grade)

PACING Guide SY 2018 - 2019

Third Quarter

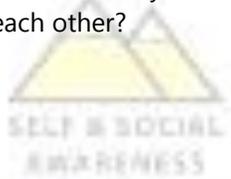
Unit 5: Figure it Out

The Big Idea: What helps you understand the world around you?

Week 1: Making it Happen

Close Reading of Complex Text: **Mama, I'll Give the World to You**

Genre: Realistic 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	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.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	In what ways do people show that they care about each other? 	<ul style="list-style-type: none"> • Build background knowledge on expressing emotions. • Listen for a purpose • Identify characteristics of realistic fiction. • Identify the problem and solution in realistic fiction. • Identify elements of a realistic fiction. • Use primary and secondary sources. • Use persuasive techniques. • Analyze models to understand strong openings. 	Academic Vocabulary: <ul style="list-style-type: none"> • <i>visualize</i> • <i>realistic fiction</i> • <i>details</i> • <i>character</i> • <i>plot</i> • <i>problem</i> • <i>solution</i> • <i>foreshadowing</i> • <i>setting</i> • <i>event</i> • <i>simile</i> • <i>metaphor</i> • <i>opinion</i> • <i>expression</i> • <i>topic</i> • <i>primary source</i> • <i>secondary source</i>

Benchmark
Assessment

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an understanding of the text in which it appears.

RL.4.3

Describe in depth a character, setting, or event or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or action).

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

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4a

Read grade-level text with purpose and understanding.

W.4.1a

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

W.4.10

- Write an essay that states an opinion.
- Strengthen an opening to revise.
- Use adjectives correctly.
- Identify proper adjectives.
- Use quotation marks and commas correctly.
- Expand vocabulary by adding inflectional endings and suffixes.

Vocabulary words:

- *bouquet*
- *emotion*
- *encircle*
- *express*
- *fussy*
- *portraits*
- *sparkles*
- *whirl*



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.3.4a

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

L.4.1d

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

L.4.1e Form and use prepositional phrases.

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.4.5a

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

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 5 Week 2

Weekly concept: On the Move

Close Reading of Complex Text: **Apples to Oregon**

Genre: Tall Tale

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. 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.4.7 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.4.3</p>	<p>What are some reasons people moved west?</p>	<ul style="list-style-type: none"> • Build background on settlers of the American West. • Listen for a purpose • Identify characteristics of a tall tale • Visualize difficult scenes to increase understanding. • Identify the causes and effects of events in the narratives. • Recognize the characteristics and features of a tall tale. • Analyze models to understand sentence variety. • Write about the purpose a tall tale. • Vary sentences types to revise writing. 	<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • <i>settlement</i> • <i>territories</i> • <i>visualize</i> • <i>tall tale</i> • <i>cause</i> • <i>effect</i> • <i>sequence</i> • <i>Hyperbole</i> • <i>Context</i> • <i>Homograph</i> • <i>Intonation</i> • <i>Phrasing</i> • <i>rhythm</i> • <i>compound predicate</i> • <i>appositive</i> <p>Vocabulary Words:</p> <ul style="list-style-type: none"> • plunging • prospector • scoffed • settlement

Describe in depth a character, setting, or event or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or action).

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

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4a

Read grade-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.4.1c

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

W.4.10

- Use articles and demonstrative adjectives correctly.
- Proofread sentences for mechanics and usage errors.
- Expand vocabulary by adding inflectional endings and suffixes.

- shrivel
- territories
- topple
- withered



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

Demonstrate command of conventions of standard English grammar and usage when writing and speaking. 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.4.4c

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

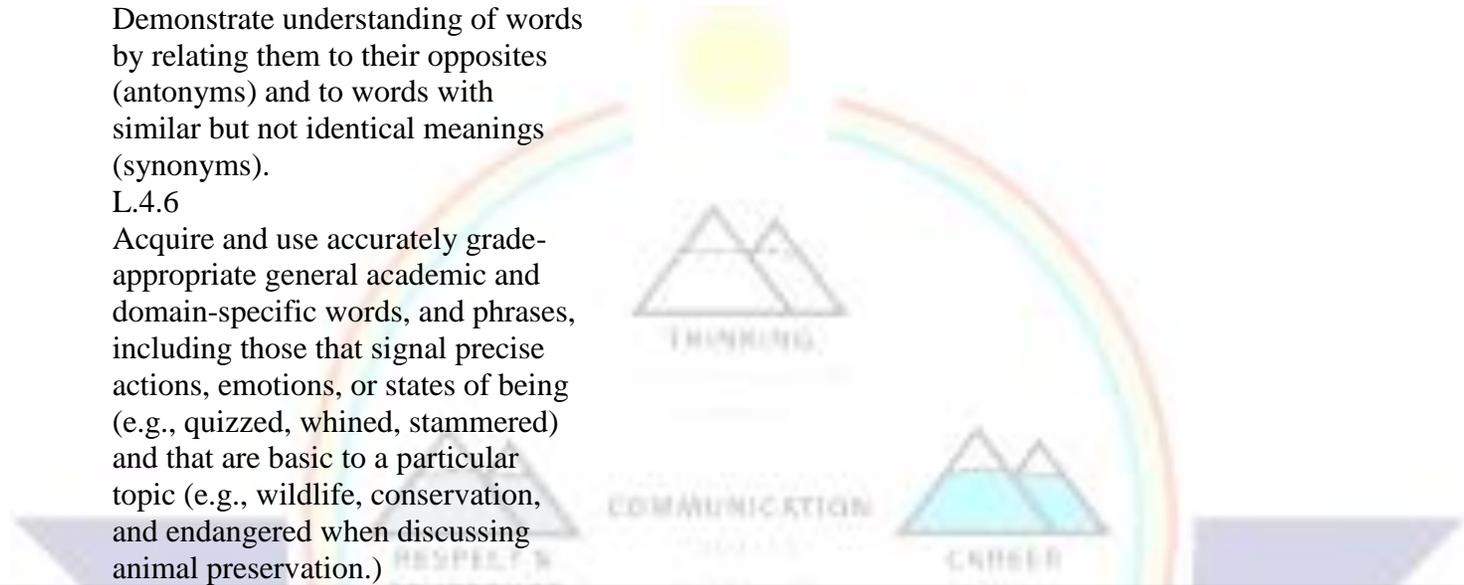
L.4.5a

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



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 5 Week 3

Weekly concept: Inventions

Close Reading of Complex Text: **How Ben Franklin Stole the Lightning**

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	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.4.2 Determine the main idea of a text and explain how it is	How can inventions solve problems?	<ul style="list-style-type: none"> • Build background knowledge on inventions. • Listen for purpose. • Identify characteristics of a biography. • Summarize parts of a biography, identifying the key details. • Identify problems and solutions in a text. 	Academic Vocabulary: <ul style="list-style-type: none"> • <i>experiment</i>, • <i>procedure</i> • <i>biography</i> • <i>summarize</i> • <i>experiment</i> • <i>procedure</i> • <i>problem</i> • <i>solution</i> • <i>text structure</i> • <i>time lines</i>

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supported by key details; summarize 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.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.

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, 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.

RF.4.3a

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. Use combined knowledge of all letter-sound



- Identify features of a biography.
- Avoid plagiarism.
- Use formal language.
- Analyze models to understand how transitions are used.
- Write about an important invention.
- Add transitions to revise writing.
- Distinguish comparative and superlative adjectives.
- Use irregular comparative adjectives correctly.
- Proofread sentences for mechanics and usage errors.
- Expand vocabulary by adding inflectional endings and suffixes.

- captions
- *sources*
- *collaborate*
- *plagiarism*
- transitions
- sequence
- Greek roots
- expository

Vocabulary words:

- dizzy
- experiment
- genuine
- hilarious
- mischief
- nowadays
- politician
- procedure

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.4.2c

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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.3.1g

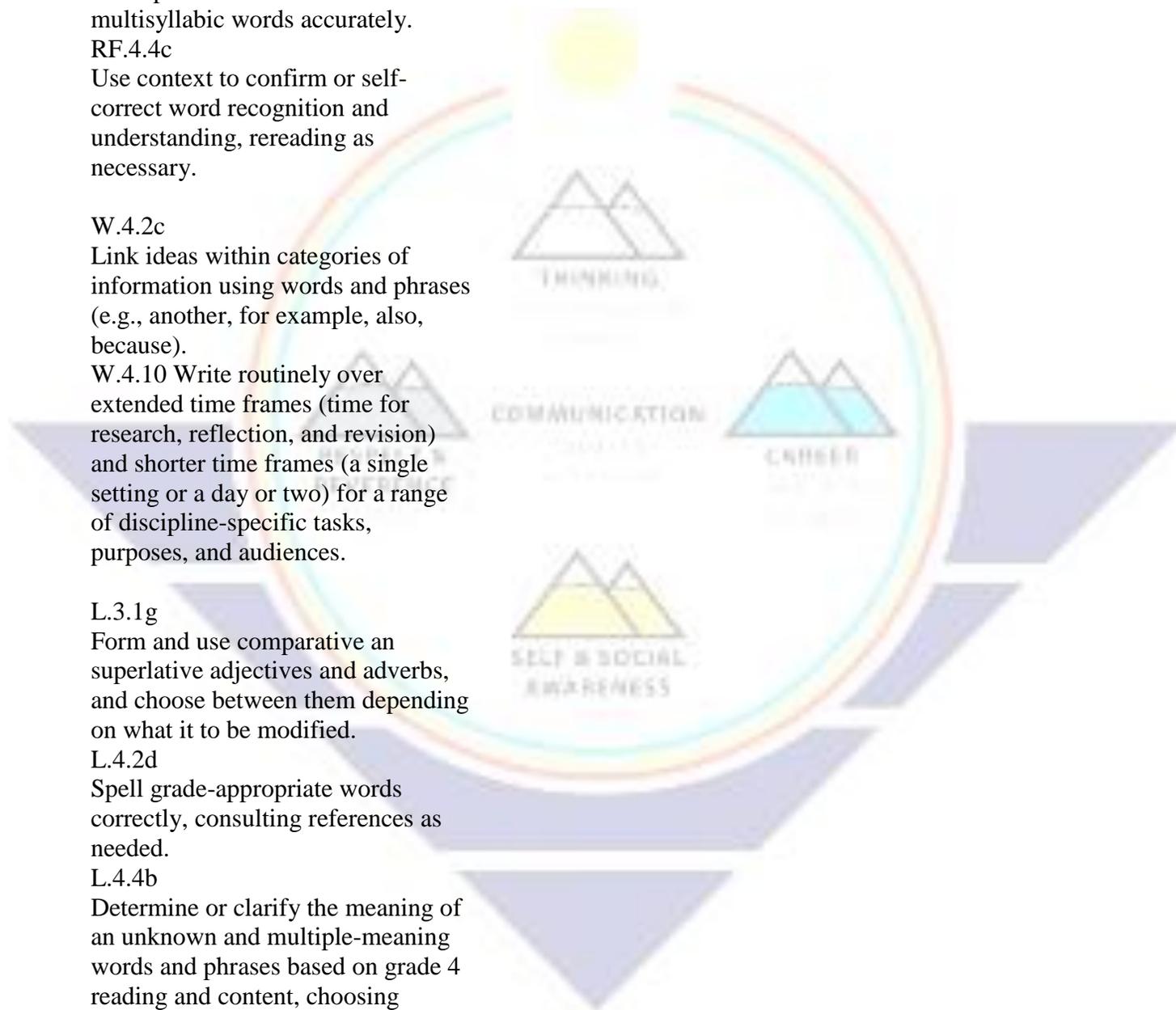
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what it is to be modified.

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.



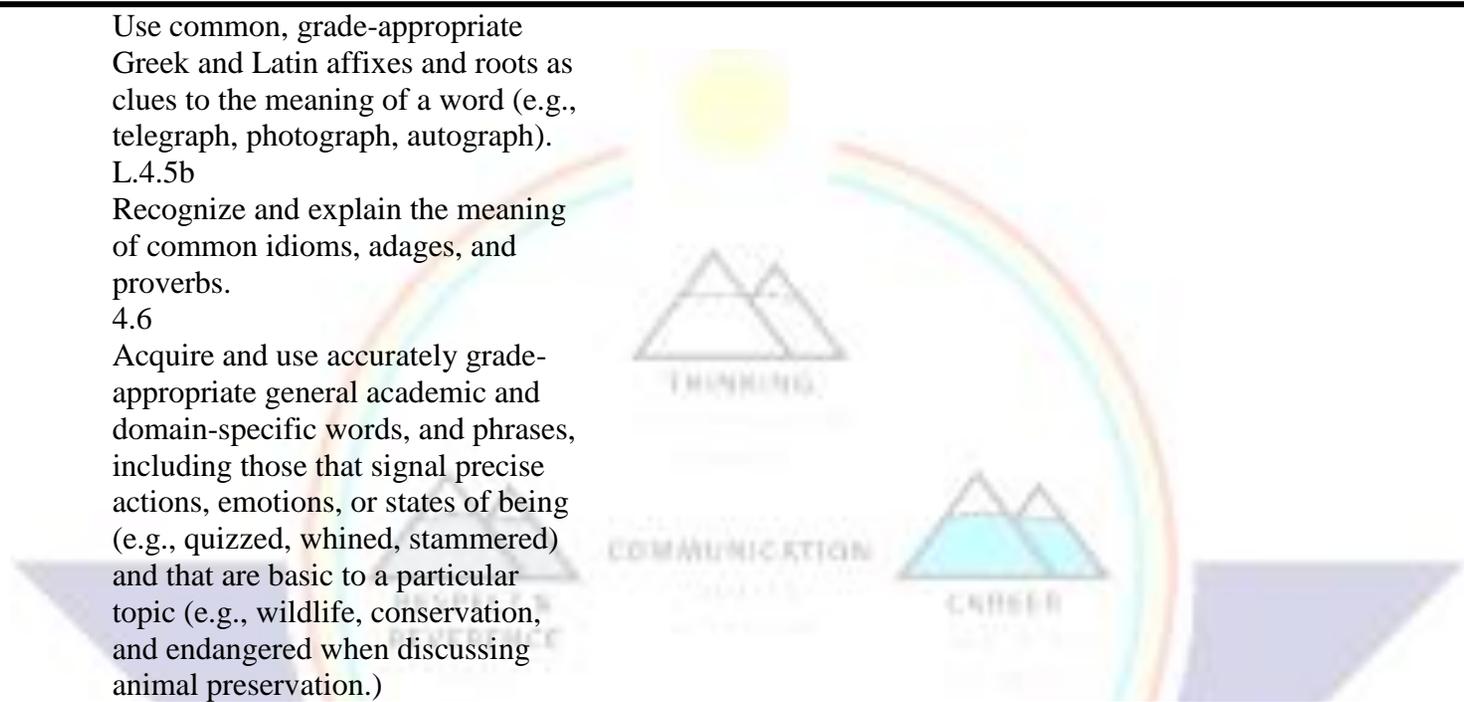
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5b

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

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 5 Week 4

Weekly concept: Zoom In

Close Reading of Complex Text: **A Drop of Water**

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 Practice Book	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.2 Determine the main idea of a text and explain how it is supported by key details; summarize text.	What can you discover when you look closely at something?	<ul style="list-style-type: none"> • Build background knowledge on looking closely. • Listen for a purpose. • Identify characteristics of expository text. • Identify elements of expository text. 	Academic Vocabulary: <ul style="list-style-type: none"> ○ magnify ○ microscope ○ rate ○ purpose ○ expository text ○ <i>summarize</i> ○ <i>magnify</i> ○ <i>details</i>

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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.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.
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, 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.4.10
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

- Analyze models to understand formal voice.
 - Write about an object in the classroom.
 - Add formal language to revise writing.
 - Use adjectives with more or most to compare.
 - Combine sentences correctly.
 - Proofread sentences for mechanics and usage errors.
 - Expand vocabulary by adding inflectional endings and suffixes.
- photographs
 - captions
 - audience
 - purpose
 - expository
 - formal
 - context clues
 - antonyms
 - rate
 - paraphrase
 - visuals
- Vocabulary words:
- astronomer
 - crescent
 - cling
 - dissolves
 - gritty
 - humid
 - magnify
 - microscope
 - mingle
- typical

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. 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.4.2d

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

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.4.1g

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

L.4.2c

Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. Use comma before a coordinating conjunction in a compound sentence.

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.4.5c

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 5 Week 5

Weekly concept: Digging up the Past

Close Reading of Complex Text: **Rediscovering Our Spanish Beginnings**

Genre: Informational Article

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.4.1a 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.</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.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize text.</p> <p>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.</p> <p>4.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive</p>	<p>How can learning about the past help you understand the future?</p>	<ul style="list-style-type: none"> • Listen for a purpose. • Identify characteristics of informational text. • Summarize the key ideas and details of a text. • Identify the sequence of information in an expository text. • Identify text features in an informational article. • Analyze models to understand strong conclusions. • Write about an inspiring person from the past. • Strengthen a conclusion to revise writing. • Follow directions • Practice good listening skills. • Use comparative adjectives. • Combine correct sentences • Proofread sentences for mechanics and usage errors. 	<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> ○ expedition ○ archaeology ○ informational text ○ <i>summarize</i> ○ <i>summary</i> ○ <i>sequence</i> ○ <i>text structure</i> ○ <i>side bar</i> ○ <i>map</i> ○ proverbs ○ adages ○ context clues ○ expression ○ research ○ visual displays ○ listening skills <p>Vocabulary words:</p> <ul style="list-style-type: none"> ○ archaeology ○ document ○ era ○ evidence ○ expedition ○ permanent ○ tremendous ○ uncover

elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.3a

Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.

RF.4.4.a

Read grade-level text with purpose and understanding.

RF.4.4.b

W.4.2c

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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.4.2c

Demonstrate command of conventions of standard English

- Expand vocabulary by adding inflectional endings and suffixes.

capitalization, punctuation, and spelling when writing. Use comma before a coordinating conjunction in a compound sentence.

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.4.5b

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 6

Big Idea: Past, Present, and Future

How can you build on what came before?
 Week 1: Old and New
 Close Reading of Complex Text: **The Game of Silence**
 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 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.	How do traditions connect people?	<ul style="list-style-type: none"> • Listen for a purpose. • Identify characteristics of historical fiction. • Identify important story details. • Recognize the characteristics and features of historical fiction. • Analyze models to understand how strong words add interest. • Write about a tradition that is important. • Add strong words to revise words. • Identify adverbs • Use relative adverbs correctly. • Use good and well correctly. • Proofread sentences for mechanics and usage error. • Expand vocabulary by adding inflectional endings and suffixes. • 	

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.4.10

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.

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 setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.3b

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

L.3.4a

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

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.4.6

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.)

L.5.5c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit 6 Week 2

Concept: Notes from the Past

Close Reading of Complex text: Freedom at Fort Mose

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
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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.

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.4.10

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.4.2c

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.3c

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

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.4.2b

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

L.4.2c

Use a comma before a coordinating conjunction in a compound sentence.

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.)
 L.5.5c
 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit 6
 Week 3
 Concept: Resources
 Close Reading of Complex Text: Energy Solutions

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	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.	How have our energy resources changed over the years?	<ul style="list-style-type: none"> • Build background knowledge on resources. • Listen for purpose. • Identify characteristics of narrative nonfiction. • Work in collaborative groups. • Examine a topic. • Analyze models to understand how 	<ul style="list-style-type: none"> • Consume • Renewable • Narrative nonfiction • Ask and answer questions • Coincidence • Consequences • Consume • Converted

<p>Leveled Workstation Activity Cards Sound-Spelling Cards High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment Go Digital www.connected.mcgra w-hill.com</p>	<p>4.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information, relevant to a given topic efficiently.</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.4.3 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.4.7 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> <p>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</p>	<p>transition words connect ideas.</p> <ul style="list-style-type: none"> • Write about saving energy. • Add transition words to revise words. • Identify negatives. • Use negatives correctly. • Correct double negatives. • Proofread sentences for mechanics and usage errors. • Expand vocabulary by adding inflectional endings and suffixes. 	<ul style="list-style-type: none"> • Efficient • Incredible • Installed • Expression • Resources • Venn Diagram • Transition words • Sequence
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proficiently, with scaffolding as needed at the high end of the range.

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.4.1c

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

L.3.1e

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

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.4.5c

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 6 Week 4

Concept: Money Matters

Close Reading of Complex Text: The History of Money

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.4.2	What has been the role of money over time?	<ul style="list-style-type: none"> • Build background knowledge on how money is used. • Identify characteristics of expository text. • Ask and answer questions about difficult sections of text to increase understanding. • Use key details to find the main idea in a text or section of text. • Recognize the characteristics and text 	<ul style="list-style-type: none"> • Entrepreneur • Merchandise • Expository text • Ask and answer questions • Expository text • Details • Headings • Glossary • Proverbs • Adages • Context clues

<p>High-Frequency Word Cards Response Board Weekly Assessment Unit Assessment Benchmark Assessment Go Digital 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. 4.RI.4.3</p> <p>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</p> <p>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.4.10</p> <p>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.</p> <p>RF.4.3a Use combined knowledge of all letter sound correspondences to read unfamiliar multisyllabic words accurately.</p> <p>RF.4.4a Read on-level text with purpose and understanding.</p> <p>RF.4.4c</p>	<p>features of expository text.</p> <ul style="list-style-type: none"> • Use primary and secondary sources. • Use skimming and scanning techniques. • Create a bibliography. • Analyze models to understand how content words explain a topic. • Write about why people work. • Add content words to revise writing. 	<ul style="list-style-type: none"> • Primary resources • Secondary resources • Bibliography • Skimming • Scanning • Content words • Specific Subject •
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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.4.2d

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

L.4.1e

Form and use prepositional phrases.

L.4.2b

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

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.4.4c

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

pronunciations and determine or clarify the precise meaning of key words and phrases.
 L.4.5b
 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 6 Week 5

Concept: Finding My Place

Close Reading of Complex Text: “Climbing the Blue Hill”, “My Name is Ivy”, “Collage”

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	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	What shapes a person’s identity?	<ul style="list-style-type: none"> • Build background knowledge on identity. • Listen for purpose. • Identify characteristics of free verse poetry. • Determine the theme of a poem. • Find evidence in the text. • Identify imagery in poetry. 	<ul style="list-style-type: none"> • Individuality • Roots • Free verse poetry • Reread • Metaphor • Imagery • Personification • Free verse • Rhyme • Theme • Details

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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 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.4.5

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.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

- Identify personification in poetry.
 - Use interviewing skills.
 - Work in collaborative groups.
 - Write summaries.
 - Write a poem about yourself.
 - Add supporting details to revise writing.
 - Combine sentences with prepositional phrases.
 - Use commas with prepositional phrases.
 - Proofread sentences for mechanics and usage errors.
 - Expand vocabulary by adding inflectional endings and suffixes.
- Clues
 - Interview
 - Collaborate
 - Summarize
 - Supporting
 - Concrete
 - Descriptive
 -

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.4.1e

Form and use prepositional phrases.

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 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.)

L.5.5c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

