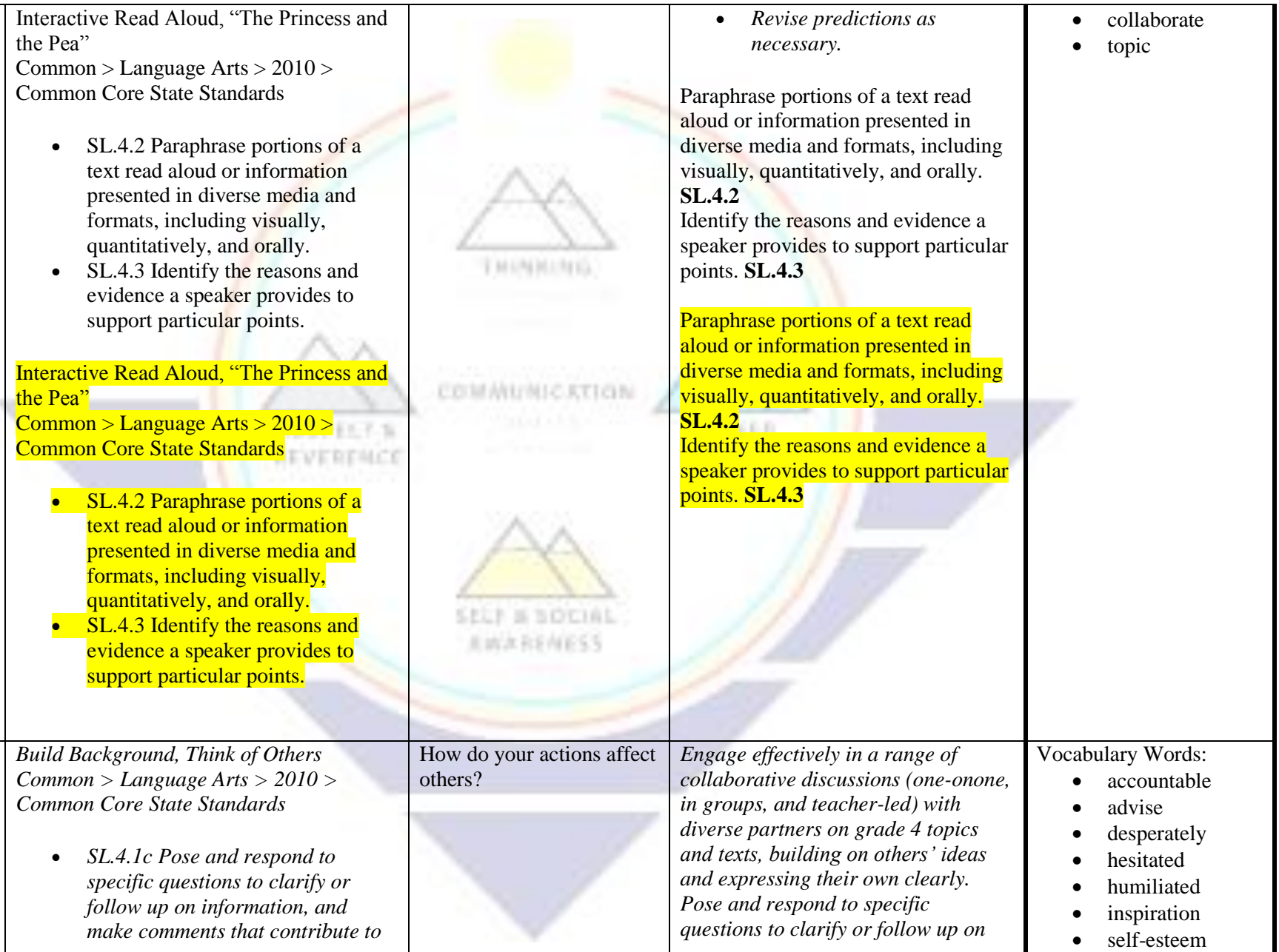# Ganado Unified School District
(ELA-4ᵗʰ Grade)

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
NOTE	Reading Writing Workshop Comprehension Standards and Objectives are denoted as follows: • *Strategy-Italicized* • Skill-Regular Print • <mark>Literature Anthology-CLOSE Reading-High-lighted</mark>			
QUARTER 1 Big Idea: Think it Through How can a challenge bring out our best?				
Week 1 Weekly Concept: Clever Ideas Resources:	*Make, Confirm, or Revise Predictions Common > Language Arts > 2010 > Common Core State Standards* • *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.*	Where do good ideas come from?	*Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* **RL.4.1** • *Use text clues, illustrations, and other features to make a prediction about a story.* • *Read to confirm predictions.*	Vocabulary Words: • brainstorm • flattened • frantically • gracious • muttered • official • original • state Academic Vocabulary:

	Interactive Read Aloud, "The Princess and the Pea" Common > Language Arts > 2010 > Common Core State Standards • SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. Interactive Read Aloud, "The Princess and the Pea" Common > Language Arts > 2010 > Common Core State Standards • SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.		• *Revise predictions as necessary.* Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2** Identify the reasons and evidence a speaker provides to support particular points. **SL.4.3** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2** Identify the reasons and evidence a speaker provides to support particular points. **SL.4.3**	• collaborate • topic
Week 2 Weekly Concept: Think of Others Resources:	*Build Background, Think of Others* *Common > Language Arts > 2010 > Common Core State Standards* • *SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to*	How do your actions affect others?	*Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on*	Vocabulary Words: • accountable • advise • desperately • hesitated • humiliated • inspiration • self-esteem

	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.* Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2** Identify the reasons and evidence a speaker provides to support particular points. **SL.4.3** <mark>Build Background, Think of Others Common > Language Arts > 2010 > Common Core State Standards</mark> • <mark>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.</mark> • <mark>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</mark>		*information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1c Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.2* *Build background knowledge on actions and their effects.* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas 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 link to the remarks of others. **SL.4.1c** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2** Build background knowledge on actions and their effects. <mark>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to</mark>	• uncomfortably Academic Vocabulary: • dialogue • focus

Week 3 Weekly Concept: Take Action Resources:	*Build Background, Take Action Common > Language Arts > 2010 > Common Core State Standards* • *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.* • *SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.* Build Background, Take Action Common > Language Arts > 2010 > Common Core State Standards • RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements	How do people respond to natural disasters?	*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. RI.4.7* *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.1d* • *Build background knowledge on responding to natural disasters.* 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. **RI.4.7** Review the key ideas expressed and explain their own ideas and	Vocabulary Words: • alter • collapse • crisis • destruction • hazard • severe • substantial • unpredictable Academic Vocabulary: • headings • diagrams

	on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ==Build Background, Take Action Common > Language Arts > 2010 > Common Core State Standards== • ==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.== • ==SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.==		understanding in light of the discussion. **SL.4.1d** • Build background knowledge on responding to natural disasters. ==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.== **RI.4.7** ==Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.== **SL.4.1d** • ==Build background knowledge on responding to natural disasters.==	
Week 4 Weekly Concept: Ideas in Motion Resources:	*Build Background, Ideas In Motion Common > Language Arts > 2010 > Common Core State Standards* • *SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to*	How can science help you understand how things work?	*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.4.1c** *Build background knowledge on forces and motion.*	Vocabulary Words: • accelerate • advantage • capabilities • friction • gravity • identity • inquiry • thrilling

	the discussion and link to the remarks of others. Build Background, Ideas In Motion Common > Language Arts > 2010 > Common Core State Standards • 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. ==Build Background, Ideas In Motion Common > Language Arts > 2010 > Common Core State Standards== • ==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.==		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.4.1c** Build background knowledge on forces and motion. ==Build background knowledge on forces and motion. 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.4.1c**	Academic Vocabulary: • restatements • transitions
Week 5 Weekly Concept: Putting Ideas to Work Resources:	*Build Background, Putting Ideas to Work Common > Language Arts > 2010 > Common Core State Standards* • *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*	How can starting a business help others?	*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. **RI.4.7*** *Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b***	Vocabulary Words: • compassionate • enterprise • exceptional • funds • innovative process • routine • undertaking Academic Vocabulary:

	understanding of the text in which it appears. • *SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.* Build Background, Putting Ideas to Work Common > Language Arts > 2010 > Common Core State Standards • 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. • SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles. ==Build Background, Putting Ideas to Work Common > Language Arts > 2010 > Common Core State Standards== • ==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.==		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. **RI.4.7** Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b** Build background knowledge on inventions. ==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. **RI.4.7**== ==Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b**== ==Build background knowledge on inventions.==	• print resources • digital resources

Week 6	Review and Assessment			
Resources	**Unit 2** Big Idea: Amazing Animals What can animals teach us?			
Week 1 Weekly Concept: Literary Lessons Resources:	*Ask and Answer Questions* *Common > Language Arts > 2010 >* *Common Core State Standards* • *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.* Ask and Answer Questions Common > Language Arts > 2010 > Common Core State Standards • 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. Ask and Answer Questions Common > Language Arts > 2010 > Common Core State Standards • RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and	What are some messages in animal stories?	*Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* **RL.4.1** *Ask and answer questions about sections of text to increase understanding.* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.4.1** Ask and answer questions about sections of text to increase understanding. Ask and Answer Questions Common > Language Arts > 2010 > Common Core State Standards • 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.	Vocabulary Words: • attracted • dazzling • fabric • greed • honest • requested • soared • trudged Academic Vocabulary: • symbolism • outline

<table>
<tr>
<td colspan="5">when drawing inferences from the text.</td>
</tr>
<tr>
<td>Week 2
Weekly Concept: Animals in Fiction

Resources:</td>
<td>Build Background, Animals in Fiction Common > Language Arts > 2010 > Common Core State Standards

• 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.
• SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Build Background, Animals in Fiction Common > Language Arts > 2010 > Common Core State Standards

• 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.
• SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Build Background, Animals in Fiction</td>
<td>How do animal characters change familiar stories?</td>
<td>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.
RL.4.9
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.1d

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.
RL.4.9
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain</td>
<td>Vocabulary Words:
• annoyed
• attitude
• commotion
• cranky
• familiar
• frustrated
• selfish
• specialty

Academic Vocabulary:
• traditional
• contemporary</td>
</tr>
</table>

Common > Language Arts > 2010 > Common Core State Standards

- 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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Build Background, Animals in Fiction
Common > Language Arts > 2010 > Common Core State Standards

- 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.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<mark>Build Background, Animals in Fiction
Common > Language Arts > 2010 > Common Core State Standards</mark>

- <mark>RL.4.9 Compare and contrast the treatment of similar themes and</mark>

their own ideas and understanding in light of the discussion. **SL.4.1d**

<mark>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. **RL.4.9**</mark>
<mark>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.1d**</mark>

	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. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Build Background, Animals in Fiction Common > Language Arts > 2010 > Common Core State Standards • 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. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Week 3 Weekly Concept: Natural Connections Resources:	*Build Background, Natural Connections Common > Language Arts > 2010 > Common Core State Standards* • *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*	How are all living things connected?	*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.* **RI.4.7** *Review the key ideas expressed and explain their own ideas and*	Vocabulary Words: • crumbled • droughts • ecosystem • extinct • flourished • fragile • imbalance • ripples

	understanding of the text in which it appears. • *SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.* Build Background, Natural Connections Common > Language Arts > 2010 > Common Core State Standards • 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. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Build Background, Natural Connections Common > Language Arts > 2010 > Common Core State Standards • 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 in light of the discussion.* **SL.4.1d** 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. **RI.4.7** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.1d** 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. **RI.4.7** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **SL.4.1d**	Academic Vocabulary: • flow chart • catagorize

	understanding of the text in which it appears. • SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Week 4 Weekly Concept: Adaptations Resources:	*Build Background, Adaptations Common > Language Arts > 2010 > Common Core State Standards* • *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.* Build Background, Adaptations Common > Language Arts > 2010 > Common Core State Standards • 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. Build Background, Adaptations Common > Language Arts > 2010 > Common Core State Standards	What helps an animal survive?	*Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1b* *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.* **SL.4.2** Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2** Follow agreed-upon rules for discussions and carry out assigned roles. **SL.4.1b** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.4.2**	Vocabulary Words: • dizzy • experiment • genuine • hilarious • mischief • nowadays • politician • procedure Academic Vocabulary: • sources • transitions

	• 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.			
Week 5 Weekly Concept: Animals All Around Resources:	*Build Background, Animals All Around Common > Language Arts > 2010 > Common Core State Standards* • *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.* Build Background, Animals All Around Common > Language Arts > 2010 > Common Core State Standards • 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. Build Background, Animals All Around Common > Language Arts > 2010 > Common Core State Standards	How are writers inspired by animals?	*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.4.1c Build background knowledge on how animals can inspire writers.* 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.4.1c** Build background knowledge on how animals can inspire writers 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.4.1c** Build background knowledge on how animals can inspire writers.	Vocabulary Words: • brittle • creative • descriptive • outstretched Academic Vocabulary: • metaphor • meter • rhyme • simile

	• 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.			
Week 6 Resources	Review and Assessment			