

# Ganado Unified School District 20

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

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>Quarter 2</b> <i>October 2015 to December 2015</i>	<b>Unit 3</b>			
<b>Week 1</b>	<p><i>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p><b>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b></p>	How can you make new Friends feel welcome?	<p><i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></i></p> <p><i>Visualize details to help you understand what is happening in a story.</i></p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.3</b></p> <p>Identify problem and solution in a story.</p> <p><b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• acquaintance,</li> <li>• cautiously,</li> <li>• complementary,</li> <li>• jumble,</li> <li>• logical,</li> <li>• scornfully,</li> <li>• scrounging,</li> <li>• trustworthy,</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Primary source,</li> <li>• secondary source</li> </ul>
<b>Week 2</b>	<i>RL.3.1 Ask and answer questions to demonstrate understanding of a text,</i>	In what ways can you help your community?	<i>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></i>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• assigned,</li> <li>• generosity,</li> <li>• gingerly,</li> </ul>

	<p><i>referring explicitly to the text as the basis for the answers.</i></p> <p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p><i>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i></p> <p><b>RL.3.3</b> <i>Visualize details to help you understand what is happening in a story.</i></p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL.3.3</b> Identify cause and effect relationships in a story.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<b>RL.3.1</b></p>	<ul style="list-style-type: none"> <li>• mature,</li> <li>• organizations, residents,</li> <li>• scattered,</li> <li>• selective</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• flashback,</li> <li>• opinion</li> </ul>
<b>Week 3</b>	<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	How can one person Make a difference?	<p><i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p><b>RI.3.2</b> <i>Summarize the key ideas and details of a passage.</i></p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.2</b> Identify main idea and key details of a text.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<b>RI.3.1</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• boycott,</li> <li>encouragement</li> <li>,</li> <li>• fulfill,</li> <li>• injustice,</li> <li>• mistreated,</li> <li>• protest,</li> <li>• qualified,</li> <li>• registered,</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• time line,</li> <li>• evidence</li> </ul>
<b>Week 4</b>	<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	How can words lead to changes?	<p><i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p><b>RI.3.2</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• address,</li> <li>• divided,</li> <li>• haste,</li> </ul>

	<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.2</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <b>RI.3.5</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<b>RI.3.1</b></p>	<ul style="list-style-type: none"> <li>• <i>opposed,</i></li> <li>• <i>perish,</i></li> <li>• <i>proclamation,</i></li> <li>• <i>shattered,</i></li> <li>• <i>tension</i></li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>evaluate,</i></li> <li>• <i>paraphrase</i></li> </ul>
<b>Week 5</b>	<p><i><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>RI.3.8</b></i></p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	In what ways can advances in science be helpful or harmful?	<p><i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p><b>RI.3.2</b> <i>By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>RI.3.10</b></i></p> <p><i>Summarize difficult text to increase understanding.</i></p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/third in a sequence). <b>RI.3.8</b></p> <p>Identify the sequence of events in a text.</p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• <i>advancements,</i></li> <li>• <i>agriculture,</i></li> <li>• <i>characteristics,</i></li> <li>• <i>concerns,</i></li> <li>• <i>disagreed,</i></li> <li>• <i>inherit,</i></li> <li>• <i>prevalent,</i></li> <li>• <i>resistance</i></li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>tone,</i></li> <li>• <i>audience</i></li> </ul>
<b>Week 6</b>	<b>Assessment</b>		<b>Assessment</b>	

	<b>Unit 4</b>			•
<b>Week 7</b>	<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>Ri.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	Why do we need government?	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>RL.3.2</b></p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>SL.3.2</b></p> <ul style="list-style-type: none"> <li>• Listen for a purpose.</li> <li>• Identify characteristics of a folktale.</li> </ul> <p>Distinguish their own point of view from that of the narrator or those of the characters. <b>RL.3.6</b></p> <p>Identify the narrator’s point of view in a folktale.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• amendments,</li> <li>• commitment,</li> <li>• compromise,</li> <li>• democracy,</li> <li>• eventually,</li> <li>• legislation,</li> <li>• privilege,</li> <li>• version</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• signal</li> <li>• words,</li> <li>• narrative</li> <li>• nonfiction</li> </ul>
<b>Week 8</b>	<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>SL.3.1c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the</p>	Why do people run for public office?	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <b>SL.3.1c</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• accompanies,</li> <li>• campaign,</li> <li>• governor,</li> <li>• intend,</li> <li>• opponent,</li> <li>• overwhelming,</li> <li>• tolerate,</li> </ul>

	<p><i>remarks of others.</i> <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b> Distinguish their own point of view from that of the narrator or those of the characters. <b>RL.3.6</b></p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1</b></p>	<ul style="list-style-type: none"> <li>• <i>weary</i></li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>political,</i></li> <li>• <i>persuasive techniques</i></li> </ul>
<b>Week 9</b>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	How do inventions and technology affect your life?	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RI.3.1</b></p> <p>Reread difficult sections of text to increase understanding.</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/ second/third in a sequence). <b>RI.3.8</b></p> <p>Compare and contrast two things in an expository text.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RI.3.1</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• <i>decade,</i></li> <li>• <i>directing,</i></li> <li>• <i>engineering,</i></li> <li>• <i>gleaming,</i></li> <li>• <i>scouted,</i></li> <li>• <i>squirmed,</i></li> <li>• <i>technology,</i></li> <li>• <i>tinkering,</i></li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <i>formal</i></li> <li>• <i>language,</i></li> <li>• <i>third person</i></li> </ul>
<b>Week 10</b>	<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,</p>	How do you explain what you see In the sky?	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RI.3.1</b></p> <p>Students will reread to strengthen comprehension.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/ solution) of events,</p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• <i>astronomer,</i></li> <li>• <i>crescent,</i></li> <li>• <i>phases,</i></li> <li>• <i>rotates,</i></li> <li>• <i>series,</i></li> <li>• <i>sliver,</i></li> <li>• <i>specific,</i></li> <li>• <i>telescope</i></li> </ul>

	<p>concepts, or information in a text or part of a text.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.3</b> 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>ideas, concepts, or information in a text or part of a text. <b>RI.4.5</b> Identify cause-and-effect relationships.</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI.4.1</b></p>	<p><b>Academic Words:</b></p> <ul style="list-style-type: none"> <li>• simile,</li> <li>• personification</li> </ul>
<b>Week 11</b>	<p><b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RI.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>How do writers look at success in different ways?</p>	<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <b>RL.4.5</b></p> <ul style="list-style-type: none"> <li>• Identify stanzas in poetry.</li> <li>• Identify repetition and its effect in a poem.</li> </ul> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>RI.4.2</b></p> <ul style="list-style-type: none"> <li>• Determine the theme of a poem.</li> <li>• Find evidence in the text.</li> </ul> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RI.4.1</b></p>	<p><b>Vocabulary Words:</b></p> <ul style="list-style-type: none"> <li>• advancements,</li> <li>• agriculture,</li> <li>• characteristics,</li> <li>• concerns,</li> <li>• disagreed,</li> <li>• inherit,</li> <li>• prevalent,</li> <li>• resistance</li> </ul> <p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• tone,</li> <li>• audience</li> </ul>
<b>Week 12</b>	<b>Assessment</b>		<b>Assessment</b>	

