



Grade 4 English Language Arts Mapping & Pacing Guide 2018-19

Topics & Standards	UNIT 1 QUARTER 1: Equal Rights
Q1	<p>Reading: Literature</p> <p>Key Ideas & Details:</p> <p>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. RL.4.2: Analyze literary text development.</p> <ul style="list-style-type: none">a. Determine a theme of a story, drama, or poem from details in the text.b. Summarize the text, incorporating a theme determined from details in the text. <p>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).</p> <p>Craft & Structure:</p> <p>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>RL.4.5: 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>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.</p> <p>RL.4.7: Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>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.</p> <hr/> <p>Writing: Narrative Text</p> <p>Types & Purposes:</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Production & Distribution of Writing:</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p> <p>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing:</p>



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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.

Language

Conventions of Standard English:

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition & Use:

L.4.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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).

Reading Foundational Skills:

Phonics & Word Recognition:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency:

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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Speaking & Listening:

Comprehension & Collaboration:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4. Report on a topic or text, tell story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas of themes; speak clearly at an understandable pace.

UNIT 1 QUARTER 1: Equal Rights

Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Words/Vocabulary	Writing Across the Curriculum	Social Studies Integration
4 Weeks August 20-September 14	<ul style="list-style-type: none"> Unit Assessment (<i>Journey's/ Illuminate</i>) 2 Short Cycle Assessments <i>AND/OR</i> FAT Ps Narrative Writing Project (see details below) 	<ul style="list-style-type: none"> Unit 1 Lesson 2 (My Brother Martin) Unit 4 Lesson 19 (Harvesting Hope) Leveled Readers (ELA/SS) Time for Kids News ELA Social Studies Weekly 	<ul style="list-style-type: none"> Journey's Vocabulary <ul style="list-style-type: none"> o Frayer Model 	<ul style="list-style-type: none"> Descriptive Paragraph Story Dialogue Fictional Narrative Writing Process 	<ul style="list-style-type: none"> Civil Rights
Transfer	Students will be able to use their learning to independently complete a Narrative Writing Project.				
Task: Writing Project	Students will write a story about a historical event in history that focuses on fighting for equal rights. Students will write from an historical perspective to create a story using all the story elements and vivid character and setting descriptions.				



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**UBD
Extension**

Big Idea: Reading is More Than Just Words on the Page

Essential Questions:

Q1: Why do we read literature?

Q2: How do story elements connect and help us to understand realistic fiction?

Q3: How does understanding a character help us to understand ourselves?

Q4: Why is it important to share our ideas about reading?

Enduring Understanding: *Students will understand that...*

U1 Literature helps us to understand our own lives and the lives of others.

U2 Many characters' problems and responses to those problems are universal across cultures, families, and friends. (fighting for equal rights) U3

All of the story elements (setting, character, problem/goal, events, solution) connect to tell a story.

U4 We understand a character by making inferences from how the character acts, what the character says and/or thinks, and what others say about the character. U5

Readers ask questions before, during, and after reading to clarify and elaborate understanding.

U6 Discussing texts with teachers and peers deepens comprehension and understanding.

U7 Writing about what we read helps us to organize, recall, and understand important information



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Topic &
Standard

UNIT 2 QUARTER 1: Nature

Q1

Reading: Informational Text

Key Idea & Details:

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.

RI.4.2: Analyze informational text development.

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

b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

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.

Craft & Structure:

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.

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.

Range of Reading and Level of Text Complexity:

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 3s 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Narrative Text

Types & Purposes:

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production & Distribution of Writing:

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

W.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.

Research to Build & Present Knowledge:

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.



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Language

Conventions of Standard English:

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition & Use:

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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).

Reading Foundational Skills:

Phonics & Word Recognition:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency:

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening:

Comprehension & Collaboration:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



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Unit 2 Quarter 2: Nature

Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Words/Vocabulary	Writing Across the Curriculum	Social Studies Integration
4 Weeks September 17-October 11	<ul style="list-style-type: none"> ● GRASP ● Unit Assessment <i>(Journey's/ Illuminate)</i> ● 2 Short Cycle Assessments <i>AND/OR</i> ● FAT Ps 	<ul style="list-style-type: none"> ● Unit 3 Lesson 13 <ul style="list-style-type: none"> ○ Antarctic Journal ● Unit 3 Lesson 15 <ul style="list-style-type: none"> ○ Ecology for Kids ● Leveled Readers (ELA/SS) ● Time for Kids ● News ELA ● Social Studies Weekly 	<ul style="list-style-type: none"> ● Journeys Vocabulary <ul style="list-style-type: none"> ○ Frayer Model 	<ul style="list-style-type: none"> ● Writing Process ● Narrative Writing <ul style="list-style-type: none"> ○ Dialogue 	
Transfer	Defined STEM: Forester				



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Task: GRASP	<p>https://app.definedstem.com/task/F876998E-9BFF-4158-B25C-C5B0493CDD79</p> <p>Goal: Your goal is to create informational materials that will help people and businesses understand the importance of a forest in your region. You will need to help them understand what practices can be used to manage forests and how people can work to keep the forest ecosystem healthy.</p> <p>Role: You are a newly hired forester with your state department of natural resources. As part of your job responsibilities, you will be creating informational materials that help people understand their local forest and how to keep it healthy with good forest management practices.</p> <p>Audience: You will present your product(s) to a board of directors from your state's department of natural resources. Though this is part of your job, the board needs to approve any materials that you create for the public before they can be given out to people in the region.</p> <p>Situation: As a forester, you are in charge of keeping the forest healthy and making sure it is around for years to come. Foresters work in outdoors in the forest collecting data and overseeing the practices people use to keep the forest healthy or to cut down trees for industry. They also work indoors, planning for what forest management practices will be used, planning hiking trails and other recreational activities for people in the forest, and providing information for people about the forest and its resources. In this task, you will need to do research to learn about a forest in your region. You will need to figure out what types of trees grow there. You will need to learn more about the ecosystem of the forest and about different management practices that should be used to balance people's needs and the needs of the plants and animals who live in forests. Product Choices:</p> <ol style="list-style-type: none">1. Flowchart2. Map3. Informational Brochure4. Multimedia Presentation5. Virtual Field Trip
UBD Extension	<p>Big Idea: Informational Reading & Writing is Everywhere Essential</p> <p>Questions:</p> <p>Q1. Why would we choose to read informational text instead of fiction?</p> <p>Q2. How is reading informational text different from reading fiction?</p> <p>Q3. How does asking questions before, during, and after reading help readers to understand text?</p> <p>Enduring Understanding: <i>Students will understand that...</i></p> <p>U1. The purpose of an informational text is to provide information (facts) about the world around us.</p> <p>U2. Informational text is organized differently than fiction. The structure and features of informational text support readers in locating, understanding, and using important information easily and efficiently.</p> <p>U3. Readers ask questions before, during, and after reading to clarify and elaborate understanding.</p> <p>U4. Discussing texts with others and writing about texts deepens comprehension and understanding.</p> <p>U5. Writing about what we read helps us to organize, recall, and understand important information.</p>



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**Topic &
Standard**

Q2

UNIT 3 QUARTER 2: Earth's Forces

Reading: Informational

Key Ideas & Details:

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.

RI.4.2: Analyze informational text development.

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

b. Provide a summary of the text that includes the main idea and key details, as well as other important information. 4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Craft and Structure:

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*.

Integration of Knowledge & Ideas:

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8: Explain how an author uses evidence to support particular points in a text.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Opinion Text

Types & Purposes:

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production & Distribution of Writing:

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. **Research to Build & Present Knowledge:**

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.



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Language

Conventions of Standard English:

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition & Use:

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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).

Reading Foundational Skills:

Phonics & Word Recognition:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency:

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening:

Comprehension & Collaboration:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



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SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (

UNIT 3 QUARTER 2: Earth's Forces

UNIT 3 QUARTER 2: Earth's Forces					
<i>Time Frame</i>	Types of Assessment (Evidence)	Guided Reading/Comprehension	Words/ Vocabulary	Writing Across the Curriculum	Social Studies Integration
4 Weeks October 15- November 9	<ul style="list-style-type: none"> ● Unit Assessment (<i>Journey's/ Illuminate</i>) ● Opinion Writing Project (see details below) ● 2 Short Cycle Assessments <i>AND/OR</i> ● FAT Ps 	Journey's Common Core Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> ● Unit 3 Lesson 11 <ul style="list-style-type: none"> ○ Hurricanes ● Unit 3 Lesson 12 <ul style="list-style-type: none"> ○ The Earth Dragon Awakes (Historical Fiction) 	<ul style="list-style-type: none"> ● Journey's Vocabulary ○ Frayer Model 	<ul style="list-style-type: none"> ● Opinion Paragraph <ul style="list-style-type: none"> ● Opinion Essay ● Citing Evidence ● Summarize Research 	



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		<ul style="list-style-type: none">○ Twisters (Informational Text)● Unit 3 Lesson 14 (optional)<ul style="list-style-type: none">○ The Life and Times of the Ant● Leveled Readers (ELA/SS)● Time for Kids● News ELA● Social Studies Weekly			
Opinion Writing Project	Students will choose a natural disaster (hurricane, volcano eruption, tornado, earthquake, tsunami) and explain why they think that natural disaster is the most powerful. Students will research facts and information about their natural disaster and complete a 3-5 paragraph essay.				
UBD Extension	Big Idea: Facts and Opinions Make Up Strong Informational Texts Essential Questions: Q1. How do you support an opinion? Q2. How do text features support the reader? Q3. Why do authors of informational text use text features? Enduring Understandings: <i>Students will understand that...</i> U1. Skilled writers gather and integrate information from multiple sources into a coherent and compelling piece of writing. U2. Text features enhance the reader's knowledge and experience U3. Strong readers cite evidence to prove their knowledge. U4. Facts and opinion support the author's perspective				



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Topic &
Standard

UNIT 4 QUARTER 2: Tall Tales & Myths

Q2

Reading: Literature

Key Ideas & Details:

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.

RL.4.2: Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.

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).

Craft & Structure:

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).

RL.4.6: Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Integration of Knowledge & Ideas:

RL.4.7: 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.

Range of Reading and Level of Text Complexity:

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.

Writing: Opinion

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.



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Language

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.5: Demonstrate understanding of word relationships and nuances in word meanings.

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).

Reading Foundational Skills:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening Skills:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



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UNIT 4 QUARTER 2: Tall Tales & Myths

UNIT 4 QUARTER 2: Tall Tales & Myths					
Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Words/Vocabulary	Writing Across the Curriculum	Social Studies Integration
4 Weeks November 12-December 14	<ul style="list-style-type: none"> ● GRASP (<i>see below</i>) ● Unit Assessment (<i>Journey's/ Illuminate</i>) ● 2 Short Cycle Assessments <i>AND/OR</i> ● FAT Ps 	Journey's Common Core Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> ● Unit 1 Lesson 5 <ul style="list-style-type: none"> ○ Stormalong ○ Hoderi & the Fisherman ● Unit 4 Lesson 18 <ul style="list-style-type: none"> ○ Hercules Quest ○ Zomo's Friends ● Leveled Readers (ELA/SS) ● Time for Kids ● News ELA ● Social Studies Weekly 	<ul style="list-style-type: none"> ● Journey's Vocabulary <ul style="list-style-type: none"> ○ Frayer Model 	<ul style="list-style-type: none"> ● Opinion Paragraph ● Opinion Essay ● Citing Evidence ● Summarize Research 	
Transfer Task:	Goal: Role:				
GRASP	Audience: Situation: Product:				
UBD Extension	Big Idea: Essential Question: Enduring Understanding:				



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Topic &
Standard

UNIT 5 QUARTER 3 Women Heroes

Q3

Reading: Literature

Key Ideas and Details:

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.

RL.4.2: Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.

Craft and Structure:

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).

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.

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.

Range of Reading and Level of Text Complexity:

RL.4.10: By the end of year, read and comprehend informational texts, 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.

Writing: Informative/Explanatory

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Provide a concluding statement or section related to the information or explanation presented.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.



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Language

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.5: Demonstrate understanding of word relationships and nuances in word meanings.

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).

Reading Foundational Skills:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences,

syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening Skills:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



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UNIT 5 QUARTER 3: Women Heroes

Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Words/Vocabulary	Writing Across The Curriculum	Social Studies Integration
4 Weeks January 2- February 1	<ul style="list-style-type: none"> ● GRASP (<i>see details below</i>) ● Unit Assessment (<i>Journey's/ Illuminate</i>) ● 2 Short Cycle Assessments <i>AND/OR</i> ● FAT Ps 	Journey's Common Core Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> ● Unit 4 Lesson 16 <ul style="list-style-type: none"> ○ Riding Freedom ● Unit 4 Lesson 20 <ul style="list-style-type: none"> ○ Sacagawea ● Leveled Readers (ELA/SS) ● Time for Kids ● News ELA ● Social Studies Weekly 	<ul style="list-style-type: none"> ● Journey's Vocabulary ○ Frayer Model 	<ul style="list-style-type: none"> ● Summary ● Explanation ● Procedural Composition ● Informative Writing ● Writing Process 	
Transfer	Goal:				
Task: GRASP	Role: Audience: Situation: Product:				
UBD Extension	Big Idea: Essential Question: Enduring Understanding:				



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Topic &
Standard
Q3

UNIT 6 QUARTER 3: Incredible Animals

Reading: Informational Text

Key Ideas and Details:

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.

RI.4.2: Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

Integration of Knowledge and Ideas:

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Range of Reading and Level of Text Complexity:

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

Writing: Informative/Explanatory

Key Ideas and Details:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Provide a concluding statement or section related to the information or explanation presented.

Craft and Structure:

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Integration of Knowledge and Ideas:

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.



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Language

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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).

Reading Foundational Skills:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening Skills:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)



Grade 4 English Language Arts Mapping & Pacing Guide 2018-19

UNIT 6 QUARTER 3: Incredible Animals

Time Frame	Types of Assessment (Evidence)	Guided Reading/ Comprehension	Word/Vocabulary	Writing Across The Curriculum	Social Studies Integration
	<ul style="list-style-type: none"> Unit Assessment (<i>Journey's/ Illuminate</i>) 2 Short Cycle Assessments <i>AND/OR</i> FAT Ps Informative Writing Project (research based) (see below) 	Journey's Common Core Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> Unit 5 Lesson 24 <ul style="list-style-type: none"> Owen and Mzee Unit 4 Lesson 17 <ul style="list-style-type: none"> The Right Dog for the Job Knowing 	Journey's Vocabulary <ul style="list-style-type: none"> Frayer Model 	<ul style="list-style-type: none"> Writing Process Journaling (digital) Informative Essay Informative Paragraph Research Summary Citing Evidence 	
		Noses <ul style="list-style-type: none"> Leveled Readers (ELA/SS) Time for Kids News ELA Social Studies Weekly 			
Informative Writing Project					
UBD Extension	Big Idea: Essential Question: Enduring Understanding:				



Grade 4 English Language Arts Mapping & Pacing Guide

2018-19

Topic &
Standard

UNIT 7 QUARTER 4: Art

Q4

Reading: Literature

Key Ideas and Details:

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.

Craft and Structure:

RL.4.5: 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.

Integration of Knowledge and Ideas:

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.

Range of Reading and Level of Complexity:

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.

Writing: Text Types and Purposes: Opinion

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production and Distribution of Writing:

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge:

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing:

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.



Grade 4 English Language Arts Mapping & Pacing Guide

2018-19

Language

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.5: Demonstrate understanding of word relationships and nuances in word meanings.

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).

Reading Foundational Skills:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking & Listening Skills:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly

draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)



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UNIT 7 QUARTER 4: Art					
Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Vocabulary/Words	Writing Across The Curriculum	Social Studies Integration
5 Weeks March 11- April 19	<ul style="list-style-type: none"> ● Opinion Writing Project (see below) ● Unit Assessment (<i>Journey's/ Illuminate</i>) ● 2 Short Cycle Assessments <p style="text-align: center;"><i>AND/OR</i> ●</p> FAT Ps	Journey's Common Core Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> ● Unit 2 Lesson 8 <ul style="list-style-type: none"> ○ Me and Uncle Romie ● Unit 2 Lesson 10 <ul style="list-style-type: none"> ○ Jose! Born to Dance <ul style="list-style-type: none"> ● Leveled Readers (ELA/SS) ● Time for Kids ● News ELA ● Social Studies Weekly 	Journey's Vocabulary ● Frayer Model		
Opinion Writing Project					
UBD Extension	Big Idea: Essential Question: Enduring Understanding:				



Grade 4 English Language Arts Mapping & Pacing Guide

2018-19

Topic &
Standard

UNIT 8 QUARTER 4

Q4

Reading:

Literature:

Key Ideas and Details:

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.

Key Ideas and Details:

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Craft and Structure:

RL.4.5: 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.

Integration of Knowledge and Ideas:

Integration of Knowledge and Ideas

RL.4.7: 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 in the text.

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.

Range of Reading and Level of Complexity:

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational:

RI.4.10: By the end of year, read and comprehend informational texts, 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.

Writing:

RI.4.10: By the end of year, read and comprehend informational texts, 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.

Reading Foundational Skills:

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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Speaking & Listening Skills:

SL.4.1: 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

UNIT 8 QUARTER 4

Time Frame	Types of Assessment (Evidence)	Guided Reading/Comprehension	Vocabulary/Words	Writing Across The Curriculum	Social Studies Integration
5 Weeks	● GRASP (see below)	Journey's Common Core	● Journey's		
April 22- May 23	<ul style="list-style-type: none"> ● Unit Assessment (<i>Journey's/ Illuminate</i>) ● 2 Short Cycle Assessments AND/OR ● FAT Ps 	Teacher's edition- Online and Textbook option <ul style="list-style-type: none"> ● Phineas L. McGuire Gets Slimed ● Justin & the Best Biscuits in the World ● Leveled Readers (ELA/SS) ● Time for Kids ● News ELA ● Social Studies Weekly 	Vocabulary <ul style="list-style-type: none"> ○ Frayer Model 		
Transfer Task: GRASP	Goal: Role: Audience: Situation: Product:				



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**UBD
Extension**

Big Idea:
Essential Question:
Enduring Understanding: