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| 2019 ELA Pacing Guide, Grade 4 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, iReady Diagnostic, Beginning of the Year Assessments,  & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 4.1, 4.2  4.5c , 4.6  4.8, 4.9  Ongoing Reading & Language Skills: 4.12-4.15 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  In each reading and writing unit, be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 4.1, 4.2, 4.12, 4.13, 4.14, 4.15 | |
| 11/14-1/11/19  (4 Weeks) | 4.3, 4.4  4.5 b, 4.7  Ongoing Reading & Language Skills: 4.12-4.15 | Reading & Writing Focus: **Informational Text**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.8, 4.12, 4.13, 4.14, 4.15 | |
| 1/28-3/15/19  (7 Weeks) | 4.5 a  4.8, 4.9  4.10, 4.11  Ongoing Reading & Language Skills: 4.12-4.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15 | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 4.12-4.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| 5/28-6/13/19  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level. | |

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| atmosphere | adapt | *able* | acute angle |
| chemical change | agriculture | adjective | bar graph |
| conservation | artifact | adverb | decimal |
| constellation | barrier island | antonym | diameter |
| density | boundary | author's purpose | direct measure |
| deposition | boycott | chronological order | equilateral triangle |
| earthquake | cash crop | compound word | equivalent forms |
| fossil | civil rights | context clues | greatest common factor |
| fulcrum | climate | *dis* | improper fraction |
| galaxy | colony | draft | indirect measure |
| hypothesis | compromise | homonym | mixed number |
| igneous rock | Cracker | *ly* | negative number |
| inclined plane | cultural heritage | multiple meanings | non-standard units of measure |
| lever | discriminate | *non* | obtuse angle |
| magnetic | executive | plot | organized data |
| metamorphic rock | export | *plot development* | parallelogram |
| microscopic | geopolitical map | *pre* | percent |
| physical change | governor | pronoun | perpendicular lines |
| protist | import | punctuation | pictograph |
| pulley | integration | quotation marks | plane |
| reflection | judicial | root word | prism |
| refraction | latitude | setting | quotient |
| revolution | legislature | subject | ratio |
| rotation | longitude | subject-verb agreement | relative size |
| scientific method | map key | summarize | rule |
| sedimentary rock | peninsula | synonym | similarity |
| universe | segregation | theme | standard units of measure |
| variable | slave trade | topic sentence | transformation |
| volcano | territory | *un* | unorganized data |
| wheel and axle | tourism | verb | vertex |
|  | treaty |  |  |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Writing Prompt
* i-Ready

Grade 4 I CAN!s and CAN I?s

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|  | **Standards** | **I CAN!s** | **CAN I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| 4.1 | Key Ideas & Details  RL 4.1  RL 4.2  RL 4.3  Integration of Knowledge & Ideas  RL 4.7  RL 4.9  RL 4.10 | **I CAN! read and understand fourth grade stories, dramas, and poetry.** | a) *CAN I?* refer to details and examples in a text when explaining what the text says explicitly and when drawing **inferences** from the text.  b) *CAN I?* determine a **theme** of a story, drama, or poem from details in the text; summarize the text.  c) *CAN I?* 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).  d)*CAN I?* **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.  e) *CAN I?* **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. |
| 4.2 | Craft & Structure  RL 4.4  RL 4.5  RL 4.6 | **I CAN! use text features to understand fourth grade literature, including stories, dramas and poetry.** | a) *CAN I?* 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).  b) *CAN I?* 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.  c) *CAN I?* compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| **Reading Informational Text** | | | |
| 4.3 | Key Ideas & Details  RI 4.1  RI 4.2  RI 4.3  Integration of Knowledge & Ideas  RI 4.7  RI 4.8  RI 4.9  RI 4.10 | **I CAN! read and understand history, science, and other informational texts.** | a) *CAN I*? refer to details and examples in a text when explaining what the text says explicitly and when drawing **inferences** from the text.  b) *CAN I?* determine the **main idea** of a text and explain how it is supported by **key details**; **summarize** the text.  c) *CAN I?* 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.  d) *CAN I***?** **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.  e) *CAN I***?** explain how an author uses **reasons** and **evidence** to support particular points in a text.  f) *CAN I?* integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| 4.4 | **Craft & Structure**  RI 4.4  RI 4.5  RI 4.6 | **I CAN! use text features (table of contents, index, glossary, headings) to understand text books, online articles, and reference books.** | a) *CAN I?* determine the meaning of the language of the discipline (general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area).  b) *CAN I?* 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.  c) *CAN I?* **compare and contrast** a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| **Writing** | | | |
| 4.5 | **Text Types and Purposes**  W 4.1, 4.2, 4.3 | **I CAN! write opinion, informative, and narrative pieces.** | a) **CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.**   * introduce a topic or text clearly, state an **opinion**, and create an organizational structure in which related ideas are grouped to support the writer's purpose. * provide reasons that are supported by **facts** and **details**.. * link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). * provide a concluding statement or section related to the opinion presented.   b) **CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**   * introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), **illustrations**, and multimedia when useful to aiding comprehension. * develop the topic with facts, definitions, **concrete details**, **quotations**, or other information and examples related to the topic. * link ideas within categories of information using words and phrases (e.g., another, for example, also, because). * use precise language and domain-specific vocabulary to inform about or explain the topic. * provide a **concluding statement** or section related to the information or explanation presented.   **c) CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**   * orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. * use **dialogue** and **description** to develop experiences and events or show the responses of characters to situations. * use a variety of **transitional words** and **phrases** to manage the **sequence of events**. * use **concrete words** and **phrases** and **sensory details** to convey experiences and events precisely. * provide a **conclusion** that follows from the narrated experiences or events. |
| 4.6 | Production and Distribution of Writing  W 4.4, 4.5, 4.6 | **I CAN! use the writing process and technology to publish final drafts.**  (Item not tested on Milestones) | a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and **purpose**.  b) *CAN I?* with guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**.  c) *CAN I?* with guidance and support from adults, use technology to produce and **publish** writing (using keyboarding skills) as well as to interact and collaborate with others. |
| 4.7 | Research to Build and Present Ideas  W 4.7, 4.8, 4.9 | **I CAN! work collaboratively with peers on research projects.**  (Item not tested on Milestones) | a) *CAN I?* conduct short **research projects** that build knowledge about a topic.  b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort **evidence** into provided categories.  c) *CAN I?* Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.")  d) *CAN I?* Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.”) |
| **Speaking and Listening** | | | |
| 4.8 | Comprehen-  sion & Collaboration  SL 4.1  SL 4.2  SL 4.3 | **I CAN! participate in small and large groups to discuss topics and books.**  (Item not tested on Milestones) | a) *CAN I?* 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) *CAN I?* follow agreed-upon rules for discussions (e.g., **gaining the floor** in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c) *CAN I?* ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d) *CAN I?* explain my own ideas and understanding in light of the discussion.  e) *CAN I?* **paraphrase** portions of a text read aloud or information presented in **diverse media and formats**, including visually, quantitatively, and orally.  f) *CAN I?* identify the reasons and evidence a speaker provides to support particular points. |
| 4.9 | Presentation & Knowledge of Ideas  SL 4.4  SL 4.5  SL 4.6 | **I CAN! communicate ideas and experiences through oral and visual presentations.**  (item not tested on milestones) | a) *CAN I?* 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.  b) *CAN I?* add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  c) *CAN I?* 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. |
| **Vocabulary** | | | |
| 4.10 | Vocabulary Acquisition and Use  L 4.4 | **I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.** | a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase.  b) *CAN I?* determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  c) *CAN I?* consult reference materials (e.g., **dictionaries**, **glossaries**, **thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases. |
| 4.11 | Vocabulary Acquisition and Use  L 4.5  L 4.6 | **I CAN! Use and identify figurative language, word relationships, and nuances in word meanings.** | a) *CAN I?* explain the meaning of simple **similes** and **metaphors** (e.g., as pretty as a picture) in context.  b) *CAN I?* recognize and explain the meaning of **common idioms**, **adages**, and **proverbs**.  c) *CAN I?* demonstrate understanding of words by relating them to their opposites (**antonyms**) and to words with similar but not identical meanings (**synonyms**). |
| Steps: Student driven mastery learning skills. | | | |
| **Reading Foundational Skills** | | | |
| 4.12 | Phonics and Word Recognition  RF 4.3  L 4.4b-c | **I CAN! apply phonics and morphology (Greek and Latin words) to read and use new words.** | a) *CAN I?* Use common, grade-appropriate **Greek and Latin affixes** and **roots** as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  b) *CAN I?* read, understand, and use commonly confused words.  c) *CAN I?* decode **multisyllable** words and recognize the patterns.  d) *CAN I?* read my fourth grade sight words. |
| 4.13 | **Fluency**  RF 4.4 | **I CAN! read a variety of genres at my grade level with accuracy and expression.** | a) *CAN I?* read fourth grade level books with **purpose** and **understanding**.  b) *CAN I?* read fourth grade books out loud with **accuracy**, at a **natural pace**, and use **expression**.  c) *CAN I?* use **context** to understand what I’m reading or to **self correct**. |
| **Language** | | | |
| 4.14 | Conventions of Standard English  L 4.1 | **I CAN! use proper grammar when I write and speak.** | a) *CAN I?* use **relative pronouns** (who, whose, whom, which, that) and **relative adverbs** (where, when, why).  b) *CAN I?* form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb** tenses.  c) *CAN I?* use **helping verbs** (and other modal auxiliaries) (e.g., can, may, must) to convey various conditions.  d) *CAN I?* order **adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  e) *CAN I?* form and use **prepositional phrases**.  f) *CAN I?* produce complete sentences, recognizing and correcting inappropriate **fragments** and **run-ons**.  g) *CAN I?* correctly use **frequently confused words** (e.g., to, too, two; there, their). |
| 4.15 | Conventions of Standard English  L 4.2 | **I CAN! Correctly use the rules for capitalization, punctuation, and spelling.** | a) *CAN I?* use correct **capitalization**.  b) *CAN I?* use **commas** and **quotation marks** to mark **direct speech** and quotations from a text.  c) *CAN I?* use a comma before a **coordinating conjunction** in a compound sentence.  d) *CAN I?* spell grade-appropriate words correctly, consulting references as needed. |