

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

WSD 2024-2025 Pacing Guide

ELA

4th Grade

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

4th Grade ELA Pacing Guide Overview

A. Assessment Calendar

Date	Assessment
8/27 – 8/29	WIDA Screener
9/3 – 9/20	Galileo B1 (Fall)
10/9-10/20	SEL Survey/EES Wellness Survey (Fall Conference Week)
1/6-1/24	Galileo B2 (Winter)
1/27 –3/21	WIDA Annual & ALT-Access
3/11-3/23	SEL Survey/EES Wellness Survey (Spring Conference Week)
5/19-6/5	SBA (Spring)

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

B. Contents

Month	Week	Lessons/Chapters
Aug	8/26-9/6	Class Expectations/Routine/Review
Sept	9/3-9/20	Galileo B1 (Fall)
Sept	9/9-9/13	Unit 1: Personal Narratives, Lessons 1-5
Sept	9/16-9/20	Lessons 6-10
Sept	9/23-9/27	Lessons 11-15
Sept	9/30	<u>STI Integration</u> Waheenee: An Indian Girl's Story (Reading) - Chapter 4 (1:07:57-1:21:57) https://www.youtube.com/watch?v=NXKPxmtJbCo Waheenee: Comprehension Questions https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit
Oct	10/1-10/4	Assessment and Writing Personal Narrative Unit 1 Assessment p.175
Oct	10/7-10/11	Unit 2: Empires in the Middle Ages Part 1, Lessons 1-5
Oct	10/14-10/16	Lessons 6-8
Oct	10/17-10/18	Fall Conferences

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Oct	10/21-10/25	Lessons 9-13
Oct	10/28	STI Integration Read stories and legends from the book "Anaku Iwacha - Yakama Legends and Stories" https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit
Oct	10/28-10/29	Lessons 14 And Assessment Unit 2 Assessment p.340
Oct-Nov	10/30-11/1	Persuasive Writing
Nov	11/4-11/8	Unit 2: Empires in the Middle Ages Part 2, Lessons 16 and 20
Nov	11/12-11/15	Lessons 21-24
Nov-Dec	11/18	Lessons 25
Nov	11/19	STI Integration Read stories and legends from the book "Anaku Iwacha - Yakama Legends and Stories" https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit
Nov	11/20	Unit 2 Part 2 Assessment Unit 2 Part 2 Assessment.
Nov	11/21-11/22	Pausing Points and Review

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Nov	11/21	STI Integration Read stories and legends from the book "Anaku Iwacha - Yakama Legends and Stories" https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-QrqnR4VWY-6FepOiW_0/edit
Nov	11/25-11/26	Unit 3: Poetry, Lessons 1-2

Dec	12/2-12/6	Lessons 3-7
Dec	12/9	<u>STI Integration</u> Poetry Lesson: The Challenge of the Spilyay: Mother Nature is our Teacher https://videos.yakimawa.gov/CablecastPublicSite/show/9622?channel=1 "Let's Analyze the Poem Activity" https://docs.google.com/presentation/d/1iKGQ3gPzjh3Yb0RY7rsc6pu1Rxxa6s8XGi3hr2MCCAU/edit#slide=id.g2e39774b69b_0_6
Dec	12/9-12/13	Lessons 8-12
Dec	12/16-12/18	Lessons 13-14 and Assessment
Dec-Jan	12/19 -1/1	Christmas Break
Jan	1/2-1/3	Unit 5: Geology, Lessons 1-2
Jan	1/6-1/10	Lessons 3-7
Jan	1/13-1/17	Lessons 8-12

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Jan	1/21-1/24	Lessons 13-14 and Assessment Unit Assessment/Pausing Point
Jan	1/27-1/31	Informational Writing and Pausing Point
Feb	2/3	STI Integration https://trailtribes.org/since-time-immemorial.htm#arch Teacher Guide/Activity: Archaeological Evidence of the Blackfeet
Feb	2/4 -2/7	Research Projects and Pausing Points
Feb	2/10-2/14	Unit 7: American Revolution , Lessons 1-5
Feb	2/18-2/21	Lessons 6-9
Feb	2/24-2/28	Lessons 10-14
Mar	3/3-3/7	Lessons 15-16 and Assessment End of Unit 7 Assessment
Mar	3/10-3/13	Informational Writing and Assessment
Mar	3/17-3/19	STI Integration https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/Ch4-SWIW-2020_upnTPFC.pdf https://www.oercommons.org/courseware/lesson/86527/overview?__hub_id=1 Assessment and Pausing Point

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Mar	3/20-3/21	Spring Conference
Mar	3/24 - 3/28	Unit 8: Treasure Island , Lessons 1-5
Mar/Apr	3/31 - 4/4	Lessons 6-10
Apr	4/7 - 4/11	Spring Break
Apr	4/14 - 4/18	Lessons 11-14
Apr	4/21-4/25	Lessons 15-19, Assessment, and Adventure Story Writing End of Unit 8 Assessment
Apr-May	4/28-5/2	Unit 6: Contemporary Fiction , Lessons 1-5
May	5/5-5/8	Lessons 6-9
May	5/12-5/16	Lessons 10-12 and Unit Assessment End of Unit 6 Assessment/ Aspiration Story Writing
May	5/19-5/23	Unit 4: Eureka! Student Inventor Episodes 1-5
May	5/27-5/30	Episodes 6-9
June	6/2-6/5	Episode 10 and Assessment
June	6/9-6/10	Assessment and Pausing Point

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Highlighted Standards are priority standards that need to be taught.

Unit Order: 1, 2, 3, 5, 7, 8, 6, 4

Unit 1: Personal Narratives <i>(Unit 1 Assessment)</i>	Number of Days: 20 Days (suggested) (9/9-10/4)
Priority Standards for this Unit:	Comments:
Reading: Informational Text CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<u>*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.</u> 8/26-9/6 - Class Expectations/Routine/Review 9/3-9/20 Galileo B1 and DIBELS (Fall)

Date:	Student Friendly Daily Lesson Objective	Priority Standards
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

09/09/24	Writing: Students can write a paragraph about a memory of school. Speaking and Listening: Students can define personal narrative. Reading: Students can infer information from six-word memories. Writing: Students can write six-word memories based on their paragraphs. Lesson 1 p. 18 Introduction to Personal Narratives	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
09/10/24	Reading: Students can describe the main argument in “A Good Lie.” Students can cite evidence from the text in describing character traits. Speaking and Listening: Students can identify their peers’ opinions and the evidence that supports them. Writing: Students write an opinion paragraph describing what makes a good friend. Lesson 2 p. 30	Reading: Literature CCSS.ELA-LITERACY-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. CCSS.ELA-LITERACY-RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. Writing

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Character Traits Reading: A Good Lie	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
09/11/24	Reading: Students can explain how and why a character in the text changed. Writing: Using cause and effect structure, students write a paragraph about someone who changed them. Speaking and Listening: Students make predictions based on listening to classmates' narratives. Lesson 3 p. 46 Reading • Cause and Effect • "A Memoir of Family" Writing • Identify Descriptive Language	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Reading: Informational Text CCSS.ELA-LITERACY.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. Speaking & Listening:

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
09/12/24	Reading: Students can refer to details and examples when explaining what the text says explicitly and inferring. Writing: Students can write a narrative using descriptive details and clear event sequences. Lesson 4 p. 60 Speaking and Listening - Students can summarize the text. Reading - Students can identify “Sensory Details” in a text “How to Eat a Guava” Writing - Students can write a paragraph using sensory details.	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY-W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

09/13/24	Reading: Students can describe the characters, settings, or events from a story. Writing: Students can write a narrative using descriptive details and clear event sequences. Lesson 5 p. 74 Speaking and Listening - Students can present a memory to a partner. Reading - Students can describe the events of “How to Eat a Guava.” Writing - Students can outline a sequence of events.	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Reading: Informational Text CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text Speaking & Listening: CCSS.ELA-LITERACY.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.
09/16/24	Reading: Students can describe the characters, settings, or events from a story. Writing: Students can write a narrative using descriptive details and clear event sequences.	Reading: Literature CCSS.ELA-LITERACY-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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 6 p. 88 Reading - Students can describe character traits and support their descriptions with quotes from the text. “The Farm” Writing - Students can write a narrative that includes dialogue. Language - Students can determine the meaning of domain-specific and academic vocabulary. - Students can punctuate dialogue.	Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Language CCSS.ELA-LITERACY.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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
09/17/24	Reading: Students can refer to details and examples when explaining what the text says explicitly and inferring. Writing: Students can write a narrative using descriptive details and clear event sequences. Lesson 7 p. 106 Reading Read Aloud “The Diagnosis”	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Writing Students can use transition words in planning a chronological narrative.	Reading: Informational Text CCSS.ELA-LITERACY.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.
09/18/24	Reading: Students can describe the characters, settings, or events from a story. Writing: Students can write a narrative using descriptive details and clear event sequences. Lesson 8 p.128 Reading - Students can identify details that demonstrate the narrator’s feelings. - Students can compare facts from firsthand and secondhand accounts. Writing - Students can complete planning their personal narratives.	Reading:Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Reading:Informational Text CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
09/19/24	Reading: Students can refer to details and examples when explaining what the text says explicitly and inferring.	Reading:Literature CCSS.ELA-LITERACY-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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Writing: Students can determine and clarify the meaning of unknown words and phrases. Lesson 9 p. 150 Reading - Read Aloud ‘The Year I Got Polio: Chapter 3: An Oxygen...’ Speaking and Listening - Students can listen to one another’s narratives and provide constructive and specific feedback. Writing - Students can draft introductions to their personal narratives.	Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1.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.
09/20/24	Reading: Students can describe the characters, settings, or events from a story. Writing: Students can write a narrative using descriptive details and clear event sequences. Lesson 10 pg. 164 Language - Students Identify and explain similes and metaphors. Reading - Similes and Metaphors “Star Patient Surprises Everyone (Part 1)” - Students can interpret and analyze a simile or metaphor from the text. Writing	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Students can include similes and metaphors in their personal narratives.	Reading:Informational Text CCSS.ELA-LITERACY.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.
9/23/24	Reading: Students can describe the characters, settings, or events from a story. Writing: Students can produce clear and coherent writing that is appropriate to task, purpose, and audience. Lesson 11 p. 180 Reading “Star Patient Surprises Everyone (Part 2)” - Students identify different types of detail analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. Language - Students replace nondescript verbs with vital verbs that show detail and action. Writing - Generate Ideas for Writing	Reading:Literature CCSS.ELA-LITERACY-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. Language: CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.* Reading:Informational Text CCSS.ELA-LITERACY.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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Reading:Informational Text CCSS.ELA-LITERACY.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.
9/24/24	Reading: Students can refer to details and examples when explaining what the text says explicitly and inferring. Writing: Students can produce clear and coherent writing that is appropriate to task, purpose, and audience. Lesson 12 p. 198 Reading • “Chapter 13:The Great Accordion Concert.” • “Chapter 14; Good-bye, Silver; Hello, Sticks.” • Students can identify textual details and use them to read the text closely. Writing • Students can revise their personal narrative drafts to incorporate good and varied details.	Reading:Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here .)
9/25/24	Reading: Students can determine the theme of a story, drama, or poem from details in the text.	Reading:Literature CCSS.ELA-LITERACY-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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Writing: Students can produce clear and coherent writing that is appropriate to task, purpose, and audience. Lesson 13 p. 216 Reading • “Chapter 18: Back To School” • Students can learn about conclusions and analyze the conclusions of <i>Small Steps</i>. Writing • Students can compose conclusions for their personal narratives.	Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.3.E. Follows from the narrated experiences or events. Reading: Informational Text CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
9/26/24-09/27/24	Reading: Students can refer to details and examples when explaining what the text says explicitly and inferring. Writing: Students can develop and strengthen their writing by planning, revising, and editing. Lesson 14-15 p. 228, 236 Speaking and Listening • Students can prepare for and conduct interviews from the perspectives of the author and a talk-show host. Writing • Students can revise personal narratives through peer feedback.	Reading: Literature CCSS.ELA-LITERACY-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. Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Waheenee: Comprehension Questions https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit	
10/01/24-10/04/24	Writing Samples Personal Narrative	Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
10/01/25-10/04/25	Unit 1 Assessment p.175 Pausing Point (Conferences)	Reading: Literature CCSS.ELA-LITERACY-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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

<i>Unit 2: Empires in the Middles Ages Part 1</i> <i>(Unit 2 Part 1 Assessment)</i>	Number of Days: 19 Days (suggested) (10/7 to 11/1) Conference Week (Fall) - Oct. 17-18
Priority Standards for this Unit:	Comments:
Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>	*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Date:	Student Friendly Daily Lesson Objective	Priority Standards
10/07/24	Reading: Students can describe some of the events that led to the Middle Ages. Lesson 1 p.8 Core Connections -Review Prior Knowledge -Reading • Read-Aloud: Chapter 1 “Welcome to the Middle Ages” • Word Work: Transform	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
10/08/24	Reading: Students can describe differences between the lives of serfs and the lives of lords. Writing: Students can draw evidence from literary or informational texts to support analysis, reflection, and research. Lesson 2 p. 32 Reading • Whole Group: Chapter 2 “To the Manor Born” • Word Work: Rival Grammar/Morphology • Introduce Nouns and Adjectives • Introduce Prefixes un–and non– Writing	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	• Take Notes Using a Graphic Organizer	CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3.A. Use 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.
10/09/24	Reading: Students can contrast the lives of lords and serfs in the Middle Ages. Writing: Students can write informative texts to examine a topic and convey ideas and information clearly. Lesson 3 p.58 Reading • Close Reading: Chapter 2 “To the Manor Born” • Word Work: Loyal Writing • Draft an Informative Paragraph.	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
10/10/24	Reading: Students can explain why knights and castles were needed in the Middle Ages. Writing: Students can draw evidence from literary or informational texts to support analysis, reflection, and research. Lesson 4 p.78 Reading • Small Group: Chapter 3 “Gloomy Castles and Jousting Knights” • Word Work: Influential Grammar • Practice Nouns and Adjectives Morphology • Practice Prefixes un– and non– Writing • Take Notes Using a Graphic Organizer	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3.A. Use 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. Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
10/11/24	Reading: Students can explain how trade contributed to the development of the middle class and medieval towns, and identify positive and negative aspects of medieval towns. Writing: Students can recall information from experiences or gather information from print or digital sources. Lesson 5 p.108 Reading • Partner: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” • Word Work: Fuel Writing	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	• Draft an Informative Paragraph	CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> Language: CCSS.ELA-LITERACY.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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.
10/14/24	Reading: Students can explain how the development of towns and the middle class changed life in the Middle Ages. Lesson 6 p. 120 Reading • Read-Aloud: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” • Word Work: Emerge	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Grammar • Introduce Verbs and Adverbs Morphology • Introduce Prefix en– Spelling • Introduce Spelling Words	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
10/15/24	Reading: Students can give examples of how the Christian Church influenced the daily lives of people in medieval Europe. Writing: Students can draw evidence from literary or informational texts to support analysis, reflection, and research. Lesson 7 p.150 Reading • Whole Group: Chapter 5 “The Power of the Church” • Word Work: Devote Writing	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

- Take Notes Using a Graphic Organizer

CCSS.ELA-LITERACY.W.4.2

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

CCSS.ELA-LITERACY.W.4.9

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

Speaking & Listening:

CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

10/16/24

Reading: Students can describe the lives of monks and nuns and the roles they played in medieval society.

Writing: Students can recall information from experiences or gather information from print or digital sources.

Lesson 8 p. 178

Reading

- Close Reading: Chapter 5 “The Power of the Church”

- Word Work: Destined

Writing

- Take Notes Using a Graphic Organizer

Reading: Informational Text:

CCSS.ELA-LITERACY.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.

Writing:

CCSS.ELA-LITERACY.W.4.1

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

CCSS.ELA-LITERACY.W.4.2

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

CCSS.ELA-LITERACY.W.4.9

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

Speaking & Listening:

CCSS.ELA-LITERACY.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.

Reading: Informational Text

CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		particular points in a text. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.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. Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
10/21/24	Reading: Students can explain why the Battle of Hastings was such an important battle in history. Lesson 9 p. 202 Reading • Whole Group: Chapter 6 “1066: The Battle that Changed History” • Word Work: Determination Grammar • Use Adjectives and Adverbs Correctly Morphology • Practice Prefix en– Spelling • Practice Spelling Words	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Language: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>
10/22/24	Reading: Students can explain why the Battle of Hastings was such an important battle in history. Writing: Students can write opinion pieces on topics or texts, supporting a point of view with information. Lesson 10 p.226 Spelling • Assessment Reading • Partner: Chapter 6 “1066: The Battle that Changed History” • Word Work: Pursue Writing • State an Opinion	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>,

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		<i>photograph, autograph).</i> Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
10/23/24	Reading: Students can identify Henry II as an English king who made important changes to the laws of England. Lesson 11 p. 242 Reading • Whole Group: Chapter 7 “Henry II and Law and Order” • Word Work: Restore Grammar • Introduce Subject and Predicate Morphology • Introduce Root: arch	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	STI Integration: Read one story/legend from the book "Anaku Iwacha - Yakama Legends and Stories List of stories/legends that may need caution/not appropriate for children: "The Buffalo Legend" p68 "Mourning Dove and His Grandmother" p86 "T'at'aliya" p109 "K'alaasya" p157 "Legend of the Crane, p 180" "Story about Chakyay" Page 192 https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit	Writing: CCSS.ELA-LITERACY.W.4.1.B. Provide reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.4.1.C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). STI Essential Questions (1,2,3,4) https://docs.google.com/spreadsheets/d/1IYihf3vyDiDF9AwIYeWr m34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708
10/24/24	Reading: Students can explain how Henry II changed laws in England and explain the relationship between Henry II and Thomas Becket. Writing: Students can write opinion pieces on topics or texts, supporting a point of view with information.	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 12 p. 270 Reading • Close Reading: Chapter 7 “Henry II and Law and Order” • Word Work: Acquire Writing • Support an Opinion	Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
10/25/24	Reading: Students can describe how the relationship between King John and his nobles led to Magna Carta and what Magna Carta changed. Writing: Students can write opinion pieces on topics or texts, supporting a point of view with information. Lesson 13 p. 294 Reading • Read-Aloud: Chapter 8 “The Wayward King: King John and Magna Carta” • Word Work: Inevitable Writing • Draft a Persuasive Paragraph	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
10/28/24	Reading: Students can identify key events or developments during the Middle Ages that still affect our lives today. Lesson 14 p. 316 Reading • Small Group: Chapter 9 “A Changing World” • Word Work: Indeed Grammar • Practice Parts of Speech Subject and Predicate Morphology • Practice Root: arch	Reading: Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

10/29/24	Unit 2 Assessment p.340	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>
10/30-11/1	Persuasive/Opinion Writing	Writing: CCSS.ELA-LITERACY.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Unit 2: Empires in the Middles Ages Part 2 <u>(Unit 2 Part 2 Assessment)</u>		Number of Days: 17 Days (suggested) (11/4-11/21) Veterans Day- No School- Nov. 11 Thanksgiving Break - 11/27- 11/29
Priority Standards for this Unit:	Comments:	
Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>	<i>*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.</i>	

Date:	Student Friendly Daily Lesson Objective	Priority Standards
11/04/24	Reading: Students can determine the main idea of a text and summarize the text. Lesson 16 p. 2 - Read-Aloud: “Chapter 10: Arabia” and “Camels” - Label a Map - Create a Timeline.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

11/05/24	Reading: Students can determine the main idea of a text and summarize the text. Writing: Students will gather relevant information from the text. Lesson 17 p. 22 Reading • Small Group: “Chapter 11:The Birth of a New Religion” Grammar • Sentence Fragments Morphology • Prefixes <i>un–</i>, <i>non–</i> and <i>en–</i> Writing • Scanning the Text for quotes	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.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. Language CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
11/06/24	Reading: Students can determine the main idea of a text and summarize the text. Writing: Students will gather relevant information from the text. Lesson 18 p. 46 Reading • Muhammad’s Early Life • Partner and Read-Aloud: Chapter 2 (Part 2)	Writing CCSS.ELA-LITERACY.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. Reading: Informational Text CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Writing • Practice paraphrasing • Complete Muhammad Timeline Activity • Notes and Paraphrasing; Introduce Informative Paragraphs and Full- sentence paraphrases	
11/07/24	Reading: Students can determine the main idea of a text and summarize the text. Writing: Students will gather relevant information from the text. Lesson 19 p. 68 Reading • “Chapter 12: The Caliphate” • Battle of Yarmouk • Read Aloud: “Day 1” and “Day 2” • Explain the Battle Diagrams Grammar • Four types of Sentences Morphology • The Root Word <i>graph</i>	Informational Text: CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Writing: CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).
11/08/24	Reading: Students can refer to details in the text to support their conclusions. Writing: Students can write informative texts. Lesson 20 p. 96 Reading • Read: “Chapter 13: A Civil War” • Answer factual and inferential questions about the two major branches of Islam using evidence from the text. Writing • Collect details to plan historical fiction pieces after reviewing elements of a story.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

11/12/24	Reading: Students can refer to details in the text to support their conclusions. Speaking and Listening: Students can use relevant facts and details to clearly report on a topic. Lesson 21 p. 116 Reading • Read: “Chapter 13: A Civil War” • Umayyad dynasty Writing • Students will draft a work of historical fiction using the elements of a story.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>
11/13/24	Reading: Students can determine the main idea of a text and summarize the text. Writing: Students can write informative texts. Lesson 22 p. 136 Reading • “Chapter 14: The Classical Age” Grammar • Progressive verb tense Morphology • Use the root <i>graph</i> in a sentence.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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.
11/14/24	Reading: Students can determine the main idea of a text and summarize the text. Writing: Students can produce clear and coherent writing. Lesson 23 p. 154 Reading • “Chapter 15: The Crusades” Writing • Write Historical Fiction and present to peers for feedback.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

11/15/24	Reading: Students can determine the main idea of a text and summarize the text. Lesson 24 Reading • “Chapter 16: Kalila and Dimna” • Features of a Fable Grammar • Review of all Grammar p.188 of the teacher’s guide. Morphology • Add a suffix -y and use new words in sentences.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.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.
11/18/24	Reading: Students can refer to details in the text to support their conclusions. Writing: Students will gather relevant information from the text. Lesson 25 p.195	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

11/19/24	STI Integration: Read one story/legend from the book "Anaku Iwacha - Yakama Legends and Stories" List of stories/legends that may need caution/not appropriate for children: "The Buffalo Legend" p68 "Mourning Dove and His Grandmother" p86 "T'at'aliya" p109 "K'alaasya" p157 "Legend of the Crane, p 180" "Story about Chakyay" Page 192 https://docs.google.com/document/d/1dljzELeX74OGyyiegVj1C2i-OrqnR4VWY-6FepOiW_0/edit	STI Essential Questions (1,2,3,4) https://docs.google.com/spreadsheets/d/1IYihf3vyDiDF9AwIYeWrm34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708
11/20	Unit 2 Part 2 Assessment.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.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.
11/21	STI Integration: Read one story/legend from the book "Anaku Iwacha - Yakama Legends and Stories"	STI Essential Questions (1,2,3,4) https://docs.google.com/spreadsheets/d/1IYihf3vyDiDF9AwIYeWrm34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	List of stories/legends that may need caution/not appropriate for children: "The Buffalo Legend" p68 "Mourning Dove and His Grandmother" p86 "T'at'aliya" p109 "K'alaasya" p157 "Legend of the Crane, p 180" "Story about Chakyay" Page 192 https://docs.google.com/document/d/1dljzELeX74OGyyie gVj1C2i-OrqnR4VWY-6FepOiW_0/edit	
11/21-11/22	Pausing Points and Review	

Unit 3: Poetry (Unit 3 Assessment)		Number of Days: 18 Days (suggested) (11/25-12/18) Christmas Break - 12/19-01/01
Priority Standards for this Unit:	Comments:	
Language CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Writing CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional. 1/8-1/26 - Galileo B2 and DIBELS (Winter)	

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

<i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>	
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Date:	Student Friendly Daily Lesson Objective	Priority Standards
11/25/24	Reading: Students can explain major differences between poems and refer to the structural elements of poems. Lesson 1 p. 6 Reading • Whole Class Read-Aloud • Dialogue • Reflection & Inference • Rhyming & Other Literary Terms	Language: CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> CCSS.ELA-LITERACY.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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). Writing: CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> <i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Reading: CCSS.ELA-LITERACY.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. Speaking and Listening: CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
11/26/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can produce clear and coherent writing. Lesson 2 p. 22 Reading • Whole Class Read-Aloud, “Ask Aden.” • Poetic Devices: Repetition & Alliteration • Whole Class Read-Aloud, “Wishes.” • Reflection & Inference Writing • Writing Original Question and answer poems.	Language: CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing: CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.</i> Reading: Literature CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

12/02/24	Reading: Students can refer to details when referring to what the text says explicitly and when inferring. Writing: Students can produce clear and coherent writing. Lesson 3 p. 36 Reading • Introduce Reading Skill: Point of View • Whole Class read-Aloud • Visualizing Detail Writing • Developing Memory Poems	Language: CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing: CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>
12/03/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can produce clear and coherent writing. Lesson 4 p. 52 Reading • Introduction to “Harlem” • Figurative Language • Identifying & interpreting Similes Writing • Crafting Original Similes	Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> Language: CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

12/04/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can develop and strengthen their writing. Lesson 5 p. 64 Reading • Review of Figurative Language • Explore Biography: Langston Hughes • Reading with Context Writing • Revising	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Reading: Literature CCSS.ELA-LITERACY.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). Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>
12/05/24	Reading: Students can refer to details when referring to what the texts says explicitly and when inferring. Writing: Students will produce clear and coherent writing. Lesson 6 p. 78 Reading • Poetic Device: Tone • Close Reading, “Why We Play Basketball.” Writing • Drafting Memory Poems	Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> Reading: Literature CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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). Speaking and Language: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.
12/06/24	Reading: Students can explain events in a historical text based on information from the texts. Writing: Students can produce clear and coherent writing. Lesson 7 p. 92 Speaking • Sharing Original Poems Reading • Read-Aloud “I Hear America Singing.” • Reflection & Inference Writing • Observational Walk (optional) or Brainstorming • “I Hear My School Singing” Poems	Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> Reading: Literature CCSS.ELA-LITERACY.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. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12/09/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can produce clear and coherent writing. Lesson 8 p. 106 Reading • Whole Class Read-Aloud, “She Had Some Horses.” • Reading for Anaphora • Reading for Metaphor STI Integration (Poem Title: The Challenge of Spilyay: Mother Nature is our Teacher) https://videos.yakimawa.gov/CablecastPublicSite/show/9622?channel=1	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Reading: Literature CCSS.ELA-LITERACY.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. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. STI Essential Questions (1,2,3) https://docs.google.com/spreadsheets/d/1Yihf3vyDiDF9AwIYeWrm34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708
12/10/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can produce clear and coherent writing.	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 9, p. 116 Writing • Planning Anaphora Poems • Drafting Anaphora Poems	Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) Reading: Literature CCSS.ELA-LITERACY.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. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
12/11/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students will produce clear and coherent writing. Lesson 10 p. 128	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Reading: Literature <u>CCSS.ELA-LITERACY.RL.4.4</u>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Reading • Whole Class Read-Aloud, “Words Free as Confetti” • Poetic Device: Alliteration Writing • Writing with All Five Senses	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). Writing: <i>CCSS.ELA-LITERACY.W.4.3</i> <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> <i>CCSS.ELA-LITERACY.W.4.4</i> <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>
12/12/24	Reading: Students can explain major differences between poems and refer the the structural elements of poems Writing: Students can produce clear and coherent writing. Lesson 11 p. 140 Reading • Whole Class Read-Aloud, “Fog.” • Extended Metaphor Writing • Writing Original Poems	Language <i>CCSS.ELA-LITERACY.L.4.5</i> <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing <i>CCSS.ELA-LITERACY.W.4.4</i> <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Reading: Literature CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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).
12/13/24	Reading: Students can explain how the author uses reasons and evidence to support a point of view. Writing: Students can produce clear and coherent writing. Lesson 12 p. 150 Reading • Read “Casey at the Bat” • Reading for Understanding • Reading for Poetic Devices	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> Reading: Literature CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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). Speaking & Listening: CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12/16/24	Lesson 13 p. 162 Reading - Read Aloud, “Casey at the Bat” Writing - Writing Original Narrative Poems	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i> Reading: Literature CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

12/17/24	Lesson 14 p. 172 Reading • Read “Kavikanthabharana” • Understanding and Application • How to pronounce the name of this poem. Writing • Writing Advice Poems	Reading: Literature CCSS.ELA-LITERACY.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 CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.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). Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>
12/17/24-12/18/24	End of Unit 3 Assessment	Language CCSS.ELA-LITERACY.L.4.5 <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>
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Unit 5: Geology <u>(Unit 5 Assessment)</u>		Number of Days: 23 Days (suggested) (01/2-02/7) 01/20 -No School MLK Day
Priority Standards for this Unit:		Comments:
Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>		*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Date:	Student Friendly Daily Lesson Objective	Priority Standards
01/02/25	Reading: Students can describe how people’s knowledge of what was happening on Earth’s surface has changed over time. Lesson 1 p. 6 • Core Connections • Review Prior Knowledge Reading • Read-Aloud: Chapter 1 “Earth’s Changing Surface” • Word Work: Dense	Reading: Informational Text CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

01/03/25	Reading: Students can identify evidence of Earth's layers and tectonic plates interacting to change the surface of the earth. Writing: Students can explain similes related to geology concepts Lesson 2 p. 36 Reading • Whole Group: Chapter 2 “Earth’s Layers and Moving Plates” • Word Work: <i>Crust</i> Grammar • Introduce Commas Morphology • Introduce Suffix-ly Writing • Examine Similes	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Language: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

01/06/25	Reading: Students can explain how Earth’s tectonic plates and layers interact to change the surface of the earth. Writing: Students can write a detailed explanation of a simile. Lesson 3 p. 62 Reading • Close Reading: Chapter 2 “Earth’s Layers and Moving Plates” • Word Work: <i>Exert</i> Writing • Explain a Simile	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Reading: Informational Text CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Language: CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
01/07/25	Reading: Students can explain what causes earthquakes, how scientists measure earthquakes, and how faults and tsunamis relate to earthquakes. Writing: Students can describe an informational pamphlet and identify a specific pamphlet’s purpose and intended audience.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Lesson 4 p. 80

Reading

- Whole Group: Chapter 3 “Earth’s Shakes and Quakes”
- Word Work: *Fault*

Grammar

- Practice Commas

Morphology

- Introduce Suffix-ly

Writing

- Introduce an Informational Pamphlet

Writing

CCSS.ELA-LITERACY.W.4.2

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

CCSS.ELA-LITERACY.W.4.9

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

Reading: Informational Text

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

Language:

CCSS.ELA-LITERACY.L.4.2

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

CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
01/08/25	Reading: Students can describe key causes and effects of earthquakes. Writing: Students can use their paraphrased notes to draft an informational pamphlet about tsunamis. Lesson 5 p. 106 Reading • Small Group: Chapter 3 “Earth’s Shakes and Quakes” • Word Work: <i>Trigger</i> Writing • Draft an Informational Pamphlet	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

01/09/25	Reading: Students can explain how and where volcanoes develop. Lesson 6 p. 124 Reading • Whole Group: Chapter 4 “Earth’s Fiery Volcanoes” • Word Work: <i>Fine</i> Grammar • Introduce Commas and Quotation Marks Morphology • Introduce Root rupt Spelling • Introduce Spelling Words	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. Language CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

01/10/25	Reading: Students can describe how myths were used in early civilizations to explain volcanic activity. Writing: Students can explain the purpose and features of a wiki entry and be prepared to take notes to plan for writing their own wiki entry. Lesson 7 p. 154 Reading • Read-Aloud: Chapter 5 “Mythic Volcano Spirits” • Word Work: <i>Lofty</i> Writing • Introduce a Wiki Entry	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Reading: Literature CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.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). CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.4.C 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.
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
01/13/25	Reading: Students can describe three classes of rocks and how the rock cycle changes them. Writing: Students can paraphrase text in order to take notes using a graphic organizer and draft a wiki entry. Lesson 8 p. 184 Reading • Small Group: Chapter 6 “Earth’s Building Blocks” • Word Work: <i>Class</i> Writing	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Draft a Wiki Entry	Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.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.
01/14/25	Reading: Students can explain three classes of rocks and the rock cycle in more detail. Lesson 9 p. 206 Reading - Close Reading: Chapter 6 “Earth’s Building Blocks” - Word Work: <i>Compact</i> Grammar - Practice Commas and Quotation Marks Morphology - Introduce Root rupt Spelling	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Practice Spelling Words	Reading: Literature CCSS.ELA-LITERACY.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. Language: CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.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.
01/15/25	Reading: Students can define and provide examples of weathering and erosion. Writing: Students can revise and edit their writing using a writing rubric and editing checklist as guides. Lesson 10 p. 228 Spelling (Assessment) Reading - Whole Group: Chapter 7 “Earth’s Powerful Forces of Change” - Word Work: <i>State</i> Writing - Revise and Edit a Wiki Entry	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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.
01/16/25	Reading: Students can describe details of the processes of weathering and erosion. Lesson 11 p. 256 Reading - Whole Group: Chapter 7 “Earth’s Powerful Forces of Change” Word Work: <i>Deposit</i> Grammar - Introduce Sequencing Multiple Adjectives Morphology - Review Suffixes - ly and -y and Roots graph and rupt Spelling - Introduce Spelling Words	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.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.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

01/17/25	Reading: Students can describe the different ways that mountains are formed. Writing: Students can plan for writing a descriptive paragraph about a rock or other item in the rock cycle. Lesson 12 p. 286 Reading • Small Group: Chapter 8 “Earth’s Mighty Mountains” • Word Work: <i>Sheer</i> Writing • Plan a Descriptive Paragraph	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.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. Writing CCSS.ELA-LITERACY.W.4.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>
01/21/25	Reading: Students can identify geological features on the seafloor, explain how they are formed, and explain how they impact things around them. Writing: Students can use a plan to draft a descriptive paragraph about a type of rock or item in the rock cycle. Lesson 13 p. 316 Reading • Read-Aloud: Chapter 9 “Earth’s Undersea World”	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	- Word Work: <i>Expedition</i> Writing - Draft a Descriptive Paragraph	CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
01/22/25	Reading: Students can explain the unique characteristics of geological features on the seafloor and the impact of those characteristics. Lesson 14 p. 342 Reading - Partner: Chapter 9 “Earth’s Undersea World” - Word Work: Firsthand Grammar - Practice Sequencing Multiple Adjectives Morphology	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	- Practice Suffixes -ly and -y and Roots graph and rupt Spelling - Practice Spelling Words	standards 1-3 above.)
01/23/25	End of Unit 5 Assessment	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>
01/27/25-01/31/25	Informational Writing and Pausing Point	CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
02/03/25	STI Integration: https://trailtribes.org/since-time-immemorial.htm#arch Teacher Guide/Activity: Archaeological Evidence of the Blackfeet	STI Essnetial Question (1,3) https://docs.google.com/spreadsheets/d/1IYihf3vyDiDF9AwIYeWr m34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

02/04/25-02/07/25	<u>Unit Assessment/Pausing Point</u> Research Projects and Pausing Points (Informational Writing)	CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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<i>Unit 7: American Revolution</i> <i>(<u>Unit 7 Assessment</u>)</i>		Number of Days: 20 Days (suggested) (02/10-3/19) 02/19- No School Presidents Day 03/14 No School (Snow Make-up) Conference Week Part 2: 03/20-03/21
Priority Standards for this Unit:	Comments:	
Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>	<u>*Highlighted standards are priority standards.</u> Some lessons do not have priority standards. These lessons are optional.	

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

CCSS.ELA-LITERACY.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.

Speaking & Listening:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Writing:

CCSS.ELA-LITERACY.W.4.2

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

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Date:	Student Friendly Daily Lesson Objective	Priority Standards
02/10/25	Reading: Students can cite reasons for the colonists’ growing discontent and anger toward Britain. Lesson 1 p.6 ● Core Connections ● Set the stage ● Identify Key Locations ● Enter Vignettes Reading ● Read-Aloud: Chapter 1 “Bills to Pay” ● Introduce Timeline. ● Word Work: Conflict	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.4.3 <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.</i> CCSS.ELA-LITERACY.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. Speaking & Listening: CCSS.ELA-LITERACY.SL.4.4 <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.</i> CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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 here for specific expectations.)
02/11/25	Reading: Students can identify the Sons of Liberty and describe their rebellious acts in Boston. Writing: Students can explain the concept of cause and effect. Lesson 2 p. 32 Reading • Whole Group: Chapter 2: “Trouble is Brewing” • Word Work: Boycott Grammar • Review Commas Morphology • Introduce Root port Writing • Introduce Cause and Effect	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i> Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1 <i>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.</i> Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

02/12/25	Reading: Students can cite reasons for the colonists’ growing discontent and anger toward Great Britain. Writing: Students can identify cause and effect in a sentence. Lesson 3 p. 54 Reading • Chapter 2: Partner; “Trouble is Brewing” • Word Work: Accurate Writing • Review and Identify Cause and Effect • Model a Cause and Effect paragraph • Draft	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i>
02/13/25	Reading: Students can explain the British government’s response to the Boston Tea Party and the colonists’ reaction. Writing: Students can draft an introductory paragraph for a cause and effect essay. Lesson 4 p. 62 Reading • Whole Group: Chapter 3: “The Fight Begins” • Word Work: Intolerable Grammar • Review Quotation Marks Morphology • Practice Root <i>port</i> Writing	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i> CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Continue Drafting a Paragraph	Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> Language: CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).
02/14/25	Reading: Students can compare the historical details of the events of Paul Revere's ride with the account in the poem "Paul Revere's Ride." Writing: Students can respond to a writing prompt to plan for their first body paragraph. Lesson 5 p. 88 Reading - Compare: Chapter 3: "The Fight Begins" to "Paul Revere's Ride." - Word Work: Revolutionary Writing	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Perform Vignette and Plan a Body Paragraph	Language: CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
02/18/25	Reading: Students can explain that although the colonists were somewhat divided on the issue, the Second Continental Congress voted to declare independence from Great Britain and approved the Declaration of Independence as the document outlining reasons for their desire to be independent. Lesson 6 p. 102 Reading - Whole Group: Chapter 4: “Shots and Speeches” - Word Work: Fortify Grammar - Introduce Subject-Action Verb Agreement Morphology - Introduce Prefixes im- and in- Spelling - Introduce Spelling Words	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing: CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
02/19/25	Reading : Students can explain details related to the colonists’ desire for independence as outlined in the Declaration of Independence. Writing: Students can write a reflective prompt to serve as notes for their second body paragraph.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 7 p. 132 Reading • Small Group: Chapter 4: “Shots and Speeches” • Word Work: Implication Writing • Perform Vignette and Plan a Body Paragraph	CCSS.ELA-LITERACY.RI.4.3 <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</i> CCSS.ELA-LITERACY.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: CCSS.ELA-LITERACY.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 CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
02/20/25	Reading: Students can discuss strategies Washington’s troops used to outsmart the British and the physical challenges they faced during the brutal winter at Valley Forge. Writing: Students can write a reflective prompt to serve as notes for their third body paragraph. Lesson 8 p. 152	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Reading Read Aloud: Chapter 5: “It’s War!” - Word Work: Morale Writing - Perform a Vignette and a Plan a Body Paragraph	CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Writing CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
02/21/25	Reading: Students can discuss strategies Washington’s troops used to outsmart the British and the physical challenges they faced during the brutal winter at Valley Forge. Lesson 9 p. 170 Reading - Close Reading: Chapter 5: “It’s War!” - Word Work: Confront - Grammar - Introduce Pronoun-Action Verb Agreement Morphology - Practice Prefixes im- and in- Spelling - Practice Spelling Words	Reading: Informational Text CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Language CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

02/24/25	Reading: Students can explain how the French helped the Continental Army win the war against Great Britain. Writing: Students can draft a paragraph for the body of their cause and effect essay. Lesson 10 p. 190 Spelling • Assessment Reading • Whole Group: Chapter 6: “From Valley Forge to Yorktown” • Word Work: Impress Writing • Review Cause and Effect essay • Draft a Body Paragraph	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
02/25/25	Reading: Students can identify the Treaty of Paris in 1783 as marking the official end of the Revolutionary War. Lesson 11 p. 214 Reading • Small Group: Chapter 6: “From Valley Forge to Yorktown” • Word Work: Fleet Grammar • Introduce Subject-to be Verb Agreement Morphology • Introduce Suffixes -able and -ible Spelling	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i> Language CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Introduce Spelling Words	CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
02/26/25	Reading: Students can explain the concept of heroes and villains and identify several heroes of the American Revolution. Writing: Students can draft three body paragraphs from notes previously taken for a cause and effect essay. Lesson 12 p. 234 Reading - Read Aloud: Chapter 7: “Heroes and Villains” - Word Work: Defiant Writing - Review Cause and Effect essay - Draft Body Paragraph	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i> CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
02/27/25	Reading: Students can explain the mysterious disappearance of the main character, Ichabod Crane, in “The Legend of Sleepy Hollow.” Writing: Students can draft a concluding paragraph for a cause and effect essay. Lesson 13 p. 252 Reading • Whole Group: Chapter 8: “The Legend of Sleepy Hollow” • Word Work: Dread Writing • Draft a Concluding Paragraph	Reading: Informational Text CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
02/28/24	Reading: Students can identify literary elements and devices used in “The Legend of Sleepy Hollow,” including characters, setting, and theme. Lesson 14 p. 272 Reading • Partner: Chapter 8: “The Legend of Sleepy Hollow” • Word Work: Formidable Grammar • Introduce Modal Auxiliary Verbs	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Reading: Literature CCSS.ELA-LITERACY.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).

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Morphology - Practice Suffixes -able and -ible Spelling - Practice Spelling Words	CCSS.ELA-LITERACY.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.
03/03/25	Reading: Students can identify the historical context for Washington Irving’s “Rip Van Winkle.” Writing: I will be able to constructively share writing with a group, setting goals for revision. Lesson 15 pg. 286 Reading - Whole Groups: Chapter 9: “Rip Van Winkle” - Word Work: Console Writing - Share Cause and Effect Essays	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> CCSS.ELA-LITERACY.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: Literature CCSS.ELA-LITERACY.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). Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) Language CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed
03/04/25	Reading: Students can compare two portions of the text through a close rereading. Writing: Students can use an editing checklist to edit a cause and effect essay. Lesson 16 p. 310 Reading - Review Chapter 9 “Rip Van Winkle.” Grammar - Practice to be Verbs and Modal Auxiliary Verbs Morphology - Practice Suffixes - able and -ible Writing - Edit an Essay	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

03/05/25-03/07/25	End of Unit 7 Assessment	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RI.4.3 <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.</i>
03/10/25-03/13/25	Informational Writing and Assessment	CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
03/17/25	STI Integration: https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/Ch4-SWIW-2020_upnTPFC.pdf https://www.oercommons.org/courseware/lesson/86527/overview?__hub_id=1	STI Essential Question (1,2,3,4,5) https://docs.google.com/spreadsheets/d/1IYihf3vyDiDF9AwIYeWrm34Y6laNiUuQWtyqug2eJjc/edit#gid=1744754708
03/20/25-03/21/25	Spring Conference	

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Unit 8: Treasure Island (Unit 8 Assessment)	Number of Days: 20 Days (suggested) (3/24-4/25) Spring Break: 04/07-4/11
Priority Standards for this Unit:	Comments:
Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Reading: Informational CCSS.ELA-Literacy.RI.4.1 <i>Refer to details and examples in a text; drawing explicit/inferences from the text</i> Writing: CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>	*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional. 4/28-5/16 - SBA Summative

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

Date:	Student Friendly Daily Lesson Objective	Priority Standards
03/24/25	Reading: Students can identify the narrator and setting of the story. I will also be able to describe important characters introduced in the first chapter. Lesson 1 p. 6 Core Connections - Introduce essential background information Reading - Read Aloud: Chapter 1 “The Old Seadog and the Black Spot” Word Work: Driving	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Speaking & Listening: CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.
03/25/25	Reading: Students can identify the significant events of a chapter and describe them in their own words. Students can identify the features of an adventure story. Lesson 2 p. 32 Reading: Whole Group: Chapter 2 “The Sea Chest and the Blind Man”	Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> Reading: Informational Text CCSS.ELA-Literacy.RI.4.1 <i>Refer to details and examples in a text; drawing explicit/inferences from the text</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Word work: ransack Grammar: - Review Modal Auxiliary Verbs Morphology: - Introduce Root bio Writing: - Introduce an Adventure Story	Language CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).
03/26/25	Reading: Students will be able to identify key moments in the plot. Writing: By the end of this lesson, students will be able to brainstorm and create a character. Lesson 3 p. 62 Reading: - Chapter 2 “The Sea Chest and the Blind Man” Word work: Stun Writing: - Plan a Character Sketch	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
03/27/25	Reading: Students will be able to discuss the upcoming voyage and the character of Long John Silver in depth. Writing: Students will be able to use descriptive details to write about a character.	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 4 p.72 Reading • Small Group: Chapter 3 “The Real Adventure Begins” • Word Work: Brim Grammar • Introduce Relative Pronouns for People Morphology • Practice root bio	CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
03/28/25	Reading: Students will be able to understand how descriptive language helps create a memorable plot and interesting characters. Writing: By the end of this lesson, students will be able to write about a character using descriptive details. Lesson 5 p.100 Reading • Close Reading: Chapter 3 “The Real Adventure Begins” • Word Work: Captivate Writing • Draft a Character Sketch	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
03/31/25	Reading: Students will be able to explain what Jim Hawkins hears while hiding in the apple barrel and how it impacts the story. Lesson 6 p.116 Reading • Small Group: Chapter 4 “What I Heard in the Apple Barrel” • Word Work: Predicament Grammar • Introduce Relative Pronouns for Things Morphology • Review Prefixes im– and in– and Roots port and bio Spelling • Introduce Spelling Words	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Language CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

04/01/25	Reading: Students can cite examples of descriptive language and literary devices in the text. Writing: Students can plan their own adventure story. Lesson 7 p.142 Reading • Close Reading: Chapter 4 “What I Heard in the Apple Barrel” • Word Work: Duplicity Writing • Plan an Adventure Story	Reading: Informational CCSS.ELA-Literacy.RI.4.1 <i>Refer to details and examples in a text; drawing explicit/inferences from the text</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
04/02/25	Reading: Students can summarize significant events that occur in the chapter and to distinguish between trustworthy and untrustworthy characters. Writing: Students can write an introduction to an adventure story. Lesson 8 p. 158 Reading • Small Group: Chapter 5 “The Man on the Island” • Word Work: Scout Writing • Plan and Draft an Introduction	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
04/03/25	Reading: Students can summarize the significant events that transpire during the chapter and express opinions based on and supported by evidence from the text about relationships between characters. Lesson 9 p.180 Reading • Read-Aloud: Chapter 6 “The Plan” • Word Work: Craft Grammar • Practice Relative Pronouns Morphology • Practice Prefixes im– and in– and Roots port and bio Spelling • Practice Spelling Words	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Language CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
04/04/25	Reading: Students can discuss how and why significant events take place. Writing: Students can incorporate dialogue as they write an adventure story.	Reading: Literature CCSS.ELA-LITERACY.RL.4.3 <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).</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Lesson 10 p. 200 Spelling • Assessment Reading • Small Group: Chapter 7 “Shiver Me Timbers” • Word Work: Collide Writing • Introduce Dialogue	Writing <u>CCSS.ELA-LITERACY.W.4.3</u> <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
04/07/25-04/11/25	Spring Break	
04/14/25	Reading: Students can explain how Long John Silver persuades Jim to bargain with him and how Silver convinces the pirates to stay loyal to him. Lesson 11 p. 224 Reading • Small Group: Chapter 8 “My Life Hangs in the Balance” • Word Work: Express Grammar • Introduce Coordinating Conjunctions Morphology • Introduce Suffixes –ful and –less Spelling • Introduce Spelling Words	Reading: <u>CCSS.ELA-LITERACY.RL.4.3</u> <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).</i> Language CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence. <u>CCSS.ELA-LITERACY.L.4.4.B</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
04/15/25	Reading: Students can describe Jim in detail and explain why his life hangs in the balance. Writing: Students can start drafting their adventure story. Lesson 12 p. 248 Reading • Partner: Chapter 8 “My Life Hangs in the Balance” • Word Work: Astonishment Writing • Draft an Adventure Story	Reading: Informational Text CCSS.ELA-Literacy.RI.4.1 <i>Refer to details and examples in a text; drawing explicit/inferences from the text</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
04/16/25	Reading: Students can share opinions, supported by evidence, about the success of the voyage to Treasure Island. I will also be able to explain and discuss key points about the climax and resolution of the story. Writing: Students can draft the body and revise the introduction of an adventure story. Lesson 13 p.258 Reading	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	• Small Group: Chapter 9 “The Adventure Comes to an End” • Word Work: Superstitious Writing • Draft and Revise an Adventure Story	CCSS.ELA-LITERACY.W.4.3.A.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
04/17/25-04/18/25	Reading: Students can explain how literary devices and vocabulary are used to help wrap up the story. Lesson 14 p.280 Reading • Close Reading: Chapter 9 “The Adventure Comes to an End” • Word Work: Well-Being Grammar • Practice Coordinating Conjunctions Morphology • Practice Suffixes –ful and –less Spelling • Practice Spelling Words	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Language CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
04/21/25-04/25/25	End of Unit 8 Assessment/Pausing Points/Adventure Story Writing	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		<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).</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>
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<i>Unit 6: Contemporary Fiction</i> <i>(Unit 6 Assessment)</i>		Number of Days: 14 days (suggested) (4/28-5/16) 05/9- No School (Snow Make-up)
Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Foundational Skill CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Writing	<u>*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.</u>	

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences	
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Date:	Student Friendly Daily Lesson Objective	Priority Standards
04/28/25	Lesson 1 p. 6 Reading - Vignette 1: “The House on Mango Street” Writing - Creating Detailed Descriptions	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences
04/29/25	Lesson 2 p. 24 Reading - Looking for Theme in Vignette 1: “The House on Mango Street” - Read Vignette 2: “My Name” - Looking for Theme in Vignette 2: “My Name” Writing - Revising Descriptions - Inferring Character	CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
04/30/25	Lesson 3 p. 50 Speaking and Listening • Reading for Dialogue and Action • Acting out the Scene Writing • Writing and Opinion statement • An Alternative Narrative Reading • Character Investigation	Reading: Literature CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences Speaking & Listening CCSS.ELA-LITERACY.SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
05/01/25	Lesson 4 p. 72 Writing • Revising and sharing • Reflection • Sharing and Discussion Reading • Close read, “A Smart Cookie.” • Comparing and Contrasting	Reading: Literature CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.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.
05/02/25	Lesson 5 p. 88 Reading - Review Figurative Language in Vignette 1 and 2. - Language in Vignette 2 and 3. Writing - Prepare to Write a Story.	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Language CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.
05/05/25	Lesson 6 p. 114 Writing - Review Feedback and Story Elements - Share Ideas and Peer feedback - Writing your Aspiration Story Speaking and Listening - Practice Reading Stories - Presentation of Stories - Reflection	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Writing CCSS.ELA-LITERACY.W.4.3. <i>Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences</i> CCSS.ELA-LITERACY.W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

05/06/25	Lesson 7 p. 124 Reading • Close Read, “Our Good Day.” • Review Personal Pronouns • Pronouns to Identify Characters • Analyzing Esperanza	Reading: Literature CCSS.ELA-LITERACY.RL.4.3 <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).</i> CCSS.ELA-LITERACY.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. Reading: Foundational Skills CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
05/07/25	Lesson 8 p. 140 Reading • Close read “Those Who Don’t” • Analyzing New Characters • Comparing Perceptions Writing	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Reading: CCSS.ELA-LITERACY.RL.4.6

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	• Creating Narratives • Reflect on Perspective	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
05/08/25	Lesson 9 p. 154 Writing • Revising Scenes • The “Real” Gil Reading • Close Read Paragraphs 1-5, “Gil’s Furniture Bought and Sold” • Perceptions of Gil	Reading: Literature CCSS.ELA-LITERACY.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). Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
05/12/25	Lesson 10 p. 168 Reading • Read “The Three Sisters” • Reading the Dialogue • Esperanza’s Aspirations Writing • Planning New Aspiration Stories	CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> Reading: Literature CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. Writing: CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. Writing CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
05/13/25	Lesson 11 p. 196 Writing • New Aspiration Story • Share Stories Reading	Reading: Literature CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.RL.4.3

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	• Close Reading, “A House of My Own” and “Mango Says Goodbye Sometimes.” • In-Depth Character Exploration • Esperanza’s Empathy	<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).</i> Reading: CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences using descriptive details, and clear event sequences CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) Writing CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
05/14/25	Lesson 12 p. 226	Writing CCSS.ELA-LITERACY.W.4.3

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Writing • Planning Your Conclusion • Conclude Your Aspiration Story • Partner Feedback and Revision Speaking and Listening • Presentation of Narratives • Reflection	<i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) Speaking & Listening CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.Speaking & Listening: CCSS.ELA-LITERACY.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,
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		descriptive details to support main ideas or themes; speak clearly at an understandable pace. CCSS.ELA-LITERACY.SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
05/15/25-05/16/25	End of Unit 6 Assessment /Narrative Writing/ Aspiration Story Writing	Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Reading: Literature CCSS.ELA-LITERACY.RL.4.1 <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> CCSS.ELA-LITERACY.RL.4.3 <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).</i> Writing CCSS.ELA-LITERACY.W.4.3

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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<i>Unit 4: Eureka! Student Inventor</i>	Number of Days: days suggested 13 (5/19-6/10) 05/26- No School Memorial Day 6/6-No School Yakama Nation Treaty Day
Priority Standards for this Unit: Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>	<u>*Highlighted standards are priority standards. Some lessons do not have priority standards. These lessons are optional.</u> Comments: This is a fun unit for the kids! When doing this unit, make sure that you have the materials (You may have to buy the materials) and videos prepared--it makes things a lot easier. Let the students be creative and innovative--you will be surprised in what they can create!

Date:	Student Friendly Daily Lesson Objective	Priority Standards
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2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

05/19/25	Reading: I can learn to engage in a variety of collaborative discussions with diverse partners on topics and text. Introduction p. 1 Episode 1 p. 14; Collaboration	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> CCSS.ELA-LITERACY.W.4.9 <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>
05/20/25	Reading: I can learn to engage in a variety of collaborative discussions with diverse partners on topics and text. Episode 2 p. 54; Research	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i>
05/21/25	Reading: I can learn to engage in a variety of collaborative discussions with diverse partners on topics and text. Episode 3 p. 88-142; Research/Introduction to Pitching	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> I

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		Writing CCSS.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>
05/22/25	Reading: I can learn to report on a topic in an organized manner, using appropriate facts and descriptions to support the main idea or theme. Writing: I can learn to write over extended or shortened time frames for tasks, purposes, and audiences. Episode 4 p. 144-166; Pitching	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i>
05/23/25	Reading: I can learn to report on a topic in an organized manner, using appropriate facts and descriptions to support the main idea or theme. Writing: I can learn to write over extended or shortened time frames for tasks, purposes, and audiences. Episode 5 p. 168-218; Knowledge	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.4 <i>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i>
05/27/25	Writing: I can learn to draw evidence from the text to support analysis, reflection, and research.	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

	Episode 6 p.220-255; Documentation	<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.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
05/28/25	Reading: I can explain events, procedures, and ideas in various genres, and explain what happened and why. Episode 7 p. 256-274; Failure	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>
05/29/25	Reading: I can learn to refer to details and examples in a text when drawing inferences. Episode 8 p. 276-302; Why We Invent	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.2 <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		CCSS.ELA-LITERACY.W.4.10 <i>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.</i>
05/30/25	Reading: I can conduct short research projects that build knowledge through investigation Episode 9 p. 304-321; Invent	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.W.4.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i>
06/02/25	Writing: I can learn to report on a topic in an organized manner, using appropriate facts and descriptions to support the main idea or theme. Episode 10 p. 322-331; Pitch Your Invention “The Finale”	Reading: Informational Text CCSS.ELA-LITERACY.RI.4.3 <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.</i> Writing CCSS.ELA-LITERACY.W.4.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</i>

2024-2025 Fourth Grade ELA Pacing Guide – Wapato School District

		<i>or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>
06/03/25-06/05/25 06/09/25-06/10/25	End of Unit 4 Assessment Pausing Point	