

# 4<sup>th</sup> Grade - Quarter 1

## Year-At-A-Glance 2018- 2019

Weeks 1-3	Instructional Days: 14	Date: 08/20/18 - 09/07/18
<b>MCGRAW HILL INSTRUCTIONAL READING FOCUS</b>		<b>ACADEMIC WRITING</b>
<p><b>Start Smart COMBINED INTO Unit 1 Week 1</b></p> <p><b>Reading/Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• “The Dragon Problem”</li> </ul> <p><b>Anthology Main Selection:</b></p> <ul style="list-style-type: none"> <li>• “The Princess and the Pizza”</li> </ul> <p><b>Anthology Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “Tomas and his Sons”</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Where Good Ideas Come From (Discovery Ed)</li> </ul> <p><b>Instructional Focus Standards:</b> Comprehension Mini-Lessons</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>CLUSTER 1: KEY IDEAS AND DETAILS</b></p> <p><b>LAFS.4.RL.1.1 Evidence</b> (1 of 5 opportunities) *</p> <p><b>Comprehension Strategy: Make, Confirm, or Revise Predictions</b> <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p> <p><b>LAFS.4.RL.1.3 Interactions</b> (1 of 3 opportunities) *</p> <p><b>Comprehension Skill: Character, Setting, Plot: Sequence</b> <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). (2)</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>CLUSTER 2: CRAFT AND STRUCTURE</b></p> <p><b>LAFS.4.L.3.5c Vocabulary</b> (c. 1 of 2 opportunities) *</p> <p><b>Vocabulary Strategy: Context Clues: Synonyms</b> <i>Demonstrate understanding of word relationships and nuances in word meanings. (3)</i></p> <p style="padding-left: 20px;">c. <i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b></p> <p><b>LAFS.4.RL.3.7 Multimedia</b> (1 of 1 opportunity) *</p> <p><b>Genre: Fairy Tale</b> <i>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (2)</i></p> </div>		<ul style="list-style-type: none"> <li>• Setting Up the Reading/Writing Notebook</li> <li>• Purposes for Writing: Narrative, Explanatory, and Opinion</li> <li>• Writing Rubrics</li> <li>• Understanding How to Read a Prompt</li> <li>• Planning with a Focus on Evidence and Elaboration</li> </ul> <p><b>TEXT BASED WRITING PROMPT:</b></p> <p><b>Purpose:</b> Opinion</p> <p><b>Topic:</b> Good Ideas</p> <p><b>Prompt:</b> <i>You have read many sources in which people came up with different ideas on how to solve a problem. Write an opinion essay stating which ways to solve a problem would work best for you. Use evidence from your sources to support your opinion.</i></p> <p><b>LAFS.4. W.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure <i>to support the writer’s purpose.</i></li> <li>Provide reasons that are supported <i>by facts and details.</i></li> <li>Use linking words and phrases. Provide a concluding statement or section <i>related to the opinion presented.</i></li> </ol>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The text set for Unit 1 Week 1 has been typed and dropped into the pacing guide to be used for close reading and academic writing.</p> </div>		

**G4 Q1 Weeks 1-3**

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# 4<sup>th</sup> Grade - Quarter 1 Year-At-A-Glance 2018- 2019

Weeks 4-5	Instructional Days: 8	Date: 09/11/18 - 09/21/18
<b>MCGRAW HILL INSTRUCTIONAL READING FOCUS</b>		<b>ACADEMIC WRITING</b>
<p><b>Unit 1 – (Week 2)</b>  <b>Reading/Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• “The Talent Show”</li> </ul> <p><b>Anthology Main Selection:</b></p> <ul style="list-style-type: none"> <li>• “Experts, Incorporated”</li> </ul> <p><b>Anthology Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “Speaking Out to Stop Bullying”</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Speak Up for a Friend (Discovery Ed)</li> </ul> <p><b>Instructional Focus Standards:</b>            Comprehension Mini-Lessons</p>		<p><b>TEXT BASED WRITING PROMPT:</b></p> <p><b>Purpose:</b> Informative</p> <p><b>Topic:</b> Actions Affecting Others</p> <p><b>Prompt:</b>  <i>You have read several sources about how actions affect others. Write an informative essay in which you explain how different actions affect people. Use evidence from your sources to support your ideas.</i></p> <p><b>LAFS.4. W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (2)</p> <ol style="list-style-type: none"> <li>a. Introduce a topic <i>clearly</i> and group related information <i>in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></li> <li>b. Develop the topic with facts, definitions, concrete details <i>quotations, or other information and examples related to the topic.</i></li> <li>c. Linking <i>ideas within</i> categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Provide a concluding statement or section <i>related to the information or explanation presented.</i></li> </ol>
<p><b>CLUSTER 1: KEY IDEAS AND DETAILS</b></p> <p><b>LAFS.4.RL.1.1 Evidence</b>            (2 of 5 opportunities) *</p> <p><b>Comprehension Strategy: Make, Confirm, or Revise Predictions</b>  <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p> <p><b>LAFS.4.RL.1.3 Interactions</b>            (2 of 3 opportunities) *</p> <p><b>Comprehension Skill: Character, Setting, Plot: Problem/Solution</b>  <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). (2)</i></p>		
<p><b>CLUSTER 2: CRAFT AND STRUCTURE</b></p> <p><b>LAFS.4.RL.2.5 Structure</b>            (1 of 4 opportunities) *</p> <p><b>Genre: Realistic Fiction</b>  <i>Explain major differences between poems, drama, and prose, and refer to the structural elementary 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. (3)</i></p> <p><b>LAFS.4.L.3.5b Vocabulary</b>            (1 of 1 opportunity) *</p> <p><b>Vocabulary Strategy: Figurative Language (Idioms)</b>            Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> <li>b. <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i></li> </ol>		
<p><b>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>		

G4 Q1 Weeks 4-5

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# 4<sup>th</sup> Grade - Quarter 1

## Year-At-A-Glance 2018- 2019

Weeks 6-7	Instructional Days: 10	Date: 09/24/18 - 10/05/18
<b>MCGRAW HILL INSTRUCTIONAL READING FOCUS</b>		<b>ACADEMIC WRITING</b>
<p><b>Unit 1 – (Week 3)</b>  <b>Reading/Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• “A World of Change”</li> </ul> <p><b>Anthology Main Selection:</b></p> <ul style="list-style-type: none"> <li>• “Earthquakes” (Extended Complex Text)</li> </ul> <p><b>Anthology Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “Tornado”</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Florida is Running Out of Sand (Discovery Ed)</li> </ul> <p><b>Instructional Focus Standards:</b>            Comprehension Mini-Lessons</p>		<p><b>TEXT BASED WRITING PROMPT:</b>  <b>Purpose:</b> Informative</p> <p><b>Topic:</b> Natural Disasters</p> <p><b>Prompt:</b>  <i>You have read several sources about natural disasters. Write an informative essay in which you explain how people respond/prepare for different natural disasters. Use evidence from your sources to support your information.</i></p> <p><b>LAFS.5. W.1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(2)</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, <i>provide a general observation and focus</i>, and group related information <i>logically</i> in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.</li> <li>c. Linking ideas within <i>and across</i> categories of information using words, phrases, <i>and clauses</i> (e.g., <i>in contrast, especially</i>). Provide a concluding statement or section related to the information or explanation presented</li> </ol>
<b>CLUSTER 1: KEY IDEAS AND DETAILS</b>		
<p><b>LAFS.4.RI.1.1 Evidence</b>            (1 of 6 opportunities) *</p> <p><b>Comprehension Strategy: Reread</b>  <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p>		
<b>CLUSTER 2: CRAFT AND STRUCTURE</b>		
<p><b>LAFS.4.L.3.4a Vocabulary</b>            (a. 1 of 6 opportunities) *</p> <p><b>Vocabulary Strategy: Multiple Meanings</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies. (2)</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ol> <p><b>LAFS.4.RI.2.5 Structure</b>            (1 of 3 opportunities) *</p> <p><b>Comprehension Skill: Text Structure: Compare &amp; Contrast</b>  <i>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3)</i></p> <p><b>LAFS.4.RI.2.6 Point of View</b>            (1 of 3 opportunities) *</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic: describe the difference in focus and the information provided. (3)</p>		
<b>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<p><b>LAFS.4.RI.3.7 Interpret Information</b>            (1 of 7 opportunities) *</p> <p><b>Genre: Expository Text</b>  <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (3)</i></p>		

G5 Q1 Weeks 6-7

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# 4<sup>th</sup> Grade - Quarter 1

## Year-At-A-Glance 2018- 2019


Weeks 8-9	Instructional Days: 10	Date: 10/08/18 - 10/19/18
<b>MCGRAW HILL INSTRUCTIONAL READING FOCUS</b>		<b>ACADEMIC WRITING</b>
<p><b>Unit 1 – (Week 5)</b>  <b>Reading/Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• “Dollars and Sense”</li> </ul> <p><b>Anthology Main Selection:</b></p> <ul style="list-style-type: none"> <li>• “Kids in Business”</li> </ul> <p><b>Anthology Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “Starting a Successful Business”</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Ben &amp; Jerry’s Homemade Ice Cream (Discovery Ed)</li> </ul> <p><b>Instructional Focus Standards:</b>            Comprehension Mini-Lessons</p>		<p><b>TEXT BASED WRITING PROMPT:</b></p> <p><b>Purpose:</b> Opinion</p> <p><b>Topic:</b> A Successful Business Idea</p> <p><b>Prompt:</b>  <i>You have read several sources about helping others. Write an opinion essay stating which business ideas would best help your community and why. Use evidence from your sources to support your opinion.</i></p> <p><b>LAFS.4. W.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create and organizational structure <i>are grouped to support the writer’s purpose.</i></li> <li>b. Provide reasons that supported by <i>facts and details.</i></li> <li>c. Use linking words and phrases (e.g., <i>(e.g., for instance, in order to, in addition.</i></li> </ol> <p>Provide a concluding statement or section <i>related to the opinion presented.</i></p>
<b>CLUSTER 1: KEY IDEAS AND DETAILS</b>		
<p><b>LAFS.4.RI.1.1 Evidence</b>            (3 of 6 opportunities) *</p> <p><b>Comprehension Strategy: Reread</b>  <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p> <p><b>LAFS.4.RI.1.2 Main Idea</b>            (1 of 3 opportunities) *</p> <p><b>Comprehension Skill: Main Idea &amp; Key Details</b>  <i>Determine the main idea of a text; and explain how it is supported by key details; summarize the text. (2)</i></p>		
<b>CLUSTER 2: CRAFT AND STRUCTURE</b>		
<p><b>LAFS.4.L.3.4b Affixes</b>            (b. 1 of 6 opportunities) *</p> <p><b>Vocabulary Strategy: Suffixes</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies. (2)</p> <ol style="list-style-type: none"> <li>a. Use common, <i>grade-appropriate Greek and Latin affixes and roots</i> as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> </ol>		
<b>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<p><b>LAFS.4.RI.3.7 Interpret Information</b>            (3 of 7 opportunities) *</p> <p><b>Genre: Persuasive Article</b>  <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (3)</i></p>		

G4 Q1 Weeks 8-9

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# 4<sup>th</sup> Grade - Quarter 1

## Year-At-A-Glance 2018- 2019

Week 10	Instructional Days: 9	Date: 10/22/18 - 11/02/18
<b>MCGRAW HILL INSTRUCTIONAL READING FOCUS</b>		<b>ACADEMIC WRITING</b>
<p><b>Unit 1 – (Week 4)</b>  <b>Reading/Writing Workshop:</b></p> <ul style="list-style-type: none"> <li>• “The Big Race”</li> </ul> <p><b>Anthology Main Selection:</b></p> <ul style="list-style-type: none"> <li>• “A Crash Course in Forces and Motion with Max Axiom, Super Scientist”</li> </ul> <p><b>Anthology Paired Selection:</b></p> <ul style="list-style-type: none"> <li>• “The Box-Zip Project”</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>• Force and Motion(PBS Learning)</li> </ul> <p><b>Instructional Focus Standards:</b>            Comprehension Mini-Lessons</p>		<p><b>TEXT BASED WRITING Baseline</b></p> <div style="text-align: center;">             4th Grade Text            Based Writing Baseline         </div> <p><b>PROMPT:</b></p> <p><b>Purpose:</b> Opinion</p> <p><b>Topic:</b> Bikes in Your Community</p> <p><b>Prompt:</b> <i>The passages you read were about bike sharing. Write an essay in which you give your opinion about whether a bike sharing program would work in your community. Use information from the sources in your essay.</i></p> <p><b>LAFS.4. W.1.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create and organizational structure <i>are grouped to support the writer’s purpose.</i></li> <li>b. Provide reasons that supported <i>by facts and details.</i></li> <li>c. Use linking words and phrases (<i>e.g., for instance, in order to, in addition.</i>)</li> <li>d. Provide a concluding statement or section <i>related to the opinion presented.</i></li> </ol>
<b>CLUSTER 1: KEY IDEAS AND DETAILS</b>		
<p><b>LAFS.4.RI.1.1 Evidence</b>            (2 of 6 opportunities) *</p> <p><b>Comprehension Strategy: Reread</b>  <i>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)</i></p>		
<b>CLUSTER 2: CRAFT AND STRUCTURE</b>		
<p><b>LAFS.4.RI.2.5 Structure</b>            (2 of 3 opportunities) *</p> <p><b>Comprehension Skill: Text Structure: Cause &amp; Effect</b>  <i>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3)</i></p> <p><b>LAFS.4. L.3.4a Vocabulary</b>            (a. 2 of 6 opportunities) *</p> <p><b>Vocabulary Strategy: Context Clues</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies. (2)</p> <ol style="list-style-type: none"> <li>b. Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.</li> </ol>		
<b>CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<p><b>LAFS.4.RI.3.7 Interpret Information</b>            (2 of 7 opportunities) *</p> <p><b>Genre: Informational - Narrative Nonfiction</b>  <i>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (3)</i></p>		

G4 Q2 Weeks 10-11

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