

# 4<sup>th</sup> Grade Reading Pacing Guide

| Quarter 1<br>R1, for 4 weeks + R2 for 5 weeks |   |
|---|---|
| W101  | Describe in depth a character, setting, or event in a story or drama (4RF.3)                  |
| W102  | Determine a theme of a story, drama, or poem; summarize the text (4RF.2)                      |
| W103  | Compare and contrast the treatment of similar themes and topics (4RF.6)                       |
| W104  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |
| W105  | Explain events, procedures, ideas, or concepts in an informational text (4RF.3)               |
| W106  | Determine the main idea of a text; summarize the text (4RF.2)                                 |
| W107  | Interpret information presented visually, orally, or quantitatively (4RF.7)                   |
| W108  | Integrate information from two texts on the same topic (4RF.9)                                |
| W109  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |

| Quarter 2<br>R1, for 4 weeks + R2 for 5 weeks |   |
|---|---|
| W110  | Determine the meaning of words and phrases as they are used in a text (4RF.4)                 |
| W111  | Compare and contrast the point of view from which different stories are narrated (4RF.5)      |
| W112  | Make connections between the text of a story or drama and a visual (4RF.7)                    |
| W113  | Explain major differences between poems, drama, and prose (4RF.3)                             |
| W114  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |
| W115  | Explain how an author uses reasons and evidence to support points (4RF.6)                     |
| W116  | Determine the meaning of general academic words or phrases (4RF.4)                            |
| W117  | Compare and contrast a firsthand + secondhand account of the same event or topic (4RF.9)      |
| W118  | Describe the overall structure of information in a text (4RF.8)                               |

| Quarter 3<br>R1, for 4 weeks + R2 for 5 weeks |   |
|---|---|
| W119  | Describe in depth a character, setting, or event in a story or drama (4RF.3)                  |
| W120  | Determine a theme of a story, drama, or poem; summarize the text (4RF.2)                      |
| W121  | Compare and contrast the treatment of similar themes and topics (4RF.6)                       |
| W122  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |
| W123  | Explain events, procedures, ideas, or concepts in an informational text (4RF.3)               |
| W124  | Determine the main idea of a text; summarize the text (4RF.2)                                 |
| W125  | Interpret information presented visually, orally, or quantitatively (4RF.7)                   |
| W126  | Integrate information from two texts on the same topic (4RF.9)                                |
| W127  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |

| Quarter 4<br>R1, for 4 weeks + R2 for 5 weeks |   |
|---|---|
| W128  | Determine the meaning of words and phrases as they are used in a text (4RF.4)                 |
| W129  | Compare and contrast the point of view from which different stories are narrated (4RF.5)      |
| W130  | Make connections between the text of a story or drama and a visual (4RF.7)                    |
| W131  | Explain major differences between poems, drama, and prose (4RF.3)                             |
| W132  | Refer to details and examples in a text when explaining what the text says explicitly (4RF.1) |
| W133  | Explain how an author uses reasons and evidence to support points (4RF.6)                     |
| W134  | Determine the meaning of general academic words or phrases (4RF.4)                            |
| W135  | Compare and contrast a firsthand + secondhand account of the same event or topic (4RF.9)      |
| W136  | Describe the overall structure of information in a text (4RF.8)                               |

# Journey Pacing Guide 4th Grade

**Edm, University of Chicago. School  
Mathematics Project**



## **Journey Pacing Guide 4th Grade:**

*Common Core Curriculum: English, Grades K-5* Great Minds, 2014-05-06 Common Core's English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K-5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K-5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards **Math Trailblazers 2E G4 Teacher Implementation Guide**, 2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units **From Rigorous Standards to Student Achievement** Laura Mc Cullough, Michael D. Rettig, Karen Santos, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **Walking by Faith Grade 4** David Haas, 2002-03 **Exploring Mathematical Modeling with Young Learners** Jennifer M. Suh, Megan H. Wickstrom, Lyn D. English, 2021-06-01 This book conceptualizes the nature of mathematical modeling in the early grades from both teaching and learning perspectives Mathematical modeling provides a unique opportunity to engage elementary students in the creative process of mathematizing their world A diverse community of internationally known researchers and practitioners share studies that

advance the field with respect to the following themes The Nature of Mathematical Modeling in the Early Grades Content Knowledge and Pedagogy for Mathematical Modeling Student Experiences as Modelers Teacher Education and Professional Development in Modeling Experts in the field provide commentaries that extend and connect ideas presented across chapters This book is an invaluable resource in illustrating what all young children can achieve with mathematical modeling and how we can support teachers and families in this important work *Quick Start Pacing Guide Grade 4*, 2016 *Navigating the First Years* Vince Bustamante, Sarah Adomako-Ansah, Tim Cusack, Wayne Davies, 2025-05-20 Start your teaching journey with your best foot forward Within your classroom walls seeds of curiosity creativity and resilience are sown and your impact will ripple far beyond and into the future with each lesson you teach and every heart you touch As you embark on your teaching journey let this book be your guide Written by experienced teachers and mentors *Navigating the First Years* provides new teachers with tried and true strategies resources and personal stories to support you in your first years Presented in an accessible and approachable format *Navigating the First Years* explores Equity and Culturally Responsive Practices Well Being and Balance The First Days of Teaching Planning and Lesson Design Instructional Practices The Learning Environment Assessment Practices By supporting new teachers in these critical areas *Navigating the First Years* empowers you to create dynamic learning environments that inspire curiosity promote critical thinking and prepare students for success in an increasingly complex and interconnected world **Synchronizing Success** Maren Koepf, 2008 At Moreland Hills Elementary School something remarkable is taking place writes district literacy specialist Maren Koepf Across the past ten years teachers and administrators have worked together to produce a learning network supporting our students our staff and our parents Much like the once apprehensive peasants in the tale of Stone Soup folks have gradually emerged from their isolated huts of offices and classrooms to generate mutual resources solutions and innovations Through joint endeavors we created a Comprehensive Literacy System In *Synchronizing Success* Maren takes you on a tour of one school s winning strategy for developing an efficient and effective network of literacy support from kindergarten through fifth grade Beginning with a practical framework for continuous improvement Maren presents three guiding principles that underlie the comprehensive system continuity across practice instructional language assessment etc ongoing professional development and collaborative leadership She illustrates how applying these guiding principles extends a school s capacity for unity and innovation The book shows how school leaders can create a comprehensive literacy system throughout schools and across districts by aligning change components with a vision for literacy education and offers tried and true processes for developing job embedded professional development common literacy assessments consistent instructional frameworks prioritized curricular focus timely and targeted intervention Enriched with tools tips and planning guides for incrementally managing positive change *Synchronizing Success* provides literacy specialists principals and staff developers the resources and action steps necessary for designing an integrated literacy system tailor fit to their school setting **Catalog of**

**Audiovisual Materials for Learning Disabilities** Suburban Audio Visual Service (La Grange, Ill.), **Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 4** Edm, University of Chicago. School Mathematics Project, 2008

The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

*Transportation Telecommunications* Philip J. Tarnoff, 1990 This synthesis will be of interest to administrators operating personnel and others interested in the management and operation of telecommunications systems in transportation agencies Information is provided on the fundamentals of telecommunications types of systems available current uses in state DOTs and implementation procedures and alternatives Most departments of transportation have telephone and radio systems in use for communications with their own personnel and with the public This report of the Transportation Research Board describes those systems as well as other telecommunications options that are in use by transportation agencies or are available for their use

Elements of Literature, Grade 7 Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2001-11 **Audio-visual Guide**, 1952 **Elements of Literature, Grade 6** Holt Rinehart & Winston, 2002 Collections of literary works and accompanying lessons covering conflict autobiography poetry main ideas short story drama subjective and objective writing and mythology and folk tales

List of Books in the School Reference Collection Public Library of Brookline, 1902 Motor Age, 1903 **Motor Field**, 1911 **The Breeder's Gazette**, 1888 **The Volume Library** Abram Royer Brubacher, 1923

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