

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 1

**Essential Question:** *How do friends help each other?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Because of Winn-Dixie”	20-34	
	Informational Text: “Because of BookEnds”	36-38	
<b>Reader’s Notebook</b> (workbook)	Prefixes <i>re-</i> , <i>un-</i> , and <i>dis-</i> / Spelling: Short <i>ă</i> and Long <i>ā</i> / What Is a Sentence? / Grammar Spiral Review / Narrative Writing (Using Concrete Words) / Anchor Text Reader’s Guide	1-12	
<b>Writing Handbook</b>	Descriptive Paragraph	14-15	
<b>Additional Resources</b>	Close Reader (workbook)	2-5	
	Leveled Readers: Grade 4, Lesson 1		
	Write-in Reader (Tier 2 Support workbook)	2-11	
<b>Target Vocabulary</b>	comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Prefixes <i>re-</i> , <i>un-</i> , and <i>dis-</i>	Lesson 1	
	COMPREHENSION: Story Structure, Point of View, Flashback, Anchor Test		
	DECODING: VCV Syllable Pattern		
	GRAMMAR: What is a Sentence?		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 2

**Essential Question:** *What might lead a person to try to change the world?*

Name of Resource	Titles/Topics	Page Numbers
<b>Student Textbook</b>	Anchor Text: “My Brother Martin”	48-64
	Poetry: “Langston Hughes: A Poet and a Dreamer”	66-68
<b>Reader’s Notebook</b> (workbook)	Prefixes <i>in-, im-, il-ir</i> / Spelling: Short <i>ě</i> and Long <i>ē</i> / Types of Sentences / Narrative Writing (Words That Describe) / Anchor Text Reader’s Guide	13-24
<b>Writing Handbook</b>	Narrative Writing - Story	16-17
<b>Additional Resources</b>	Close Reader (workbook)	6-9
	Leveled Readers: Grade 4, Lesson 2	
	Write-in Reader (Tier 2 Support Workbook)	12-21
<b>Target Vocabulary</b>	injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example	
<b>Weekly Test</b>	VOCABULARY: Target Vocab,	Lesson 2
	COMPREHENSION: Author’s Purpose, Explain Historical Events, Idioms, Anchor Text	
	DECODING: Open and Closed Syllables	
	GRAMMAR: Kinds of Sentences	

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 3

**Essential Question:** *How are books and libraries important to people and communities?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “My Librarian is a Camel”	78-94	
	Informational Text: “From Idea to Book”	96-100	
<b>Reader’s Notebook</b> (workbook)	Using Context / Spelling: Short <i>i</i> and Long <i>ī</i> / Contractions / Quotations / Narrative Writing (Informal Speech) / Anchor Text Reader’s Guide	25-36	
<b>Writing Handbook</b>	Narrative Writing - Dialogue	18-19	
<b>Additional Resources</b>	Close Reader (workbook)	10-15	
	Leveled Readers: Grade 4, Lesson 3		
	Write-in Reader (Tier 2 Support workbook)	22-31	
<b>Target Vocabulary</b>	isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Using Context	Lesson 3	
	COMPREHENSION: Cause and Effect, Interpret Visuals, Domain-Specific Vocabulary, Anchor Text		
	DECODING: VCCV Syllable Pattern		
	GRAMMAR: Quotations		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 4

**Essential Question:** *Why might people raise money for a cause?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “The Power of W.O.W.!”	110-124	
	Informational Text: “The Kid’s Guide to Money”	126-128	
<b>Reader’s Notebook</b> (workbook)	Prefixes <i>non-</i> , <i>mis-</i> / Spelling: Short <i>ō</i> and Long <i>ō</i> / Conjunctions / Fragments and Run-on Sentences / Narrative Writing (Organization) / Anchor Text Reader’s Guide	37-48	
<b>Writing Handbook</b>	Fictional Narrative	20-21	
<b>Additional Resources</b>	Close Reader (workbook)	16-19	
	Leveled Readers: Grade 4, Lesson 4		
	Write-in Reader (Tier 2 Support workbook)	32-41	
<b>Target Vocabulary</b>	assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Prefixes <i>non-</i> , <i>mis-</i>	Lesson 4	
	COMPREHENSION: Theme, Elements of Drama, Allusion,		
	DECODING: VCV and VCCV Syllable Patterns		
	GRAMMAR: Fragments and Run-on Sentences		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 5

**Essential Question:** *Why do people pass down stories over the years?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Stormalong”	138-156	
	Folktale: “Hoderi the Fisherman”	158-160	
<b>Reader’s Notebook</b> (workbook)	Prefixes / Spelling: Homophones / Capitalization Rules / Reference Materials / Proper Nouns / Narrative Writing (Beginning a Story) / Anchor Text Reader’s Guide	49-60	
<b>Writing Handbook</b>	Fictional Narrative	22-23	
<b>Additional Resources</b>	Close Reader (workbook)	20-25	
	Leveled Readers: Grade 4, Lesson 5		
	Write-in Reader (Tier 2 Support workbook)	42-51	
<b>Target Vocabulary</b>	yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Reference Materials	Lesson 5	
	COMPREHENSION: Understanding Characters, Point of View, Hyperbole, Anchor Text		
	DECODING: Homophones		
	GRAMMAR: Proper Nouns		
<b>Benchmark Test</b>	Grade 4, Unit 1 TEST Unit 1 Performance Task	Assigned online in Think Central by teacher	

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 6

**Essential Question:** *How are performances similar to and different from written stories?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Invasion from Mars”	174-188	
	Informational Text: “The History of Radio”	190-192	
<b>Reader’s Notebook</b> (workbook)	Suffixes -y, -ous / Spelling: Vowel Sounds ū, /yoo/, /oo/ / Verbs / Complete Sentences / Narrative Writing (News Report) / Anchor Text Reader’s Guide	61-72	
<b>Writing Handbook</b>	News Report	24-25	
<b>Additional Resources</b>	Close Reader (workbook)	26-29	
	Leveled Readers: Grade 4, Lesson 6		
	Write-in Reader (Tier 2 Support workbook)	52-61	
<b>Target Vocabulary</b>	alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring		
<b>Weekly Test</b>	VOCABULARY: Target Vocab,	Lesson 6	
	COMPREHENSION: Story Structure, Elements of Drama, Formal and Informal Language, Anchor Text		
	DECODING: Common Consonant Patterns, Digraphs		
	GRAMMAR: Verbs		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 7

**Essential Question:** *How are movies a form of communication?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Coming Distractions”	202-215	
	Informational Text: “How Do They Do That?”	218-220	
<b>Reader’s Notebook</b> (workbook)	Greek and Latin word parts <i>phon</i> , <i>photo</i> , <i>graph</i> , <i>auto</i> , <i>tele</i> / Spelling: Vowel Sounds /ōō/ and /ōō/ / Verb Tenses / Informative Writing (Using Precise Language) / Anchor Text Reader’s Guide	73-84	
<b>Writing Handbook</b>	Informational Paragraph	26-27	
<b>Additional Resources</b>	Close Reader (workbook)	30-33	
	Leveled Readers: Grade 4, Lesson 7		
	Write-in Reader (Tier 2 Support workbook)	62-71	
<b>Target Vocabulary</b>	entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Greek and Latin word parts <i>phon</i> , <i>photo</i> , <i>graph</i> , <i>auto</i> , <i>tele</i>	Lesson 7	
	COMPREHENSION: Fact and Opinion, Explain Concepts and Ideas, Domain-Specific Vocabulary, Anchor Text		
	DECODING: Common Consonant Patterns: Clusters		
	GRAMMAR: Simple Verb Tenses		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 8

**Essential Question:** *How do an artist's experiences affect his or her art?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: "Me and Uncle Romie"	230-246	
	Readers' Theater: "Sidewalk Artists"	248-250	
<b>Reader's Notebook</b> (workbook)	Vowel Sounds /ou/ /ô/ / Figurative Language / Progressive Verb Tenses / Informative Writing (Book Report) / Anchor Text Reader's Guide	85-96	
<b>Writing Handbook</b>	Book Report	28-29	
<b>Additional Resources</b>	Close Reader (workbook)	34-37	
	Leveled Readers: Grade 4, Lesson 8		
	Write-in Reader (Tier 2 Support workbook)	72-81	
<b>Target Vocabulary</b>	glorious, studio, concerned, model, smeared, ruined, yanked, streaked, schedule, feast		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Figurative Language	Lesson 8	
	COMPREHENSION: Understanding Characters, Theme, Point of View, Anchor Text		
	DECODING: Stressed and Unstressed Syllables		
	GRAMMAR: Progressive Verb Tenses		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 9

**Essential Question:** *What are some different ways to do research?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Dear Mr. Winston”	260-274	
	Informational Text: “Field Guide to Snakes of the Southwest”	276-278	
<b>Reader’s Notebook</b> (workbook)	Vowel +/r/ sounds / Antonyms / Sentence Structures / Compound and Complex Sentences / Informational Essay (Opinions, Reasons, Evidence) /	97-108	
<b>Writing Handbook</b>	Explanatory Essay	30-31	
<b>Additional Resources</b>	Close Reader (workbook)	38-41	
	Leveled Readers: Grade 4, Lesson 9		
	Write-in Reader (Tier 2 Support workbook)	82-91	
<b>Target Vocabulary</b>	fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Antonyms	Lesson 9	
	COMPREHENSION: Conclusions and Generalizations, Understanding Characters, Humor, Anchor Text		
	DECODING: Common Beginning Syllables		
	GRAMMAR: Compound and Complex Sentences		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 10

**Essential Question:** *What does it take to be a great performer?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “José! Born to Dance”	288-302	
	Poetry: “Dance to the Beat”	304-306	
<b>Reader’s Notebook</b> (workbook)	More vowel + /r/ sounds / Pronouns / Shades of Meaning / Informative Writing (Using Precise Words) / Anchor Text Reader’s Guide	109- 122	
<b>Writing Handbook</b>	Explanatory Essay	31-32	
<b>Additional Resources</b>	Close Reader (workbook)	42-45	
	Leveled Readers: Grade 4, Lesson 10		
	Write-in Reader (Tier 2 Support workbook)	92-101	
<b>Target Vocabulary</b>	debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Shades of Meaning	Lesson 10	
	COMPREHENSION: Author’s Purpose, Genre: Biography, Simile and Metaphor, Anchor Text		
	DECODING: Vowel + /r/ Sound in Multi-Syllable Words		
	GRAMMAR: Pronouns		
<b>Benchmark Test</b>	Grade 4, Unit 2 BENCHMARK TEST	Take in Illuminate (teacher provides code and login info.)	

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 11

**Essential Question:** *What are the benefits of studying weather?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Hurricanes: Earth’s Mightiest Storms”	320-332	
	Informational Text: “Recovering from Katrina”	334-338	
<b>Reader’s Notebook</b> (workbook)	Suffixes <i>-ful, -less, -ness, -ment</i> / Compound Words / Frequently Confused Words / Opinion Writing (Vivid Details) / Anchor Text Reader’s Guide	133-144	
<b>Writing Handbook</b>	Persuasive Paragraph	34-35	
<b>Additional Resources</b>	Close Reader (workbook)	46-49	
	Leveled Readers: Grade 4, Lesson 11		
	Write-in Reader (Tier 2 Support workbook)	102-111	
<b>Target Vocabulary</b>	whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Suffixes <i>-ful, -less, -ness, -ment</i>	Lesson 11	
	COMPREHENSION: Text and Graphic Features, Explain Scientific Ideas, Text Structure, Anchor Text		
	DECODING: Compound Words		
	GRAMMAR: Frequently-Confused Words		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 12

**Essential Question:** *How do natural disasters affect people?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “The Earth Dragon Awakes”	348-362	
	Informational Text: “Twisters”	364-366	
<b>Reader’s Notebook</b> (workbook)	Synonyms / Words with <i>-ed or -ing</i> / Possessive Nouns / Opinion Writing (Connecting Opinions and Reasons)/ Anchor Text Reader’s Guide	145-156	
<b>Writing Handbook</b>	Problem-Solution Composition	36-37	
<b>Additional Resources</b>	Close Reader (workbook)	50-53	
	Leveled Readers: Grade 4, Lesson 12		
	Write-in Reader (Tier 2 Support Workbook)	112-121	
<b>Target Vocabulary</b>	trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Synonyms	Lesson 12	
	COMPREHENSION: Sequence of Events, Conclusions and Generalizations, Author’s Word Choice, Anchor Text		
	DECODING: Base Words and Endings		
	GRAMMAR: Possessive Nouns		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 13

**Essential Question:** *How are the different parts of an ecosystem connected?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Antarctic Journal: Four Months at the Bottom of the World”	376-390	
	Informational Text: “Cold, Cold, Science”	392-400	
<b>Reader’s Notebook</b> (workbook)	Greek and Latin Word Parts / More Words with <i>-ed or -ing</i> / Modal Auxiliaries / Opinion Writing (Using Tone to Persuade) / Anchor Text Reader’s Guide	157-168	
<b>Writing Handbook</b>	Persuasive Letter	38-39	
<b>Additional Resources</b>	Close Reader (workbook)	54-61	
	Leveled Readers: Grade 4, Lesson 13		
	Write-in Reader (Tier 2 Support workbook)	122-131	
<b>Target Vocabulary</b>	display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Greek & Latin Word Parts <i>spect, struct, tele, vis</i>	Lesson 13	
	COMPREHENSION: Sequence of Events, Domain Specific Vocabulary, Simile and Metaphor, Anchor Text		
	DECODING: Recognizing Common Word Parts		
	GRAMMAR: Modal Auxiliaries		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 14

**Essential Question:** *How do living things each have an important role in the world?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “The Life and Times of the Ant”	410-426	
	Fable: “The Dove and the Ant”	428-430	
<b>Reader’s Notebook</b> (workbook)	Suffixes <i>-able, -ible</i> / Final Long <i>e</i> / Participles / Opinion Writing (Using and Ordering Important Details) / Anchor Text Reader’s Guide	169-180	
<b>Writing Handbook</b>	Persuasive Essay	40-41	
<b>Additional Resources</b>	Close Reader (workbook)	62-65	
	Leveled Readers: Grade 4, Lesson 14		
	Write-in Reader (Tier 2 Support workbook)	132-141	
<b>Target Vocabulary</b>	social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, <i>-able, -ible</i>	Lesson 14	
	COMPREHENSION: Text and Graphic Features, Explain Scientific Concepts and Ideas, Author’s Purpose, Anchor Text		
	DECODING: Recognizing Suffixes		
	GRAMMAR: Participles		

# GRADE 4 Journeys Weekly Pacing Guide

## WEEK 15

**Essential Question:** *Why is it important to be informed about what is happening in our world?*

Name of Resource	Titles/Topics	Page Numbers	Completed (Date)
<b>Student Textbook</b>	Anchor Text: “Ecology for Kids”	440-454	
	Poetry: “Wonderful Weather”	456-458	
<b>Reader’s Notebook</b> (workbook)	Changing Final <i>y</i> to <i>i</i> / Irregular Verbs / Using Context / Opinion Writing (Focusing on the Main Idea) / Anchor Text Reader’s Guide	181-192	
<b>Writing Handbook</b>	Persuasive Essay	42-43	
<b>Additional Resources</b>	Close Reader (workbook)	66-69	
	Leveled Readers: Grade 4, Lesson 15		
	Write-in Reader (Tier 2 Support workbook)	142-151	
<b>Target Vocabulary</b>	organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation		
<b>Weekly Test</b>	VOCABULARY: Target Vocab, Using Context	Lesson 15	
	COMPREHENSION: Main Idea and Details, Author’s Word Choice, Analyze an Argument, Anchor Text		
	DECODING: Three-Syllable Words		
	GRAMMAR: Irregular Verbs		
<b>Benchmark Test</b>	Grade 4, Unit 3 TEST Unit 3 Performance Task	Assigned online in Think Central by teacher	