

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 2 Weeks (September)

Unit 1: Personal Essay

Genre: Informational Reading and Writing

Definition - A first person, non-fiction story, usually a short composition, which illuminates a personal experience. It is similar to memoir but the emphasis is more on viewpoint and is more personal in nature.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding meaning of words encountered in context.</p> <p>R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words.</p>			Word structure Sentence structure Prediction Decoding words Structural cues Syntactic cues Semantic cues Letter-sound Rimes Base words Affixes Syllabication	
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/ biography, personal essay, almanac, and newspaper.</p> <p>R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys an legends, figures, and bibliographies to enhance understanding of key and supporting ideas.</p>	<p>Why would a person write a personal essay?</p> <p>Why do people read personal essays?</p> <p>How is viewpoint important in a personal essay?</p>	<p>Students compare and contrast their personal essay to those of their peers using a Venn diagram.</p>	Essay Point of view Autobiography Biography Audience Descriptive words Perspective Purpose Sequence /Transitions Informational genre Personal Essay Compare/Contrast Cause/ effect Problem/solution Bibliography	<p><u>The Keeping Quilt</u>, Patricia Polacco, 1988. ISBN-13: 978-0671649630 Questions and activities for book: http://tinyurl.com/5jfsun</p>

			Themes Ideas Characters Categorizing Classifying Comparing Contrasting Drawing parallels	
<p align="center">COMPREHENSION</p> <p>R.CM.04.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>Explain the high point of this personal essay.</p> <p>What comprehension strategies do readers use while reading a personal essay?</p>	<p>Think/Pair/Share</p> <p>Outline the personal essay.</p>		
<p align="center">CRITICAL STANDARDS</p> <p>R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p>	<p>How are your personal experiences similar or different from your classmates' experiences?</p>	<p>Create a rubric for personal essays with the class and have them rate each other.</p>		
<p align="center">READING ATTITUDE</p> <p>R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>		<p>Use daily assignments to assess these ideas</p>		
<p align="center">WRITING</p> <p align="center"><i>Writing Process</i></p> <p>W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>		<p>Quick writes of personal stories</p> <p>Write a Personal</p>		<p>Using photographs to write and share. Before writing, have students form 2 circles, one inside the other. Students face each other and share their picture,</p>

<p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>		<p>Essay include drawings/pictures from their lives.</p> <p>Use a Venn diagram to show similarities and differences between your essay and another student's essay.</p>		<p>then they switch to the next student. This helps with prewriting ideas.</p> <p>Students bring in a picture from home and use that to create a personal essay.</p>
<p style="text-align: center;"><i>Personal Style</i></p> <p>W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative languages, sensory images; in informational text: precision, established importance, transitions).</p>				
<p style="text-align: center;"><i>Grammar and Usage</i></p> <p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words, phrases and dialogue; quotation marks or italics to identify titles or names.</p>				

<p style="text-align: center;"><i>Spelling</i></p> <p>W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>				
<p style="text-align: center;"><i>Writing Attitude</i></p> <p>W.AT.01.01 Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING <i>Conventions</i></p> <p>S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.</p>				
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>				

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 2 Weeks (September)

Unit 2: Comparative Essay

Genre: Informational Writing

Definition – Comparative essay: compare and contrast two texts, theories, historical figures, scientific processes, essays, etc. Comparing finds similarities, while contrasting finds differences.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">WRITING <i>Writing Genre</i></p> <p>W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p>	<p>What is a comparative essay?</p> <p>How is a comparative essay different from a personal essay?</p>	<p>Have students write a comparative essay.</p>	<p>Compare Contrast Similarity Differences Analyze Supporting evidence</p>	
<p align="center"><i>Writing Process</i></p> <p>W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p>	<p>Why is it important to present an essay in an engaging manner?</p> <p>How do writers create a comparative essay?</p> <p>How would graphic organizers, like Venn diagrams or story maps, help a writer organize his/her ideas before s/he begins writing?</p> <p>How do text patterns (purpose, style and voice) affect the writer’s work?</p>	<p>Oral discussion</p> <p>Student Essays and use a rubric</p> <p>Compare and contrast samples of good and poor quality writing.</p>	<p>Organization Comparative words: like, as well as, related to, alike, similar. Engaging Comparative essay Purpose Style Enthusiasm Audience Personal Style Voice Strong verbs Figurative language Sensory images Precision Transitions Literature circles Venn diagrams Compositions</p>	<p>Venn Diagram / Graphic Organizers</p> <p>Student Essays and use a rubric</p> <p>MEAP released-items on student writing sample http://tinyurl.com/56dmds</p>

<p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>				
<p style="text-align: center;"><i>Personal Style</i></p> <p>W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).</p>	<p>Why is it important to use a variety of resources (spell check, dictionaries, grammar/writing references) when editing?</p>			
<p style="text-align: center;"><i>Grammar and Usage</i></p> <p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.</p>				
<p style="text-align: center;"><i>Handwriting</i></p> <p>W.HW.04.01 Write neat and legible compositions.</p>				
<p style="text-align: center;">SPEAKING <i>Conventions</i></p> <p>S.CN.04.01: Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex structures.</p> <p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building appreciation,</p>				

<p>invitations, and cross-curricular discussions.</p>				
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>	<p>How do students construct meaning while engaging in book clubs, literature circles, and partnerships?</p>			
<p style="text-align: center;">LISTENING AND VIEWING</p> <p style="text-align: center;"><i>Response</i></p> <p>L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p>				

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (October)

Unit 3: Myths & Legends

Genre: Narrative Reading and Writing

Definitions – Myth: Anonymously written folk literature originating during man’s early history. Describes facts to explain religious doctrine, cultural belief or some mystery of nature. Myths, a subgenre of folktale, present characters with extraordinary powers. Characters may be gods, goddesses, demi-gods or humans who act in recognizable human ways through familiar motives.

Legend: A subgenre of folktales provides an historical story (before recorded history) about a hero (protagonist), a people, or a natural phenomenon. Perceived to be true by the teller and listener, it centers around the lives and deeds of famous individuals, embellishing traits of strength and bravery.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genres; self-correcting, and using a thesaurus.</p>				<p>Lots of supplies that can be purchased for the classroom: www.reallygoodstuff.com</p>
<p align="center"><i>Fluency</i></p> <p>R.WS.04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature</p>				

analysis, and a thesaurus.				
<p style="text-align: center;">NARRATIVE TEXT</p> <p>R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.NT.04.03 Analyze characters’ thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p>	<p>Why did people write myths and legends?</p> <p>How does manipulation of time affect the myth or legend?</p> <p>Discuss the character qualities found in each genre.</p> <p>How does figurative language and word choice affect the message of a myth or legend?</p>	<p>Have students read a myth / legend and work in groups to present it as a skit to the rest of the class.</p> <p>Venn Diagram of Myths & Legends</p> <p>Character Diorama</p> <p>Brainstorm characters and events</p> <p>Story maps</p>	<p>Myth</p> <p>Legend</p> <p>Theme</p> <p>Hero</p> <p>Anti-hero</p> <p>Flash forward</p> <p>Flashback</p> <p>Resolution</p> <p>Setting</p> <p>Conflict</p> <p>Character</p> <p>Summary</p> <p>Plot</p> <p>Suspense</p> <p>Human experiences</p> <p>Figurative Language</p>	<p>Sleeping Bear Press –Teachers Guides http://www.sleepingbearpress.com/educators/ Books:</p> <p><u>The Legend of Michigan</u>, Trinka Hakes Noble, 2006. ISBN-13: 9781585362783</p> <p><u>The Legend of Sleeping Bear</u>, Kathy-Jo Wargin, 1998. ISBN-13: 978-1886947351</p> <p><u>Usborne Illustrated Guide to Greek Myths and Legends</u>, Cheryl Evans and Anne Millard, 2001. ISBN-13: 978-0439326438</p> <p><u>Carol Hurst’s Website:</u></p> <p>List of folktale books with a description of each suggested text and suggested grade level http://tinyurl.com/6kbbkq4</p> <p>Legend Books:</p> <p><u>Scholastic Junior Classic: King Arthur</u>, Jane Mason, 2003. ISBN-13: 978-0439440646</p> <p><u>Scholastic Junior Classic: The Legend of Sleepy Hollow</u>, Jane Mason, 2002. ISBN-13: 978-0439225106</p> <p><u>John Henry</u>, Julius Lester, 1999. ISBN-13: 978-0140566222</p> <p><u>The Secret of the Stones</u>, Robert D. San Souci, 2000. ISBN-13: 978-080371640</p> <p>Myth Books:</p>

				<p><u>The Hero Beowulf</u>, Eric Kimmel, 2005. ISBN-13: 978-0374306717</p> <p><u>D’Aulaire’s Book of Greek Myths</u>, Ingrid D’Aulaire, 1992. ISBN-13: 978-0440406945</p> <p><u>Love Flute</u>, Paul Goble, 1997. ISBN-13: 978-0689816833</p>
<p align="center">COMPREHENSION</p> <p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>How does your life connect to the shared human experience found in this literature?</p> <p>How are myths/legends alike/different?</p>	<p>Write about their life in comparison to the character’s life.</p> <p>Present an oral retelling of the myth/legend to another class.</p>		
<p align="center">METACOGNTION</p> <p>R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning</p>	<p>How can summarizing a myth/legend help a student construct meaning?</p>			

(e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast and sequential organizational patterns.				
WRITING <i>Genre</i>				
W.GN.04.01 Write a cohesive narrative piece such as a myth, legend , fantasy, or adventure creating relationships among setting, characters, theme, and plot.		Students are to write a myth or a legend.		
<i>Process</i>		Conferences		
W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.				
W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).	How do text patterns (purpose, style and voice) affect the writer’s work?	Writing Workshop		
W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.				
W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).				
W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.				
<i>Personal Style</i>			Figurative Language	

<p>W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).</p>			<p>Simile Metaphor Personification Exaggeration Hyperbole</p>	
<p style="text-align: center;"><i>Grammar and Usage</i></p> <p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and comas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.</p>				
<p style="text-align: center;"><i>Spelling</i></p> <p>W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rhymes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>				
<p style="text-align: center;"><i>Handwriting</i></p> <p>W.HW.04.01 Write neat and legible compositions.</p>				
<p style="text-align: center;">SPEAKING <i>Conventions</i></p> <p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p> <p>S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.</p>		<p>Group Presentations</p> <p>Group checklists</p>		

<p>S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>				
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.04.02 Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.</p>				
<p style="text-align: center;">LISTENING AND VIEWING <i>Conventions</i></p> <p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>				
<p style="text-align: center;"><i>Response</i></p> <p>L.RP.04.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>L.RP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p>				

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**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 2 Weeks (November)

Unit 4: Newspapers

Genre: Informational Reading

Definition – Publications typically printed on newsprint and issued at regular intervals, containing a journal of current news on a variety of topics.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING <i>Word Recognition</i></p> <p>R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genres; self-correcting, and using a thesaurus.</p>				
<p align="center">INFORMATIONAL TEXT</p> <p>R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genres including autobiography/ biography, personal essay, almanac, and newspaper.</p> <p>R.IT.04.02 Identify and describe informational text patterns including compare/ contrast, cause/effect, and problem/solution.</p> <p>R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>What is the purpose of newspapers?</p> <p>Why do authors write newspaper articles?</p> <p>What text structures do authors use when writing newspapers?</p>	<p>Set up a scavenger hunt using the text features in a newspaper and have the students complete it.</p> <p>Have students contact a local newspaper and see if they can submit a story for publication.</p> <p>Have students design a class/ school newspaper.</p>	<p>Publication Headings Subheadings Column Cause/effect Article Inform Headlines Current events Advertisement Caption Classifieds Editorials</p>	<p>Educational Editions</p> <p>Detroit Newspapers in Education (Tuesday)</p>

			Opinions Comics Editor Obituaries Facts Key words Feature Lead	
<p align="center">COMPREHENSION</p> <p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspective in text through oral and written responses.</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p>		Response Cards (Text-to-text Self-to-text Text-to-world – cards for students to hold up while reading aloud or in groups)		
<p align="center">METACOGNITION</p> <p>R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.</p>		Summaries		
<p align="center">SPEAKING <i>Conventions</i></p> <p>S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.</p>	How are newspapers different from other informational texts? How does language differ from region to region?	Think/Pair/Share Research of regional dialect		
<p align="center">LISTENING AND VIEWING <i>Conventions</i></p> <p>L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>				

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (November/December)

Unit 5: Adventure

Genre: Narrative Reading and Writing

Definition – Narrative (usually fiction) in which the main character engages in a difficult, risky or unexpected venture in an exotic setting culminating in an hazardous chase, a decisive struggle, or a suspenseful or dangerous experience.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p>WORD RECOGNITION AND WORD STUDY</p> <p>R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p> <p>R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>				
<p align="center"><i>Vocabulary</i></p> <p>R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p>				
<p align="center">NARRATIVE TEXT</p> <p>R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02: Identify and describe the structure, elements and purpose of a variety of narrative genre including poetry, myth, legend, fantasy, and adventure.</p>	<p>How can you apply the life lesson from this adventure to your own life?</p> <p>How important are the characters to this story? Are they</p>	<p>Scrapbook from the main characters point of view</p> <p>Explain the character’s motivation.</p>	<p>Adversity Survival Suspense Dialogue Crisis Adventure Conflict Perseverance</p>	<p>Books: <u>Stone Fox</u>, John Reynolds Gardiner, 1983. ISBN-13: 9780064401326 <u>Rikki-Tikki-Tavi</u>, Rudyard Kipling, 2000. ISBN-13: 978-0060587857 <u>The Black Stallion</u>, Walter Farley, 1991. ISBN-13: 978-0679813439</p>

<p>R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p>	<p>good or bad?</p> <p>How does the conflict affect the characters?</p>			<p><u>The Miraculous Journey of Edward Tulane</u>, Kate DiCamillo, 2009. ISBN-13: 978-0763647834</p> <p><u>The Whipping Boy</u>, Sid Fleischman, 2003. ISBN-13: 978-0060521226</p> <p><u>The Grand Escape</u>, Phyllis Reynolds Naylor, 2005. ISBN-13: 978-068987407</p> <p>List of fourth grade adventure Books: http://tinyurl.com/5heqeb</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>How did the characters overcome adversity?</p> <p>How do the text characteristics or features make it an adventure?</p>	<p>If a movie is available to go with the story, show the movie after you've read it and compare/ contrast the two.</p> <p>Present a lesson derived from the story to a different class or puppet show</p>		
<p style="text-align: center;">METACOGNITION</p> <p>R.MT.04.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p>		<p>Reading Response Journals</p> <p>Summaries</p> <p>Think Alouds</p>		
<p style="text-align: center;">CRITICAL STANDARDS</p> <p>R.CS.04.01 Develop, discuss, and apply individual and</p>				

shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.				
READING ATTITUDE R.AT.04.01 Be enthusiastic about reading and do substantial reading and writing on their own.				
WRITING Writing Genre W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.				
Writing Process W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/ description or chronological sequence). W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions. W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level		Have students write an adventure, using the writing process. Writing Workshop Draw illustrations to go with their writing and then do a vocabulary focus on the verbs shown in their picture Create a rubric for writing Graphic Organizers Webs Plot Sequence Diagram Conferencing		

checklists both individually and in groups.				
<i>Personal Style</i> W.PS.04.01 Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions.)	How does a writer incorporate enthusiasm in their writing?			
<i>Grammar and Usage</i> W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and comas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.				
<i>Spelling</i> W.SP.04.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).				
<i>Handwriting</i> W.HW.04.01 Write neat and legible compositions.				
<i>Writing Attitude</i> W.AT.04.01 Be enthusiastic about writing and learning to write.				
SPEAKING <i>Conventions</i> S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to		Group Presentations Group discussions and teacher observations		

express ideas in more complex sentences.				
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.04.02 Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures and body language.</p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing a deep understanding.</p>				
<p style="text-align: center;">LISTENING AND VIEWING</p> <p style="text-align: center;"><i>Conventions</i></p> <p>L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p>L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>				
<p style="text-align: center;"><i>Response</i></p> <p>L.RP.04.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>L.RP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.04.03 Respond to multiple text types listened to or</p>				

viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.				
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**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (January)

Unit 6: Research Project

Genre: Informational Writing

Definition – A nonfiction inquiry project requiring an inquiry process and final report. Includes the selection of a topic, the development (and narrowing) of research questions, reading and recording selectively, designing research strategies, organizing information, synthesizing information, a written report, and a presentation of the report to a larger audience.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING INFORMATIONAL TEXT</p> <p>R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>Why is pertinent information needed to write a research report?</p>			
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>How do you know the difference between good information and bad information?</p>			
<p style="text-align: center;">CRITICAL STANDARDS</p> <p>R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p>				
<p style="text-align: center;">WRITING <i>Writing Genre</i></p> <p>W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p>	<p>Why does an author write a research report?</p> <p>Why is it important to use appropriate sources when writing a research report?</p>	<p>Write a research report on a given topic.</p> <p>Checklists</p> <p>Rubrics</p> <p>Science Fair Project</p>	<p>Research Sources</p> <p>Appropriate Informational</p> <p>Pre-planning</p> <p>Drafting</p> <p>Pertinent</p> <p>Presentation</p> <p>Appendices</p> <p>Marginal notes</p>	

			Bibliographies Table of Content Compare/contrast Cause/effect Problem/solution	
<p align="center"><i>Writing Process</i></p> <p>W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/ description or chronological sequence).</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>	<p>Why should we question information in order to choose appropriate topics or research?</p> <p>How do you use pre-planning and drafting strategies in writing a research project?</p> <p>Why do we evaluate ourselves?</p>	<p>Critique another student’s research project using a class made rubric.</p>		
<p align="center"><i>Grammar and Usage</i></p> <p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes</p>				

<p>in contractions; and comas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.</p>				
<p style="text-align: center;">SPEAKING <i>Conventions</i></p> <p>S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.</p> <p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p> <p>S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.</p> <p>S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>		<p>Presentations</p>		
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deeper understanding.</p> <p>S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p>	<p>How do you turn this research report into a presentation?</p> <p>Why is it important to present an essay in an engaging, organized manner?</p>	<p>Summarize major ideas</p> <p>Self-Evaluation</p>		
<p style="text-align: center;">LISTENING <i>Conventions</i></p> <p>L.CN.04.01 Ask substantive questions of the speaker that</p>	<p>How do visual aids</p>			

<p>will provide additional elaboration and details.</p> <p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p> <p>L.CN.04.03 Distinguish between and explain how non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p>L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>	<p>add to or change a presentation?</p>			
<p style="text-align: center;"><i>Response</i></p> <p>L.RP.04.04 Combine skills to reveal strengthening literac (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p> <p>L.RP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>				

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (February)

Unit 7: Autobiography/Biography

Genre: Informational Reading – Autobiography: a narrative first person account of all or part of a person’s life (written by the subject of the work).

Biography: a factual third person account of a real person’s life usually focusing on character, career, or achievements, and providing authentic representations of the time and place in which the individual lived. A biography is more than a list of impersonal facts like birth, education, work, relationships and death. It also delves into the emotions of experiencing such events.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">INFORMATIONAL TEXT</p> <p>R.IT.04.01: Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/ biography, personal essay, almanac, and newspaper.</p> <p>R.IT.04.02: Identify and describe informational text patterns including compare/ contrast, cause/effect, problem/solution.</p> <p>R.IT.04.03: Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>Why does an author write a biography or autobiography?</p> <p>How is an autobiography different from a biography?</p>	<p>Have students write an autobiography.</p> <p>Checklists</p> <p>Think Alouds</p> <p>Quick Writes</p> <p>Questioning</p>	<p>Autobiography Biography Expository</p>	<p>Tie this genre into social studies. Find autobiographies/biographies to connect to Henry Ford, early American Government, and Regions of the United States.</p> <p>www.gardenofpraise.com/ Click Biographies for Kids for biographies of presidents and other famous people for students to read and there are also activities for students to do for each famous person.</p> <p><u>Zlata’s Diary: A Child’s Life in Wartime Sarajevo</u>, Zlata Filipovic, 2006. ISBN-13: 978-0143036876</p> <p><u>The Bad News for Outlaws</u>, Vaunda Micheaux Nelson, 2009. ISBN-13: 978-0822567646</p> <p><u>John Brown: His Fight for Freedom</u>, John Hendrix, 2009. ISBN-13: 978-0810937987</p> <p><u>The Great and Only Barnum</u>, Candace</p>

			<p>Fleming, 2009. ISBN-13: 978-0375841972 <u>The Champion of Children: The story of Janusz Korczak</u>, Tomek Bogacki, 2009. ISBN-13: 978-0374341367</p> <p><u>Louisa</u>, Yona Zeldis, 2009. ISBN-13: 978-0805081923</p> <p><u>Testing the Ice: A True Story About Jackie Robinson</u>, Sharon Robinson, 2009. ISBN-13: 978-0545052511</p> <p><u>Dare to Dream! 25 Extraordinary Lives</u>, Sandra McLeod Humphrey, 2005. ISBN-13: 978-1591022800</p> <p><u>Frederick Douglass</u>, Catherine A. Welch, 2003. ISBN-13: 978-082254672</p> <p><u>Harriet Tubman</u>, Maryann N. Weidt, 2002. ISBN-13: 978-0822546764</p>
<p>COMPREHENSION</p> <p>R.CM.04.01: Connect personal knowledge, experiences, and understanding of the world to themes and perspective in text through oral and written responses.</p> <p>R.CM.04.02: Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.03: Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p> <p>R.CM.04.04: Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>Why do we read an autobiography/biography?</p> <p>How can you explore and connect this text to your own life?</p>	<p>Have students create a diorama of the author’s life or a scene from their writing.</p> <p>Response Cards (Text-to-text Self-to-text Text-to-world - cards for students to hold up while we are reading aloud or in groups)</p> <p>Have students</p>	

		<p>interview a family member or community member and write a biography about their lives.</p> <p>Retell</p> <p>Summarize</p>		
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**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (March)

Unit 8: Poetry

Genre: Narrative Reading and Writing

Definition – Literature expressed in various, metrical forms, structures and arrangements that is traditionally characterized by rhythmical patterns of language.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING WORD RECOGNITION AND WORD STUDY <i>Word Recognition</i></p> <p>R.WS.04.05: Acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genres; self-correcting, and using a thesaurus.</p>				
<p style="text-align: center;"><i>Fluency</i></p> <p>R.WS.04.06: Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>				
<p style="text-align: center;"><i>Vocabulary</i></p> <p>R.WS.04.07: In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p>	<p>What is the author’s purpose in writing poetry?</p>		<p>Simile Metaphors Concrete Poem Alliteration Haiku Acrostic Cinquain Quatrain Meter/Rhythm Rhyme Imagery Diamante Limericks Senryu Symbolism</p>	

<p style="text-align: center;">READING NARRATIVE TEXT</p> <p>R.NT.04.04: Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02: Identify and describe the structure, elements and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p>	<p>How does the author convey their purpose for writing poetry?</p> <p>How do literary devices enhance poetry?</p> <p>How is poetry different from other narrative texts?</p>	<p>Identify features of a certain poem.</p>		<p>Recommended Authors:</p> <p>Shel Silverstein Link to the official website of Shel Silverstein http://www.shelsilverstein.com/indexSi.html</p> <p>Kenn Nesbitt Kenn Nesbitt’s website for kids. www.poetry4kids.com/poems</p> <p>Jack Prelutsky Link to Jack Prelutsky’s website, click on the different objects to read some of his poems. http://www.jackprelutsky.com/</p>
<p style="text-align: center;">COMPREHENSION</p> <p>R.CM.04.01: Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Why do we study poetry?</p> <p>How does poetry look/sound when written on paper?</p>			
<p style="text-align: center;">CRITICAL STANDARDS</p> <p>R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p>	<p>Do we read a poem differently that we do an informational text?</p>			
<p style="text-align: center;">READING ATTITUDE</p> <p>R.AT.04.01: Be enthusiastic about reading and do substantial reading and writing on their own.</p>				
<p style="text-align: center;">WRITING Writing Genre</p>	<p>How do you relate to</p>			

<p>W.GN.04.02: Write poetry based on reading a wide variety of grade-appropriate poetry.</p>	<p>the message of the poem?</p>			
<p style="text-align: center;">Writing Process</p> <p>W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/ description or chronological sequence).</p> <p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>	<p>Does poetry always follow a format?</p>	<p>Poetry Writing Unit</p> <p>Write multiple types of poetry</p> <p>Daily Assignments</p> <p>Think/Pair/Share</p> <p>Create a Class Poetry Book</p> <p>Conferences</p> <p>Writing Workshop</p>		<p>Poetry books:</p> <p><u>A Light in the Attic</u>, Shel Silverstein, 1981. ISBN-13: 978-0060256739</p> <p><u>Falling Up</u>, Shel Silverstein, 1996. ISBN-13: 978-0060248024</p> <p><u>Where the Sidewalk Ends</u>, Shel Silverstein, 2004. ISBN-13: 978-0060572341</p> <p><u>The Giving Tree</u>, Shel Silverstein, 2004. ISBN-13: 978-0060586751</p> <p><u>Oh, the Places You’ll Go!</u> Dr. Seuss, 1990. ISBN-13: 978-0679805274</p> <p>Choose a poem that relates to their life and write about its meaning.</p>
<p style="text-align: center;">Personal Style</p> <p>W.PS.04.01: Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions.)</p>				
<p style="text-align: center;">Writing Attitude</p>				

<p>W.AT.04.01: Be enthusiastic about writing and learning to write.</p>				
<p style="text-align: center;">SPEAKING <i>Discourse</i></p> <p>S.DS.04.03: Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>		<p>Read the poem in three different voices/paces.</p>		
<p style="text-align: center;">LISTENING AND VIEWING <i>Response</i></p> <p>L.RP.04.01: Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>L.RP.04.02: Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.04.03: Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p> <p>L.RP.04.04: Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p>		<p>Class Discussion</p> <p>Group Discussion</p>		

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 4 Weeks (April)

Unit 9: Fantasy

Genre: Narrative Reading and Writing

Definition – fiction contains unrealistic fiction or unworldly elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p align="center">READING</p> <p align="center">WORD RECOGNITION AND WORD STUDY</p> <p align="center"><i>Word Recognition</i></p> <p>R.WS.04.03: Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.04.04: Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>				
<p align="center">NARRATIVE TEXT</p> <p align="center">READING</p> <p>R.NT.04.01: Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.04.02: Identify and describe the structure, elements and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p> <p>R.NT.04.03: Analyze characters’ thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p> <p>R.NT.04.04: Explain how authors use literary devices including flash-forward and flashback to depict time,</p>	<p>How does the author use text characteristics when writing a fantasy?</p> <p>How are literary devices used to enhance a fantasy story?</p> <p>How is the real world problem solved in an unreal way?</p> <p>How is fantasy different from other narrative texts?</p>	<p>Venn Diagram of hero, anti-hero, etc.</p> <p>Think Aloud</p> <p>Quick Writes</p> <p>Venn Diagram of Fantasy & Realistic Fiction</p>	<p>Magic</p> <p>Secondary worlds</p> <p>Good versus evil</p> <p>Heroism</p> <p>Special character types</p> <p>Fantastic objects</p> <p>Fantasy</p> <p>Reality</p> <p>Hero</p> <p>Antihero</p> <p>Flash forward</p> <p>Flashback</p> <p>Personification</p> <p>Villain</p> <p>Magical</p> <p>Super natural</p>	<p>List of Fantasy Books for Fourth Graders: http://tinyurl.com/5bcxwr</p> <p><u>The Chocolate Touch</u>, Patrick Skene Catling, 2006. ISBN-13: 978-0688161330</p> <p>Activities for <u>The Chocolate Touch</u>: http://www.mce.k12tn.net/reading2/chocolate_touch.htm</p> <p><u>I Was a Rat</u>, Philip Pullman, 2002. ISBN-13: 978-0440416616</p> <p><u>Archer’s Quest</u>, Linda Sue Park, 2008. ISBN-13: 978-0440422044</p>

<p>setting, conflicts, and resolutions that enhance the plot and create suspense.</p>		<p>Concept Map</p>	<p>Setting Characters Point of View Conflict Resolution Dialogue Plot Suspense Narrative</p>	
<p>COMPREHENSION R.CM.04.01: Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. R.CM.04.02: Retell through concise summarization grade-level narrative and informational text. R.CM.04.03: Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>How do good readers use different strategies to help them understand the reading? How does the way a character is portrayed affect the piece of literature?</p>	<p>Summarizing (in journal or picture) Class Discussion Think Aloud Graphic organizers Sequence Chart Retell in groups List the different events that would change if the character was different or create an alternate ending.</p>		
<p>METACOGNITION R.MT.04.01: Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. R.MT.04.02: Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast and</p>	<p>How do the characters thoughts or dialogue show what is happening in the story?</p>			

sequential organizational patterns.				
<p align="center">CRITICAL STANDARDS</p> <p>R.CS.04.01: Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.</p>				
<p align="center">WRITING</p> <p align="center"><i>Writing Genre</i></p> <p>W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.</p>	How are characteristics of a fantasy written differently from other genres of narrative writing?	Illustrations for fantasy Publish a fantasy		
<p align="center"><i>Writing Process</i></p> <p>W.PR.04.01: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.04.02: Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</p> <p>W.PR.04.03: Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p> <p>W.PR.04.04: Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.04.05: Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check,</p>		Pre-write Draft Writing Workshop Conferencing Drawing Brainstorming Plot Diagram Story Map		

grammar references, writing references) and grade-level checklists both individually and in groups.				
<i>Personal Style</i> W.PS.04.01: Exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images ; in informational text: precision, established importance, transitions).				
<i>Grammar and Usage</i> W.GR.04.01: In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words, phrases and dialogue; quotation marks or italics to identify titles or names.				
<i>Spelling</i> W.SP.04.01: In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rhymes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).				
<i>Handwriting</i> W.HW.04.01: Write neat and legible compositions.				
<i>Writing Attitude</i> W.AT.04.01: Be enthusiastic about writing and learning to write.				
SPEAKING <i>Conventions</i> S.CN.04.02: Adjust their use of language to communicate effectively with a variety of audiences and for different				

<p>purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p>				
<p style="text-align: center;"><i>Discourse</i></p> <p>S.DS.04.01: Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.04.02: Discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.</p>				
<p style="text-align: center;">LISTENING AND VIEWING</p> <p style="text-align: center;"><i>Response</i></p> <p>L.RP.04.01: Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>L.RP.04.02: Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.04.03: Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.</p> <p>L.RP.04.04: Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p>				

**English Language Arts Pacing Guide
Fourth Grade**

Time Frame: 3 Weeks (May)

Unit 10: Almanac

Genre: Informational Reading

Definition – yearly publications containing chronologies of events, phenomena and statistics for the past year(s) as well as compendiums of useful and interesting facts relating to countries of the world, sports, entertainment, etc.

Narrative Text or Informational Text, or Writing: Skills/Strategies/GLCEs	Essential Questions	Assessment	Vocabulary	Resources/Suggested Texts
<p style="text-align: center;">READING</p> <p style="text-align: center;">WORD RECOGNITION AND WORD STUDY</p> <p style="text-align: center;"><i>Word Recognition</i></p> <p>R.WS.04.01: Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p> <p>R.WS.04.02: Use structural, syntactic, and semantic cues to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>				
<p style="text-align: center;">INFORMATIONAL TEXT</p> <p>R.IT.04.01: Identify and describe the structure, elements, features, and purpose of a variety of information genre including autobiography/biography, personal essay, almanac, and newspaper.</p> <p>R.IT.04.02: Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>R.IT.04.03: Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>How is information organized in an almanac?</p> <p>How do the text features aid the reader in using an almanac?</p> <p>Why do authors write almanacs?</p> <p>How do authors get their information to write an almanac?</p>	<p>Have students create 5-10 questions that can be found in the almanac. Then exchange papers to find the answers.</p> <p>Checklists</p> <p>Use texts from science, social studies, and math to create a class almanac.</p>	<p>Almanac Statistics Charts Graphs Tables Diagrams Keys/legends Yearly Publication Chronological</p>	<p>The World Almanac for Kids online, read some articles from the almanac for free. http://www.worldalmanacforkids.com/</p> <p><u>World Almanac for Kids 2009</u>, 2009. ISBN-13: 978-1600571107</p> <p>Worksheets for students using the 2009 World Almanac For Kids http://tinyurl.com/5moek2</p> <p>The Old Farmer’s Almanac for Kids interactive website www.almanac4kids.com</p>

		Summarize some of the facts for other classes.		<p><u>The Old Farmer's Almanac for Kids Volume 2</u>, 2007. ISBN-13: 978-1571984340</p> <p>Activity Guide by chapter to use with The Old Farmer's Almanac for Kids. http://tinyurl.com/6syb36</p> <p><u>Time For Kids Almanac 2010</u>. ISBN-13: 978-1603208086</p>
<p>COMPREHENSION</p> <p>R.CM.04.02: Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.04.04: Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>				
<p>METACOGNITION</p> <p>R.MT.04.01: Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.04.02: Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.</p>				

