

ELA Grade 4 Pacing Guide

Quarter 1

Essential questions: *Why is it important to be able to distinguish between literature and informational text? What steps must be taken to cite evidence from the text when making a point or stating a claim? What steps must be taken when formulating a summary?*

Weekly tracker

Classroom Instruction

**Week 1-
Week 3**

Reading Complex Texts

Focus on Literature:

- Summarize a story
- Analyze story elements (plot, character, setting, theme, point of view)
- Cite evidence from the text
- Make inferences and draw conclusions
- Use context to determine word meaning

Text Selections—Short Pieces from *Reading Street* plus support documents in Edmodo

- *Because of Winn-Dixie* (excerpt)
- *Grandfather's Journey*
- *The Horned Toad Prince*

Writing To Texts

Routine Writing

- Two column notes
- Story summaries
- Constructed responses to teacher questions

Narrative Writing

- Explanations of processes (e.g., a science experiment, learning log)

Analyses (Opinion)

- In the story *Because of Winn-Dixie*, Miss Franny and Opal, who seem so different from one another, become friends. Write a paper stating your opinion about why they decide to become friends. Use evidence from the text to support your inference.
- In the story *The Horned Toad Prince*, a girl makes a deal with a horned toad but she doesn't keep her end of the deal. Write a paper supporting the opinion that Reba Jo is an ill-mannered girl. Use evidence from the text to support your opinion.

**Week 4-
Week 6**

Reading Complex Texts

Focus on Literature

- Summarize a chapter or story
- Analyze story elements (plot, character, setting, point of view)
- Examine how the parts of a chapter book fit together
- Cite evidence from text
- Use context to determine word meaning

	<p>Analyzing an extended work of literature: <i>Bud, Not Buddy</i> by Christopher Paul Curtis (or other appropriately complex literary chapter book)</p> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Two column notes • Chapter summaries • Constructed responses to teacher questions <p>Narrative Writing</p> <ul style="list-style-type: none"> • Rewriting a scene from a different point of view <p>Analysis (Explanatory)</p> <ul style="list-style-type: none"> • Students will write a paper describing the importance of sequence when reading a novel. To do this, they must delineate the key events in <i>Bud, Not Buddy</i> (or other selected novel) and draw on specific details from the text to illustrate key points.
<p>Week 7- Week 9</p>	<p style="text-align: center;"><i>Reading Complex Texts</i></p> <p>Focus on Informational Text:</p> <ul style="list-style-type: none"> • Determine main idea and supporting details • Make inferences and draw conclusions • Analyze text structure • Use text features to derive meaning • Compare and contrast information and ideas <p>Text Selections--Short Pieces</p> <ul style="list-style-type: none"> • <i>Letters Home from Yosemite (Reading Street)</i> • <i>Horses</i> (excerpt from trade book or TNSS Appendix B, p. 73; see district-created support document) • <i>So You Want to Be President (Reading Street)</i> • Selected texts for research project <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Two column notes • Page summaries • Constructed responses to teacher questions <p>Narrative Writing</p> <ul style="list-style-type: none"> • Explanations of processes (e.g., how a horse moves) <p>Analysis: Opinion Writing</p> <ul style="list-style-type: none"> • Students will write a brief description of the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in <i>Horses</i>. They will then write an opinion paper explaining which informational text they preferred--<i>Horses</i> or <i>Letters Home from Yosemite</i>. They should cite evidence from the texts to support their opinions. <p>Research Report: Factual report</p> <p>Students will select a topic from Social Studies or Science, conduct research, and prepare and present a factual report that synthesizes information from multiple sources. The report may be in the form of a poster, PowerPoint presentation, or other designated mode, as directed by the teacher.</p>

For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL1, RL3 Citer evidence from text when speaking or writing about texts.	RI1, RI2, RI5 Carefully examine what is said in a text before speaking or writing about it.	L1, L2, L4, L5 Edit and revise writing for errors in language conventions. Use correct grammar when speaking.	L4, L5 Use a variety of learned strategies to derive word meaning in context.	SL1, SL2, SL6 Develop and practice classroom routines and procedure. Participate actively in classroom discussions. Summarize texts read aloud	SL1, SL2, SL4, SL6 Oral presentation of research report

Reading Foundational Skills

Phonics and Word Recognition	Fluency
RF 4.3-Apply phonics and word analysis skills when reading and spelling. <ul style="list-style-type: none"> • VCCV pattern • word structure for prefixes and suffixes, • long vowels, • adding –s and –es, 	RF 4.4-Read grade level text with fluency, accuracy, expression, and comprehension By the end of the nine weeks, read 100-110 WCPM

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**

Resources

Grades 1-5 Boston Public Schools – Close Reading Lessons

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Boston Public Schools – Curriculum Maps page 7

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Grades 1-5 Standards Guide

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Grades 3-5 Edmodo

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ELA Grade 4 Pacing Guide

Quarter 2

Essential Questions: *What steps must be taken to infer logically from text? How does a narrator use cause and effect? Why is it necessary to demonstrate an understanding of word relationships and nuances in word meaning? How does the use of visual and graphic information assist the reader when he/she is reading informational text? How does understanding text structure help the reader? Why is it important to determine the meanings of unfamiliar words in context?*

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;">Reading Complex Text</p> <p>Focus on Literature</p> <ul style="list-style-type: none">• Make inferences and draw conclusions• Analyze text structure (cause and effect)• Analyze and use illustrations and visuals to make meaning• Analyze story elements <p>Text Selections</p> <ul style="list-style-type: none">• <i>What Jo Did</i>• <i>Marven of the Great North Woods</i>• <i>The Stranger</i> <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none">• Text-dependent questions• Story summaries• Constructed responses• Journals/learning logs <p>Analysis (Argument)</p> <ul style="list-style-type: none">• In the story <i>Marven of the Great North Woods</i>, Marven learns that being on your own in an adult’s world can be challenging. Use evidence from the text to explain how Marven overcomes the many challenges he faces.• In the story, <i>The Stranger</i>, after a series of peculiar events, the stranger remembers who he is and his role in nature. Write a paper comparing and contrasting the strange events that occur once the stranger arrives and leaves the Bailey’s Farm. Use evidence from the text to support your comparisons and contrasts.
Week 4- Week 6	<p style="text-align: center;">Reading Complex Text</p> <p>Focus on Nonfiction</p> <ul style="list-style-type: none">• Determining main idea and supporting details• Analyzing text structure• Interpreting and using visual and graphic information• Determining the meaning of academic language in context• Citing information from the text to support opinion <p>Analyzing an extended work of nonfiction</p> <ul style="list-style-type: none">• <i>The Kids’ Guide to Money; Earning It, Saving It, Spending It, Growing It, Sharing It</i>

	<p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Text-dependent questions • Journals/learning logs • Two-column notes <p>Analysis</p> <ul style="list-style-type: none"> • Students will interpret the visual chart that accompanies Steve Otfinoski’s <i>The Kids’ Guide to Money; Earning It, Saving It, Spending It, Growing It, Sharing It</i> and explain how the information found within it contributes to an understanding of how to create a budget. <p>Narrative</p> <ul style="list-style-type: none"> • Students will describe in detail the process by which they can create a budget or save money for a big purchase.
<p>Week 7 – Week 9</p>	<p style="text-align: center;">Reading Complex Text</p> <p>Focus on Informational Text</p> <ul style="list-style-type: none"> • Determine the main idea and supporting details in nonfiction • Compare and contrast information found in two or more texts • Analyze text structure • Use visual and graphic information • Determine the meanings of academic terms in context <p>Text Selections</p> <ul style="list-style-type: none"> • <i>Eye of the Storm</i> (RS) • <i>Discovering Mars</i> (excerpt from Appendix B) • <i>Adelina’s Whales</i> (RS) <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Text-dependent questions • Weekly Journal Writing <p>2-3 Analyses (Explanatory/Informational)</p> <ul style="list-style-type: none"> • Compare and contrast the way Adelina’s life is similar and different from your own life. Use evidence from the text to make comparisons. • Compare and contrast photographs of different types of storms to the pictures taken by Warren Faidley in <i>Eye of the Storm</i>. <p>Research: Students will create a factual report, PowerPoint, poster etc. on an ocean animal’s habitat, adaptations, life cycle, and food chain.</p>

For Reading and Writing in Each Module						
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL1, RL3 Cite evidence from text when speaking or writing about texts.	RI1, RI2, RI5 Carefully examine what is said in a text before speaking or writing about it.	L1, L2, L4, L5 Edit and revise writing for errors in language conventions. Use correct grammar when speaking.	L4, L5 Use a variety of learned strategies to derive word meaning in context.	SL1, SL2, SL6 Develop and practice classroom routines and procedure. Participate actively in classroom discussions. Summarize texts read aloud	SL1, SL2, SL4, SL6 Oral presentation of research report
Reading Foundational Skills						
Phonics and Word Recognition				Fluency		
<p>Apply phonics and word analysis skills when reading and spelling.</p> <p>Consonant pairs ng, nk, ph, wh Inflected endings –ed, -ing, -s, -es Irregular plurals r-controlled vowels Homophones Compound words RF 4.3</p>				<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>By the end of the nine weeks, read 105-115 WCPM with expression and understanding RF 4.4</p>		
*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. These standards are constant and should be taught throughout each quarter.						

Resources

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ELA Grade 4 Pacing Guide

Quarter 3

Essential Questions: *What does it takes to achieve our goals and dreams? Why do writers write stories from their lives? Why is it important to compare and contrast information from two or more sources? What is the impact of setting on plot?*

Weekly Tracker

Classroom Instruction

Week 1 – Week 3

Reading Complex Text

Focus on Literature and Informational Text

- Compare and contrast information and ideas from multiple sources
- Examine multiple points of view
- Use visual and graphic information
- Cite evidence from the text

Text Selections

- *Houdini Box*
- *Seeker of Knowledge*
- *Lewis and Clark and Me*
- **Paired Selection: *Lewis & Clark: Journey into the unknown: A group of daring explorers headed west from Missouri nearly 200 years ago. Their journey would change the U.S. forever***-online magazine article (see Kids Info Bits; Tennessee Electronic Library)

Writing to Texts

Routine Writing

- Two column notes
- Story/text summaries
- Constructed responses to teacher questions
- Explanations of processes (e.g. a science experiment learning log)

Analysis

- Write an **opinion** paper to answer the following question: Did Victor learn the secrets of Houdini's tricks? Why do you think as you do? Support your answer with details from the story.
- Write an **explanatory** paper comparing and contrasting hieroglyphics and rebuses. Include evidence from both texts to support your response.

Week 4- Week 6

Reading Complex Text

Focus on Literature

- Determine the theme of an extended text
- Analyze the author's craft
- Examine the impact of setting on plot and characters

	<p>Analyzing an extended work of literature <i>Tuck Everlasting</i> by Natalie Babbitt (or other appropriately complex literary chapter book)</p> <p style="text-align: center;">Writing to Texts</p> <p>Routine Writing</p> <ul style="list-style-type: none"> • Two column notes • Chapter summaries • Constructed responses to teacher questions • Rewriting a scene from a different point of view <p>Analyses</p> <ul style="list-style-type: none"> • In the novel <i>Tuck Everlasting</i>, notice how the weather changes as the story's plot intensifies. Write a story (narrative) that uses the weather in a similar way. Highlight the places in your narrative where you referenced the weather and its impact on the plot's intensity. • After reading Natalie Babbitt's <i>Tuck Everlasting</i>, write an essay (informational/descriptive) describing in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.
<p>Week 7 - Week 9</p>	<p style="text-align: center;">Reading Complex Text</p> <p>Focus on Informational Text</p> <ul style="list-style-type: none"> • Examine cause and effect text structure • Recognize and make generalizations • Examine an author's use of language • Use visual and graphic information <p>Text Selections</p> <ul style="list-style-type: none"> • <i>My Brother Martin</i> • <i>Jim Thorpe's Bright Path</i> • <i>To Fly: The Story of the Wright Brothers</i> <p>Routine Writing</p> <ul style="list-style-type: none"> • Two column notes • Story summaries • Constructed responses to teacher questions • Explanations of processes (e.g. a science experiment, learning log) <p>Analyses</p> <p>Students will write a paragraph in which they either agree or disagree with King Gustaf's assertion that Thorpe was the greatest athlete in the world. They should include facts and details from the story to support their opinions. (Opinion)</p> <p>Students should write a paragraph explaining how the Wright brothers invented a new kind of propeller. They should cite evidence from the text to support their responses. (Explanatory)</p> <p>Research:</p>

Students will create a factual report, PowerPoint, poster etc. on how a famous person overcame obstacles to reach their goals/dreams.						
For Reading and Writing in Each Module						
		Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions
Every Quarter	RL1, RL3 Cite evidence from text when speaking or writing about texts.	RI1, RI2, RI5 Carefully examine what is said in a text before speaking or writing about it.	L1, L2, L4, L5 Edit and revise writing for errors in language conventions. Use correct grammar when speaking.	L4, L5 Use a variety of learned strategies to derive word meaning in context.	SL1, SL2, SL6 Develop and practice classroom routines and procedure. Participate actively in classroom discussions. Summarize texts read aloud	SL1, SL2, SL4, SL6 Oral presentation of research report
Reading Foundational Skills						
Phonics and word recognition				Fluency		
Apply phonics and word analysis skills when reading and spelling. Consonants /j/, /ks/, and /kw/ Prefixes un-, dis-, in- Contractions Final le, al, en Final er, ar Schwa, suffixes -ful, -ly, -ion RF 4.3				Read with sufficient accuracy and fluency to support comprehension. By the end of the nine weeks, read 120-130 WCPM with expression and understanding. RF 4.4		
*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. These standards are constant and should be taught throughout each quarter.						

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ELA Grade 4 Pacing Guide

Quarter 4

Essential questions: *Why is it important to know about common or recurring themes in literature? How are main idea and theme similar and different? Why is it important to be able to determine text structure? Why is it important to make inferences and draw conclusions when reading?*

Weekly tracker

Classroom Instruction

**Week 1-
Week 3**

Reading Complex Texts

Focus on Literature

- Analyze theme
- Explore cause and effect
- Examine an author's use of figurative and sensory language

Comprehension strategies: Summarize, visualize, ask questions, story structure

Text Selections—Short Pieces from *Reading Street* plus support documents in Edmodo

- *How Tia Lola Came to Visit Stay*
- *How Night Came from the Sea*
- *Amelia and Eleanor Go For a Ride*

Writing To Texts

Routine Writing

- Two column notes
- Story summaries
- Constructed responses to teacher questions

Narrative Writing

- Explanations of processes (e.g., a science experiment, learning log)

Analyses

- *How Night Came From the Sea*: is a *pourquoi* tale. Go on the Internet and find another example of a *pourquoi* tale. Read and summarize both, then write a paragraph discussing which *pourquoi* tale you think did the most effective job of explaining a natural occurrence. Include evidence from the texts to support your opinion. **(Opinion)**
- *How Tia Lola Came to Visit Stay*: Write a character sketch of a character from *Tia Lola*. Tell what the person does. Explain what these actions show about the person, and cite evidence from the text to support key points. **(Explanatory)**

**Week 4-
Week 6**

Reading Complex Texts

Focus on Informational Text

- Summarize a section or chapter
- Examine how the parts of an extended text fit together

- Cite evidence from text
- Use context to determine word meaning

Analyzing an extended work of informational text:

Discovering Mars by Melvin Berger (or other appropriately complex informational text)

Writing to Texts

Routine Writing

- Two column notes
- Chapter summaries
- Constructed responses to teacher questions

Narrative Writing

- Work with a partner to write a script for “The Martians Are Landing” radio broadcast described on p. 12-15. Cite evidence from the text in your story.
- Describe one process scientists will need to put into place if they want to send people to Mars. Refer to details on pp. 40-45 as you write.

Analysis (Choose one)

- *Discovering Mars* Performance Assessment- How would human beings on Earth benefit if it were possible to create a space colony on Mars in which humans could live? Cite evidence from the text to support your opinion.
- Write a letter to your congressman discussing whether our government should spend money to fund further exploration of Mars, or use that money to improve conditions here on Earth. Cite evidence from the text to support your opinion.

**Week 7-
Week 9**

Reading Complex Texts

Focus on Informational Text:

- Make inferences and draw conclusions
- Analyze text structure
- Use text features to derive meaning
- Compare and contrast information and ideas

Text Selections--Short Pieces

- *Discovery of Machu Picchu*
- *Encantado: Pink Dolphin of the Amazon*
- *Antarctic Journal*
- Selected texts for research project

Writing to Texts

Routine Writing

- Two column notes
- Page summaries
- Constructed responses to teacher questions

Narrative Writing

- Explanations of processes

Analysis: Opinion Writing

Students will write a brief description of the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in *Discovering Mars*. They will then write an opinion paper explaining which informational text they preferred- *Discovering Mars* or *Discovering Machu Picchu*. They should site evidence from the texts to support their opinions.

Research Report: Factual report

Students will create a multi-media presentation, poster board, or other type of project comparing and contrasting Earth and Mars. Students will begin by doing research to find information and collect pictures of geological features of both planets. For each picture, students should identify the planet and write short descriptions of the geological features being compared. Students should do further research to include in their descriptions explanations of how the feature was formed and how the feature may be useful for supporting life on both planets.

For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
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Reading Foundational Skills

Phonics and Word Recognition	Fluency
RF 4.3 a Apply phonics and word analysis skills when reading and spelling. Words with suffixes –less, -ment, -ness, Words with the same vowel sound as Shout Words with the consonant sounds /i/, /ks/ and /kw/. Words with related words (TE p. 629i); Words with silent consonants (TE p. 761i) Syllable patterns (TE p. 559i), final le, al, en (TE p. 439i) Words with Latin roots (TE p. 607i)	RF 4.4 a, b, c Know and apply grade level phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension. By the end of the nine weeks, read 120-130 WCPM

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**



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