West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017

Teacher:	Kathy Bowman	Co-Teacher:	
Subject:	English Language Arts	Grade Level:	4th

Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery: What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
1 Beginning School Year		Procedures and goals for the year	Classroom procedures and rules; School expectations;	Practice classroom rules and school expectations	8/4/16-8/12/16
2 Comprehension	RL & RI 4.1/2 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; Determine a theme of a story, drama, or poem from details in the text; summarize the text; main idea of a text and explain how it is supported by key details; These will be used every week in vocabulary – ALL units: RI/RL.4.4 Determine the words and phrases as they are used in a text, included those that allude to significant characters found in mythology	Comprehension Strategy Vocabulary Writing Process	6 Major Reading Comprehension Strategies 5 Step Writing Process	TSW identify and explain the 6 major reading comprehension strategies TSW use the 5 step writing process to write a paragraph explaining his/her favorite summer activity	8/15/16-8/26/16

	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words RF.4.3a use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology to read accurately unfamiliar multisyllabic words in context and out of context L.4.4a-c These will be used every week in weekly writing assessments about skill (quick writes and writer's workshop conferences): W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience W.4.5 with guidance and support from peers and adults, develop and strengthen writing as needed by planning revising, and editing W.4.10 Write over extended time frames and shorter time frames for a range of discipline-				

	specific tasks, purposes and audiences				
3 Because of Winn-Dixie	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; RL.4.2 determine a theme of a story, drama, or poem from the details in the text; summarize the text L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meaning; b recognize and explain the meaning of common idioms W.4.5 with guidance and support from adults, develop and strengthen writing as needed by	Because of Winn Dixie Sequencing, summary Sentences: Sentence or Fragment; Types of Sentences; Parts of a complete sentence, subject and predicate VCCV word pattern, -ed verbs; Intro to Writer's Notebook Idioms	Definition of Sequencing and how to rewrite sentences in correct sequence Whether a group of words is a complete sentence, run-on, or fragment How to decode words with VCCV pattern How subj and pred contribute to sentence meaning Purpose of Writer's Notebook	TSW rewrite sentences in the correct sequence for well written paragraphs/text TSW summarize text in proper sequence TSW identify sentence fragments TSW modify sentences to include all necessary information to be complete (subject or predicate, punctuation, etc.) TSW identify the VCCV word pattern and apply the short vowel recognition when reading TSW design the cover of his/her WN and will develop an "About Me" author's page that incorporates the cover design in the text	8/29/16-9/16/16

	planning, revising, and editing.				
4 Lewis & Clark & Me	RL.4.7 Compare and contrast the treatment of similar topics and patterns of events in stories and traditional literature RL.4.1 and RL.4.2 (ongoing on fiction selections) RI.4.3 Explain events ideas, and concepts in a historical text included what happened and why, based on specific information in the text (from journal excerpts) RI.4.6 Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking W.4.5 (ongoing) W.4.4 Produce clear coherent writing in which the development	Lewis and Clark and Me Asking Questions: Author's Purpose, Long A and I phonics Nouns Writing Traits Overview (Establish Vocabulary)	Questioning author's purpose/choice of words leads to comprehension Patterns and vowel teams that decode long A or I 6 Overarching Writing Traits for all academic writing Common/proper nouns Singular Plural Nouns Possessive Nouns	TSW practice questioning while reading by focusing specifically on author's purpose and word choice; TSW create question sets for partners to answer; TSW identify word patterns and vowel pairs that create long A&I and apply the decoding skills when they read TSW memorize and be able to explain the 6 writing traits that will be assessed in academic writing TSW identify, classify, use, and categorize nouns as common or proper, singular or possessive TSW modify nouns to create possessive forms or plural forms	9/19/16-9/30/16

	and organization are appropriate to task, purpose, and audience (ongoing)				
5 Banks of Plum Creek	RL.4.1, RL.4.2 (fiction selection) RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text; identifying where each version reflects specific descriptions and directions in the text L.4.1b Form and use the progressive verb tenses, L.4.1 ongoing W.4.4 and W.4.5 ongoing	Banks of Plum Creek Literary Elements: Character, Setting, Plot; Strategy: Visualize Long E & O phonics Verbs: action verbs, main and helping, tenses, subject/verb agreement Writing: Ideas	Literary Elements Long E & O sounds and word patterns How to visualize and when useful for comprehension What is a verb, verb tenses, subject/verb agreement rules, how to generate ideas for writing, how ideas fall within pre-writing stage; how ideas evolve throughout the year How to merge ideas with tasks	TSW analyze character, setting, and plot of text TSW describe visualization based on text clues given about literary elements; TSW identify long E&O words and apply when reading TSW label verbs, categorize by tense; then rewrite sentences using correct verb tense and subject/verb agreement TSW list possible writing ideas using various graphic organizers TSW assess ideas for suitability for writing TSW develop ideas by "pumping up" with details or furthering the pre-writing process TSW evaluate ideas and create system to continually revise the idea list throughout the year	10/3/16-10/21/16 (Fall break, week of 10/10/16)

6 The Horned Toad Prince	RL.4.1, RL.4.2 (fiction selection) RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations RL.4.9 Compare and contrast the treatment of similar themes and topics in stories and traditional literature from different cultures (frog/prince) L.4.1d order adjectives within sentences according to conventional patterns; L.4.3a choose words and phrases to convey ideas precisely W.4.1a introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; W.4.1b provide reasons that support the opinion W.4.4 and W.4.5 ongoing W.4.10 Write routinely over extended time frames and shorter time frames for a range	Horned Toad Prince Story Structure Synthesize: Multiple Texts with same theme Adjectives Writing: Organization	Narrative story structure BME, Other versions of frog/princess story Adjectives-what are they, purpose, types (senses), and how to order in sentences Organization steps and GO's continued Transitional words	TSW identify structure of fiction and label on story line TSW compare and contrast multiple versions of princess and toad stories using Venn diagram, then writing summary of assessment TSW identify and use adjectives correctly when writing TSW develop ideas into organized lists or arranged into graphic organizers with developed details TSW also explore other organization options according to text structure and the organization used for specific types of writing (TREE, TIDE) expository or persuasive	10/24/16-10/28/16

	of discipline-specific tasks, purposes, and audiences (building stamina, understanding purpose and task/prompt)				
7 Letters Home from Yosemite	RI.4.2 Determine the main ideas of a text and explain how it is supported by key details; summarize the text; RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; (RI4.2, RI.4.1 are	Letters Home from Yosemite Text Structure: Text Features Main Idea and Details Long U Capitalization and Punctuation Writing: Organization	Different text structures for non-fiction and fiction; different structures such as chronological, comparison, cause/effect, problem/solution Text Features-photographs, captions, graphs, charts, bolded text, etc.	TSW create a t-chart recording types of text features found in selected texts; TSW explain how text features can help with comprehension TSW apply standard English conventions related	10/31/16-11/11/16

	ongoing in all NF selections from this point on) RI.4.3 Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; L.4.2.a Use correct capitalization W.4.9b Apply grade level reading standards to information texts			to capitalization and punctuation when writing; TSW correct incorrect titles or sentences using correct punctuation or capitalization TSW develop a graphic organizer based on main idea and details for original informative writing TSW use transitional words and sentences in writing	

8 What Jo Did	RL.4.1 and RL.4.2 (fiction selection) RL.4.3 describe in depth a character, setting, or event in a story or drama; RL. 4.6 compare/contrast point of view from story narrator, including first- and third- person narrators SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate L.4.2d spell grade-appropriate words correctly (plurals) L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; L.4.2b Use commas before a coordinating conjunction in a compound sentence; L.4.2c use commas and quotation marks to mark direct speech and quotations from a text L.4.3c Differentiate between contexts that call for formal English	What Jo Did Cause and Effect Predictions Adding – and – es Writing: Voice Punctuation (continued)	How to differentiate between cause and effect How to determine a cause or effect when one is given How to make logical predictions when reading and how it aids in comprehension (always looking for answer to confirm or adjust) Plural nouns Using commas in a series and in dates When to use formal voice or informal voice, being able to recognize the difference in writing	TSW identify cause-effect in given text; TSW explain cause-effect relationships within the text; TSW create original text using cause-effect structure TSW use standard English conventions for creating plurals when writing TSW identify "voice" when hearing or reading mentor texts TSW use standard English conventions when using commas in writing (in a series, in dates)	11/14/16-11/18/16

	and situations where informal discourse is appropriate				
9 Coyote School	RL.4.1 and RL.4.2 ongoing and questioning/conclusions and inference SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; L.4.2b Use commas before a coordinating conjunction in a compound sentence; L.4.2c use commas and quotation marks to mark direct speech and quotations from a text L.4.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate	Coyote School News Questioning: Drawing Conclusions and Making Inferences Irregular Plurals Punctuation: Commas (Continued) and Quotations Writing: Voice (continued) Introduce "Test "Ladies"	Understanding the difference between thick and thin questions Knowing how to draw logical conclusions based on text clues – how to find useful text clues, what is relevant, what is extra Memorize 4th grade list of irregular plurals How to use commas in quotes and dialogue Difference in formal/ informal voice The test ladies' expectations	TSW explain conclusions and inferences drawn from text clues and background knowledge when reading selected texts TSW memorize specific irregular plurals TSW use standard English conventions when using commas in a series, in dates, in city/state TSW use standard English conventions when writing dialogue TSW correct punctuation and capitalization in sentences with dialogue TSW write one text two times, once with a formal voice and once with informal. TSW rewrite an informally voiced text in formal voice	11/21/16-12/2/16 Thanksgiving break 23rd-25th
10 Scene Two Questioning	RL.4.1 and RL.4.2 ongoing and	Scene Two	Same as above: questioning/conclusions and inferences	TSW explain conclusions and	12/5/16-12/9/16

	questioning/conclusions and inference L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; L.4.1a use relative pronouns and relative adverbs; W.4.3d use concrete words and phrases and sensory details to convey experiences and events precisely; W.4.2c Use precise language and domain specific vocabulary to inform about or explain the topic	Questioning: Drawing Conclusions and Making Inferences Words with ar, or (spelling/phonics) Pronouns: Subject, Object, Possessive, contractions Writing: Word Choice	Word patterns with ar/or Subject/object pronouns and when/how to use Contractions-how to form, where to put apostrophe How to choose words that are specific and not too vague or weak	inferences drawn from text clues and background knowledge when reading selected texts TSW categorize pronouns as subject or object and use the correct form in sentences TSW identify possessive pronouns TSW identify and be able to form correctly contractions that include pronouns TSW create "shades of words" list (or "Better Word For" list) and assess words for interest and clarity in writing TSW begin list of taboo words and dead verb words that are too predictable or are weak choices	
Christmas	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and	Rudolph and 'Twas the Night Before Christmas Character Analysis Poem structure	Verse, rhythm, meter, stanza, etc. structure for poems	TSW Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when	12/12/16-12/20/16 Winter Break 12/20/16-1/3/17

	drama when writing or speaking about a text RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text			writing or speaking about a text TSW describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	
11 Horse Heroes	RI.4.2, RI.4.1 (on going in all NF selections) RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text RI.4.2, RI.4.1 (on going in all NF selections) L.4.1g correctly use frequently confused words L.4.2c Use a comma before a coordinating conjunction in a compound sentence; W.4.9b Apply grade level reading standards to information texts	Horse Heroes Synthesize & Summarize: Restate author's claims and supporting evidence; compare thoughts before and after reading text; Text features Homophones Writing: Sentence Fluency	How to summarize periodically as we read to check for comprehension How to adjust thinking or ideas based on text as we read Types of text features and purposes Specific homophones and meanings Types of sentences and ways to vary in writing for interest	TSW restate the authors claims and the supporting evidence; TSW analyze and explain how this text impacted his/her thinking about the topic; TSW will study the visual text features to understand the text; TSW explain how the text features enhance comprehension TSW identify and correctly use selected homophones based on text clues (proof	1/4/17-1/13/16
12 So You Want to Be President	RI.4.6 compare/contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided;	So You Want to Be President Main Idea, Summarize Text Structure/Questioning how the author organized the text Adverbs	Difference between main idea, summary, and theme Text structures Questioning Adverbs-types, what they modify, etc. General editing conventions for writing	TSW create a story organizer based on the main idea and key details; TSW summarize portions of text while reading to check for comprehension;	1/17/17-2/3/17

	RI.4.7 interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears, RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly; W.4.2a introduce a topic clearly and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension; W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, and other information related to the topic; W.4.2c link ideas within categories of information	Writing: Conventions	**Compare stories in main selection to primary source letters or documents related to stories (Lincoln's Whisker's Book compared to Lincoln's actual letters during campaign)	TSW give details about how the author organized the text and hypothesize why the author organized the text in this specific structure TSW use standard English conventions when using adverbs in writing; TSW use the words good and well correctly; TSW use negatives correctly TSW review editing and other conventions taught throughout the year and begin applying them all in future writing TSW practice "Read Up, Write Down" practice when editing TSW research specific president OR first-lady and present information in form of a PowerPoint, poster, or living museum figure	

	using words and phrases (another, for example, also, because); W.4.2d use precise language…; W.4.2e provide a concluding statement or section related to the information or explanation presented; W.4.9b Apply grade level reading standards to information texts				
13 The Man Who Named the Clouds	RI.4.1 and RI.4.2 ongoing, non-fiction selections RI.4.6 Compare and contrast a first hand and second hand account of the same event or topic; describe the differences in focus and the information provided; RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears; L.4.1e Form and use prepositional phrases	The Man Who Named the Clouds Multiple Meaning Words/ Context Clues Synthesize Prepositions Writing: Organization review and voice		TSW compare multiple texts with the same text structure; TSW relate the text ides to current or historical events; TSW identify previous knowledge about main selection topic/idea TSW identify prepositions, write and proofread sentences using prepositional phrases TSW use context clues to determine the meaning of unknown words TSW write to prompt, using GO's for appropriate writing types; self and peer-assessing for	2/6/17-2/17/17

	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; takes notes and categorize information; W.4.9b Apply grade level reading standards to information texts W.4.1 Write opinion pieces on topics or texts, supporting a view with reasons and information; W.4.1a introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose; W.4.1b Provide reasons that support the opinion; W.4.1c link opinion and reasons using words and phrases; W.4.1d Provide a concluding statement or section related to the opinion presented;			appropriate voice and organization	
14 Adelina's Whales	RI.4.1 and RI.4.2 ongoing non-fiction (expository text) RI.4.3 explain events, ideas, or concepts in a	Adelina's Whales Text Structure Fact/Opinion	See text structure, homophones above Difference between fact/opinion	TSW identify information presented in graphic organizers TSW identify meanings of multiple meaning	2/21/17-3/3/17

	historical, scientific, or technical text, including what happened and why, based on specific information in the text; RI.4.5 Describe the overall structure W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly; W.4.2a introduce a topic clearly and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension; W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, and other information related to the topic; W.4.2c link ideas within categories of information using words and phrases (another, for example, also, because); W.4.2d use precise language…; W.4.2e provide a concluding statement or section related to the	Multiple Meaning Words and Context Clues /Homophones Writing: Explanatory – building ideas and organization, word choice (all review)	Purpose of explanatory text, layout and structure from mentor text Organization chart for explanatory How to determine if explanatory based on prompt	words based on context clues TSW write to prompt after reading texts based on TNReady material; we will self and peer assess focusing on organization, idea development, and word choice.	

	information or explanation presented; W.4.9b Apply grade level reading standards to information texts L.4.1g correctly use frequently confused words				
15 How Night Came from the Sea	RL.4.1Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 ongoing; RL.4.5 explain major differences between poems, drama, and prose RL.4.9 compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W.4.1 Write opinion pieces on topics or texts, supporting a view with reasons and information;	How Night Came from the Sea Pourquoi genre, poetry pourquoi Visualize Generalization Subject –Verb agreement review Persuasive Writing – developing ideas, organization, word choice	Genre type See visualize, generalization, subject/verb agreement above Persuasive writing organization and structure, mentor texts as examples, organizers to aid in writing, clues in prompts to let us know the test expects a persuasive writing response	TSW recognize pourquoi genre and create original pourquoi story TSW analyze pourquoi poetry and interpret how the story may have originated TSW Explain inferences, conclusions, predictions, and generalizations by citing appropriate details and examples from the text TSW choose correct present tense verbs for singular and plural subjects, proof read for subject-verb agreement TSW continue to write to prompt after reading texts based on TNReady material; we will self and peer asses focusing on	3/6/17-3/17/17

	W.4.1a introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose; W.4.1b Provide reasons that support the opinion; W.4.1c link opinion and reasons using words and phrases; W.4.1d Provide a concluding statement or section related to the opinion presented; (May change to narrative if students write own pourquoi) same numbers, just W.4.3… W.4.9a apply grade 4 reading standards to literature			organization, idea development, and word choice	
16 Eye of the Storm	RI.4.6 Compare and contrast a first and secondhand account of the same event or topic; describe the differences in focus and information RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the	Eye of the Storm Cause-Effect Questioning/Prediction Verb Tense review Writing: Determining by prompt, continue review and "Test Lady" request	See cause/effect, questioning, prediction, verb tense above, See determine prompt above Explain "Test Lady" expectations and how to write for the test ladies **find footage from storms covered in story (RI.4.6, 7)	TSW <u>Explain</u> events, procedures, ideas, or concepts in a historical, scientific, or technical text, including *what happened and why*, based on specific information in the text TSW write and proofread sentences	3/20/17-4/7/17 Spring Break 3/27/17-3/31/17

	information contributes to an understand of the text in which it appears RI.4.3- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including *what happened and why*, based on specific information in the text. L.4.1 (ongoing) L.4.1b Form and use the progressive verb tenses; W.4.9b Apply grade 4 Reading standards to information texts			using the correct verb tense TSW continue to write to prompt after reading texts based on TNReady material; we will self and peer-assess focusing on all scored traits	
17 Paul Bunyan	RL.4.1Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 ongoing; RL.4.5 explain major differences between poems, drama, and prose RL.4.9 compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures L.4.1 Demonstrate command of the conventions of standard	Paul Bunyan Inferring (review) Summarizing(review) Irregular Verb (review) Sentences(review)	How to make inferences How to summarize To stop when reading to summarize, make sure they are comprehending the text Verb tenses, irregular verbs Sentence structure, types of sentences, clauses, conjunctions, punctuation,	TSWrefer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. TSW explain major differences between poems, drama, and prose TSW compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures TSW use irregular verbs correctly when	4/10/17-4/21/17

	English grammar and usage when writing and speaking.			writing or proof reading sentences	
18 Case of the Gasping Garbage	RL.4.1Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 ongoing; RL.4.3 describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text W4.3a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Case of the Gasping Garbage Compare/Contrast Visualize Singular/Plural Nouns(review) Synonyms and antonyms(review) Context clues (review) Narrative writing	See compare/contrast, visualize, nouns, synonyms & antonyms, and context clues above; Narrative writing organization, traits, mentor texts	TSW refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. TSW describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text TSW write informative/explanatory texts to examine a topic and convey ideas and information clearly	4/24/17-5/19/17