***English Language Arts***

***Fourth Grade Pacing Guide***

**Trimester 1:**

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| **Duration:** | **Reading** | **Writing** | **Word Study** |
| 4-5 weeks | **Unit 1 Launching Reading Workshop:**   * Routines and expectations of reading workshop * Reflecting on our reading lives * Using reading logs * Building reading stamina and volume * Making reading choices wisely * Talking about reading * Thinking deeply about books   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 1 Launching Writing Workshop:**  **Writing Skills:**   * Routines and expectations of writing workshop * Collecting ideas * Writing with stamina and volume * Writing with independence * Planning and drafting * Revising and editing   **Grammar Skills:**   * Writers write in past tense, using the correct verb choice. * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation. * Writers write personal narratives in first person, using correct pronoun choice | **Approx First 17 Lessons**  **(WSA 1-3; WS 1-2; HFW 1; LSR 1-6; SP 1-5)**   * Syllables and decoding * Recognize and use contractions (have, would, had) * High Frequency Words * (o) Vowel sound * Letter combo with two vowel sounds * Vowel sounds with /r/ * Two or more different sounds at the end of word * Digraphs at the beginning or end of words * Consonants represented by letters or letter clusters * Difficult phonogram patterns in single syllable words * Double consonants |
| Weeks  5-6 weeks | **Unit 2 Fiction:**   * Types of fiction * Story elements and key details * Narrative and chorological structure of fiction * Retell using story structure elements and key details. * Theme or central message * Compare and contrast * Characters traits * Point of view * Questioning * Internal, external conflicts and plot * Tone * Envisioning   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 2 Personal Narrative:**  **Writing Skills:**   * Writing with significance * Focus * Organization * Elaboration * Varied sentence structure   **Grammar Skills:**   * Writers write in past tense, using the correct verb choice. * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation. * Writers use commas and quotation marks to mark direct speech. * Writers use resources to check spelling. * Writers write in complete sentences. * Writers write personal narratives in first person, using correct pronoun choice. * Writers use paragraphs to organize their writing. | **(Approx Next 18 Lessons)**  **(SP 6-9; WSA 4-6; WMV 1-4; WSA 12-15, 7; LSR 7-8)**   * Double consonants * Patterns with double consonant that represent two sounds * Syllable patterns that frequently appear in multisyllabic words * Using word parts to solve unknown words and understand its meaning * Synonyms * Antonyms * Study routine to spell words (write, build, mix, fix, mix) * Study routine (Look, say, cover, write, check) * Use known words to spell an unknow word * Attempt to spell unknown word * Using a dictionary to spell unknown words and find information about words * Using capital letters correctly * Forming cursive letters |

**Trimester 2:**

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| **Duration:** | **Reading** | **Writing** | **Word Study** |
| 5-6 weeks | **Unit 3 Nonfiction:**   * Reading to learn * Text features * Text Structures * Challenges of nonfiction * Main Idea * Using text evidence * Summarize * Vocabulary * Note-taking | **Unit 3 Essay:**  **Writing Skills:**   * Writing with focus and significance * Writing for sustained periods of time * Supporting ideas with reasons * Planning with an essay graphic organizer * Elaboration * Using persuasive language and techniques * Introductions and conclusions   **Grammar Skills:**   * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation and capitalization. * Writers use resources to check spelling. * Writers write in complete sentences. * Writers use paragraphs to organize their writing. | **Approx Next 21 Lessons**  **(WS 3-7; HFW 2; WS 8-15; SP 10-15)**   * Recognize, use, and understand common abbreviations * Recognize and use irregular plurals that change the spelling of words * Recognize and use possessives that add an apostrophe to singular nouns ending with -s. * Read and write approximately 500 HFW * Recognize and use r-influenced syllables * Recognize and use vowel combination syllables * Recognize and use VCe syllables * Recognize and use VCe syllables * Recognize and use consonant +le syllables * Recognize and use syllables in words with the VCCV pattern (syllable juncture) * Recognize and use syllables in words with the VV pattern * Understand that several basic rules govern the spelling of words with suffixes * Recognize and uses short, long, unique and other vowel phonograms in multisyllabic words |
| 5-6 weeks | **Unit 4 Historical Fiction:**   * Retelling * Character inference * Interpreting themes * Using text evidence * Reading with the setting in mind * Inference * Envisioning * Monitor for sense * Perspective / point of view   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 4 Realistic Fiction:**  **Writing Skills:**   * Writing with a focus * Story elements * Elaboration * Varied sentence structure * Organization * Leads * Endings   **Grammar Skills:**   * Writers write with subject verb agreement. * Writers write with capital letters at the beginnings of sentences and proper nouns. * Writers use correct end punctuation. * Writers use commas and quotation marks to mark direct speech. * Writers use resources to check spelling. * Writers write in complete sentences. * Writers write with proper pronoun use. * Writers use paragraphs to organize their writing. | **Approx Next 14 Lessons**  **(WMV 5-10; WS 16-18; WS 19-23)**   * Homophones * Homographs * Recognize and use words with multiple meanings * Recognize and use ending -ing with multisyllable verbs with an accented last syllable (present and past participle) * Recognize and use ending -ing with multisyllable verbs with an accent not on the last syllable (present and past participle) * Recognize and use the suffix -ly to form an adverb * Recognize and use the suffix -y to form an adjective * Recognize commonly misspelled words * Recognize and use prefixes that mean “bad, badly, or wrong, wrongly) * Recognize and use prefixes that refer to sequence |

**Trimester 3:**

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| **Duration:** | **Reading** | **Writing** | **Word Study** |
| 5-6 weeks | **Unit 5 Close Reading/Test Prep:**   * Close reading * Reading with the main idea * Dealing with difficult / unknown vocabulary * Synthesis and analysis * Thinking across texts * Inference * Theme / author’s message / lessons * Using text evidence * Test taking skills * Reading with stamina | **Unit 5 Literary Essay:**  **Writing Skills:**   * Writing about reading * Writing with a focus / thesis statement about literature * Supporting ideas with reasons * Citing text evidence * Planning with an essay graphic organizer * Elaboration * Using transition words * Introductions and conclusions   **Grammar Skills:**   * Writers write with capital letters at the beginnings of sentences, proper nouns, and in titles. * Writers use correct end punctuation and capitalization. * Writers use resources to check spelling. * Writers write in complete sentences. * Writers use commas in complex sentences. * Writers use quotation marks to cite text evidence. * Writers use paragraphs to organize their writing. | **Approx Next 17 Lessons**  **(WS 24-34; WMV 11-16)**   * Recognize and use prefixes that indicate amount, extent, or location * Recognize and use the suffix -ness to form a noun * Recognize and use the suffixes -ion, -tion, and -sion * Recognize and use the suffixes -ful and -less to form an adjective * Recognize and use the suffixes -ant and -ent to form an adjective * Recognize and use the suffixes -able and -ible to form an adjective * Recognize and use number-related prefixes * Recognize and use the prefixes that mean “with or together” * Recognize and use the prefixes that mean “with or among” * Recognize and use the prefixes ex- and in- * Understand suffixes and prefixes * Understand that words in different languages and related origins * Understand that English words are derived from many sources * Recognize and use portmanteau words * Recognize and use clipped words |
| 5-6 weeks | **Unit 6 Nonfiction Research:**   * Reading to learn about a topic * Research skills * Note-taking * Reading with the main idea in mind * Acquiring new and complex vocabulary * Thinking across texts   Administer Teacher’s College Independent Reading Assessment (IRLA) | **Unit 6 Informational Writing:**  **Writing Skills:**   * Research skills * Note-taking * Writing with a focus * Organization * Elaboration * Word choice   **Grammar Skills:**   * Use punctuation for effect * Use correct capitalization * Use correct end punctuation * Write in a paragraph structure * Use strategies to correct spelling | **Approx Next 17 Lessons**  **(WMV 17; WS 35-38; WSA 8-11; WMV 18-25)**   * Recognize and use antonyms * Recognize and use word roots from Latin * Recognize and use word roots from Greek * Recognize and use connections between words that have the same root or base word to solve unknown words * Using latin roots to solve an unknown word and to determine its meaning * Literal and figurative meanings * Using similes to make comparisons * Metaphors to make comparisons * Idioms can have different meanings * Concepts of Latin Roots * Concepts of Greek Roots |