

Roosevelt UFSD

Harcourt Pacing Guide

Grade 4

English Language Arts



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Roosevelt UFSD
Story Town Curriculum Pacing Guide
Grade 4

Theme 1: Facing Challenges		Dates:													
Essential Question: <i>How can solving a disagreement be a challenge?</i>		September 10-14, 2012													
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT												
Lesson 1	Reading Literature RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	Comprehension Skill: Character Traits and Motivation Strategy: Story Structure Paired Selection/Genre: "The Hot and Cold Summer"/Realistic Fiction "Secret Talk"/Poetry	-Weekly Comprehension -Written Response -Running Records												
	Language: Vocabulary L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Vocabulary <i>Robust Vocabulary: pact, queasy, foisted, venture, annoyed, depriving</i> Synonyms and Antonyms	-Weekly Vocabulary												
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Closed Syllable Patterns Digraphs	-Weekly Spelling												
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Accuracy <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">B</td> <td style="text-align: center;">M</td> <td style="text-align: center;">E</td> </tr> <tr> <td>Rate</td> <td style="text-align: center;">90+</td> <td style="text-align: center;">103+</td> <td style="text-align: center;">115+</td> </tr> <tr> <td>Accuracy</td> <td style="text-align: center;">96+</td> <td style="text-align: center;">97+</td> <td style="text-align: center;">98+</td> </tr> </table>		B	M	E	Rate	90+	103+	115+	Accuracy	96+	97+	98+	-Progress Monitoring
		B	M	E											
	Rate	90+	103+	115+											
Accuracy	96+	97+	98+												
Language: Conventions L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3b Choose punctuation for effect. L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Grammar Sentence Fragments Declarative and interrogative	-Weekly Grammar													
Writing W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Form: Write a character description Trait: Voice	-Student draft													

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Theme 1: Facing Challenges		Dates:	
Essential Question: <i>How can believing in yourself help you to do something difficult?</i>		September 19-25, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 2	Reading Literature RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	Comprehension Skill: Character Traits and Motivation Strategy: Story Structure Paired Selection/Genre: "Mighty Jackie: The Strike-Out Queen"/Biography "The New Kid"/Poetry	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Vocabulary <i>Robust Vocabulary: legendary, muttered, gaped, flinched, snickering, glared, stunned, fluke</i> Synonyms and Antonyms	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Open Syllable Patterns	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Accuracy	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1e Form and use prepositional phrases. L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Grammar Imperative and Exclamatory Sentences Interjections	-Weekly Grammar
	Writing W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Form: Write a descriptive paragraph Trait: Voice	-Student draft

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Theme 1: Facing Challenges		Dates:	
Essential Question: <i>How can friends help you face challenges?</i>		Sept. 27-Oct. 5, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 3	Reading Literature RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Comprehension Skill: Compare and Contrast Strategy: Ask Questions Paired Selection/Genre: "Danitra Brown Leaves Town"/Narrative Poetry "Summertime Star Parties"/Expository Nonfiction	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Vocabulary <i>Robust Vocabulary: surrender, particular, sparkling, clusters, sizzles, stroll</i> Synonyms and Antonyms	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Vowel digraphs	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Accuracy	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar Subjects and predicates	-Weekly Grammar
	Writing W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Form: Write a narrative poem Trait: Word choice	-Student draft

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Theme 1: Facing Challenges		Dates:	
Essential Question: <i>How can friends help you face challenges?</i>		October 9-12, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 4	Reading Literature RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Comprehension Skill: Compare and Contrast Strategy: Ask Questions Paired Selection/Genre: "Kai's Journey to Gold Mountain"/Historical Fiction "My Japanese Sister"/Narrative Nonfiction	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Vocabulary <i>Robust Vocabulary: averted, fury, interrogation, stern, accusing, solemnly, cringed, craned</i> Synonyms and Antonyms	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Structural Analysis Inflections -ed, -ing	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Accuracy	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Grammar Complete and simple subjects and predicates	-Weekly Grammar
	Writing W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Form: Write a journal entry Trait: Word choice	-Student draft

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Theme 1: Facing Challenges		Dates:	
Essential Question: <i>Why is it important to face challenges?</i>		October 15-19, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 5	Review of standards	<p>Comprehension Skill Review: Character's Traits and Motivations, Compare and Contrast Strategy Review: Use Story Structure/ Answer Questions Reader's Theater: "Pedro Puts on a Play"/Realistic Fiction "Raul's After-School Snack"/Realistic Fiction</p> <p>Vocabulary Review Lessons 1-4 Introduce: <i>culinary, downcast, consternation, vivid, extensive, serenely, reminiscent, pensive, recruit, commenced</i></p> <p>Word Study Review: <i>Closed Syllable Patterns, Open Syllable Patterns, Syllable Patterns, Vowel Digraphs, Structural Analysis: Inflected endings -ed, -ing</i></p>	<p>Theme Assessment Written Response Publish Writing</p>

Standards Across the Theme

Reading Literature:

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.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational 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.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills:

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

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 routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Language:

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from an array of strategies.

L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

****All Standards Across the Theme are embedded in many lessons and not taught in isolation****

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Theme 2: Getting the Job Done		Dates:														
Essential Question: <i>Why is it important to be dependable?</i>		October 22-26, 2012														
COMMON CORE STATE STANDARD		CURRICULUM		ASSESSMENT												
Lesson 6	Reading Literature RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehension Skill: Conflict and Resolution Strategy: Monitor Comprehension Paired Selection/Genre: "On the Banks of Plum Creek"/Historical Fiction "Surviving on the Prairies"/Expository Nonfiction		-Weekly Comprehension -Written Response -Running Records												
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: responsible, darted, jostling, swerved, attentive, pounced, contradicting</i>		-Weekly Vocabulary												
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Syllable Patterns: Consonant +-le		-Weekly Spelling												
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Accuracy <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">B</td> <td style="text-align: center;">M</td> <td style="text-align: center;">E</td> </tr> <tr> <td>Rate</td> <td style="text-align: center;">90+</td> <td style="text-align: center;">103+</td> <td style="text-align: center;">115+</td> </tr> <tr> <td>Accuracy</td> <td style="text-align: center;">96+</td> <td style="text-align: center;">97+</td> <td style="text-align: center;">98+</td> </tr> </table>			B	M	E	Rate	90+	103+	115+	Accuracy	96+	97+	98+	-Progress Monitoring
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	Rate	90+	103+	115+												
Accuracy	96+	97+	98+													
Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar Compound subjects and predicates		-Weekly Grammar													
Writing W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	Writing Form: Write a summary Trait: Ideas		-Student draft													

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Theme 2: Getting the Job Done		Dates: November 7-16, 2012	**Due to school closure, dates have been adjusted**
Essential Question: <i>What are some ways people can help each other?</i>			
Lesson 7	COMMON CORE STATE STANDARD	CURRICULUM	ASSESSMENT
	Reading Literature RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehension Skill: Conflict and Resolution Strategy: Monitor Comprehension Paired Selection/Genre: "Justin and the Best Biscuits in the World"/Realistic Fiction "Home on the Range" and "Hats off to the Cowboy"/Poetry	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: reluctant, rumped, surge, inspecting, taut, untangled, resounded, lurked</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Syllable Patterns: Same medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Intonation	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1e Form and use prepositional phrases.	Grammar Prepositional phrases	-Weekly Grammar
	Writing W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	Writing Form: Write an email Trait: Organization	-Student draft

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Theme 2: Getting the Job Done		Dates:	
Essential Question: <i>How do computers help make our lives easier?</i>		November 26-30, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 8	Reading Literature 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.	Comprehension Skill: Author's Purpose and Perspective Strategy: Summarize Paired Selection/Genre: "Three Little Cyberpigs"/Play "The Three Little Pigs Revisited"/Fairy Tale	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: slick, impressed, cease, exist, fierce, nimble</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Syllable Patterns: Different medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Phrasing	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grammar Subjects and predicates	-Weekly Grammar
	Writing W.4.9 Draw evidence from literacy or informational texts to support analysis, reflection, and research.	Writing Form: Write a narrative poem Trait: Word choice	-Student draft

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Theme 2: Getting the Job Done		Dates:	
Essential Question: <i>How can teamwork make a difficult task easier?</i>		December 3-7, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 9	Reading Literature 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.	Comprehension Skill: Author's Purpose and Perspective Strategy: Summarize Paired Selection/Genre: "Weaving a California Tradition"/Expository Nonfiction "Wonder Weaver"/Magazine Article	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: unique, infest, intervals, delicate, flexible, bond, inspires, preserve</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Syllable Patterns: Three medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Phrasing	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1e Form and use prepositional phrase	Grammar Clauses and phrases: Complex sentences	-Weekly Grammar
	Writing W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Form: Write an explanatory paragraph Trait: Organization	-Student draft

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Theme 2: Getting the Job Done		Dates:	
Essential Question: <i>Why is it important to face challenges?</i>		December 10-14, 2012	
Lesson 10	COMMON CORE STATE STANDARD	CURRICULUM	ASSESSMENT
	Review of standards	<p>Comprehension Skill Review: Plot: Conflict and Resolution, Author's Purpose and Perspective Strategy Review: Reread and Summarize Reader's Theater: "Emerald Eggs"/Informational Narrative "Local Governments"/Social Studies Textbook</p> <p>Vocabulary Review Lessons 6-9 Introduce: <i>comprehend, pliable, solitary, scan, vulnerable, exuberant, mature, lumbers, encircle, nurture</i></p> <p>Word Study Review: <i>Syllable Patterns: Consonant +-le</i> <i>Same/Different/Three Medial Consonants</i></p>	<p>Theme Assessment Written Response Publish Writing</p>

Standards Across the Theme

Reading Literature:

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.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational 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.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills:

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Language:

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from an array of strategies.

L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

****All Standards Across the Theme are embedded in many lessons and not taught in isolation****

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Theme 3: Natural Changes		Dates:	
Essential Question: <i>How do animals adapt to changes in their environments?</i>		December 17-21, 2012	
COMMON CORE STATE STANDARD		CURRICULUM	
ASSESSMENT			
Lesson 11	<p>Reading Informational Text</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Comprehension</p> <p>Skill: Text Structure: Cause and Effect Strategy: Use Thinking Maps Paired Selection/Genre: "Mimicry and Camouflage"/Expository Nonfiction "lizards, frogs, and polliwogs"/Poetry</p>	<p>-Weekly Comprehension -Written Response -Running Records</p>
	<p>Language: Vocabulary</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Vocabulary</p> <p><i>Robust Vocabulary: predators, traits, lure, avoid, mimic, obvious, resembles, deceptive</i></p>	<p>-Weekly Vocabulary</p>
	<p>Reading Foundational Skills</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Word Study</p> <p>Syllable Patterns: Open and closed</p>	<p>-Weekly Spelling</p>

<p>Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Fluency Pace</p>	<p>-Progress Monitoring</p>
<p>Language: Conventions L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Grammar Common and proper nouns</p>	<p>-Weekly Grammar</p>
<p>Writing W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Writing Form: Write a cause and effect paragraph Trait: Conventions</p>	<p>-Student draft</p>

Roosevelt UFSD
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Grade 4

Theme 3: Natural Changes		Dates:	
Essential Question: <i>Why do some changes happen quickly and others happen slowly?</i>		January 2-11, 2013	
COMMON CORE STATE STANDARD		CURRICULUM	
ASSESSMENT			
Lesson 12	Reading Informational Text RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> . RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowingly.	Comprehension Skill: Text Structure: Cause and Effect Strategy: Use Thinking Maps Paired Selection/Genre: "Mountains"/Expository Nonfiction "To the Top of the World"/Magazine Article	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: eruption, depths, gradually, revealed, constant, contract, immediate</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Syllable Patterns: Same medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension. SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Fluency Pace	-Progress Monitoring

<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
<p>Language: Conventions</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1e Form and use prepositional phrases.</p>	<p>Grammar Prepositional phrases</p>	<p>-Weekly Grammar</p>
<p>Writing</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Writing Form: Write an email Trait: Organization</p>	<p>-Student draft</p>

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Theme 3: Natural Changes		Dates:	
Essential Question: <i>Why do changes in nature happen in cycles?</i>		January 14-18, 2013	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 13	Reading Informational 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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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.	Comprehension Skill: Author's Purpose and Perspective Strategy: Summarize Paired Selection/Genre: "Fire Storm"/Realistic Fiction "Flame Busters"/Magazine Article	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	Vocabulary <i>Robust Vocabulary: treacherous, drudgery, plunge, smoldering, altered, scoffed, skeptically, discouraged</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Different medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Expression	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3b Choose punctuation for effect.	Grammar Subjects and predicates	-Weekly Grammar
	Writing 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.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Form: Write a narrative poem Trait: Word choice	-Student draft

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Theme 3: Natural Changes		Dates:	
Essential Question: <i>How do the seasons help nature to renew and change?</i>		January 22-25, 2013	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 14	Reading Informational 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.	Comprehension Skill: Author's Purpose and Perspective Strategy: Summarize Paired Selection/Genre: "The Stranger"/Fantasy "A Place in the Sun"/Atlas Entry	-Weekly Comprehension -Written Response -Running Records
	Language: Vocabulary L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Vocabulary <i>Robust Vocabulary: fascinated, occasionally, timid, hermit, peculiar, drab, trembling, dashed</i>	-Weekly Vocabulary
	Reading Foundational Skills 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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Word Study Three medial consonants	-Weekly Spelling
	Fluency RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Fluency Expression	-Progress Monitoring
	Language: Conventions L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1e Form and use prepositional phrases	Grammar Clauses and phrases: Complex sentences	-Weekly Grammar
	Writing W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Form: Write an explanatory paragraph Trait: Organization	-Student draft

<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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Theme 3: Natural Changes		Dates:	
Essential Question: <i>How do changes in nature affect the world around you?</i>		January 28-31, 2013	
COMMON CORE STATE STANDARD		CURRICULUM	ASSESSMENT
Lesson 5	Review of standards	<p>Comprehension Skill Review: Text Structure: Cause and Effect and Draw Conclusions Strategy Review: Use Thinking Maps and Read Ahead Reader's Theater: "The Adventurers"/Informational Narrative "Icebergs: Floating Snow Cones"/Expository Nonfiction</p> <p>Vocabulary Review Lessons 11-14 Introduce: <i>hoist, pristine, intrepid, undoubtedly, delectable, seasoned, guidance, privilege, cherish, fragile</i></p> <p>Word Study Review: <i>Open and Closed Syllable Patterns</i> Structural Analysis: <i>Prefixes and Suffixes</i></p>	<p>Theme Assessment Written Response Publish Writing</p>

Standards Across the Theme

Reading Literature:

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.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational 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.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills:

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Language:

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from an array of strategies.

L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

****All Standards Across the Theme are embedded in many lessons and not taught in isolation****