

# Grade 4 ELA Common Core Pacing Guide

## 4th Grade Reading

ELA Components	Target Grade Standard	"I Can" statements	Vocabulary	Time Frame
<b>Literature</b>				
	<p>CCSS.ELA-LITERACY.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can explain a story by referring to details and examples in the text. RL.4.1</p> <p>I can make conclusions about an author's meaning by thinking about the details and examples in the text (drawing conclusions). RL.4.1</p>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Conclusions</li> <li>• Examples</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>I can figure out the theme of a piece of fiction by thinking about the details in the text. RL.4.2</p> <p>I can summarize a piece of fiction in my own words. RL.4.2</p>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Summarize</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.4.3</p> <p>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).</p>	<p>I can use specific details in a story to help me describe a character, setting or event in the story. RL.4.3</p>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Event</li> <li>• Characters</li> <li>• Thoughts</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>I can figure out the meanings of words and phrases an author uses. RL.4.4</p> <p>I can understand words that may be derived from characters found in mythology (e.g., Herculean). RL.4.4</p>	<ul style="list-style-type: none"> <li>• Allude</li> <li>• Significant</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RL.4.5</p> <p>Explain major differences between poems, drama, and prose, and refer to the</p>	<p>I can write and talk about the differences between poems, plays and fictional stories. RL.4.5</p>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Prose</li> <li>• Drama</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>

# Grade 4 ELA Common Core Pacing Guide

	structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p>I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction. RL.4.5</p> <p>I CAN refer to parts of a story (chapters, etc.) to describe how the story is organized.</p>	<ul style="list-style-type: none"> <li>• Structural Elements</li> <li>• Verse</li> <li>• Rhythm</li> <li>• Meter</li> </ul>	
	<p><u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>I can compare and contrast different stories by thinking about the different points of view. RL.4.6</p> <p>I can tell the difference between first- and third- person narrators. RL.4.6</p>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Point of View</li> <li>• Narrated</li> <li>• First Person</li> <li>• Third Person</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p><u>CCSS.ELA-LITERACY.RL.4.7</u> 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.</p>	<p>I can make connections between a written text and a dramatic interpretation of the same text. RL.4.7</p>	<ul style="list-style-type: none"> <li>• Connections</li> <li>• Dramatic Interpretation</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p><u>CCSS.ELA-LITERACY.RL.4.9</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>I can compare and contrast similar themes and events in stories, myths and traditional literature from different cultures. RL.4.9</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p><u>CCSS.ELA-LITERACY.RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I Can Read and Understand Fourth Grade Fiction RL.4.10</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>

# Grade 4 ELA Common Core Pacing Guide

Informational Text				
	<p>CCSS.ELA-LITERACY.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.</p>	<p>I can explain what a piece of nonfiction teaches me by referring to details and examples in the text. RI.4.1</p>	<ul style="list-style-type: none"> <li>Referring</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>I can figure out the main idea in nonfiction by thinking about the details in the text. RI.4.2</p> <p>I can summarize a piece of nonfiction in my own words. RI.4.2</p>	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Details</li> <li>Summarize</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>
	<p>CCSS.ELA-LITERACY.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>I can explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented. RI.4.3</p>	<ul style="list-style-type: none"> <li>Explain</li> <li>Procedures</li> <li>Ideas/concepts</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>I can understand the meanings of words and phrases in fourth grade science and social studies texts. RI.4.4</p>	<ul style="list-style-type: none"> <li>Meanings</li> <li>Phrases</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>
	<p>CCSS.ELA-LITERACY.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>I can describe how various forms of nonfiction are structured (e.g., time order, comparison, cause &amp; effect or problem &amp; solution). RI.4.5</p>	<ul style="list-style-type: none"> <li>Time Order</li> <li>Comparison</li> <li>Cause/Effect</li> <li>Problem/Solution</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>I can compare and contrast a firsthand and secondhand account of the same event or topic. RI.4.6</p>	<ul style="list-style-type: none"> <li>Compare/Contrast</li> <li>First/second hand</li> </ul>	<p>Trimester 1 Trimester 2 Trimester 3</p>

# Grade 4 ELA Common Core Pacing Guide

	<p>CCSS.ELA-LITERACY.RI.4.7</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>I can interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction. RI.4.7</p>	<ul style="list-style-type: none"> <li>• Interpret</li> <li>• Quantitatively</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>I can explain how an author uses reasons and evidence to support particular points in a text. RI.4.8</p>	<ul style="list-style-type: none"> <li>• Reasons</li> <li>• Evidence</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.9</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>I can use information from two different texts on the same topic to help me write or speak knowledgeably about the topic. RI.4.9</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RI.4.10</p> <p>By the end of 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.</p>	<p>I Can Read and Understand Fourth Grade Nonfiction RI.4.10</p>		<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
<p><b>Foundational Skills</b></p>				
	<p>CCSS.ELA-LITERACY.RF.4.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I Can Analyze Words and Use Phonics to Help Me Read Fourth Grade Words RF.4.3</p>	<ul style="list-style-type: none"> <li>• Phonics</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>
	<p>CCSS.ELA-LITERACY.RF.4.3.A</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>	<p>I can read and understand root words that also have prefixes or suffixes. RF.4.3</p>	<ul style="list-style-type: none"> <li>• Root words</li> <li>• Prefix/Suffix</li> <li>• Syllable</li> </ul>	<p>Trimester 1</p> <p>Trimester 2</p> <p>Trimester 3</p>

# Grade 4 ELA Common Core Pacing Guide

	multisyllabic words in context and out of context.	I can read unfamiliar words that have more than one syllable. RF.4.3		
	CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	I Can Read With the Fluency and Accuracy it Takes to Understand Fourth Grade Texts . RF.4.4	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Accuracy</li> </ul>	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.	I can use context to check my understanding of fourth grade text, and reread if necessary. RF.4.4		Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	I Can Read With the Fluency and Accuracy it Takes to Understand Fourth Grade Texts . RF.4.4	<ul style="list-style-type: none"> <li>• Expression</li> </ul>	Trimester 1 Trimester 2 Trimester 3
	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can use context to check my understanding of fourth grade text, and reread if necessary. RF.4.4		Trimester 1 Trimester 2 Trimester 3

Reading- Assessments	Resources
<ul style="list-style-type: none"> <li>• DRA2</li> <li>• School Improvement Quizzes</li> <li>• Treasures Unit Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Treasures (student, teacher, and online versions) Units 1-6</li> <li>• TruFlix</li> <li>• Guided reading/skill groups</li> </ul>

# Grade 4 ELA Common Core Pacing Guide

## *4th Grade Writing*

Units of Study	Target Standard	“I Can” statements	Vocabulary	Time Frame
<b>Personal Narrative</b>				
	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write stories with good technique, detailed descriptions and a clear sequence	<ul style="list-style-type: none"> <li>• Description</li> <li>• Sequence</li> </ul>	Trimester 1
	W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Narrator</li> <li>• Characters</li> </ul>	Trimester 1
	W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations	I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.	<ul style="list-style-type: none"> <li>• Dialogue</li> </ul>	Trimester 1
	W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.	I can use different types of transitional words and phrases to help with the sequence of my story.	<ul style="list-style-type: none"> <li>• Transition words (first, next, then, after that, last, finally)</li> </ul>	Trimester 1
	W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	I can use very specific words and phrases, as well as sensory details, to express experiences and events.	<ul style="list-style-type: none"> <li>• Sensory Details</li> </ul>	Trimester 1
	W.4.3e. Provide a conclusion that follows from the narrated experiences or events.	I can write a conclusion (ending) that makes sense with the experiences and events I shared in my story.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 1
	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific	I can produce clear and organized writing.		Trimester 1

# Grade 4 ELA Common Core Pacing Guide

	expectations for writing types are defined in standards 1–3 above.)			
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 1
	W.4.9a. Apply grade 4 Reading standards to literature (e.g., “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].”).	I can apply all that I have learned in 4th grade reading to writing literature texts.		Trimester 1
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Topic</li> </ul>	Trimester 1
	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.	I can build on others’ ideas and express my own ideas clearly.		Trimester 1
	SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I can use what I know and what I have read to explore new ideas about a topic during a discussion		Trimester 1
	SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.		Trimester 1
	SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others’ ideas and remarks.		Trimester 1

# Grade 4 ELA Common Core Pacing Guide

	SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	I can think about what is discussed and explain any new thinking that I have.		Trimester 1
	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.	I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Details</li> </ul>	Trimester 1
	L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	I can recognize inappropriate sentence fragments and run on sentences.	<ul style="list-style-type: none"> <li>• Fragments</li> <li>• Run On</li> </ul>	Trimester 1
	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can paraphrase text that is read aloud or information that is presented to me.		Trimester 1
	L.4.2a. Use correct capitalization	I can correctly use capitalization in all of my writing.	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	Trimester 1
	L.4.3a. Choose words and phrases to convey ideas precisely.*	I can choose interesting words and phrases to help others understand my ideas better		
<b>Informational Book</b>				
	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly	I can write to inform/explain topics or ideas to others clearly.	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Explain</li> </ul>	Trimester 1
	W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.	<ul style="list-style-type: none"> <li>• Headings</li> <li>• Illustrations</li> </ul>	Trimester 1



# Grade 4 ELA Common Core Pacing Guide

	W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop a topic using facts, definitions, details, quotations or other information and examples.	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> </ul>	Trimester 1
	W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I can connect related ideas using words and phrases (e.g., another, for example, also, because).	<ul style="list-style-type: none"> <li>• Transition/linking word (another, for example, also, because)</li> </ul>	Trimester 1
	W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise wording and specific vocabulary to teach others about a topic.		Trimester 1
	W.4.2e. Provide a concluding statement or section related to the information or explanation presented.	I can write a conclusion (ending) that is related to the information or explanation I present.	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 1
	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can produce writing that is appropriate for my purpose, audience and task.	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Task</li> </ul>	Trimester 1
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 1
	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.	I can use technology to communicate and collaborate with others.		Trimester 1
	W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I can conduct short research projects to help me learn about topics through investigation.		Trimester 1
	W.4.8. Recall relevant information from experiences or gather relevant	I can recall what I have learned or find new information from books or		Trimester 1

# Grade 4 ELA Common Core Pacing Guide

	information from print and digital sources; take notes and categorize information, and provide a list of sources.	technology to help me with my research		
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>Investigation</li> </ul>	Trimester 1
	W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	I can apply all that I have learned in 4th grade reading to writing informational texts.		Trimester 1
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>Stamina</li> </ul>	Trimester 1
	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.	I can speak clearly and at an appropriate pace when I give a report or share a story or experience.		Trimester 1
	L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	I can write complete sentences.	<ul style="list-style-type: none"> <li></li> </ul>	Trimester 1
	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation</li> </ul>	Trimester 1
	L.4.2a. Use correct capitalization	I can correctly use capitalization in all of my writing		Trimester 1
	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fourth grade words		Trimester 1
	L.4.3a. Choose words and phrases to convey ideas precisely.*	I can choose interesting words and phrases to help others understand my ideas better.		Trimester 1

# Grade 4 ELA Common Core Pacing Guide

	L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	I can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases.		Trimester 1
	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).	I can figure out and use fourth grade words that are centered around a specific topic.		Trimester 1
<b>Literary Essay</b>				
	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.	<ul style="list-style-type: none"> <li>Opinion</li> </ul>	Trimester 2
	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.	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.		Trimester 2
	W.4.1b. Provide reasons that are supported by facts and details.	I can give reasons that are supported by facts and details when writing my opinion.	<ul style="list-style-type: none"> <li>Facts</li> <li>Details</li> </ul>	Trimester 2
	W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<ul style="list-style-type: none"> <li>Linking words ( for instance, in order to, in addition)</li> </ul>	Trimester 2
	W.4.1d. Provide a concluding statement or section related to the opinion presented	I can write a conclusion (ending) that is related to the opinion I present.	<ul style="list-style-type: none"> <li>Conclusions</li> </ul>	Trimester 2
	W.4.4. Produce clear and coherent writing in which the development and		<ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> </ul>	Trimester 2

# Grade 4 ELA Common Core Pacing Guide

	organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can produce clear and organized writing.		
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 2
	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.	I can recall what I have learned or find new information from books or technology to help me with my research.		Trimester 2
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Investigation</li> <li>• Research</li> </ul>	Trimester 2
	W.4.9a. Apply grade 4 Reading standards to literature (e.g., “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].”).	I can apply all that I have learned in 4th grade reading to writing literature texts.		Trimester 2
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Stamina</li> <li>• Purpose</li> <li>• Audience</li> <li>• Topic</li> </ul>	Trimester 2
	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	I can effectively participate in different types of discussions and with different people.		Trimester 2

# Grade 4 ELA Common Core Pacing Guide

	SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I can come to discussions prepared to share my ideas because I have read or studied the required material.		Trimester 2
	SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.		Trimester 2
	SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.		Trimester 2
	SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	I can think about what is discussed and explain any new thinking that I have.		Trimester 2
	L.4.2b. Use commas and quotation marks to mark direct speech and quotations from a text.	I can use commas and quotation marks to show direct speech and quotations from a text.	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Quotation</li> <li>• Direct Speech</li> </ul>	Trimester 2
	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fourth grade words.	<ul style="list-style-type: none"> <li>• Dictionaries</li> </ul>	Trimester 2
	L.4.3a. Choose words and phrases to convey ideas precisely.	I can choose interesting words and phrases to help others understand my ideas better.		Trimester 2
<b>Research Unit</b>				
	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.	<p>I can explain what informational text teaches me by referring to details and examples from the text.</p> <p>I can draw inferences from informational texts by referring to details and examples from the text.</p>	<ul style="list-style-type: none"> <li>• Details</li> </ul>	Trimester 2

# Grade 4 ELA Common Core Pacing Guide

	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>I can figure out the main idea in informational texts.</p> <p>I can explain how the main idea in informational texts is supported by the details in the text.</p>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Character</li> <li>• Plot</li> </ul>	Trimester 2
	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	I can figure out the meanings of words and phrases in science and social studies texts	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Characters</li> <li>• Plot</li> </ul>	Trimester 2
	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.	<ul style="list-style-type: none"> <li>• Temporal words</li> </ul>	Trimester 2
	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write to inform/explain topics or ideas to others clearly	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	Trimester 2
	W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<p>I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections.</p> <p>I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.</p>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> </ul>	Trimester 2
	W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop a topic using facts, definitions, details, quotations or other information and examples.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 2
	W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I can connect related ideas using words and phrases (e.g., another, for example, also, because).	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Topic</li> </ul>	Trimester 2

# Grade 4 ELA Common Core Pacing Guide

	W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise wording and specific vocabulary to teach others about a topic.		Trimester 2
	W.4.2e. Provide a concluding statement or section related to the information or explanation presented.	I can write a conclusion (ending) that is related to the information or explanation I present.  I can write stories with good technique, detailed descriptions and a clear sequence.	<ul style="list-style-type: none"> <li>• Conjunctions</li> </ul>	Trimester 2
	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can produce clear and organized writing.  I can produce writing that is appropriate for my purpose, audience and task.	<ul style="list-style-type: none"> <li>• Simple, compound, and complex sentences</li> </ul>	Trimester 2
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Capital</li> <li>• Punctuation</li> </ul>	Trimester 2
	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	I can use technology to create and publish my writing.  I can use technology to communicate and collaborate with others.  I can use appropriate keyboarding skills to type at least one page of my writing in a single sitting.		Trimester 2
	W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I can conduct short research projects to help me learn about topics through investigation.	<ul style="list-style-type: none"> <li>• Comma</li> <li>• Quotation Marks</li> <li>• Dialogue</li> </ul>	Trimester 2
	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.	I can recall what I have learned or find new information from books or technology to help me with my research.	<ul style="list-style-type: none"> <li>• Suffixes</li> </ul>	Trimester 2

# Grade 4 ELA Common Core Pacing Guide

		<p>I can take notes to help me organize the research in my writing.</p> <p>I can provide a list of sources that I used for gathering information for my writing</p>		
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.		Trimester 2
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Dictionaries</li> </ul>	Trimester 2
	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	<p>I can effectively participate in different types of discussions and with different people.</p> <p>I can build on others' ideas and express my own ideas clearly.</p>		Trimester 2
	SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>I can come to discussions prepared to share my ideas because I have read or studied the required material.</p> <p>I can use what I know and what I have read to explore new ideas about a topic during a discussion.</p>	<ul style="list-style-type: none"> <li>• Word Choice</li> </ul>	Trimester 2
	SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	I can follow agreed-upon rules for discussion and carry out my assigned role.	<ul style="list-style-type: none"> <li>•</li> </ul>	Trimester 2
	SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.	<ul style="list-style-type: none"> <li>•</li> </ul>	Trimester 2
	SL.4.1d. Review the key ideas expressed and explain their own ideas	I can think about what is discussed and explain any new thinking that I have.	<ul style="list-style-type: none"> <li>•</li> </ul>	Trimester 2



# Grade 4 ELA Common Core Pacing Guide

	and understanding in light of the discussion.			
	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	I can paraphrase text that is read aloud or information that is presented to me.	•	Trimester 2
	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.	I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea.  I can speak clearly and at an appropriate pace when I give a report or share a story or experience.	•	Trimester 2
	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I know how to use words correctly when I write and speak.	•	Trimester 2
	L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	I can write complete sentences.	•	Trimester 2
	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	•	Trimester 2
	L.4.2a. Use correct capitalization.	I can correctly use capitalization in all of my writing.	•	Trimester 2
	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fourth grade words	•	Trimester 2
	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using my knowledge of the English language.	•	Trimester 2
	L.4.3a. Choose words and phrases to convey ideas precisely.	I can choose interesting words and phrases to help others understand my ideas better.	•	Trimester 2
	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal	I can figure out and use fourth grade words that show specific actions, emotions or states of being.	•	Trimester 2

# Grade 4 ELA Common Core Pacing Guide

	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).	I can figure out and use fourth grade words that are centered around a specific topic.		
<b>Persuasive Letter</b>				
	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information	I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.	<ul style="list-style-type: none"> <li>Information text</li> </ul>	Trimester 3
	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.	I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Details</li> </ul>	Trimester 3
	W.4.1b. Provide reasons that are supported by facts and details.	I can give reasons that are supported by facts and details when writing my opinion.		Trimester 3
	W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<ul style="list-style-type: none"> <li>Text Features</li> </ul>	Trimester 3
	W.4.1d. Provide a concluding statement or section related to the opinion presented.	I can write a conclusion (ending) that is related to the opinion I present.	<ul style="list-style-type: none"> <li>Illustrations</li> </ul>	Trimester 3
	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can produce writing that is appropriate for my purpose, audience and task.	<ul style="list-style-type: none"> <li>Informative Text</li> <li>Explanatory Text</li> </ul>	Trimester 3
	W.4.5. With guidance and support from peers and adults, develop and	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>Illustrations</li> </ul>	Trimester 3

# Grade 4 ELA Common Core Pacing Guide

	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> </ul>	Trimester 3
	L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<p>I can write complete sentences.</p> <p>I can recognize inappropriate sentence fragments and run on sentences.</p>	<ul style="list-style-type: none"> <li>• Linking words</li> </ul>	Trimester 3
	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.	<ul style="list-style-type: none"> <li>• Conclusions</li> </ul>	Trimester 3
	L.4.2a. Use correct capitalization.	I can correctly use capitalization in all of my writing.	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Topic</li> </ul>	Trimester 3
	L.4.2c. Use a comma before a coordinating conjunction in a compound sentence.	I can correctly use a comma before a conjunction when connecting two simple sentences.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 3
	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fourth grade words.		Trimester 3
	L.4.3a. Choose words and phrases to convey ideas precisely.*	I can choose interesting words and phrases to help others understand my ideas better.	<ul style="list-style-type: none"> <li>• Research</li> </ul>	Trimester 3
<b>Persuasive Letter</b>				
	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	I can figure out the theme of a fiction text by thinking about the details in the text.	<ul style="list-style-type: none"> <li>• Theme</li> </ul>	Trimester 3

# Grade 4 ELA Common Core Pacing Guide

		I can summarize a fiction text in my own words.		
	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<p>I can write or talk about the differences between poems, plays and fictional stories.</p> <p>I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.</p>	<ul style="list-style-type: none"> <li>• Verse</li> <li>• Rhythm</li> <li>• Meter</li> <li>• Characters</li> <li>• Settings</li> <li>• Dialogue</li> </ul>	Trimester 3
	RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and understand fourth grade stories, plays and poems independently.		Trimester 3
	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>I can produce clear and organized writing.</p> <p>I can produce writing that is appropriate for my purpose, audience and task.</p>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> </ul>	Trimester 3
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	I can plan, revise and edit my writing with the help of peers and adults.	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> </ul>	Trimester 3
	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.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	<ul style="list-style-type: none"> <li>• Stamina</li> <li>• Topic</li> </ul>	Trimester 3
	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences correctly.		Trimester 3

# Grade 4 ELA Common Core Pacing Guide

	L.4.2a. Use correct capitalization.	I can correctly use capitalization in all of my writing.	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>	Trimester 3
	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.	I can use appropriate references to help me spell fourth grade words.		Trimester 3
	L.4.3a. Choose words and phrases to convey ideas precisely.	I can choose interesting words and phrases to help others understand my ideas better		Trimester 3
	L.4.3b. Choose punctuation for effect	I can choose various punctuation to help me show different moods in writing.		Trimester 3
	L.4.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	I can explain the meaning of simple similes and metaphors in context.	<ul style="list-style-type: none"> <li>Similes</li> <li>Metaphors</li> </ul>	Trimester 3

# Grade 4 ELA Common Core Pacing Guide

Writing- Trimester 1 Assessments	Trimester 1 Resources
<ul style="list-style-type: none"> <li>• Pre-unit on demand writing prompt (There are often people in our lives who are really important to us. Write about a time you spent with a person who was really important to you. Tell the story of that time)</li> <li>• Published personal narrative</li>   <li>• Pre-unit on demand writing prompt (There are often places that we have been that we remember clearly. Choose a place that you know well. It might be a place that you have visited like the zoo or a museum, or a place that you have gone on vacation, or you can even write about your own community or park. Think about informational books and magazines that you have read. Now think about how your own writing might go. Remember, you are not writing a story. You are writing an informational text about a place that you know a lot about. Write it like you are teaching others about your topic. Use everything you know about good writing.”)</li> <li>• Published informational writing book</li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Lucy Calkins, <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 1: Launching the Writing Workshop</i>, Heinemann, 2006</li> <li>2. Lucy Calkins, <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011/2012</i>, Heinemann, 2011</li> <li>3. Aimee Buckner, <i>Notebook Know-How: Strategies for the Writer’s Notebook</i>, Stenhouse, 2005</li> <li>4. Ralph Fletcher, <i>A Writer’s Notebook: Unlocking the Writer Within You</i>, Harper Collins, 2003</li> <li>5. Ralph Fletcher, <i>Breathing In, Breathing Out: Keeping a Writer’s Notebook</i>, Heinemann, 1996</li> <li>6. Lucy Calkins, <i>One to One: The Art of Conferring with Young Writers</i>, Heinemann, 2005</li> <li>7. Ralph Fletcher, <i>What a Writer Needs</i>, Heinemann, 1993</li> <li>8. Carl Anderson, <i>Assessing Writers</i>, Heinemann, 2005</li> </ol> <p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011/2012</i>, Lucy Calkins</li> <li>2. <i>Nonfiction Craft Lessons: Teaching Informational Writing K-8</i>, Joann Portalupi and Ralph Fletcher</li> </ol>
	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <i>The Summer My Father Was Ten</i>, Pat Brisson</li> <li>2. <i>Through Grandpa’s Eyes</i>, Patricia MacLachlan</li> <li>3. <i>An Angel for Solomon Singer</i>, Cynthia Rylant</li> <li>4. <i>Owl Moon</i>, Jane Yolen</li> </ol> <p><b>Excerpts from the following texts are included in this unit:</b></p> <ol style="list-style-type: none"> <li>1. <i>Miss Rumphius</i>, Barbara Cooney</li> <li>2. <i>The Day of Ahmed’s Secret</i>, Florence Perry Heide</li> <li>3. <i>Sarah, Plain and Tall</i>, Patricia MacLachlan</li> </ol>

# Grade 4 ELA Common Core Pacing Guide

	<p><b>Mentor Texts:</b> Use informational texts from your own collection that are well written and include a variety of text features and text structures.</p>
--	--

Writing- Trimester 2 Assessments	Trimester 2 Resources
<ul style="list-style-type: none"> <li>• Published literary essay</li> <li>• Published research project</li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Lucy Calkins, <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Heinemann, 2011</li> <li>2. Carl Anderson, <i>Assessing Writers</i>, Heinemann, 2005</li> </ol> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins</li> <li>2. <i>America’s Regions</i>, Kathy Barabas <i>Assessing Writers</i>, Carl Anderson</li> </ol>
	<p><b>Mentor Texts:</b></p> <ol style="list-style-type: none"> <li>1. <i>The Tequila Worm</i>, Viola Canales</li> <li>2. <i>Every Living Thing</i>, Cynthia Rylant</li> <li>3. <i>Baseball in April and Other Stories</i>, Gary Soto</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Writer’s notebooks</li> <li>• Copies of a United States outline map for each student</li> <li>• <i>America’s Regions</i>, Kathy Barabas</li> <li>• Anchor chart:             <ul style="list-style-type: none"> <li>➤ <i>Strategies for Recording What We Are Learning</i></li> </ul> </li> </ul> <p>Baskets of nonfiction books about the United States for each table</p>

# Grade 4 ELA Common Core Pacing Guide

Writing- Trimester 3 Assessments	Trimester 3 Resources
<ul style="list-style-type: none"> <li>• Pre-unit on demand writing prompt (“I think that we should adopt a pet”)</li> <li>• Published Persuasive letters</li>   <li>• Pre-unit on demand writing prompt (“Writers, today we are going to begin a new unit on poetry. We will be reading and thinking and writing like poets. First, you will try writing one or two poems of your own. Use everything you have learned in other grades about writing poems.”)</li> <li>• Publish and share their poetry anthologies</li> </ul>	<p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Lucy Calkins, <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Heinemann, 2011</li> <li>2. Lucy Calkins, <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Heinemann, 2006</li> </ol> <p><b>Professional Resources:</b></p> <ol style="list-style-type: none"> <li>1. <i>A Curricular Plan for Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins <i>Teaching Poetry: Yes You Can!</i>, Jacqueline Sweeney</li> </ol>
	<p><b>Mentor Text:</b></p> <ol style="list-style-type: none"> <li>1. <i>I Wanna Iguana</i>, Karen Kaufman Orloff</li> </ol> <p><b>Choose 7-10 persuasive mentor texts from the following list or substitute others:</b></p> <ol style="list-style-type: none"> <li>1. <i>Click, Clack, Moo: Cows That Type</i>, Doreen Cronin</li> <li>2. <i>Can I Have a Stegosaurus, Mom? Can I? Please!?</i>, Lois G. Grambling</li> <li>3. <i>Can I have a Tyrannosaurus Rex, Dad? Can I? Please!?</i>, Lois G. Grambling</li> <li>4. <i>Can I Bring My Pterodactyl to School, Ms. Johnson?</i>, Lois G. Grambling</li> <li>5. <i>Hey, Little Ant</i>, Phyllip and Hannah Hoose</li> <li>6. <i>Can I Keep Him?</i>, Steven Kellogg</li> <li>7. <i>My Brother Dan’s Delicious</i>, Steven L. Layne</li> <li>8. <i>The Salamander Room</i>, Annie Mazer</li> <li>9. <i>I Wanna New Room</i>, Karen Kaufman Orloff</li> <li>10. <i>Earrings</i>, Judith Viorst</li> <li>11. <i>Don’t Let the Pigeon Drive the Bus!</i>, Mo Willems</li> </ol>



# Grade 4 ELA Common Core Pacing Guide

**12. *Don't Let the Pigeon Stay Up Late!*, Mo Willems**

**Mentor Texts:**

1. ***If You're Not Here, Please Raise Your Hand: Poems about School***, Kallie Dokos
2. ***Owl Moon***, Jane Yolen
3. ***Insectlopedia***, Douglas Florian  
***A Poke in the I: A Collection of Concrete Poems***, Paul B. Janeczko