

Weekly Pacing Guide- Grade 4

This weekly pacing guide is designed to serve as a guide for teachers in the daily routine of using this resource. This ensures that the necessary skills are addressed in a timely fashion over the course of a year. Although this is the recommended pacing, there will be times when students may require additional adjustments depending on level of ability and familiarity with the skills.

NOTE: The scope and sequence documents include a total of 32 weeks of instruction: 4 weeks of instruction for the Literacy Launch, 14 weeks of instruction for informational/opinion writing and 14 weeks of instruction for narrative writing. There is additional time across the year that can be used in several ways including test prep and project work. Additionally, we have provided a series of slides as another way to view/organize your weekly plans.

Baseline- Prior to starting the Literacy Launch, administer a baseline assessment in the genre you will instruct first. See the Planning Guide Section of The Hub for suggested prompts.

Literacy Launch (4 weeks)

The Literacy Launch lessons should be done consecutively at the beginning of the school year. This establishes the foundational work necessary for every reading and writing experience students will encounter throughout the year. These skills include genre, organization, summary, and annotation and analysis. The time you take to establish this common language and assured experiences will allow students an awareness of the skills they need to become strategic readers and writers.

NOTE: Lessons titles in *italics* have similar objectives to the lessons in this Literacy Launch Unit and should be used at your discretion.

Week 1
<u>Literacy Launch</u> Lesson 1: Introducing Graphic Organizers Lesson 2: Recognizing Genre and Introducing Opinion Lesson 3: Informational and Narrative Book Covers Lesson 4: Distinguishing Between Informational and Opinion Writing

Week 2
<u>Literacy Launch</u> Lesson 5: Strategic Reading - Informed Writing Lesson 6: Strategic Reading and Text Conventions Lesson 7: Cut and Paste Lesson 8: Distinguishing Between Three Genres of Writing (opinion)
Week 3
<u>Literacy Launch</u> Lesson 8: Distinguishing Between Three Genres of Writing (narrative and informational) <i>I WANT MORE Annotation Informational and Narrative - to be used at your discretion</i> Lesson 9: Introduction to Literary Analysis
Week 4
<u>Literacy Launch</u> Lesson 10: Givens and Variables Lesson 11: Introduction to Inferential and Evaluative Thinking <i>I WANT MORE Literary Analysis - to be used at your discretion</i> <i>Make It Your Own - to be used with literature selections of your choice including students' independent reading</i>

Informational/Opinion (14 weeks)

Introduction: This Informational/Opinion Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into narrative writing and come back to informational/opinion to continue the skills.

Connections Across Learning - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaboration, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<u>Broad Yet Distinct Main Ideas</u> <i>Lesson 1: Sort and Categorize</i> Lesson 2: Compare These Pieces Lesson 3: Pick List Choose <i>Lesson 4: Pick List Choose Ask Find</i> Choose 1- Lesson 5: Main Ideas/Reasons- Don't Overlap Them! OR Lesson 6: Main Ideas/Reasons- Broad or Too Narrow? Lesson 7: Recognizing Main Ideas/Reasons in Prompts and Assignments Lesson 8: Naming Givens and Variables Connections Across Learning-
Week 2
<u>Broad Yet Distinct Main Ideas</u> Choose 2- Lesson 9: Generating Broad Yet Distinct Main Ideas/Reasons Lesson 10: Alternative to Boring, Redundant Main Idea/Reason Sentences Lesson 11: Revising Boring, Redundant Main Idea/Reason Sentences Lesson 12: Main Idea/Reason Blurbs into Sentences *Lesson 13: Turning Questions into Responses <i>Lesson 14: The Missing Main Idea/Reason</i> Lesson 15: Word Referents *Lesson 16: Preparing to Write a Response to Text <i>*Lesson 17: Preparing to Write a Response to Multiple Text</i>

Connections Across Learning-

Week 3

Elaboration

Lesson 1: Just Okay...or Much Better?

Lesson 2: What Does it Look Like and Why is it Important?

Lesson 3: Sentence Matching

Lesson 4: Writing Sentences Using the Detail Generating Questions

Lesson 5: Find the Overly General Words or Phrases

Lesson 6: Break Up the Grocery List

Lesson 7: Using Detail Generating Questions

Lesson 8: Flip the Sentence Subject

Connections Across Learning-

Week 4

Elaboration

***Lesson 9: Summarizing in Paragraph Form**

***Lesson 10: Reading and Summarizing Texts**

**Lesson 11: Comparing and Contrasting in Research Simulation Tasks*

***Lesson 12: Paraphrasing**

***Lesson 13: Giving the Author Credit**

Connections Across Learning-

Week 5

Process Writing

Day 1- Assign Prompt, Pick List Choose, Prewriting Plan

Day 2- Review Pillar, Introduction

Day 3- 1st Main Idea/Reason Paragraph

Day 4- 2nd Main Idea/Reason Paragraph

Flex

Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Week 6
<u>Process Writing</u> Day 1- Conclusion Day 2- Reread, Revise, Edit <i>*Since introductions and conclusions have not been taught to this point, feedback/accountability should be on the prewriting plan, main idea sentences, and supporting details.</i> <u>Flex</u> Allow peer conferencing, sharing, and skill review/reinforcement as needed.
Week 7
<u>Research</u> These lessons are all in relationship to learning how to research a topic, take notes, and use those notes to write a research paper. Feel free to use them with content area topics as needed. Lesson 1: Reading Strategically and Finding Information Within Text <i>Lesson 2: Research! Using Search Engines - use as needed</i> Lesson 3: Using Images <i>Lesson 4: Researching a Topic of Interest</i> <i>Lesson 5: Gleaning Information</i> <i>Lesson 6: Taking Notes</i> <i>Lesson 7: Understanding and Using Notes</i> Lesson 8: Restating Information from Research Connections Across Learning-
Week 8
<u>Research</u> Lesson 9: Introducing the Golden Bricks Lesson 10: The Golden Bricks - Power of Supporting Detail Lesson 11: Transitional Words and Phrases Choose 1: Lesson 12: Revise this Paragraph Lesson 13: Writing a Paragraph Using Supporting Details Lesson 14: Using Information to Create Well-Developed Paragraphs Connections Across Learning-

Week 9
<u>Introductions</u> Lesson 1: Leads and Topic Sentences Lesson 2: Writing an Attention Grabbing Lead Lesson 3: Effective Topic Sentences Lesson 4: Writing Topic Sentences Connections Across Learning-
Week 10
<u>Introductions</u> Lesson 5: Writing the Introduction Paragraph *Lesson 6: Writing Response to Text Introduction Paragraphs Connections Across Learning-
Week 11
<u>Conclusions</u> Lesson 7: Revising Dull Conclusion Paragraphs Lesson 8: Revise This Conclusion Paragraph Lesson 9: Definitive Words and Phrases Lesson 10: The Hypothetical Anecdote Connections Across Learning-
Week 12
<u>Conclusions</u> Lesson 11: Analyzing More Complex Conclusions Lesson 12: Crafting Powerful Conclusion Paragraphs *Lesson 13: Writing Response to Text Conclusion Paragraphs Connections Across Learning-

Week 13
<u>Process Writing</u> Day 1- Assign Prompt, Pick List Choose, Prewriting Plan Day 2- Review Pillar, Introduction Day 3- 1st Main Idea/Reason Paragraph Day 4- 2nd Main Idea/Reason Paragraph <u>Flex</u> Allow peer conferencing, sharing, and skill review/reinforcement as needed.
Week 14
<u>Process Writing</u> Day 5- Conclusion Day 6- Reread, Revise, Edit <u>Flex</u> Allow peer conferencing, sharing, and skill review/reinforcement as needed.

Checkpoint- Informational/Opinion

Narrative (14 weeks)

Introduction: This Narrative Unit can be done consecutively across all 14 weeks or broken into smaller units. For example, teach the first several skills, do a process piece and then move into informational/opinion writing and come back to narrative to continue the skills.

Connections Across Learning - These are opportunities to add how you will apply the skill across your day. For instance, when teaching Elaborative Detail, apply the skill to a science topic - describe an invention, or a social studies topic - describe a historical artifact. Another suggestion is to use student independent reading books or your reading series to identify and analyze each skill in authentic text.

Before and After Revision Activities - These are designed for independent practice and application of skills that have been taught.

Lessons titles in *italics* have similar objectives to the lessons in **bold** and can be used to scaffold learning or for additional practice, review and reinforcement, or differentiation purposes. Lessons marked with an asterisk (*) are response to text lessons and can be integrated with your reading instruction. Be sure to view the full lessons and make an informed decision based on your student needs.

Week 1
<u>Elaborative Detail</u> Lesson 1: Story Critical Characters, Setting, Objects Lesson 2: Irrelevant Details Lesson 3: General or Specific? Lesson 4: Story Critical Elements in Literature Lesson 5: Creating Elaborative Segments Connections Across Learning-
Week 2
<u>Elaborative Detail</u> Lesson 5: Creating Elaborative Segments Lesson 6: Elaborative Detail - Reading with Author's Eyes <i>Lesson 7: Flip the Sentence Subject</i> Lesson 8: Feelings and Showing or Telling <i>Before and After Revision Activities - Skill: Elaborative Detail</i> *Lesson 9: Literary Analysis Task - Elaborative Detail <i>*Lesson 10: Narrative Extension Task - Elaborative Detail - optional as needed</i> Connections Across Learning-

Week 3
<u>Beginnings</u> Lesson 1: Starting Off on the Right Foot Lesson 2: Analyze the Beginning Lesson 3: Revising Story Beginnings Connections Across Learning-
Week 4
<u>Beginnings</u> Lesson 3: Revising Story Beginnings <i>Before and After Revision Activities - Skill: Beginnings</i> *Lesson 4: Literary Analysis Task - Beginnings <i>*Lesson 5: Narrative Extension Task - Beginnings - optional as needed</i> Connections Across Learning-
Week 5
<u>Process Writing Timeline</u> - <i>These skills have been directly taught. Hold students accountable for each.</i> Day 1 - Introduce assignment, create summarizing framework Day 2 - Review summarizing framework and share story summaries Day 3 - Write entertaining beginning Day 4 - Write elaborative detail <u>Flex</u> Use this time for additional revision including the lesson on “Flip the Sentence Subject” from Elaborative Detail if needed.
Week 6
<u>Process Writing</u> - <i>These skills have not been directly taught - allow students to practice them, however, they might not be fully formed yet. Assess for skills taught.</i> Day 5 - Write suspense Day 6 - Write main event Day 7 - Continue main event Day 8 - Write extended ending <u>Flex:</u> Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

Week 7
<u>Suspense</u> Lesson 1: Find the Suspense Lesson 2: Word Referents Lesson 3: Red Flag Words and Phrases Lesson 4: The Magic of Three Connections Across Learning-
Week 8
<u>Suspense</u> Lesson 5: Building Suspense <i>Before and After Revision Activities - Suspense</i> Choose 1: *Lesson 6: Literary Analysis Task - Theme *Lesson 7: Literary Analysis Task - Suspense <i>*Lesson 8: Narrative Extension Task - Suspense - optional as needed</i> Connections Across Learning-
Week 9
<u>Main Event</u> Lesson 1: Comparing Summaries and Fully Elaborated Main Events Lesson 2: Main Event Connections Across Learning-
Week 10
<u>Main Event</u> Lesson 2: Main Event <i>Before and After Revision Activities - Skill: Main Event</i> *Lesson 4: Literary Analysis Task - Main Event <i>*Lesson 5: Narrative Extension Task - Main Event - optional as needed</i> Connections Across Learning-

Week 11

Endings

Lesson 1: Analyze the Ending

Lesson 2: Extending the Ending

Lesson 3: Writing Extended Endings

Connections Across Learning-

Week 12

Endings

Before and After Revision Activities - Skill: Endings

***Lesson 4: Literary Analysis Task - Extended Endings**

**Lesson 5: Narrative Extension Task - Extended Endings - optional as needed*

Connections Across Learning-

Week 13

Process Writing Timeline

Day 1 - Introduce the assignment, create summarizing framework

Day 2 - Review summarizing framework and share pre-writing plans

Day 3 - write the entertaining beginning

Day 4 - write the elaborative detail

Flex

Use this time for additional revision including the lesson on "Flip the Sentence Subject" from Elaborative Detail if needed.

Week 14
<u>Process Writing Timeline</u> Day 5 - write suspense Day 6 - write main event Day 7 - continue main event Day 8 - write extended ending <u>Flex</u> Use this time for additional revision, peer conferencing, feedback, or a final product including any art component chosen.

Checkpoint Assessment - Narrative