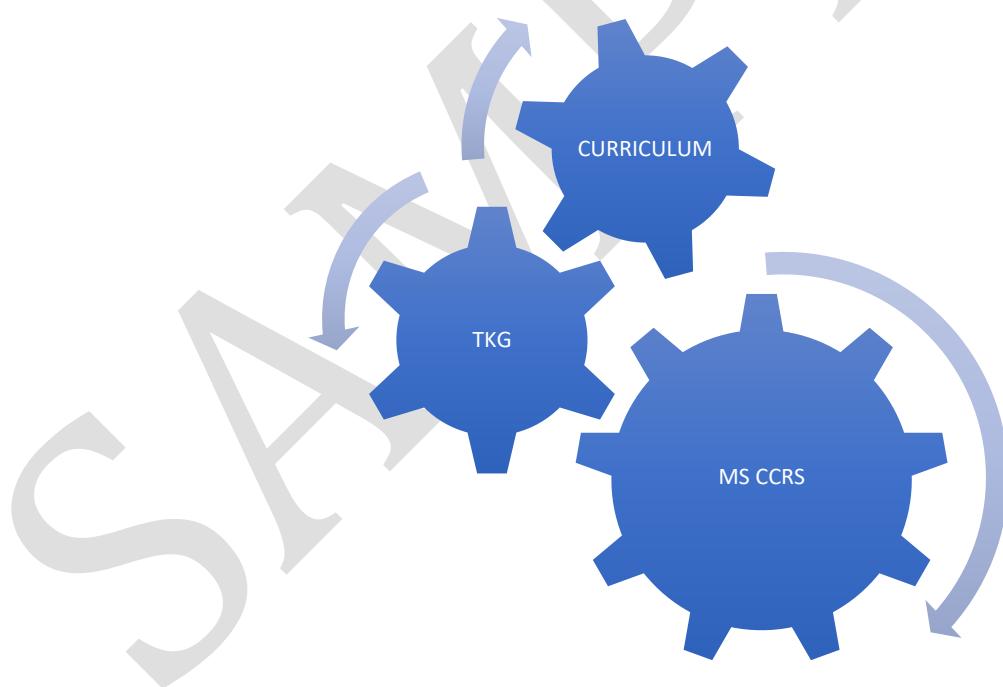




**MS COLLEGE & CAREER READINESS STANDARDS  
4<sup>th</sup> GRADE ENGLISH LANGUAGE ARTS  
TKG C<sub>3</sub>D**



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## First Nine Weeks Pacing Guide

### Unit 1: Understanding Central Ideas and Structural Elements

Session 1 Week 1 and Week 2				Session 2 Week 3 and Week 4				Session 3 Week 5 and Week 6				Session 4 Week 7 and Week 8			
Standards:				Standards:				Standards:				Standards:			
R	W	L	SL	R	W	L	SL	R	W	L	SL	R	W	L	SL
RL.4.1	<b>4.1a-d</b>	4.1a	4.1a-d	RL.4.1	<b>4.1</b>	4.1c	4.1a-d	RL.4.1	<b>4.3</b>	4.1e	4.1a-d	<b>RL.4.2</b>	<b>4.3</b>	4.1g	4.1a-d
<b>RL.4.2</b>	4.4	4.1b	4.2	<b>RL.4.2</b>	4.4	4.1d	4.2	<b>RL.4.2</b>	4.4	4.1f	4.3	<b>RL.4.5</b>	4.4	4.5a	4.3
<b>RL.4.3</b>	4.5	4.2a		<b>RL.4.3</b>	4.5	4.2a		<b>RL.4.3</b>	4.5	4.5c		<b>RI.4.9</b>	4.5	4.5c	
RL.4.4	4.6	4.2d		RL.4.5	4.6	4.2d		<b>RL.4.5</b>	4.6			<b>RL.4.10</b>	4.6		
RL.4.10	4.10	4.5a, c		RL.4.10	4.10	4.4a		RL.4.10	4.10			<b>RI.4.10</b>	4.10		
RI.4.1				RI.4.1				RI.4.1				<b>RI.4.2</b>	4.10		
<b>RI.4.2</b>				<b>RI.4.2</b>				<b>RI.4.2</b>				<b>RI.4.5</b>			
<b>RI.4.3</b>				<b>RI.4.3</b>				<b>RI.4.3</b>				<b>RI.4.9</b>			
RI.4.4				RI.4.5				<b>RI.4.5</b>				<b>RI.4.10</b>			
RI.4.10				RI.4.10				RI.4.10				RF.4.3a			
RF.4.3a				RF.4.3a				RF.4.3a				RF.4.4a-c			
RF.4.4a-c				RF.4.4a-c				RF.4.4a-c							
Suggested Text Focus				Suggested Text Focus				Suggested Text Focus				Suggested Text Focus			
Theme	Summarize	Main Idea		Theme	Summarize	Main Idea		Theme/Lesson	Summarize			Comparing & Contrasting	Comparing & Contrasting		
Stories/ Traditional Lit.	Stories/ Traditional Lit.	Informational Text		Drama	Drama	Informational Text		Poems/Myths	Poems/Poetry			Similar Themes and Topics	Patterns of Events		
<b>Special Note:</b> The bolded standards are the main reading standards used to develop each unit of study.				<b>Special Note:</b> The bolded standards are the main reading standards used to develop each unit of study.				<b>Special Note:</b> The bolded standards are the main reading standards used to develop each unit of study.				<b>Special Note:</b> The bolded standards are the main reading standards used to develop each unit of study.			

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**WEEK BY WEEK INSTRUCTIONAL PACING GUIDES**

\*Reading Standards 1 and 10 should be addressed each week. Focus standards are bold.

<b>Grade 4</b> <b>Term 1</b> <b>Week 1</b>  <b>Focus:</b> <b>Informational</b>	<b>Reading Standards</b>	<p><b>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>  <b>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.</b>          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.</p>
	<b>Writing Standards</b>	<p><b>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *Includes sub standards a-d.</b>          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.)          W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)          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.          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.</p>
	<b>Reading Foundations</b>	<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.          RF.4.4 Read with sufficient accuracy and fluency to support comprehension.          RF.4.4a Read grade-level text with purpose and understanding.</p>
	<b>Language Standards</b>	<p>L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).          L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.          L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>
	<b>Speaking and Listening Standards</b>	<p>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.          SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>

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<b>Unit 1 Sample</b>	
<b>Title:</b> Understanding Central Ideas and Structural Elements	
<b>Unit Focus:</b> Theme, Summary, Main Idea, Central Ideas, Opinion	
<b>Essential Question(s):</b>	
<ol style="list-style-type: none"> <li>1. How do good readers and writers analyze and determine the central theme or ideas of a text? <small>11 SEP</small></li> <li>2. How do good readers and writers summarize a text?</li> <li>3. How do good readers and writers use specific details from text to identify and analyze story elements?</li> <li>4. How do good readers use events, procedures, ideas, or concepts in historical text to explain the text?</li> <li>5. How do good readers and writers interpret differences between the poem, drama, and prose elements of a poem?</li> <li>6. How do good readers and writers use text structure to derive meaning from the text?</li> <li>7. How do good writers use textual evidence to support their opinion?</li> <li>8. How do good writers organize events in their writing in a way that flows naturally?</li> <li>9. How do good readers and writers compare and contrast the themes and topics of stories, myths, and traditional literature from different cultures?</li> <li>10. How do good readers and writers use events, procedures, or concepts in scientific text to explain the text?</li> </ol>	
<b>MS College and Career Readiness Standards</b>	
<b>Focus Standards</b>	<b>Supporting Standards</b>
<p><b>Reading:</b></p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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> <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.4.5 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><b>Writing:</b></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support</p>	<p><b>Reading:</b></p> <p>RL.4.1 RI.4.1 RL.4.4 RI.4.4 RL.4.9 RI.4.9 RL.4.10 RI.4.10</p> <p><b>Writing:</b></p> <p>W.4.4 W.4.5 W.4.6 W.4.10</p> <p><b>Reading Foundational:</b></p> <p>RF.4.3 RF.4.4</p> <p><b>Language:</b></p> <p>L.4.1a-g, L.4.2a, d, L.4.4a, L.4.5a, c</p> <p><b>Speaking &amp; Listening:</b></p> <p>SL.4.a-d, SL.4.2, SL.4.3</p>

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<p>the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
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SAMPLE

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**TEXT COMPLEXITY BANDS**

Grade Band	REVISED CCSS 2011 Lexile	ATOS	Degrees of Reading Power (DRP)	Flesch-Kincaid (FK)	Source Rater (SR)	Pearson Reading Maturity Metric (RM)
K-1	N/A	N/A	N/A	N/A	N/A	N/A
2-3	420-820	2.75-5.14	42-54	1.98-5.34	0.05-2.48	3.53-6.13
4-5	740-1010	4.97-7.03	52-60	4.51-7.73	0.84-5.75	5.42-7.92

Name	How it measures difficulty	Free Online analyzer
ATOS(Renaissance Learning)	<ul style="list-style-type: none"> <li>Measures average sentence length, average word length, and word difficulty level.</li> </ul>	Yes --- <a href="http://www.renaissance.com/products/accelerated-reader/atos-analyzer">http://www.renaissance.com/products/accelerated-reader/atos-analyzer</a>
DRP(Questar)	<ul style="list-style-type: none"> <li>Nonfiction passages in a variety of topics</li> <li>Items formed by the deletion of words in the passage.</li> <li>Five word choices given for each deletion.</li> <li>All answers are plausible if read in isolation.</li> <li>Only one is consistent with the meaning of the passage.</li> <li>All response options are usually common words.</li> <li>Measures sentence length, word frequency, word length.</li> </ul>	No--- You would contact the company
FK(Flesch-Kincaid)	<ul style="list-style-type: none"> <li>Measures word length and sentence length</li> </ul>	Yes--- <a href="http://www.readabilityformulas.com/free-readability-formula-tests.php">http://www.readabilityformulas.com/free-readability-formula-tests.php</a>
Lexile Framework	<ul style="list-style-type: none"> <li>Measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic and semantic challenges that the text presents to a reader.</li> <li>Generally, longer sentences and words of lower frequency lead to higher Lexile measures; shorter sentences and words</li> </ul>	Yes--- <a href="https://www.lexile.com/analyzer/">https://www.lexile.com/analyzer/</a>

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	of higher frequency lead to lower Lexile measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack conventional punctuation.	
SR (by ETS)	<ul style="list-style-type: none"><li>Measures syntax, spelling and word-choice errors</li></ul>	Yes--- <a href="https://texteval-pilot.ets.org/TextEvaluator/">https://texteval-pilot.ets.org/TextEvaluator/</a>
RM(Pearson)	<ul style="list-style-type: none"><li>RMM measures semantic, structural, and vocabulary aspects of text</li></ul>	Yes--- (You must set up a free account) <a href="http://www.readingmaturity.com/rmm-web/main">http://www.readingmaturity.com/rmm-web/main</a>

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**MAP Spring Administration**

(Information based on MDE Interpretive guide and is subject to change)

Session I will have 49 total items and 5 passages (1 passage and 9 items will not count towards student score—field test). Students will have 123 minutes to complete on computer.

Session II will have 2 passages and 2 performance tasks (1 passage and task will not count towards student score—field test). Students will have 100 minutes to complete on paper.

**Some standards will not be assessed on the exam-- Speaking and Listening standards, Reading Foundational Standards and Writing standards 4-9**

4 <sup>TH</sup> Grade								
Strand	Performance Task (PT)	Closed-ended	Open-ended	Total # Items	Total # Points			
Reading Literature (RL)	0	12-13	4-5	17	20	4.1, 4.2, 4.3, 4.4, 4.7, 4.9	4.5, 4.6	
Reading Informational (RI)	0	12-13	4-5	17	20	4.1, 4.2, 4.4	4.3, 4.5, 4.6, 4.7, 4.9	4.8
Vocabulary (L)	0	4	2	6	8	4.4, 4.5, 4.6		
Writing (W)/ Language (L)	1	0	0	1	12	4.1, 4.2, 4.3,	4.1, 4.2, 4.3 (part performance task)	
Total Number of Items /Points that count toward score (after the first year of field test items)				40 session I and 1 performance task				

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GRADE: 4	KEY IDEAS AND DETAILS		
College & Career Readiness Anchor Standard	CCR.R.1 Read closely to determine what the text says explicitly and to make the logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from		
Grade Level Standard	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.		
SAMPLE QUESTION			KEY CONCEPTS
MDE Practice Test Sample  23. Read the sentence from paragraph 2.  <b>But the little crickets snuggled under the bedclothes just as if they did not hear their mother's words.</b>  What can the reader infer about the little crickets?  Ⓐ The little crickets did not wake up on time. Ⓑ The little crickets were ready to get out of bed. Ⓒ The little crickets did not want to get out of bed. Ⓓ The little crickets were snuggled under the bedclothes.	<ul style="list-style-type: none"> <li>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in text.</li> <li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>Details</li> <li>Examples</li> <li>Inferences</li> <li>Text</li> </ul>	
DECONSTRUCTION OF STANDARD		I Can Statements (Sample)	
ESSENTIAL	ESSENTIAL QUESTIONS		
Good readers and writers cite details from the text when explaining the text.	Why do good readers and writers cite details from the text?	I Can... <ul style="list-style-type: none"> <li>Refer to details in a text.</li> <li>Refer to examples in a text.</li> <li>Explain what a text says.</li> <li>Draw inferences from a text.</li> </ul>	
Good readers and writers use details from the text to make inferences.	How do good readers use details and examples from the text when making inferences?		

TECHNOLOGY INTEGRATION		
MCCRS Strands	Whole Group Resources (Smart Board)	Small Group/ Intervention and Extension Resources
<p><b>Key Ideas and Details</b></p> <p>Reading Literature Standards 4.1-4.3</p> <p>Reading Informational Standards 4.1-4.3</p>	<p><b>RL.4.1- Making Inferences</b>  <a href="https://www.engageny.org/ccls-ela/rl43">https://www.engageny.org/ccls-ela/rl43</a></p> <p><b>RI.4.1- Ask and Answer Questions</b>  <a href="http://questgarden.com/194/31/1/170417115217/">http://questgarden.com/194/31/1/170417115217/</a></p> <p><b>RI.4.1- Details and Examples in a Text</b>  <a href="http://questgarden.com/194/33/3/170418132947/">http://questgarden.com/194/33/3/170418132947/</a></p> <p><b>RL.4.2- Main Topic</b>  <a href="http://www.fcrr.org/studentactivities/c_004cpdf">http://www.fcrr.org/studentactivities/c_004cpdf</a></p> <p><b>RL.4.2- Summarize</b>  <a href="http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html">http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html</a></p> <p><b>RI.4.2- Main Idea</b>  <a href="https://newsela.com/articles/world-obesity/id/4218/">https://newsela.com/articles/world-obesity/id/4218/</a></p> <p><b>RL.4.3- Plot Diagram</b>  <a href="http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html">http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html</a></p>	<p><b>RL.4.1- Inferences</b>  <a href="http://www.fcrr.org/studentactivities/c_029c.pdf">http://www.fcrr.org/studentactivities/c_029c.pdf</a></p> <p><b>RL.4.2- Monitor and Mend</b>  <a href="http://www.fcrr.org/studentactivities/c_043c.pdf">http://www.fcrr.org/studentactivities/c_043c.pdf</a></p> <p><b>RL.4.2- Lessons, Messages, or Morals</b>  <a href="http://questgarden.com/188/21/5/160404162123/">http://questgarden.com/188/21/5/160404162123/</a></p> <p><b>RI.4.2- Main Idea Mania</b>  <a href="http://www.fcrr.org/studentactivities/C_017c.pdf">http://www.fcrr.org/studentactivities/C_017c.pdf</a></p> <p><b>RI.4.2- Main Idea</b>  <a href="http://questgarden.com/190/16/0/160708064234/">http://questgarden.com/190/16/0/160708064234/</a></p> <p><b>RL.4.3- Character</b>  <a href="http://readwritethink.org/materials/trading_cards/">http://readwritethink.org/materials/trading_cards/</a></p> <p><b>RL.4.3- Literary Elements</b>  <a href="http://www.harcourtschool.com/activity/test_tutor/build19/grade3/skill14/index_pre.htm">http://www.harcourtschool.com/activity/test_tutor/build19/grade3/skill14/index_pre.htm</a></p> <p><b>RI.4.3- Historical Events</b>  <a href="http://questgarden.com/183/67/3/150917072231/">http://questgarden.com/183/67/3/150917072231/</a></p> <p><b>Teacher Resources</b>  <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a></p> <p><a href="https://www.brainpop.com/english/writing/mainidea/">https://www.brainpop.com/english/writing/mainidea/</a></p>

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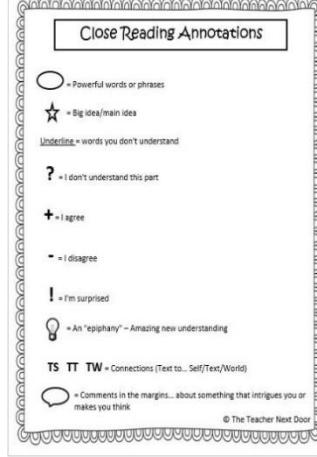
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	<p>RL.4.3- Story Map <a href="http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html">http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html</a></p> <p>RL.4.3- Story Elements <a href="https://www.engageny.org/ccls-ela/rl43">https://www.engageny.org/ccls-ela/rl43</a></p> <p>RI.4.3- Scientific Ideas or Concepts <a href="http://questgarden.com/189/25/3/160508124051/">http://questgarden.com/189/25/3/160508124051/</a></p>	<p><a href="http://commoncore.americaachieves.org/module/36">http://commoncore.americaachieves.org/module/36</a></p> <p><a href="http://commoncore.americaachieves.org/module/17">http://commoncore.americaachieves.org/module/17</a></p> <p><a href="https://www.oercommons.org">https://www.oercommons.org</a></p> <p><a href="https://app.whooosreading.org">https://app.whooosreading.org</a></p>
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Strategy/Learning Activity	Standard(s) Addressed:
<p><b>Close Reads that Lead to Discussion</b></p> <p>Have students complete a <u>close read</u> of a text:</p> <p>Number each paragraph.</p> <p>When reading the text for the first time students should focus their thinking around “What does the text say?”</p> <p>While reading students should use the following text coding marks to annotate the text:</p> <p><b>Circle</b> words or phrases that indicate key words , unfamiliar vocabulary, or important concepts</p> <p><b>Write *</b> in the margin to indicate statements with which you strongly agree.</p> <p><b>Write -</b> in the margin to indicate statements with which you strongly disagree</p> <p><b>Write ??</b> in the margin to indicate questions you have about what is being stated.</p> <p><b>Write !!</b> in the margin to indicate feelings of alarm or skepticism.</p> <p>Students will then discuss their text in small groups, asking and answering questions that classmates have.</p> <p>Each group will then share their common annotations with the whole class.</p> <p>A chart titled "Close Reading Annotations" with a decorative scalloped border. It lists various symbols and their meanings: a circle for powerful words/phrases, a star for big ideas/main idea, underlined text for words you don't understand, a question mark for I don't understand this part, a plus sign for I agree, a minus sign for I disagree, an exclamation point for I'm surprised, a lightbulb icon for An "epiphany" - Amazing new understanding, and a speech bubble icon for TS TT TW = Connections (Text to... Self/Text/World). A second column shows examples of these annotations in green ink on a purple-bordered background, with a title "Accountable Talk:" above them.</p> <p style="text-align: center;"><b>Or</b></p> <p>Conduct a <u>think aloud</u> to model how questioning before, during, and after reading helps to build understanding (comprehension) of a text.</p> <p>Introduce the title of the text.</p> <p>Do a “feature walk” of the text (if applicable) to note if there are any graphics, charts, photos, subheading titles, bold or italicized words, etc. that will likely be important to note as the text is read.</p>	<p><b>Anchor Performance 1: Asking and Answering Questions About the Text</b></p> <p>Provide opportunities for students to demonstrate their thinking while reading and discuss questions they may have with peers.</p> <p>Provide question and response stems to help struggling students and demonstrate how to disagree/agree and cite evidence. This will address Speaking and Listening Standards</p>

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## 4<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS TKG C<sub>3</sub>D

9/8/2017



### BEFORE Reading Questions:

What does the cover illustration/title of the text make me think about?  
What do I already know about this topic?  
Have we read any other books or texts related to this topic?  
What predictions can I make about what I'll learn by reading this text?

### DURING Reading Questions:

What do I understand about the text so far?  
What new information is the author telling me about the topic?  
What picture is the author painting on my "mind canvas"?  
What have I read that I do not understand? Let me reread that section to understand better.

### AFTER Reading Questions:

Were my predictions about the text correct? What information/evidence from the text confirms that my prediction was correct?  
How does this text connect to my personal experiences? (text-to-self connection)  
How does this text connect to other text I have read about this topic? (text-to-text connection)

After modeling for the students, the teacher selects another text (on a similar topic) and allows the students to work with a partner or small group to do this process. Students may use a questioning template (example below) to record the before, during, and after questions that they are asking as they read the text.

Before Reading Questions	
During Reading Questions	
After Reading Questions	

### Planning Resources:

#### Questioning Grid

	Is/Are	Did/Do	Can	Would/ Should	Will	Might/ Could
What	FACTUAL			PREDICTIVE		
Where						
When						
Who						

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Why	ANALYTICAL	APPLICATION / SYNTHESIS		
How				

Source: John Parent's Learning Journey  
<http://johnnyrocket88.wordpress.com>

SAMPLE

<b>SAMPLE INSTRUCTIONAL ROUTINES</b>				
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Focus:</b> Vocabulary and Spiraled Review	<b>Focus:</b> Grammar and Reading	<b>Focus:</b> Grammar and Reading	<b>Focus:</b> Grammar Review and Writing	<b>Focus:</b> Assessment and Writing
<b>Do Now</b> (7 min)	<b>Do Now</b> (7 min)	<b>Do Now</b> (7 min)	<b>Do Now</b> (7 min)	<b>Do Now</b> (5 min)
<b>Foundational Skills</b> (15 min) <ul style="list-style-type: none"> <li>• Phonics/Word Recognition</li> <li>• Fluency</li> <li>• Connected comprehension</li> </ul>	<b>Foundational Skills</b> (15 min) <ul style="list-style-type: none"> <li>• Phonics/Word Recognition</li> <li>• Fluency</li> <li>• Connected comprehension</li> </ul>	<b>Foundational Skills</b> (15 min) <ul style="list-style-type: none"> <li>• Phonics/Word Recognition</li> <li>• Fluency</li> <li>• Connected comprehension</li> </ul>	<b>Foundational Skills</b> (15 min) <ul style="list-style-type: none"> <li>• Phonics/Word Recognition</li> <li>• Fluency</li> <li>• Connected comprehension</li> </ul>	<b>Foundational Skills</b> (15 min) <ul style="list-style-type: none"> <li>• Brief review of current skills</li> <li>• <b>Bi-weekly assessment</b></li> </ul>
<b>Suggestion:</b> LETRS	<b>Suggestion:</b> LETRS	<b>Suggestion:</b> LETRS	<b>Suggestion:</b> LETRS	<b>Suggestion:</b> LETRS
<b>Opening/Hook</b> (3 min)	<b>Opening/Hook</b> (3 min)	<b>Opening/Hook</b> (3 min)	<b>Opening/Hook</b> (3 min)	<b>Opening/Hook</b> (3 min)
<b>Vocabulary</b> (30 min) <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Intro 5-10 words per week</li> <li>• Use an explicit routine for introducing words</li> <li>• Reference skills</li> </ul>	<b>Grammar</b> (10 min) <ul style="list-style-type: none"> <li>• Introduce new grammar aims (explanation, modeling, thinking aloud) using short text &amp; foldables</li> <li>• Guided practice</li> <li>• Independent practice</li> </ul>	<b>Grammar</b> (10 min) <ul style="list-style-type: none"> <li>• Review grammar aims (explanation, modeling, thinking aloud) using short text &amp; foldables</li> <li>• Guided practice</li> <li>• Independent practice</li> </ul>	<b>Grammar</b> (10 min) <ul style="list-style-type: none"> <li>• Review grammar aims (explanation, modeling, thinking aloud) using short text &amp; foldables</li> <li>• Guided practice</li> <li>• Independent practice</li> </ul>	<b>Timed Assessment</b> (40 min) <ul style="list-style-type: none"> <li>• Comprehension, Vocabulary and Grammar</li> </ul> <p><i>*Modify times below based on the length of the assessment.</i></p>
<b>Suggestion:</b> Utilize foldables				
<b>Comprehension – RL/RI</b> (30 min.) <ul style="list-style-type: none"> <li>• <b>I do:</b> Teacher modeling/direct instruction</li> <li>• <b>We do:</b> Teacher with students</li> <li>• <b>You do together:</b> Students together as teacher facilitates</li> <li>• <b>Independent Practice:</b> Students work independently of the teacher either in small group/pairs/alone</li> </ul>	<b>Close reading, annotating, writing, discussion</b> (30 min.) <ul style="list-style-type: none"> <li>• Comprehension review (explanation, modeling, thinking aloud) using a short complex text w/text dependent questions</li> <li>• We do</li> <li>• You do together</li> <li>• Independent Practice</li> <li>• Add in discussion and writing in response to text (R.A.C.E.S.)</li> </ul>	<b>Close reading, annotating, writing, discussion</b> (30 min.) <ul style="list-style-type: none"> <li>• Comprehension review (explanation, modeling, thinking aloud) using a short complex text w/text dependent questions</li> <li>• We do</li> <li>• You do together</li> <li>• Independent Practice</li> <li>• Add in discussion and writing in response to text (R.A.C.E.S.)</li> </ul>	<b>Writing Connected to the Close Reading</b> (30 min.) <ul style="list-style-type: none"> <li>• Teacher Modeling/Think-Aloud/Class collaborative writing to practice writing connected to text</li> <li>• Brainstorming, planning, drafting</li> </ul>	<b>Writing Connected to the Close Reading</b> (20 min.) <ul style="list-style-type: none"> <li>• Extended Time for writing/conferencing/writer's workshop</li> </ul> <p><i>Teacher pulls students to guide them through the editing/revising stages as remaining students work independently.</i></p>
*Use short complex text.				

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<b>Writing Connected to the Close Reading</b> (25 min.) <ul style="list-style-type: none"> <li>• Introduce the prompt connected to the text(s)</li> <li>• Deconstruct the prompt</li> <li>• Introduce strategy for writing</li> </ul> <b>Suggestion:</b> Four Square Writing or Write to Learn	<b>Centers</b> (50 min) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Vocabulary/Language 4-6</li> <li>• Comprehension (RL/RI)</li> <li>• Phonics/PA/Advanced Phonics</li> <li>• Technology-Test Prep.</li> <li>• Writing</li> <li>• Teacher-led</li> </ul>	<b>Centers</b> (50 min) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Vocabulary/Language 4-6</li> <li>• Comprehension (RL/RI)</li> <li>• Phonics/PA/Advanced Phonics</li> <li>• Technology-Test Prep.</li> <li>• Writing</li> <li>• Teacher-led</li> </ul>	<b>Centers</b> (50 min) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Vocabulary/Language 4-6</li> <li>• Comprehension (RL/RI)</li> <li>• Phonics/PA/Advanced Phonics</li> <li>• Technology-Test Prep.</li> <li>• Writing</li> <li>• Teacher-led</li> </ul>	<b>Centers</b> (35 min) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Vocabulary/Language 4-6</li> <li>• Comprehension (RL/RI)</li> <li>• Phonics/PA/Advanced Phonics</li> <li>• Technology-Test Prep.</li> <li>• Writing</li> <li>• Teacher-led</li> </ul>
<b>Closing/Exit Ticket</b> (10 min.)	<b>Closing/Exit Ticket</b> (5 min.)	<b>Closing/Exit Ticket</b> (5 min.)	<b>Closing/Exit Ticket</b> (5 min.)	<b>Closing/Exit Ticket</b> (5 min.)
<b>Homework:</b> Reinforcement of today's lesson  <b>Suggestions:</b> Short complex text with text dependent questions (leveled text)	<b>Homework:</b> Reinforcement of today's lesson  <b>Suggestions:</b> Short complex text with text dependent questions (leveled text)	<b>Homework:</b> Reinforcement of today's lesson  <b>Suggestions:</b> Short complex text with text dependent questions (leveled text)	<b>Homework:</b> Reinforcement of today's lesson  <b>Suggestions:</b> Short complex text with text dependent questions (leveled text)	<b>Homework-</b> Read 20 minutes daily

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### ELA Resources

<http://achievethecore.org> - This K-12 website is full of free content designed to help educators understand and implement the Common Core and other college and career ready standards. It includes practical tools designed to help students and teachers see their hard work deliver results.

<http://www.corestandards.org> - Learn why the Common Core is important for your child, explore the common core, understand how the Common Core was created.

<http://www.edutopia.org/common-core-state-standards-resources> - Explore an educator's guide to websites, organizations, articles, and other resources looking at the new system of standards and how they will be assessed.

<https://www.engageny.org/search-site/ela%20units?solrsort> - This site provides K-12 ELA instructional units.

[www.newsela.com](http://www.newsela.com) - Newsela is an innovative way to build reading comprehension with nonfiction that's always relevant; daily news. It's easy to locate articles.

[www.readworks.org](http://www.readworks.org) - ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, for free, to be shared broadly.

[www.lumoslearning.com](http://www.lumoslearning.com) - Lumos learning consists of hundreds of grade appropriate questions based on the new Common Core State Standards.

[www.teachertube.com](http://www.teachertube.com) - This is a safe educational video community for teachers, students, and parents.

[www.fcrr.org](http://www.fcrr.org) - This site includes a number of classroom activities developed by teachers at FCRR for use in kindergarten through fifth grade classrooms and pedagogical information for empowering teachers with the skills and knowledge for effective instruction in the classroom.

[www.teachingchannel.org](http://www.teachingchannel.org) - Teaching Channel is an online community where teachers can watch, share, and learn diverse techniques to help every student grow.

[www.greatschools.org](http://www.greatschools.org) Great schools consists of text exemplars, instructional strategies, and activities for K-12 teachers.

[www.learnzillion.com](http://www.learnzillion.com) - This site offers English Language resources for grades 2-12 that have been developed by expert teachers directly from the Common Core State Standards.

<http://kidsatthebare.com> - This site offers professional development & resources for teachers & administrators. Improving the use of assessments & data to measure student growth.

<http://readwritethink.org> - This site provides educators and students access to the highest quality practices and resources in reading and language arts instruction.

[www.poetryfoundation.org/poem](http://www.poetryfoundation.org/poem) - This site provides poems, poets, poetry news, articles, and book reviews.

<http://adlit.org/strategies/23355/> - This site provides practice in inferential reading.

<http://readingrockets.org> - This site offers strategies, lessons, activities, and ideas designed to help young children learn to read.