

## Continual Skill Development and Year Long Concepts

Literature & Understanding	Skills & Strategies	Additional Suggestions
<p><b>Select, read, listen to, view, and respond thoughtfully to classic and contemporary texts recognized for quality and literary merit.</b></p> <p><b>A1 Key Concepts/Themes</b></p> <p><b>A2 Values and Beliefs</b></p> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> <li>• What problems and issues are related to environmental preservation?</li> <li>• What principles are important for preserving the environment?</li> <li>• How do people demonstrate courage?</li> <li>• What is cultural diversity?</li> <li>• How do people from different cultures adapt to new cultures?</li> </ul> <p><b>A3 Cultural Perspectives</b></p> <p><i>Focus Questions</i></p> <ul style="list-style-type: none"> <li>• How do people in different places confront environmental problems?</li> <li>• How does the meaning of courage change from one culture or time period to another?</li> <li>• What common values are shared by different cultures?</li> </ul> <p><b>A4 Respond personally and critically to narrative and informational texts.</b></p> <p><b>A5 Use narrative and informational text to identify how author's craft is used to represent key ideas, values, and beliefs.</b></p> <p><b>Comprehension Strategies and Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• journals</li> <li>• logs</li> <li>• retelling</li> <li>• summarizing</li> <li>• think-alouds</li> <li>• character mapping</li> <li>• pre-reading plan</li> <li>• plot summaries</li> <li>• number notes/outlines</li> <li>• concept maps</li> <li>• story plans</li> <li>• Venn diagrams</li> <li>• book response forms</li> <li>• argumentative notes</li> <li>• think-write-discuss-organizer</li> <li>• question frames organizer</li> <li>• KWHLs organizer</li> <li>• SQ3R organizer (survey, question, read, recite, and review)</li> </ul>	<p><b>Read with developing fluency using multiple strategies to construct meaning.</b></p> <ul style="list-style-type: none"> <li>• engage actively in reading all types of text</li> <li>• self-monitor with most texts</li> <li>• follow directions, make predictions, activate prior knowledge, self-question</li> <li>• plan and regulate skills and strategies used to construct and convey meaning</li> <li>• identify which strategies worked</li> <li>• apply shared standards to evaluate own and others' work</li> <li>• use journals and logs to respond to and to analyze text</li> </ul> <p><b>Vocabulary</b></p> <p><i>Continue to develop vocabulary to enable written and oral communication and understanding of Language Arts.</i></p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>• literary and technical terms</li> <li>• words that enable students to communicate skillfully and effectively</li> </ul> <p><b>Inquiry and Research</b></p> <ul style="list-style-type: none"> <li>• use teacher generated topics</li> <li>• use questions to narrow focus of research</li> <li>• gather and compare resources and make appropriate selections</li> <li>• gather information from a variety of resources</li> <li>• consider bias of resources</li> <li>• create theses related to focus questions</li> <li>• identify and compare evidence to support thesis</li> </ul>	<p><b>Writing Skills &amp; Strategies</b></p> <p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>• brainstorm topics</li> <li>• discuss intended audience and purpose</li> <li>• use graphic organizers to develop ideas</li> <li>• use genre charts</li> <li>• create story maps to develop narratives</li> <li>• compile journals</li> <li>• create timelines that organize events</li> <li>• use pattern guides</li> <li>• use flow charts with sequenced steps</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• organize ideas into draft form</li> <li>• pattern writing after core genre</li> <li>• use illustrations and photos that support text</li> <li>• begin to use thesis statements</li> <li>• use simple headings, table of contents, time lines, keys, and legends</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>• sentences that flow</li> <li>• paragraphs with cohesive structure</li> <li>• words and events that depict conflict and resolution</li> <li>• story elements consistent with plot and genre structure</li> <li>• language that reinforces first or third person point of view</li> <li>• clarity and to highlight</li> <li>• hierarchical relationships</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• edit text for grammar, usage, mechanics, and spelling</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• select drafts to polish and publish</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• interrelate ideas and information to demonstrate fluency</li> <li>• select and maintain consistent voice appropriate for audience</li> </ul>
		<p><b>Written &amp; Oral Communication</b> <i>(moved from Pacing Guide 9 week boxes)</i></p> <ul style="list-style-type: none"> <li>• write a simple historical fiction story using a simple conflict, resolution, and 3 characters</li> <li>• write a fable with animal characters and actions linked to a plausible moral or lesson</li> <li>• write a report that uses cause and effect organizational pattern and subheadings</li> <li>• write a play that focuses on a real historical event in Michigan</li> <li>• produce a play to celebrate Michigan Week</li> <li>• use a known story to write a simple play with the role of narrator</li> <li>• construct simple timelines</li> <li>• construct simple keys and legends</li> <li>• conduct a brief interview with adults to obtain information regarding community or state issues</li> <li>• write a fact/opinion text</li> </ul>



## Language Arts Grade 4

# Pacing Guide



2005

**Partnering with students, parents and  
the community to provide exceptional,  
personalized education.**

The language arts curriculum is based on the Department of Education's [The Michigan Essential Goals and Objectives for Education](#) and is tailored to the needs of students. Additional clarification of the benchmarks for those goals and objectives, as well as sample lessons and assessment items, may be obtained through the CLIMB website at [www.remc7.k12.mi.us/oaisd/miclimb](http://www.remc7.k12.mi.us/oaisd/miclimb)  
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