

## Nine Weeks 1      ACPS Fourth Grade English Pacing Guide 2011-2012

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.  
New standards will be fully implemented and SOL tested in 2012-2013.

New standards/essential knowledge which needs to be taught is underlined and in green if you have a color copy.

TE=Harcourt Teacher Edition    PB=Harcourt Practice Book    LH=Harcourt Language Handbook    WL=Silver, Burdett, & Ginn World of Language

Oral Language	Reading	Grammar / Writing
<p><b>4.1 The student will use effective oral communication skill in a variety of settings.</b></p> <p><b>4.1a The student will present accurate directions to individuals and small groups.</b></p> <p><b>4.1b The student will contribute to group discussions <u>across content areas.</u></b></p> <p><b>4.1c The student will seek ideas and opinions of others.</b></p> <p><b>4.1d The student will use evidence to support opinions.</b></p> <p><b>4.1e The student will use grammatically correct language and specific vocabulary to communicate ideas.</b></p> <p><u>4.1f The student will communicate new ideas to others.</u></p> <p><u>4.1g The student will demonstrate the ability to collaborate with diverse teams.</u></p> <p><u>4.1 h The student will demonstrate the ability to work independently.</u></p>	<p><b>4.3 The student will read fiction and nonfiction with fluency and accuracy</b></p> <ul style="list-style-type: none"> <li>• use context clues to clarify the meaning of unfamiliar words (refer to Harcourt and teaching transparencies)</li> <li>• use knowledge of synonyms (words with like meaning) and antonyms (words with opposite meanings) to understand the meaning of an unfamiliar word</li> <li>• use clues in the context to predict, explain, and determine which meaning of a word is being used with words that have more than one meaning</li> <li>• <u>use their knowledge of affixes (prefixes and suffixes) to read and understand meanings of words</u></li> <li>• <u>develop vocabulary by listening to and reading a variety of texts</u></li> <li>• <u>determine the meaning of general academic and content-specific words or phrases in a text</u></li> <li>• <u>study word meaning across content areas</u></li> </ul>	<p><b>4.7 The student will write for a variety of purposes using a variety of forms.</b></p> <ul style="list-style-type: none"> <li>• Students will write several personal narratives which might include journals, biographies, poems, and letters (fiction and non-fiction)</li> <li>• Persuasive writing which might include editorials, book reviews, essays, commercials, or arguments for debate</li> <li>• Expository writing which might include reports, directions, messages, announcements, and any non-fiction writing</li> <li>• Descriptive writing which might include poems, reports, travel brochures, and stories</li> </ul> <p><b>To be successful the student will begin to...</b></p> <ul style="list-style-type: none"> <li>• Focus on one aspect of a topic</li> <li>• Use all stages in the Writing Process</li> <li>• <i>(Pre-writing)</i> Develop a plan before writing to include brainstorming and/or mapping/webbing</li> <li>• <i>(During Writing)</i> Compose a draft, revise for clarity, proofread and edit for correct grammar, spelling, punctuation, and sentence structure</li> <li>• <i>(Post-Writing)</i> Develop writing folder, use rubric to self-assess writing</li> <li>• Organize writing to convey a central idea with a beginning, middle, and end</li> </ul>

<i>Nine Weeks 1 ACPS Fourth Grade English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar/Writing</b>
	<p><b>4.4 - The student will read and demonstrate comprehension of fiction</b></p> <ul style="list-style-type: none"> <li>• find words, sentences, setting details, and other information to help identify whether the author</li> <li>• wrote the piece to entertain, inform, or persuade (authors purpose)</li> <li>• to understand the characteristics of a genre identify/know fictional stories, as having imaginary characters and events (fantasy)</li> <li>• identify the facts contained in a piece of historical fiction and understand that historical fiction is a story based on facts.</li> <li>• identify realistic fiction</li> <li>• discuss the similarities/differences in realistic fiction, historical fiction, and fantasy</li> <li>• distinguish between fact and fiction</li> <li>• identify major events and supporting details</li> <li>• <u>describe in depth a character, setting, or event, drawing on specific details from the text (words, actions, or a character's thoughts)</u></li> <li>• <u>understand that narrative nonfiction is a story based on facts (biographies, autobiographies)</u></li> <li>• <u>identify the facts contained in a piece of narrative nonfiction</u></li> <li>• <u>identify the main idea or theme of a text and summarize using supporting details</u></li> <li>• <u>identify the problem (conflict) and solution</u></li> <li>• <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 description and directions in the text</u></li> </ul>	<p>Topic sentence Supporting details Concluding sentence</p> <p>Use available technology including online resources to gather information and aid in writing</p> <ul style="list-style-type: none"> <li>• Write one or more paragraph/s on a topic</li> <li>• Indent and double space between paragraphs</li> <li>• Use words with positive connotations and/or words with negative connotations</li> <li>• Use correct format and punctuation for a Friendly letter</li> <li>• Use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, glossaries, and thesauruses</li> <li>• Use table of content, titles, boldface and color captions under pictures and graphics, and heading of sections and chapters to determine usefulness of the resources</li> <li>• <u>produce clear and coherent writing in which the development and organization are appropriate to purpose and audience</u></li> <li>• <u>recognize different modes of writing have different patterns of organization narrative:</u> <ul style="list-style-type: none"> <li>▪ <u>organize an event sequence that unfolds naturally</u></li> <li>▪ <u>use transition words and phrases for sentence variety and to manage sequence of events</u></li> <li>▪ <u>use specific vocabulary, words, and phrases to convey experiences and events</u></li> <li>▪ <u>provide a conclusion</u></li> </ul> </li> <li>• <u>write a clear topic sentence focused on the main idea</u></li> </ul>

***Nine Weeks 1 ACPS Fourth Grade  
English Pacing Guide 2011-2012 (continued)***

Oral Language	Reading	Grammar/Writing
	<ul style="list-style-type: none"> <li>• <u>refer to details and examples in text when explaining what the text says, drawing conclusions, making inferences from the text</u></li> <li>• <u>identify cause/effect relationships</u></li> <li>• <u>make, confirm, or revise predictions</u></li> <li>• <u>read familiar text with fluency, accuracy, and prosody</u></li> <li>• <u>read with sufficient accuracy and fluency to support comprehension</u></li> <li>• <u>become aware of when they do not understand (by reflecting upon and learning to articulate what exactly is causing difficulty)</u></li> </ul>	<p><b><u>Lesson Plan Guidelines for Writing</u></b></p> <p><b><i>Theme 1 (Process: Expressive writing)</i></b></p> <ol style="list-style-type: none"> <li>1. <u>Guided Practice</u>- teach writing craft of voice TE 1             <ol style="list-style-type: none"> <li>a. descriptive paragraph TE 1 (49E)</li> <li>b. character sketch TE 1(77E)</li> </ol> </li> <li>2. <u>Independent Practice</u>- apply the craft of voice             <ol style="list-style-type: none"> <li>a. personal narrative TE 1 (101C)</li> <li>b. fictional story TE 1 (123C)</li> </ol> </li> <li>3. <u>Assessment</u>- Personal narrative (timed or tested) TE 1 (147C) Use ACPS writing rubric.</li> </ol> <p><b><i>Theme 2 (Process: Informative writing)</i></b></p> <ol style="list-style-type: none"> <li>1. <u>Guided Practice</u> – teach writing craft of effective paragraphs TE 2             <ol style="list-style-type: none"> <li>a. paragraph of information TE 2 (173E)</li> <li>b. written direction TE 2 (205C)</li> </ol> </li> </ol>

<i>Nine Weeks 1 ACPS Fourth Grade English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar/Writing</b>
		<p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</b></p> <ul style="list-style-type: none"> <li>• Use periods, question marks, and exclamation points at the end of a sentence TE 1(77G, 101E) PB(9, 13) LH(96-101) WL(6,8)</li> <li>• Use periods after abbreviations TE 3(371E) PB(62) LH(132-134) WL(60)</li> <li>• Use specific nouns and verbs TE 1(49G, 77E) WL(52, 160, 174, also see “word choice” in index)</li> <li>• Use correct spelling for frequently used words, including homophones, regular and irregular plural nouns-s, es, ies, men, women, teeth, geese, feet, etc. TE 1(49K) TE 2(173K) WL(56, 64, 106, 122, 388, 475)</li> <li>• Combine sentences so they flow smoothly and are not short, choppy, or repetitive TE 2(229G) PB(36) LH(114-116) WL(14)</li> <li>• Identify subjects and predicates <u>and use them in writing</u> TE 1(123E) PB(17) LH(102-104)</li> <li>• Capitalize and punctuate parts of a friendly letter TE 1(20E, story 1) LH(94) WL(100)</li> <li>• Identify nouns WL(52-69, 100, 374)</li> <li>• Capitalize proper nouns TE 3(299G) LH(123-125) WL(58-61; 103, 107, 205, 418)</li> <li>• Identify pronouns TE 3(397E, 397F) LH(135-137) WL (112-121; 124-125; 205-206)</li> <li>• Write singular possessive and plural possessive nouns-ensure that students can distinguish between plural nouns and singular possessive nouns TE 3(349E) PB(58) LH(129-131) WL(62-65)</li> <li>• <u>Use reflexive pronouns (myself, ourselves)</u></li> </ul>

*Nine Weeks 2*

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Oral Language	Reading	Grammar / Writing
<p><b>4.1a</b> The student will present accurate directions to individuals and small groups.</p> <p><b>4.1b</b> The student will contribute to group discussions</p> <p><b>4.1c</b> The student will seek ideas and opinions of others.</p> <p><b>4.1d</b> The student will use evidence to support opinions</p> <p><b>4.1e</b> The student will use grammatically correct language and specifics vocabulary to communicate ideas.</p>	<p><b>4.4</b> The student will read and demonstrate comprehension of fiction</p> <p><b>4.5</b> The student will read and demonstrate comprehension of nonfiction</p> <ul style="list-style-type: none"> <li>• combine information from various places in text to draw a conclusion</li> <li>• identify cause/effect relationships</li> <li>• identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel</li> <li>• explain why the author wrote the piece</li> <li>• discuss similarities/differences about text and previously read materials</li> <li>• identify major events and supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes</li> <li>• understand that nonfiction is material such as biographies and informational text that tells about real people, places, objects, and/or events</li> <li>• use context to select applicable definition of a multiple meaning word from a glossary or dictionary</li> <li>• decide word meaning by using knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as no/know, hear/here.</li> <li>• distinguish between fact and opinion</li> <li>• <u>identify the main idea and supporting details</u></li> </ul>	<p><b>(4.7)</b> The student will write for a variety of purposes using a variety of forms (Refer to the list in nine weeks 1)</p> <p><b>To be successful the student will:</b></p> <ul style="list-style-type: none"> <li>• Write topic sentences that catch the reader’s attention</li> <li>• Write supporting details that include elaboration and illustration or examples</li> <li>• Use the same verb tense throughout the writing</li> <li>• Have a consistent point of view</li> <li>• Use strong or specific verbs</li> <li>• Use time order words and write in the correct time order</li> <li>• Utilize elements of style including word choice and sentence variation (Be sure to include sentences of various lengths and beginnings to create pleasant informal rhythm</li> <li>• Use powerful persuasive words</li> <li>• Write rhymed and unrhymed poetry including cinquapins, limericks, free-verse, and haikus</li> <li>• Use similes and metaphors</li> <li>• Use available technology</li> <li>• <u>Recognize different modes of writing have different patterns of organization expository/informative</u> <ul style="list-style-type: none"> <li>▪ <u>clearly introduce a topic and group related information in paragraphs</u></li> <li>▪ <u>use facts, definitions, opinions,</u></li> </ul> </li> </ul>

<i>Nine Weeks 2 ACPS <u>Fourth Grade</u> English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar/Writing</b>
	<ul style="list-style-type: none"> <li>• <u>within a selection, summarizing the text by using tools such as graphic organizers, outlining, and notes</u></li> <li>• <u>read familiar text with fluency, accuracy, and expression</u></li> <li>• <u>become aware of when they do not understand (by reflecting upon and articulating what exactly is causing difficulty)</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>quotations, details, or other examples and information to develop the topic</u></li> <li>▪ <u>use specific vocabulary to confirm and explain the topic</u></li> <li>▪ <u>provide a concluding statement or section related to the topic</u></li> <li>• <u>Use facts and details to elaborate the main idea</u></li> <li>• <u>Write two or more related paragraphs on a topic</u></li> </ul> <p><b><u>Lesson Plan Guidelines for Writing</u></b></p> <p><i>Theme 2(continued)</i></p> <ol style="list-style-type: none"> <li>2. <u>Independent Practice</u> – apply the craft of effective paragraphs       <ol style="list-style-type: none"> <li>a. summary TE2 (229E)</li> <li>b. how-to essay TE2 (251C)</li> </ol> </li> <li>3. <u>Assessment</u> –summary (timed or tested) TE2 (271C) Use ACPS writing rubric</li> </ol> <p><i>Theme 3(Process: Expository Writing)</i></p> <ol style="list-style-type: none"> <li>1. <u>Guided Practice</u> – teach writing craft of effective sentences TE3       <ol style="list-style-type: none"> <li>a. cause and effect paragraph TE 3 (299E)</li> <li>b. explain a process paragraph TE 3 (325C)</li> </ol> </li> <li>2. <u>Independent Practice</u> – apply the craft of effective sentences       <ol style="list-style-type: none"> <li>a. explanatory essay TE 3 (349C)</li> </ol> </li> </ol>
<p><b>*Refer to the Curriculum Framework for additional information</b></p>		

<i>Nine Weeks 2 ACPS Fourth Grade English Pacing Guide 2011-2012 (continued)</i>		
Oral Language	Reading	Grammar / Writing
		<p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</b></p> <ul style="list-style-type: none"> <li>• Use commas in a series, dates, and addresses, with yes, no, well; in direct address WL(28, 188)</li> <li>• Use noun/pronoun agreement WL(114)</li> <li>• Use I, me, we, and us correctly WL(120)</li> <li>• Use conventions including a/an, good/well, them/those, and I/me WL(112, 120, 274, 282)</li> <li>• Use correct spelling for frequently used words, including common homophones TE 3(299K) TE 4(499I) WL(122, 151, 475)</li> <li>• Capitalize the names of persons, pets, and titles TE 3(299G) PB(50) LH(123-125) WL(60)</li> <li>• Identify subject, object, and possessive pronouns TE 4(421G, 437E) PB(71, 75) LH(138-143) WL(112, 114, 116, 118)</li> <li>• Identify and use action verbs TE 4(499E) PB(88) LH(150-152) WL(160)</li> <li>• Identify and use linking verbs correctly (am, is are, was, and were) TE 5(543G) PB(98) LH(156-158) WL(162, 164)</li> <li>• Use helping verbs. Be sure students know that <u>of</u> is never a helping verb; i.e., <i>could have</i> instead of <i>could of</i> TE 5(521G) PB(93) LH(153-155) WL(166)</li> <li>• Introduce the use of tenses of verbs ( present, past, and future) Introduce with WL(168)</li> <li>• Spell past tenses of verbs correctly-double consonant before adding -ed and change y to i before adding -ed. WL(170)</li> </ul>

Oral Language	Reading	Grammar/Writing
<p><b>4.1a The student will present accurate directions to individuals and small groups.</b></p> <p><b>4.1b The student will contribute to group discussions</b></p> <p><b>4.1c The student will seek ideas and opinions of others.</b></p> <p><b>4.1d The student will use evidence to support opinions.</b></p> <p><b>4.1e The student will use grammatically correct language and specific vocabulary to communicate ideas</b></p> <p><b>4.2a The student will use subject-related information and vocabulary</b></p> <p><b>4.2b The student will listen to and record information.</b></p> <p><b>4.2c The student will organize information for clarity.</b></p> <p><u>4.2d The student will use language and style appropriate to the audience, topic, and purpose</u></p>	<p>4.5 The student will read and demonstrate comprehension of nonfiction</p> <p>4.6 The student will demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> <li>• apply prior knowledge to make predictions and to describe the relationship about content and previously learned concepts</li> <li>• generate questions to guide reading of text through reading strategies such as KWL and DRTA</li> <li>• write responses that go beyond literal restatements in order to make connections to their own lives and to other selections</li> <li>• use text set in special type styles (boldface, italics) and color, captions under pictures, graphics, and heading of sections and chapters to predict and categorize information</li> <li>• understand how written text and accompanying illustrations connect to convey meaning</li> <li>• identify new information learned from reading</li> <li>• make simple inferences, using information from text</li> <li>• point out the part of speech, the <u>word origin</u>, and the definition of an unfamiliar word</li> </ul>	<p><b>4.7 The student will write for a variety of purposes using a variety of forms. ( Refer back to nine weeks 1)</b></p> <ul style="list-style-type: none"> <li>• Create memorable images in the reader’s mind</li> <li>• Use strong verbs and adjectives</li> <li>• Use selected information</li> <li>• Specific information</li> <li>• Specific details</li> <li>• No unnecessary information or repetitions</li> <li>• Choose vocabulary and information to create a tone (humorous, serious, scientific)</li> <li>• Let his or her voice (personality) be evident through expression and choice of words</li> <li>• Have sentence variety to create a flowing rhythm</li> <li>• Make use of sensory words</li> <li>• <u>Use precise language and vocabulary to explain a topic</u></li> </ul> <p><b><u>Lesson Plan Guidelines for Writing</u></b></p> <p><i>Theme 3 (continued)</i></p> <p>b. definition of essay TE 3 (371C)</p> <p>3. <u>Assessment</u>-Explanatory essay (timed or tested)</p> <p>TE 3 (397C) Use ACPS Writing rubric</p>

<i>Nine Weeks 3 ACPS <u>Fourth Grade English</u> Pacing Guide 2011-2012 (continued)</i>		
Oral Language	Reading	Grammar/Writing
		<p><b>Theme 4 (Process: Paragraphs of Contrast)</b></p> <ol style="list-style-type: none"> <li>1. <u>Guided Practice</u>- teach writing craft of focusing ideas and development TE 4               <ol style="list-style-type: none"> <li>a. paragraphs of contrast TE 4 (421E)</li> <li>b. persuasive letter TE 4(437C)</li> </ol> </li> <li>2. <u>Independent Practice</u>- apply the craft of ideas and development               <ol style="list-style-type: none"> <li>a. Literacy response TE 4 (453E)</li> <li>b. Compare and contrast essay TE 4 (471C)</li> </ol> </li> <li>3. <u>Assessment</u>- compare and contrast essay (timed or tested) TE 4 (499C) Use ACPS writing rubric.</li> </ol> <p><b>Theme 5 (Process: Expository writing)</b></p> <ol style="list-style-type: none"> <li>1. <u>Guided Practice</u>- teach writing craft of organization TE 5               <ol style="list-style-type: none"> <li>a. research report-prewrite TE 5 (521E)</li> <li>b. research report -outline TE 5 (543E)</li> </ol> </li> </ol> <p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.</b></p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement- third person singular, add s or es TE 5(567E) PB(102) LH(159-160) WL(216)</li> <li>• Avoid the use of double negatives TE 6(637G) LH(168-170) WL(332-333: 364, 371)</li> </ul>

<i>Nine Weeks 3 ACPS Fourth Grade English Pacing Guide 2011-2012 (continued)</i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar/Writing</b>
		<ul style="list-style-type: none"> <li>• Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly TE 4(453G) PB(80) LH(144-146) WL(274)</li> <li>• Edit for correct tense in a paragraph WL(168)</li> <li>• Identify adjectives and the questions they answer WL(272)</li> <li>• Use adjective after a linking verb WL (276)</li> <li>• Comparing adjectives with –er, -est, more, most, good, better, best, bad, worse, worst, little, less, least TE 4(471E) PB(84) LH(147-149) WL(330)</li> <li>• Use noun-pronoun agreement TE 3(397E) PB(66) LH(135-137) WL(114)</li> <li>• Use irregular verbs correctly-begin, do , fly, go, grow, ride, see, throw, write, eat, fall, give, take, teach/ taught etc. TE 5(609E) PB(111) LH(165-167) WL(218, 220)</li> <li>• Use contractions-is, are, has, have, had , would, shall, will, not TE 6(637G) PB(116, 117) Spelling PB(95-97) LH(168-170) WL(222, 224)</li> <li>• Use learn, taught correctly</li> <li>• <u>Identify prepositions and use them in writing</u></li> </ul>

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Nine Weeks 4

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<p>4.1a The student will present accurate directions to individuals and small groups.</p> <p>4.1b The student will contribute to group discussions</p> <p>4.1c The student will seek ideas and opinions of others.</p> <p>4.1d The student will use evidence to support opinions.</p> <p>4.1e The student will use grammatically correct language and specific vocabulary to communicate ideas.</p> <p>4.2c The student will organize information for clarity.</p> <p><u>4.3a The student will differentiate between auditory, visual, and written media messages.</u></p> <p><u>4.3b The student will identify the characteristics of various media messages – (who is the intended audience, what is the purpose of the message)</u></p>	<p>4.3 The student will read fiction and nonfiction with fluency and accuracy</p> <p>4.4 The student will read and demonstrate comprehension of fiction</p> <p>4.5 The student will read and demonstrate comprehension of nonfiction</p> <p>4.6 The student will demonstrate comprehension of information resources to research a topic</p> <ul style="list-style-type: none"> <li>• identify, select, and use appropriate references such as dictionaries, atlases, almanacs, encyclopedias and thesauruses, including online print and media resources most likely to contain needed information</li> <li>• formulate research questions based on a topic</li> <li>• select information that is related to their topic</li> <li>• evaluate and combine related information from two or more sources</li> <li>• identify key items to use in searching for information</li> <li>• skim to find information related to a topic</li> <li>• know that narrative poetry tells a story through verse as in “I Have Heard of a Land” Trophies page 640</li> </ul>	<p>4.7 The student will write for a variety of purposes using a variety of forms. (Refer to nine weeks 1)</p> <p>To be successful the student will:</p> <ul style="list-style-type: none"> <li>• Punctuate and capitalize quotations correctly</li> <li>• Fully develop characters in a story</li> <li>• Use vivid descriptions for the setting</li> <li>• Use time order and elaboration to build to the peak of the plot and final resolution</li> <li>• Review skills from the previous nine weeks</li> <li>• Identify and refine a topic</li> <li>• Create a research plan</li> <li>• Construct research questions about a topic</li> <li>• Use notes to assist in summarizing what was learned</li> <li>• Use available technology</li> <li>• Purposefully shape and control language to affect readers (voice)</li> <li>• Use adverbs correctly in a sentence Walk slowly vs. walk slow</li> <li>• Adverbs that compare with –er, -est, more, most</li> <li>• Use good and well correctly</li> <li>• Identify and use prepositional phrases</li> <li>• Simple and compound subjects</li> <li>• Simple and compound predicates</li> <li>• Commas in compound sentences</li> </ul>

	<i>Nine Weeks 4 ACPS <u>Fourth Grade English</u> Pacing Guide 2011-2012(continued)</i>	
Oral Language	Reading	Grammar / Writing
	<p>From new 4.9:</p> <ul style="list-style-type: none"> <li>• <u>recognize, organize, and record information pertinent to the topic and blend ideas accurately</u></li> <li>• <u>use available technology to gather, organize, evaluate, and communicate information</u></li> <li>• <u>give credit to sources used in research</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use available reference resources (dictionary, thesaurus) as aids to revising writing for clarity</u></li> </ul> <p><b><u>Lesson Plan Guidelines for Writing</u></b>  <i>Theme 5 (continued)</i>  2. <u>Independent Practice</u>- apply the craft of organization  a. research report -draft TE 5 (567C)  b. research report-edit TE 5 (589E)  3. <u>Assessment</u>- Final draft of research report (timed or tested) TE 4 (499C) Use ACPS writing rubric</p> <p><i>Theme 6 (Process: Expressive writing)</i>  1. <u>Guided Practice</u>- teach writing craft of word choice TE 6  a. Descriptive paragraphs TE 6 (637E)  b. poem TE 6 (667E)  2. <u>Independent Practice</u>- apply the craft of word choice  a. Persuasive essay TE 6 (689C)  b. descriptive essay TE 6 (713C)  3. <u>Assessment</u>- writing a story using the craft of word choice (timed or tested) TE 6 (737C) Use ACPS writing rubric.</p> <p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure focusing specifically on:</b></p>

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<i>Nine Weeks 4 ACPS Fourth Grade English Pacing Guide 2011-2012(continued)</i>		
Oral Language	Reading	Grammar / Writing
<p><b>*Refer to the Curriculum Framework for additional information</b></p>		<ul style="list-style-type: none"> <li>• Review using subject-verb agreement</li> <li>• Identify and use prepositional phrases <a href="#">and use them in writing</a> TE 6(713E, 737E) PB(129, 133) LH(177-182)</li> <li>• Review avoiding double negatives TE 6(637G) PB(116) LH(168-170) WL(332)</li> <li>• Review using noun-pronoun agreement</li> <li>• Review using comma in series, dates, and addresses (see 2<sup>nd</sup> 9 weeks)</li> <li>• Incorporating adjectives and adverbs WL(273, 326)</li> <li>• Using correct spelling for frequently used words, including common homophones TE 6(637K, 667I) PB(122) Spelling PB (98-100) WL(122, 152, 475)</li> <li>• Identify adverbs and the questions they answer TE 6(667G) PB(121) LH(171-173) WL(328)</li> <li>• Use adverbs correctly in a sentence WL(327, 329, 331, 367-368)</li> <li>• Use adverbs that compare TE 6(689 E,F) LH(174-176) WL(330-331: 364, 369-370, 400, 401, 421)</li> <li>• Use tenses of verbs (present, past, and future) TE 5(567E, 589G) PB(102, 107) LH(159-164) WL(168)</li> <li>• <a href="#">Use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others</a></li> </ul>