

ATS PACING GUIDE

Language Arts/Literacy - 4th Grade

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English Language Arts

It is the belief of Alloway School that a comprehensive language arts program teaches and builds upon the foundational skills of literacy in order to better prepare students to be critical thinkers and effective communicators. The skills of reading, writing, speaking, listening and viewing are taught spirally and recursively across grade levels and content areas to ensure mastery. Students will read a variety of texts, both literary and informational, to comprehend, acquire knowledge, question, and create.

It is the mission of Alloway School to provide a rich and rigorous language arts program in order to provide students with the skills and knowledge necessary to succeed in college, career, and life.

Unit 1 - Overcoming Obstacles
Unit 2 - Finding Humor in Daily Life
Unit 3 - We Can Learn from History
Unit 4 - Never Give Up

1st Marking Period (September through Mid-November)

Unit Title	Unit 1 - Overcoming Obstacles	Timeframe	9 weeks
Unit Summary	Shared Reading: Esperanza Rising by Pam Munoz Ryan Book Clubs (according to performance relative to grade-level standards): Extend Beyond - Paint the Wind by Pam Munoz Ryan At - The Sarah, Plain & Tall Series by Patricia MacLachlan Not Yet - Riding Freedom by Pam Munoz Ryan Writing: Opinion		
Strands/Standards	NJLSA.R1;NJLSA.R2; NJLSA.R3; NJLSA.R4; NJLSA.R8; NJLSA.R10	Content/Skills	<ul style="list-style-type: none">● Story Elements● Text Features

	<p><i>RL.4.1; RL.4.2; RL.4.3; RL.4.10</i> RI.4.1; RI.4.3; RI.4.4; RI.4.8; RI.4.10. NJSLSA.W1; NJSLSA.W10; W.4.1; W.4.4; W.4.5;W.4.6 NJSLSA.SL1; NJSLSA.SL2; NJSLSA.SL3; NJSLSA.SL6 SL.4.1; SL.4.6 NJSLSA.L1; NJSLSA.L2; NJSLSA.L3; NJSLSA.L5; NJSLSA.L6 L.4.1.; L.4.2; L.4.3; L.4.5; L.4.6.</p>		<ul style="list-style-type: none"> ● Text Structure ● Theme ● Making Connections ● Monitoring Comprehension ● Visualize ● Figurative Language ● Introduce a topic or opinion clearly ● Provide reasons supported by details ● Link opinions and reasons ● Provide a concluding statement
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2nd Marking Period (Mid-November through January)

Unit Title	Unit 2 - Finding Humor in Daily Life	Timeframe	9 weeks
Unit Summary	<p>Shared Reading: A Long Way from Chicago by Richard Peck Book Clubs V:(according to performance relative to grade-level standards) Extend Beyond - Loser by Jerry Spinelli At - Frindle by Andrew Clements Not Yet - Fantastic Mr Fox by Roald Dahl Opt - Freckle Juice by Judy Blume Writing: Analyze Literature</p>		
Strands/Standards	<p>NJSLSA.R1; NJSLSA.R2; NJSLSA.R3; NJSLSA.R4; NJSLSA.R5; NJSLSA.R6; NJSLSA.R7; NJSLSA.R8; NJSLSA.R9; NJSLSA.R10 <i>RL.4.1; RL.4.4; RL.4.6; RL.4.9; RL.4.10</i> RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.8; RI.4.10. NJSLSA.W8; NJSLSA.W9; NJSLSA.W10 W.4.4; W.4.5; W.4.6; W.4.9 NJSLSA.SL1; NJSLSA.SL2; NJSLSA.SL3; NJSLSA.SL5; NJSLSA.SL6</p>	Content/Skills	<ul style="list-style-type: none"> ● Cause & Effect ● Compare & Contrast ● Problem & Solution ● Context Clues ● Main Idea & Detail ● Inferencing ● Monitoring Comprehension ● Figurative Language ● Introduce a topic or opinion clearly ● Provide reasons supported by details ● Link opinions and reasons

	SL.4.1; SL.4.2. ; SL.4.3; SL.4.5; SL.4.6 NJSLSA.L1; NJSLSA.L2; NJSLSA.L3; NJSLSA.L4; NJSLSA.L5; NJSLSA.L6 L.4.1.; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6.		<ul style="list-style-type: none"> ● Provide a concluding statement
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3rd Marking Period (February through Beginning of April)

Unit Title	Unit 3 - We Can Learn from History	Timeframe	9 weeks
Unit Summary	Shared Reading: Al Capone Does My Shirts by Gennifer Choldenko Book Clubs (according to performance relative to grade-level standards): Extend Beyond - Number the Stars by Lois Lowry At - Little House on the Prairie by Laura Ingalls Wilder Not Yet - The Hundred Dresses by Eleanor Estes Writing: Informational		
Strands/Standards	NJSLSA.R1; NJSLSA.R2; NJSLSA.R3; NJSLSA.R4; NJSLSA.R5; NJSLSA.R7; NJSLSA.R8; NJSLSA.R10c <i>RL.4.1; RL.4.5; RL.4.7; RL.4.10</i> RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.8; RI.4.10. NJSLSA.W2; W.4.2; NJSLSA.W10; W.4.4; W.4.5; W.4.6; W.4.7; W.4.8; NJSLSA.SL1; NJSLSA.SL2; NJSLSA.SL3; NJSLSA.SL4; NJSLSA.SL5; NJSLSA.SL6 SL.4.1; SL.4.4; SL.4.5; SL.4.6 NJSLSA.L1; NJSLSA.L2; NJSLSA.L3; NJSLSA.L4; NJSLSA.L5; NJSLSA.L6 L.4.1.; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6.	Content/Skills	<ul style="list-style-type: none"> ● Summarize ● Paraphrase ● Author's Purpose ● Poetry ● Introduce a topic clearly ● Group related info into paragraphs ● Use proper formatting, illustrations and multimedia ● Develop topic with facts, definitions, quotations and other information ● Use domain specific vocabulary ● Provide a concluding statement

4th Marking Period (Beginning of April through June)

Unit Title	Unit 4 - Never Give Up	Timeframe	9 weeks
Unit Summary	<p>Shared Reading: Bud, Not Buddy by Christopher Paul Curtis Book Clubs (according to performance relative to grade-level standards): Extend Beyond -Island of the Blue Dolphin by Scott O’Dell At - Midnight Fox by Betsy Byars Not Yet - The Copper Lady by Alice Ross Writing: Narrative</p>		
Strands/Standards	<p>NJLSA.R1; NJLSA.R2; NJLSA.R3; NJLSA.R4; NJLSA.R5; NJLSA.R7; NJLSA.R8; NJLSA.R9; NJLSA.R10 <i>RL.4.1; RL.4.10</i> RI.4.3; RI.4.4; RI.4.5; RI.4.6;RI.4.7; RI.4.8; RI.4.9; RI.4.10. NJLSA.W3; W.4.3; NJLSA.W10 W.4.4; W.4.5; W.4.6 NJLSA.SL1; NJLSA.SL2; NJLSA.SL3; NJLSA.SL5; NJLSA.SL6 SL.4.1; SL.4.5; SL.4.6 NJLSA.L1; NJLSA.L2; NJLSA.L3; NJLSA.L4; NJLSA.L5; NJLSA.L6 L.4.1.; L.4.2; L.4.3; L.4.4; L.4.5; L.4.6.</p>	Content/Skills	<ul style="list-style-type: none"> ● Review of skills from Units 1, 2, & 3 ● Establish a situation ● Introduce characters ● Organize an event sequence ● Use dialogue and description ● Use a variety of transitional words ● Use sensory details ● Provide a conclusion