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Language Arts Pacing Guide

Grade: 4 **EL Module 1 Unit 1- Reading and Analyzing Poetry** **Dates:**

Day/Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Daily/ Ongoing Assessment	Resources
	Lesson 1 **Poetry**	60 min	I can discuss and record what I notice and wonder about resources. (RL.4.1, W.4.8, SL.4.1) I can infer the topic of this module from the resources. (RL.4.1, W.4.8)	**Opening** Practicing Observing Closely: I Notice/I Wonder (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Infer the Topic (20 minutes) Generating Discussion Norms (15 minutes) **Closing and Assessment** Introducing the Performance Task and Module Guiding Questions (10 minutes) **Homework** Read and Reflect on the Module Guiding Questions	I Notice/I Wonder Note-Catcher: Inferring the Topic (RL.4.1, W.4.8)	
	Lesson 2: Establishing Reading Routines **Pages 1–5 of Love That Dog**	60 min	I can determine the gist of pages 1–5 of Love That Dog. (RL.4.1) I can describe what happens in pages 1–5 of Love That Dog and how Jack feels about it. (RL.4.1, RL.4.3)	**Opening** Reflecting on Module Guiding Questions (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Reading Aloud and Finding the Gist: Love That Dog, Pages 1–5 (20 minutes)	Gist of each page on sticky notes in Love That Dog (RL.4.1) What Happens and How Does Jack Feel about It? Anchor Chart (RL.4.1, RL.4.3)	

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				Closing and Assessment Launching Independent Research Reading (25 minutes) **Homework** Accountable Research Reading		
	Lesson 3 **"The Red Wheelbarrow"**	60 min	I can determine the theme of "The Red Wheelbarrow" from details in the text and summarize it. (RL.4.2, RL.4.5) I can identify the characteristics of poetry in "The Red Wheelbarrow." (RL.4.1, RL.4.5)	**Opening** Launching Vocabulary Logs (15 minutes) Reviewing Learning Targets (10 minutes) **Work Time** Engaging the Reader: Rereading Love That Dog, Pages 1–5 (5 minutes) Analyzing Poetry: "The Red Wheelbarrow" (20 minutes) **Closing and Assessment** Determining a Theme and Summarizing (10 minutes) **Homework** Accountable Research Reading	I Notice/I Wonder Note-Catcher: "The Red Wheelbarrow" (RL.4.2, RL.4.5) What Makes a Poem a Poem? Anchor Chart	
	Lesson 4: Analyzing Poetry **Pages 6–7 of Love That Dog and "Stopping by Woods on a Snowy Evening"**	60 min	I can describe what happens in pages 6–7 of Love That Dog and how Jack feels about it. (RL.4.3) I can determine the theme of "Stopping by Woods on a Snowy Evening" from details in the text and summarize it. (RL.4.2, RL.4.5)	**Opening** Engaging the Reader: Love That Dog, Pages 6–7 (5 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Analyzing What Happened: Love That Dog, Pages 6–7 (5 minutes)	Gist of pages 6–7 on sticky notes in Love That Dog I Notice/I Wonder Note-Catcher: "Stopping by Woods on a Snowy Evening" (RL.4.2, RL.4.5) Exit Ticket:	

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			I can identify the characteristics of poetry in “Stopping by Woods on a Snowy Evening.” (RL.4.1, RL.4.5)	Close Reading: “Stopping by Woods on a Snowy Evening” (30 minutes) Determining Theme and Supporting Details: “Stopping by Woods on a Snowy Evening” (10 minutes) **Closing and Assessment** Exit Ticket: Summarizing the Poem (5 minutes) **Homework** Accountable Research Reading	Summarizing the Poem (RL.4.2)	
	Lesson 5: Analyzing Poetry **Pages 8–11 of Love That Dog and “The Tiger”**	60 min	I can revise my summary based on peer feedback. (RL.4.2) I can use the characteristics of poetry to explain how poetry and prose are similar and different. (RL.4.5)	**Opening** Reviewing Learning Targets (5 minutes) **Work Time** Mini Lesson: Writing a Summary (15 minutes) Analyzing What Happened: Love That Dog, Pages 8–11 (15 minutes) Analyzing Characteristics of Poetry: “The Tiger” (15 minutes) **Closing and Assessment** Comparing a Poem with Prose: “The Tiger” (10 minutes) **Homework** Accountable Research Reading	Revise summaries on exit tickets from Lesson 4 (RL.4.2) Gist of pages 8–11 on sticky notes in Love That Dog I Notice/I Wonder Note-Catcher: “The Tiger” (RL.4.5) Comparing and Contrasting Poetry and Prose Graphic Organizer: “The Tiger” (RL.4.5)	
	Lesson 6: Analyzing Poetry **Pages 12–19 of Love That Dog**	60 min	I can determine the theme of “dog” from details in the text and summarize it. (RL.4.2, RL.4.5) I can identify the	**Opening** Engaging the Reader: Love That Dog, Pages 12–19 (10 minutes) Reviewing Learning Targets (5 minutes)	I Notice/I Wonder Note-Catcher: “dog” (RL.4.2, RL.4.5)	

	and "dog"		characteristics of poetry in "dog." (RL.4.1, RL.4.5)	**Work Time** Analyzing Poetry: "dog" (25 minutes) **Closing and Assessment** Determining the Theme and Summarizing the Poem: "dog" (20 minutes) **Homework** Accountable Research Reading For ELLs: Language Dive Practice		
	Lesson 7: Analyzing Poetry **Pages 20–24 of Love That Dog and "The Pasture"**	60 min	I can identify the characteristics of poetry in "The Pasture." (RL.4.5) I can determine the theme of "The Pasture" from details in the text and summarize it. (RL.4.2, RL.4.5) I can identify the similarities and differences between poetry and prose. (RL.4.1, RL.4.5)	**Opening** Reviewing Learning Targets (5 minutes) **Work Time** Analyzing Poetry: "The Pasture" (20 minutes) Determining the Theme and Summarizing the Poem: "The Pasture" (20 minutes) **Closing and Assessment** Comparing a Poem with Prose: "The Pasture" (15 minutes) **Homework** Accountable Research Reading	I Notice/I Wonder Note-Catcher: "The Pasture" (RL.4.2, RL.4.5) Comparing and Contrasting Poetry and Prose Graphic Organizer: "The Pasture" (RL.4.5)	
	Lesson 8 **Summarizing a Poem and Comparing Poetry and Prose**	60 min	I can identify the similarities and differences between poetry and prose. (RL.4.1, RL.4.5, RL.4.10) I can determine the theme of Jack's poem about the animal shelter from details in the text and summarize it.	**Opening** Reviewing Learning Targets (5 minutes) **Work Time** Working to Become Ethical People Anchor Chart (5 minutes)	Mid-Unit 1 Assessment: Summarizing a Poem and Comparing Poetry and Prose (RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a) Tracking Progress:	

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			(RL.4.1, RL.4.2, RL.4.10, W.4.9a) I can identify the characteristics of poetry in Jack's poem about the animal shelter. (RL.4.1, RL.4.5, RL.4.10, W.4.9a)	Mid-Unit 1 Assessment: Summarizing a Poem and Comparing Poetry and Prose (35 minutes) **Closing and Assessment** Launching Tracking Progress (15 minutes) **Homework** Accountable Research Reading	Reading, Understanding, and Explaining New Text (RL.4.1/RI.4.1, RL4.4/RI.4.4, RL.4.10/RI.4.10, L.4.4)	
	Lesson 9: Text-Based Discussion **What Inspires Jack to Write His Street Poem?**	60 min	I can identify the characteristics of poetry in "Street Music." (RL.4.5) I can find evidence of the poems that inspired Jack in his poetry. (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) I can follow discussion norms to have an effective text-based discussion. (SL.4.1a)	**Opening** Engaging the Reader: Love That Dog, Pages 28–34 (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Analyzing Poetry: "Street Music" (15 minutes) Preparing for a Text-Based Discussion (20 minutes) **Closing and Assessment** Participating in a Text-Based Discussion (10 minutes) **Homework** Accountable Research Reading	I Notice/I Wonder Note-Catcher: "Street Music" (RL.4.5) Preparing for a Text-Based Discussion Note-Catcher (RL.4.1, RL.4.5, W.4.9a, SL.4.1a)	
	Lesson 10: Analyzing Poetry **Pages 35–41 of Love That Dog and "The Apple"**	60 min	I can identify the characteristics of poetry in "The Apple." (RL.4.1, RL.4.5) I can identify what inspired Jack to write poetry and find evidence of this in his poems. (RL.4.1, RL.4.5)	**Opening** Engaging the Reader: Love That Dog, Pages 35–41 (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time**	What Inspires Poets to Write Poetry? Note-Catcher (RL.4.1, RL.4.5)	

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				Analyzing Poetry: “The Apple” (10 minutes) What Inspires Jack to Write Poetry? (20 minutes) **Closing and Assessment** Research Reading Share (15 minutes) **Homework** Accountable Research Reading		
	Lesson 11: Analyzing Poetry **Pages 42–45 of Love That Dog and “Love That Boy”**	60 min	I can identify the characteristics of poetry in the first stanza of “Love That Boy.” (RL.4.1, RL.4.5) I can describe how Jack’s feelings about poetry changed using evidence from the text. (RL.4.1, RL.4.5, W.4.9a, SL.4.1a)	**Opening** Engaging the Reader: Love That Dog, pages 42–45 (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Analyzing Poetry: “Love That Boy” (10 minutes) Preparing for a Text-Based Discussion (30 minutes) **Closing and Assessment** Exit Ticket: Goals for a Text-Based Discussion (5 minutes) **Homework** Affixes Practice I Accountable Research Reading	Preparing for a Text-Based Discussion Note-Catcher (RL.4.1, RL.4.5, W.4.9a, SL.4.1a) Exit Ticket: Goals for a Text-Based Discussion (SL.4.1)	
	Lesson 12: End of Unit Assessment **Analyzing Changes in**	60 min	I can describe how Jack’s feelings about poetry changed using evidence from the text. (RL.4.1, RL.4.3, RL.4.10, W.4.9a,	**Opening** Reviewing Learning Targets (5 minutes)	End of Unit 1 Assessment: Analyzing Changes in Jack’s Character (RL.4.1, RL.4.3,	

	Jack's Character		SL.4.1a, SL.4.1b, SL.4.1c) I can follow discussion norms to have an effective text-based discussion. (SL.4.1a, SL.4.1b, SL.4.1c)	**Work Time** End of Unit Assessment: Analyzing Changes in Jack's Character (40 minutes) **Closing and Assessment** Tracking Progress (15 minutes) **Homework** Accountable Research Reading	RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, SL.4.1c) Tracking Progress: Collaborative Discussion (SL.4.1)	