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Language Arts Pacing Guide

Grade: 4 **EL Module 1 Unit 2- Writing to Inform** **Dates:**

Day/Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Daily/ Ongoing Assessment	Resources
	Lesson 1: Reading Literary Texts **Pages 46–67 of Love That Dog**	60 min	I can describe what happens in pages 46–67 of Love That Dog and how Jack feels about it. (RL.4.1, RL.4.3) I can describe what inspires Jack to write poetry using evidence from his thoughts, words, and actions. (RL.4.1, RL.4.3)	**Opening** Engaging the Reader: Module Guiding Questions (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Reading Aloud and Determining the Gist: Love That Dog, Pages 46–67 (30 minutes) What Inspires Poets to Write Poetry? (10 minutes) **Closing and Assessment** Reflecting on Learning (5 minutes) **Homework** Accountable Research Reading	Gist of each page on sticky notes in Love That Dog What Happens and How Does Jack Feel about It? Anchor Chart (RL.4.1, RL.4.3) What Inspires Poets to Write Poetry? Note-Catcher (RL.4.1, RL.4.3)	
	Lesson 2: Reading, Writing, and Emotion **Love That Dog, Pages 68–72**	60 min	I can reflect in writing about my thoughts and feelings after reading “My Sky.” (W.4.10) I can describe what inspired Jack to write the poem “My Sky.” (RL.4.1, RL.4.3) I can show empathy and compassion for my classmates during a discussion of “My Sky.” (SL.4.1)	**Opening** Reviewing Learning Targets (10 minutes) **Work Time** Preparing to Read: Writing and Emotion (10 minutes) Reading and Reflection: The Emotional Impact of “My Sky” (15 minutes) Rereading and Discussion: What	What Inspires Poets to Write Poetry? Note-Catcher (RL.4.1, RL.4.3)	

				Inspired Jack to Write "My Sky"? (15 minutes) **Closing and Assessment** Reflecting on Learning (10 minutes) **Homework** Accountable Research Reading Optional: "My Poems"		
	Lesson 3: Preparing to Write about a Literary Text **Gathering and Organizing Evidence**	60 min	I can describe what inspired Jack to write poetry using evidence from his thoughts, words, and actions. (RL.4.1, RL.4.3) I can write a focus statement that clearly states what inspired Jack to write poetry. (W.4.2a)	**Opening** Reviewing Learning Targets (5 minutes) **Work Time** Reading Aloud and Finding the Gist: Love That Dog, Pages 73–86 (15 minutes) Analyzing a Model Paragraph (15 minutes) Guided Practice: Writing a Focus Statement (15 minutes) **Closing and Assessment** Back-to-Back and Face-to-Face: Sharing Our Work (10 minutes) **Homework** Accountable Research Reading	Gist of each page on sticky notes in Love That Dog. What Happens and How Does Jack Feel about It? Anchor Chart (RL.4.1, RL.4.3) Focus statement (W.4.2a)	
	Lesson 4: Mid-Unit 2 Assessment **Informative Paragraph: What Inspires Jack?**	60 min	I can plan and write an informative paragraph describing what inspires Jack in Love That Dog to write poetry. (RL.4.1, RL.4.3, W.4.2, W.4.10)	**Opening** Returning End of Unit 1 Assessment (5 minutes) Reviewing Learning Target (5 minutes) **Work Time** Rereading to Gather Evidence (15	Mid-Unit 2 Assessment: Informative Paragraph: What Inspires Jack? (RL.4.1, RL.4.3, W.4.2, W.4.10)	

				minutes) Mid-Unit Assessment: Writing an Informational Paragraph about What Inspires Jack (25 minutes) **Closing and Assessment** Reflecting on Learning (10 minutes) **Homework** Accountable Research Reading		
	Lesson 5: Introducing Biographies **A River of Words**	60 min	I can determine the gist of A River of Words. (RI.4.4, L.4.4) I can determine the meaning of unfamiliar vocabulary from A River of Words. (RI.4.4, L.4.4)	**Opening** Engaging the Reader and Reviewing Learning Targets (10 minutes) **Work Time** Exploring the Text: A River of Words (15 minutes) Reading for Gist: A River of Words (20 minutes) **Closing and Assessment** Research Reading Share (15 minutes) **Homework** Accountable Research Reading	Finding the Gist and Unfamiliar Vocabulary: A River of Words Note-Catcher (RI.4.4, L.4.4)	
	Lesson 6: Close Reading **A River of Words, Author's Note**	60 min	I can describe the life of William Carlos Williams and explain what inspired him to write poetry. (RI.4.1, RI.4.3, RI.4.4, L.4.4) I can cite evidence from the text to support the answers to my questions. (RI.4.1)	**Opening** Engaging the Reader and Reviewing Learning Targets (10 minutes) **Work Time** Close Reading: A River of Words, Author's Note (40 minutes) **Closing and Assessment** Revisiting the Guiding Question: What Inspired William Carlos	Close Read Note-Catcher: A River of Words, Author's Note (RI.4.1, RI.4.3, RI.4.4, L.4.4) What Inspires Poets to Write Poetry? Note-Catcher (RL.4.5)	

				Williams? (10 minutes) **Homework** Accountable Research Reading For ELLs: Language Dive 1 Practice		
	Lesson 7: Reading Informational Texts **Expert Group Biographies**	60 min	I can describe the life of my poet and explain what inspired him or her to write poetry. (RI.4.1, RI.4.3, RI.4.4, L.4.4) I can cite evidence from the text to support the answers to my questions. (RI.4.1)	**Opening** Engaging the Reader: Selecting a Poet to Study (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (10 minutes) Expert Group Work: Close Reading, Poet Biographies (25 minutes) **Closing and Assessment** Sharing Our Work (10 minutes) **Homework** Accountable Research Reading	Close Read Note-Catcher: Expert Group Poet (RI.4.1, RI.4.3, RI.4.4, L.4.4) What Inspires Poets to Write Poetry? Note-Catcher (RL.4.5)	
	Lesson 8: Preparing to Write a Literary Essay **Gathering Evidence**	60 min	I can describe what inspired my poet to write poetry using evidence from his or her poems. (RI.4.1, W.4.2b)	**Opening** Reviewing Learning Target (5 minutes) **Work Time** Guided Practice: Rereading to Gather Evidence (20 minutes) Expert Group Work: Reading to Gather Evidence (30 minutes) **Closing and Assessment** Back-to-Back and Face-to-Face: Sharing Our Work (5 minutes)	Close Read Note-Catcher: Expert Group Poet (RI.4.1, W.4.2b)	

				Homework Accountable Research Reading		
	Lesson 9 **Analyzing a Model**	60 min	I can use the Painted Essay structure to analyze a model. (W.4.2, W.4.4, W.4.5)	**Opening** Engaging the Reader: Model Literary Essay (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Analyzing a Model: The Painted Essay (30 minutes) **Closing and Assessment** Research Reading Share (15 minutes) **Homework** Accountable Research Reading Homework: Informative QuickWrite Prompts For ELLs: Language Dive Practice II	Painted Essay® template	
	Lesson 10: Writing a Literary Essay **Introduction**	60 min	I can plan and write the introductory paragraph for my essay. (W.4.2a, W.4.5) I can recognize and write a complete sentence. (L.4.1f)	**Opening** The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Mini Lesson: Producing Complete Sentences (10 minutes) Independent Writing: Writing an Introduction (30 minutes) **Closing and Assessment**	Introduction to literary essay (W.4.2a, W.4.5)	

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				Reflecting on Learning (5 minutes) **Homework** Accountable Research Reading Complete the Sentences Practice		
	Lesson 11: Writing a Literary Essay **Proof Paragraph 1**	60 min	I can plan and write Proof Paragraph 1 for my essay. (W.4.2a, W.4.2b, W.4.5) I can recognize and correct fragments and run-on sentences. (L.4.1f)	**Opening** The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 1 (15 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Mini Lesson: Recognizing and Correcting Fragments and Run-on Sentences (10 minutes) Independent Writing: Writing Proof Paragraph 1 (25 minutes) **Closing and Assessment** Revising Our Writing (5 minutes) **Homework** Accountable Research Reading Fragments and Run-on Practice	Proof Paragraph 1 of literary essay (W.4.2a, W.4.2b, W.4.5)	
	Lesson 12: Writing a Literary Essay **Proof Paragraph 2**	60 min	I can plan and write Proof Paragraph 2 for my essay. (W.4.2a, W.4.2b, W.4.2c, W.4.5) I can use commas and quotation marks to mark quotations from a text. (L.4.2b)	**Opening** The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 2 (15 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Mini Lesson: Using Punctuation to Mark Direct Quotes from a Text (10	Proof Paragraph 2 of literary essay (W.4.2a, W.4.2b, W.4.2c, W.4.5)	

				minutes) Independent Writing: Writing Proof Paragraph 2 (25 minutes) **Closing and Assessment** Sharing Our Work (5 minutes) **Homework** Accountable Research Reading Marking Quotes Practice		
	Lesson 13: Writing a Literary Essay **Conclusion**	60 min	I can plan and write the conclusion paragraph for my essay. (W.4.2e, W.4.5) I can revise my essay so related information is grouped into paragraphs, and each paragraph explains a main idea. (W.4.2a)	**Opening** The Painted Essay®: Sorting and Color-Coding the Parts of a Conclusion Paragraph (10 minutes) Reviewing Learning Targets (5 minutes) **Work Time** Independent Writing: Writing a Conclusion Paragraph (25 minutes) Mini Lesson: Revising for Organization (15 minutes) **Closing and Assessment** Sharing Our Work (5 minutes) **Homework** Accountable Research Reading Informative QuickWrite Prompts	Conclusion of literary essay (W.4.2e, W.4.5) Revision notes (W.4.2a)	
	Lesson 14: End of Unit 2 Assessment **Revising a**	60 min	I can give kind, helpful, and specific feedback to my partner. (W.4.5) I can revise my literary essay for complete sentences and	**Opening** Returning Mid-Unit 2 Assessment (5 minutes) Reviewing Learning Targets (5	End of Unit 2 Assessment: Revising a Literary Essay (W.4.2a, L.4.1f, L.4.2b)	

	Literary Essay		for correct use of commas and quotation marks to mark quotations from the text. (W.4.2a, L.4.1f, L.4.2b)	minutes) **Work Time** Peer Critique: Literary Essay (15 minutes) End of Unit 2 Assessment: Revising a Literary Essay (20 minutes) **Closing and Assessment** Tracking Progress (15 minutes) **Homework** Accountable Research Reading	Tracking Progress: Informative Writing (W.4.2)	