

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide**

Grade Level or Course Title – Grade 4

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing
TOPIC: Personal Informational Expository Essay

Pacing		Date
Traditional	9 days	11/01/10- 11/12/10
Block		

NEXT GENERATION SUNSHINE STATE STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>(LA.4.4.2.3 Write informational/expository essays that contain introductory, body, and concluding paragraphs) (LA.4.3.1.2 Determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece) (LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions) (LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions) (LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g. dictionary, thesaurus)) LA.4.3.3.4 Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics) (LA.4.3.4.2 Capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g. Uncle Jim, Mom, Dad, Jr.))</p> <p>(LA.4.3.4.5 Subject/verb and</p>	<ul style="list-style-type: none"> ▪ Generate Ideas to explain something important that is common to fourth graders ▪ Techniques/hooks ▪ Transitions for logical movement between supporting reasons ▪ Ending techniques ▪ Using a natural voice ▪ Sensory details ▪ Specific word choice ▪ Varied figurative language techniques ▪ Develop incidences to support reasons ▪ Sentence variation ▪ Embedded definitions ▪ Revise conclusion to include universal word endings ▪ Conventions: the use of colons ▪ Respond to peers • Use checklists/ FCAT writing rubric to refine draft • Respond to district expository writing prompt as baseline data 	<p>The student will be able to:</p> <ul style="list-style-type: none"> ▪ Read expository pieces to notice and employ author's craft techniques. ▪ Generate ideas from multiple sources. ▪ Pick a topic from previously compiled lists: <i>things I like, favorite places, firsts, important people in my life, things I 'am good /terrible at, things I've saved, etc.</i> ▪ Determine audience and purpose. ▪ Plan using graphic organizers/strategies to make a plan focused on one main idea. ▪ Use plan to draft a piece that is focused on a main idea with ample development of supporting details. ▪ Apply personal informational expository characteristics. ▪ Draft in present tense and 1st person point of view. ▪ Draft using various figurative language techniques. ▪ Use appropriate transitions that connect the supporting ideas. ▪ Revise draft using an appropriate hook (e.g., quotation, definition, questions, or descriptions). ▪ Revise a draft for use of ideas and content (examples, statistics comparisons, vivid descriptions, embedded definitions and specific word choice. ▪ Revise to include a developed incidence to support each reason. ▪ Revise draft by substituting an effective ending appropriate to audience and purpose by using universal word endings. ▪ Add supporting details, substitute active verbs for common verbs and specific words 	<p>Mentor Text: <i>Listen to This: Developing an Expository Ear</i> by Marcia Freeman</p> <p>Teacher and/or student generated essays</p> <p>Previous FCAT Writing Anchor Papers</p> <p>Sentence Variation <i>Loser</i> by Jerry Spinelli</p> <p><i>Father Water, Mother Woods</i> by Gary Paulsen</p> <p>Embedded Definitions <i>The Ersatz Elevator</i> by Lemony Snicket</p> <p><i>The Tale of Despereaux</i> by Kate Di Camillo</p> <p>Magazines Articles from: <i>American Girl</i> <i>Boy's Life</i> <i>Cricket Magazine</i> <i>Highlights</i> <i>Jack and Jill</i> <i>National Geographic World</i> <i>Ranger Rick</i> <i>Zillions: Consumer Reports for Kids</i></p> <p>Professional Text: <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi & Ralph Fletcher</p> <p><i>Nonfiction Craft Lessons</i> by JoAnn Portalupi & Ralph Fletcher</p>

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NEXT GENERATION SUNSHINE STATE STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>noun/pronoun agreement, in simple and compound sentence) (LA.4.3.4.1 Spelling, using spelling rules, orthographic patterns, and generalizations and using a dictionary, thesaurus, or other resources as necessary) LA.4.3.5.3 Share the writing with the intended audience</p> <p>ONGOING: LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion (LA.4.3.1.3 Organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence) LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity (LA.4.3.3.2 Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)) LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation</p>		<p>for general words.</p> <ul style="list-style-type: none"> ▪ Apply the proper use of colons to list and elaborate. ▪ Proof essay for complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks and exclamation points. ▪ Correctly spell approximations using class resources. ▪ Subject/verb agreement. • Respond to other writers and receive feedback on writing (T- tell something you like, A- ask a question, G- give a suggestion. 	<p><i>Mechanically Inclined</i> by Jeff Anderson</p> <p><i>Building a Writing Community</i> by Marcia Freeman</p> <p><i>Listen to This: Developing an Expository Ear</i> by Marcia Freeman</p> <p><i>Units of Study for Teaching Writing: Grades 3-5</i> by Lucy Calkins</p> <p><i>Writing Superstars</i> by Melissa Forney</p> <p><i>FLORIDA WRITING ASSESSMENT: A Practice Book for K-5</i> by MDCPS, Language Arts/Reading</p>

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar**

Grade Level or Course Title – Grade 4

STRAND/BODY OF KNOWLEDGE: Language Arts/Writing

Date	Pacing Guide Benchmarks	Data Driven Benchmark(s)	Activities	Assessment(s)	Strategies
11/01/10-11/12/10	<p>(LA.4.4.2.3 Write informational/expository essays that contain introductory, body, and concluding paragraphs)</p> <p>(LA.4.3.1.2 Determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece)</p> <p>(LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions)</p> <p>(LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions)</p> <p>(LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g. dictionary, thesaurus))</p> <p>LA.4.3.3.4 Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)</p> <p>(LA.4.3.4.2 Capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g. Uncle Jim, Mom, Dad, Jr.))</p> <p>(LA.4.3.4.5 Subject/verb and noun/pronoun agreement, in simple and compound sentence)</p> <p>(LA.4.3.4.1 Spelling, using spelling rules, orthographic patterns, and generalizations and using a</p>				

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	<p>dictionary, thesaurus, or other resources as necessary) LA.4.3.5.3 Share the writing with the intended audience</p> <p>ONGOING: LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion (LA.4.3.1.3 Organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence) LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity (LA.4.3.3.2 Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis)) LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation</p>			
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