MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level *or* Course Title: Grade 4

STRAND/BODY OF KNOWLEDGE: Language Arts/Reading/==ESOL==/ ETO Priority Skill and Objective

Unit 1: Reading/Writing Workshop: *Dollars and Sense*
Literature Anthology (Main Selection): *Kids in Business*
Paired Text: *Starting a Successful Business*

Date		
Week 8	Days 5	10/06/14 – 10/10/14

*NOTE: The numbers in the McGraw-Hill Essential Content are aligned to the corresponding numbers within the Instructional Tools column. ***** Denotes an option for the Reading Response Notebook***

LANGUAGE ARTS FLORIDA STANDARDS - LAFS (Webb's DOK)	MCGRAW HILL INSTRUCTIONAL FOCUS	INSTRUCTIONAL TOOLS	OBJECTIVES
Introduce Concept: LAFS.4.RI.3.7 *Interpret* information *presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an* understanding of the text *in which it appears.(3)* LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4* topics and texts, building on others' ideas and expressing their own clearly (3) *a.* Follow agreed-upon rules for discussions *and carry out assigned roles.* **Listening Comprehension** LAFS.4.RI.1.1 *Refer to details and examples in a* text *when explaining what the text says* explicitly *and when drawing inferences from the text. (2)* LAFS.4.SL.1.2 *Paraphrase portions of a text* read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2) **Vocabulary** – Words in Context LAFS.4.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal *precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation). (*1) **Comprehension Strategy** - Reread LAFS.4.RI.1.1 *Refer to details and examples in a* text	**Essential Question:** *How can starting a business help others?* **Priority Skill:** ***Main Idea & Key Details*** **DISTRICT DEVELOPED Constructed Response Task***** **0** *(Replaces Integrate Ideas)*: Choose one entrepreneur you previously read about in *Dollars and Sense* OR *Kids in Business*, that you believe was the most amazing. Use evidence from sources, including *Starting a Successful Business*, to support how their business was the most innovative and compassionate. **Focus:** Essential Question*** Collaborative Conversations – • Take on Discussion Roles Interactive Read Aloud: *Kids Can Help* • Connect to Concept –Putting Ideas to Work • Preview Genre – Persuasive	**Core Text Book:** **McGraw Hill** TE pages: T266- T285(Go Digital) Reading/Writing Workshop – *Dollars and Sense* Literature Anthology (Main Selection) – *Kids in Business* Paired Text – *Starting a Successful Business* ***** Denotes an option for entries into the Reading Response Notebook**(See Start Smart on how to set up a Reading Response Notebook if needed) **0.** Opinion Scoring Rubric (*from Language Arts/Reading website*) 	**For literary and/or informational text,** the student will: • Understand the Essential Question through collaborative conversations by taking on discussion roles. • Provide the main idea and key details when paraphrasing text read aloud. • Use the define/example/ask routine with academic and domain specific vocabulary. • Read the text independently FIRST to determine what the author has to say. • Reread the text using the close analytic read procedure focusing on

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when explaining what the text says explicitly *and when drawing inferences from the text. (2)*
 	
Comprehension Skill – Main Idea & Key Details
LAFS.4.RI.1.2 Determine the main idea of a text; *and explain how it is* supported by key details*; summarize the text.(2)*
 	
Genre: Informational Text – Persuasive Article
LAFS.4.RI.3.7 *Interpret* information *presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(3)*
 	
Vocabulary Strategy – Suffixes
LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4* reading and content, choosing flexibly from an array of strategies (2)
    b. Use common, *grade-appropriate Greek and Latin affixes and roots* as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4* topics or subject area. (2)
 	
Phonics – Long O & Compound Words
LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (1)
    c. *Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.*
 	
Fluency – Phrasing & Rate
LAFS.4.RF.4.4 Read with sufficient accuracy and fluency
	Article **1**
	• Preview Comprehension Strategy – Reread
	• Respond to Reading – Think Aloud Clouds for rereading, Genre **1**
	• Features for Persuasive Article, Summarize*** **2**
	
	Vocabulary- Words in Context **3**
	  Routine: (Define/Example/Ask)
	***1-2 Critical vocabulary terms or an activity as center work
	
	Close Reading of RWW - (*Dollars and Sense*) **6**
	• Reread
	• Main Idea &Key Details*** **4**
	• Persuasive Article*****1**
	• Suffixes*** **5**
	
	Close Reading of Anthology - (*Kids in Business*) **7**
	• Reread
	• Main Idea &Key Details** **4**
	• Persuasive Article*****1**
	• Suffixes*** **5**
	• Respond to Reading **1, 5**
	
	Close Reading of Paired - **8**
	(*Starting a Successful Business*)
	• Reread
	• Main Idea &Key Details** **4**
	• Persuasive Article*****1**
	• Suffixes*** **5**
	• Comparing & Contrasting Across Text **6**
		1. Characteristics of Persuasive Text
		
		Persuasive Strategies PowerPoint
		
		Text Feature Chart
		
		Text Feature Analysis Chart
		
		2. One Sentence Summary Frames***
		
		3. Context Clues Chart***
		
		4. Alternative Organizers: Main Idea Table
		
		  OR Two Column Chart (*left side says 'Main Idea'/ right side says 'Details'*)
		
		Main Idea Anchor Chart
		
		Understanding the difference between Topic (Concept), Main Idea, & Theme EXPLAINED***
		
		5. Wild About Words: A Teacher's Desktop Vocabulary Handbook – *Pages 2-9 to 2-12*
		
		6. ***Have the student make a three column content frame in the Reading Response Notebook to record the components listed below while reading for each text listed this week. Then follow the directions below the Content Frame Comparison Chart.
			academic/domain specific vocabulary and syntax (ACT).
			
			• Reread text using the close analytic read procedure focusing on text evidence.
			
			• Reread text to identify the main idea and key details to assist in summarizing the text.
			
			• Reread the text to explain and understand the genre of persuasive informational text.
			
			• Pay attention to suffixes to help determine the meanings of unknown words.
			
			• Read a longer piece of complex text while paying attention to the purpose, connection of ideas, organization, genre, and specific vocabulary.
			
			• Use a graphic organizer to record

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to support comprehension. (2)
  a. Read on-level text with purpose and understanding.
  b. Read on-level *prose and poetry* orally with accuracy, appropriate rate, and expression on successive readings.
 	
Integrate Ideas– Replaces by the DISTRICT DEVELOPED Constructed Response in Column 2
 	
LAFS.4.RI.3.9 – *Integrate information* from two texts on the same topic *in order to write or speak about the subject knowledgeably. (3)*
LAFS.4.RI.1.2 Determine the main idea of a text; *and explain how it is* supported by key details*; summarize the text.(2)*
LAFS.4.RI.1.1 *Refer to details and examples in a* text *when explaining what the text says* explicitly *and when drawing inferences from the text. (2)*
LAFS.4.W.3.9 *Draw evidence form literary or informational text to support analysis, reflection, and research. (3)*
  <mark>b.</mark> *Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").*
	• Citing Text Evidence***
	
	Phonics: **9**
	• Long o
	• Multisyllabic Words (See *Instructional Routine Handbook p.R32-R35 for the procedure.*
	• Compound Words
	
	Fluency:
	Phrasing and Rate (See *Instructional Routine Handbook p.R36A-R36) for the procedure & norm rates.)*
	
	Integrate Ideas: ***
	• See "DISTRICT CREATED Constructed Response Task" Above **0**
	• See *Instructional Tools Column.* **10**
		(see table below)	the main idea/s and key details of the extended/ main selection read.
			
			• Understand and explain the purpose of various text features within the different texts read.
			
			• Respond to readings both orally and in writing.
			
			• Compare and contrast texts on the same topic.
			
			• Read a paired selection using the close analytic read procedure as needed paying attention to specific vocabulary and organization.
			
			• Decode long o words in isolation and in context, then transition to longer multisyllabic words.
			
			• Identify smaller words within compound words before pronouncing the

Comparison Categories	Innovation	Evidence of Compassion
*Blake Mycoskie (**Dollars and Sense**)*		
*Hard Rock Café (**Dollars and Sense**)*		
*Hayleigh **Kids in Business***		
*Joshua (**Kids in Business**)*		
*Anna (**Kids in Business**)*		
*Cecilia(**Kids in Business**)*		

***While reading *Dollars and Sense*, from the Reading, Writing Workshop text, record the innovation and the compassion shown by each business. Record evidence from the text for each component (Blake Mycoskie & Hard Rock Café) to the comparison content frame. Then answer the following DISTRICT DEVELOPED Constructed Response: Explain how Blake Mycoskie and the Hard Rock Café in Dollars and Sense were innovative and compassionate. Provide at least two details to support your answer.

7. ****While reading Kids in Business, in the Anthology, record the innovation and the compassion shown by each kid's business (Hayleigh, Joshua, Anna, & Cecilia) on the content frame. Then answer the following DISTRICT DEVELOPED Constructed Response:*

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		Why are the kids in Kids in Business, considered entrepreneurs and how have their innovations made a difference? Provide evidence from the text to support your answer. 8. ***While reading*, Starting a Successful Business*, in the <u>Paired Selection</u>, take notes on the steps involved in beginning a business (use the back of the content frame). Then answer the DISTRICT DEVELOPED Constructed Response task: After reading, *Starting a Successful Business,* what proves that the entrepreneur's business is a success? What opportunities can a successful business provide to the community? Use evidence from all sources for your explanation. **10** **9.** [Phonics Continuum](#) **Vocabulary:** Visual Glossary Visual Vocabulary Cards DEA Routine ****1-2 Critical vocabulary terms or an activity as center work* Refer to the *Professional Development: Instructional Routines Handbook* p. R40-R44 **Strategies:** Refer to "Meeting Individual Needs" in *McGraw Hill* TE for Above, On & Below Level Differentiation **ELL:** • DI ELL Scaffolded pages T264-T265	whole compound word. • Read fluently using appropriate phrasing and rate. • Work independently, in pairs or groups to make text to text connections by comparing information they have read in *Dollars and Sense* and *Kids in Business,* when answering the DISTRICT DEVELOPED Constructed Response Item Choose one entrepreneur you previously read about in *Dollars and Sense* OR *Kids in Business*, that you believe was the most amazing. Use evidence from sources to support how their business was the most innovative and compassionate.

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		• Graphic Organizer for Main Idea & Details
		• Leveled Readers
		• Leveled Work Station Cards
		• Audio Books on Go Digital
		• Visual Glossary
		• Visual Vocabulary Cards
		• One Sentence Summary Frames
		
		Enrichment:
		• Above Level Readers
		• Leveled Workstation Cards (Above)
		• Beyond Practice Book
		
		SPED:
		• Graphic Organizer for Main Idea & Details
		• One Sentence Summary Frames
		• Think Clouds
		• Audio Books on Go Digital
		• Leveled Readers
		• Leveled Workstation Cards
		• Leveled Practice and Online Activities
		    • Weekly Contrast PDF Online
		
		<u>Technology:</u>
		Imagine Learning
		SuccessMaker
		    • **McGraw-Hill Go Digital!**
		www.ConnectEd.McGraw-Hill.com
		Interactive Whiteboard Activities
		used for teaching and modeling of the:
		Introduce the Weekly Concept with videos/photographs
		Interactive Graphic Organizer
		Close Reading
		    • Interactive Readers/Writers Workshop(Short Complex Text)	

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		• Interactive Anthology Main and Paired Selection(Extended Complex Text)
		• Interactive Minilessons
		   o Strategies and Skills
		   o Genre
		• Vocabulary Strategies
		• Interactive Read Aloud
		• Digital Visual Vocabulary Cards/Videos
		• Interactive Minilessons:
		   o Spelling
		   o Phonics
		
		Interactive Mobile Student Activities accessed through the Student Portal, used for practicing and applying the skills and strategies that have been taught:
		• **ebooks (interactive texts)**
		   o Reading/Writing Workshop Selections
		   o Anthology Selections
		   o Leveled Reader
		   o English/Spanish Summaries
		• **Student Portal Activities**
		• Phonics Games
		• Vocabulary Review
		• (Interactive)Practice Workbook Pages
		• Writer Workspace
		
		• **Online Assessments**
		• Weekly Assessment
		• Test Generator	

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		• Reports	

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Instructional Focus Template

Language Arts/Reading: Grade 4

Date	LANGUAGE ARTS FLORIDA STANDARDS - LAFS (Webb's DOK)	Data Driven Standard(s)	Activities	Assessment(s)	Strategies
10/06/14 – 10/10/14					

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