

**CURRICULUM WEEKLY PACING GUIDE
MS LANGUAGE ARTS/READING
FRAMEWORK
FIRST NINE WEEKS**

GRADE LEVEL 4TH	READING
8/9/07-8/17/07	Parts of a book-title page, table of contents, glossary, index, appendix, footnotes, etc...
8/20/07-8/31/07	Text features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold face print, italics, maps, icons, pull down menus, key word searches, etc
8/20/07-5/16/07	The students will develop and apply expansive knowledge of words and word meaning to communicate.
8/27/07-4/18/07	The students will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence
9/04/07	Identify the stated main idea or supporting details in a paragraph.
9/17/07	Story elements (e.g., setting, characters, character traits, events, resolution, point of view)
9/17/07-9/28/07	The students will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant -te, consonant -tle) for decoding words.
10/01/07-10/12/07	Review of skills previously taught this nine weeks.
	Nine weeks test

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SECOND NINE WEEKS**

GRADE LEVEL 4TH	READING
10/16/07	Genres-fiction, nonfiction, and poetry
10/16/07-1/14/08	Literary devices (e.g., imagery, exaggeration, and dialogue)
10/22/07-11/02/07	Text Structures-sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc...
10/22/07-11/02/07	Apply knowledge of transitions or cue words to identify and sequence major events in a narrative
11/05/07-11/16/07	The students will identify and produce grade level appropriate synonyms, antonyms, and homonyms. The students will use definitional synonyms or antonyms context clues to infer the meaning of unfamiliar words Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
11/26/07-12/07/07	The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words
12/07/07	EXAM

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THIRD NINE WEEKS**

GRADE LEVEL 4TH	READING
1/07/08-1/11/08	Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.
1/07/08-2/11/08	Identify stated cause and effect relationships in paragraphs and short passages.
1/14/08-1/18/08	<p>Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revise based on subsequent text</p> <p>Genres-fiction, nonfiction, and poetry</p> <p>The students will identify and produce grade level appropriate synonyms, antonyms, and homonyms.</p> <p>The student will use definitional synonyms or antonym context clues to infer the meaning of unfamiliar words.</p>
1/28/08-2/15/08	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, caption, hyperbole) to determine the meaning of words and to communicate.
2/11/08-2/15/08	Distinguish between fact and opinion
2/25/08-2/29/08	<p>The student will use reference materials (e.g., dictionary, glossary, teacher or peer, thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.</p> <p>Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revise based on subsequent text</p>
	EXAM

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FOURTH NINE WEEKS**

GRADE LEVEL 4TH	READING
3/25/08-4/04/08	Author's Purpose (e.g., inform, entertain, persuade)
4/07/08-4/18/08	Sound Devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4/21/08-5/02/08	Identify tools of persuasion (e.g., name calling, endorsement, repetitions, air and rebut the other side's point of view.
5/05/08-5/09/08	MCT II
5/12/08-5/21/08	Review of skills taught throughout year and Nine weeks tests