



Savannah-Chatham County Public School System
Balanced Literacy Pacing Guide • Grade 4

Georgia Department of Education
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[Teacher Guidance Documents](#)
[Developmental Progression – grade 4](#)
[GMAS Achievement Level Descriptors](#)

SCCPSS
[ELA Resource Guide](#)

Videos
[Lucy Calkins: Writer’s Workshop](#)
[Reader’s Workshop Mini-Lesson](#)
[Guided Reading Lesson](#)
 Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

Instructional Strategies/Resources
[FCRR – grade 4 & 5 Center Activities](#)
[Ruth Culham – Traits Writing Resources](#)
[For the Teacher – Classroom Strategies](#)

Guided Reading
[Jan Richardson](#)
[Teaching Videos & more \(pw: results\)](#)

OVERVIEW Aug 3 – Oct 5

| Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
|--|---|--|--|
| ELAGSE4RF3 ELAGSE4L4-5 Initial Spelling Inventory: Aug 3-Aug 11 <i>Administer and evaluate data to determine initial student groups</i> Begin weekly sorts & daily activities: Aug 14 Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> Wed - <i>Reading & Writing Connection</i> | Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 CC Unit 1: Aug 3 – Sept 15 Communities & Relationships: <i>Boys vs. Girls</i> <i>(complete unit, 6 Weeks)</i> CC Unit 2: : Sept 18 – Oct 5 Folklore and Literary Tradition: <i>Cinderella Tales</i> <i>(first 2 weeks of unit)</i> | Daily Mini-Lesson – 20 min CC Unit 1: ELAGSE4RL1 – ELAGSE4RL3 CC Unit 2: ELAGSE4RL4 & ELAGSE4RL5 Workstation Rotations – 45-60 min <ul style="list-style-type: none"> ● First 25 Days – Follow 25 Day Plan ● After first 25 days <i>Instructional Level Practice</i> <i>Guided Reading</i> <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections | Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Unit 1 – Getting Started (Traits Unit): July 17 – August 18 <i>(5-week unit)</i> Unit 2 – Informative/Explanatory (Traits Unit): August 21 – September 8 <i>(3-week unit)</i> Reality Check 1 (Traits Unit): September 11 – 15 <i>(1 week)</i> Independent Writing 20-30 min <i>Students writing &/or conferring with peers/teacher</i> |



2017-2018 ELA Pacing Calendar
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| <p>Thursday <i>Blind Sort &/or Games</i> Friday – Assessment</p> <p>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</p> | | <p>Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 4RL1 – 4RL4 Unify after each Comp Club unit: CC Unit 1: ELAGSE4RL1 – ELAGSE4RL3</p> | <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): <i>BOY Benchmark Paper, Scoring Guides – All Traits</i></p> |
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| | Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
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| W E E K S 1 & 2 : A U g 3 - A U g | ELAGE4RF3 ELAGE4L4-5 Initial Spelling Inventory: Aug3-Aug 11 <i>Administer and evaluate data to determine initial student groups</i> Begin weekly sorts & daily activities: Aug 14 Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> Wed - <i>Reading & Writing Connection</i> Thursday <i>Blind Sort &/or Games</i> Friday – Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.) | Comprehension Club ELAGE4SL1-6 ELAGE4L4-6 Unit 1: Communities & Relationships: Boys vs. Girls <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> - Don't Call Me Pruneface! JR Ahearn - Angel Child, Dragon Child MM Surat - Grace For President K Dipucchio - Picnic at Mudsock Meadow P Polacco - One Upon a Cool Motorcycle Dude K O'Malley | Daily Mini-Lesson – 20 min ELAGE4RL1 – Refer to details in text when explaining what the text says explicitly and drawing inferences <i>See Teacher Guidance Notes for specific strategies to be taught:</i> <ul style="list-style-type: none"> - <i>Note-taking</i> - <i>Plot structure</i> - <i>Schema</i> - <i>Close reading / annotating</i> - <i>Explicit instruction & text evidence</i> Workstation Rotations – 45-60 min <ul style="list-style-type: none"> - First 10 days of 25 day plan Daily Closing – 5 min Assessment Performance Task 4RL1 | Daily Mini-Lesson – 10-15 min ELAGE4W1-3, 5-8 ELAGE4L1-2 Unit 1 – Getting Started (Traits Unit): July 17 – August 18 (5-week unit) Independent Writing 20-30 min <i>Students writing &/or conferring with peers/teacher</i> Daily Closing – 5 min Assessments (End of Each Unit): <i>BOY Benchmark Paper, Scoring Guides – All Traits</i> |



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| | Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
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| W E E K S & 4 : A U G | ELAGSE4RF3 ELAGSE4L4-5 Begin weekly sorts & daily activities: Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> Wed - <i>Reading & Writing Connection</i> Thursday <i>Blind Sort &/or Games</i> Friday – Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as | Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 1: Communities & Relationships: <i>Boys vs. Girls</i> <i>Select one of the following Book Club titles for each week:</i> - Oggie Cooler S Weeks - The Broken Bike Boy and the Queen of 33rd Street S Flake - Off and Running G Soto - Fudge-A-Mania J Blume | Daily Mini-Lesson – 20 min ELAGSE4RL2 – Determines theme in a story, drama, or poem, using details from the text, and summarizes the text. <i>See Teacher Guidance Notes for specific strategies to be taught:</i> - <i>Cornell notes</i> - <i>Close reading</i> - <i>Somebody-Wanted-But-So-Then [SWBST] strategy</i> - <i>Theme vs. Main idea</i> Workstation Rotations – 45-60 min - Second 10 days of 25 day plan Daily Closing – 5 min | ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Unit 1 – Getting Started (Traits Unit): July 17 – August 18 (<i>5-week unit</i>) Independent Writing 20-30 min <i>Students writing &/or conferring with peers/teacher</i> Daily Closing – 5 min Assessments (End of Each Unit): <i>Scoring Guides – All Traits</i> |



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| 2 1 - S e p t 1 | needed.) | | Assessment Performance Task 4RL2 | |
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| | Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
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| W E E K S | ELAGSE4RF3 ELAGSE4L4-5 Begin weekly sorts & daily activities: Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> | Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 1: Communities & Relationships: <i>Boys vs. Girls</i> <i>Select <u>one</u> of the following</i> | Daily Mini-Lesson – 20 min ELAGSE4RL3 – Describe character, setting, or event in a story or drama, drawing on specific details in the text <i>See Teacher Guidance Notes for specific strategies to be taught:</i> <ul style="list-style-type: none"> - <i>Character, setting, & plot structure</i> - <i>Characterization</i> | ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Unit 2 – Informative/Explanatory (Traits Unit): August 21 – September 8 (<i>3-week unit</i>) Independent Writing 20-30 min |



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| 5 & 6 : - S e p t 5 - S e p t 1 5 | <p>Wed - <i>Reading & Writing Connection</i> Thursday <i>Blind Sort &/or Games</i> Friday – Assessment</p> <p>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</p> | <p><i>Book Club titles for each week:</i></p> <ul style="list-style-type: none"> - Oggie Cooler S Weeks - The Broken Bike Boy and the Queen of 33rd Street S Flake - Off and Running G Soto - Fudge-A-Mania J Blume | <ul style="list-style-type: none"> - <i>Cornell notes</i> - <i>Notice & note strategies</i> - <i>Plot / Conflict Examination</i> <p>Workstation Rotations – 45-60 min</p> <ul style="list-style-type: none"> - Last 5 days of 25 day plan - Aug 28, routine rotations: <i>Instructional Level Practice</i> Guided Reading <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Technology <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 4RL3 Unify: Unit1_Grade4_RL1-RL3</p> | <p><i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> |
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| | Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
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| W E E K S 7 & 8 : S e p t 1 8 - S | ELAGSE4RF3 ELAGSE4L4-5 Begin weekly sorts & daily activities: Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> Wed - <i>Reading & Writing Connection</i> Thursday <i>Blind Sort &/or Games</i> Friday – Assessment (NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.) | Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Traditions: <i>Cinderella Tales</i> <i>Read Aloud Titles:</i> <ul style="list-style-type: none"> - <i>Cinderella</i> McClintock - <i>The Rough-Face Girl</i> R Martin - <i>The Irish Cinderlad</i> Climo - <i>Mufaro’s Beautiful Daughters</i> Steptoe - <i>Bigfoot Cinderrrrrella</i> T Johnston | Daily Mini-Lesson – 20 min ELAGSE4RL4 – Determine the meaning of words and phrases used in a text, including those that allude to significant characters found in mythology <i>See Teacher Guidance Notes for specific strategies to be taught:</i> <ul style="list-style-type: none"> - <i>Pave strategy</i> - <i>Questioning the author</i> - <i>Vocabulary/words in context</i> - <i>Morpheme triangles</i> Workstation Rotations – 45-60 min Daily Closing – 5 min Assessment Performance Task 4RL4 | ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Unit 2 – Informative/Explanatory (Traits Unit): August 21 – September 8 (<i>3-week unit</i>) Reality Check 1 (Traits Unit): September 11 – 15 (<i>1 week</i>) Independent Writing 20-30 min <i>Students writing &/or conferring with peers/teacher</i> Daily Closing – 5 min Assessments (End of Each Unit): <i>Scoring Guides – All Traits</i> |



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| | Word Study /Phonics (15-30 min) | Read Aloud (15-30 min) | READING WORKSHOP (70-85 min) | WRITING WORKSHOP (35-50 min) |
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| W E E K 9 : O | ELAGSE4RF3 ELAGSE4L4-5 Begin weekly sorts & daily activities: Mon - <i>Introduction</i> Tues - <i>Building Vocabulary</i> Wed - <i>Reading & Writing Connection</i> Thursday <i>Blind Sort</i> | Comprehension Club ELAGSE4SL1-6 ELAGSE4L4-6 Unit 2: Folklore and Literary Tradition: <i>Cinderella Tales</i> <i>Select <u>one</u> of the following Book Club titles for each week:</i> <ul style="list-style-type: none"> ● <i>Cinderella</i> B Karlin ● <i>Bubba, the Cowboy Prince</i> | Daily Mini-Lesson – 20 min ELAGSE4RL5 – Explain major differences between poems, drama, and prose, and refer to structural elements of poems & drama when writing or speaking about a text. <i>See Teacher Guidance Notes for specific strategies to be taught:</i> <ul style="list-style-type: none"> - <i>Brainstorming</i> - <i>Gallery walk</i> | Daily Mini-Lesson – 10-15 min ELAGSE4W1-3, 5-8 ELAGSE4L1-2 Unit 3 – Narrative (Traits Unit): October 2 – 27 Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i> Daily Closing – 5 min |



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| <p>C t 2 - O c t 5</p> | <p><i>&/or Games</i> Friday – Assessment</p> <p>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading, Workstation rotations, & Writing Workshop as needed.)</p> | <p>H Ketteyman</p> <ul style="list-style-type: none"> ● <i>Cinderella Penguin</i> J Perlman ● <i>Cinderellis and the Glass Hill (The Princess Tales)</i> G Levine | <p>ELAGSE4RL6 - Compare and contrast the point of view of different stories including the difference between first- and third-person narrations.</p> <p><i>See Teacher Guidance Notes for specific strategies to be taught:</i></p> <ul style="list-style-type: none"> - <i>Quick-write</i> - <i>Text-dependent questions</i> <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task 4RL5</p> | |
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