

**2007-08 GIPS Language Arts Pacing Guide
Grade 4**

	Shared Reading	Guided Reading	Skills & Strategies	Read Aloud	Fluency	Word Study	Writing	Speaking & Listening
AUG	• Begin Scholastic Unit 1	• Include 60 minute block of guided reading time in daily schedule. • Set up classroom management & centers	• Scholastic Unit 1 • Daily Oral Language ◦ Students will be provided with regular and frequent independent reading time to support the development of literacy skills.	• Read Aloud 15 Minutes Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.)		• Begin Month-by-Month Phonics	225 Minutes/Week: Writing Instruction • Six-Trait Writing: Ideas Conventions • Writing Process 75 Minutes/Week: Writing Application • (e.g. journals, content writing, response to reading, centers)	• Introduce Speaking and Listening Rubrics • Write Source Speaking and Listening resources available on pp. 368A-378
SEP	• Continue Scholastic Unit 1	• Give BRI's • Continue working on classroom management & centers • All students take SRI	• Scholastic Unit 1 • Daily Oral Language	• Read Aloud 15 Minutes Daily (see above examples)	• Introduce Fluency Rubric • Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.)	• Month-by-Month Phonics • Scholastic Unit 1 (Vocabulary, Word Work, and Spelling)	Six-Trait Writing: Focus on Ideas, Organization, & Conventions Using the Writing Process: pp. 1-42 • Paragraph Writing: pp. 50A-59	• Provide speaking opportunities (e.g. student of the wk, current events, content area presentations, etc.) • Provide Listening opportunities (e.g. audio books, note taking, content area videos, etc.)
OCT	• Continue Scholastic Unit 1 • Begin Scholastic Unit 2	• Finish SRI's • Begin Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week)	• Scholastic Units 1 and 2 • Daily Oral Language	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics • Scholastic Units 1 and 2 (Vocabulary, Word Work, and Spelling)	Six-Trait Writing: Focus on Voice, Word Choice, & Conventions • Narrative Writing: pp. 82A-123; pp. 133-137 • Fall Practice Writing Task	• Review Speaking Rubric & Model a Current Event • Practice Listening Task
NOV	• Continue Scholastic Unit 2 • Begin Scholastic Unit 3	• Continue Guided Reading Groups • Give Running Records (once/month to below grade level readers, once/qtr. for at grade level readers, and use teacher discretion for above grade level readers)	• Scholastic Units 2 and 3 • Daily Oral Language	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples) • Practice Fluency Task	• Month-by-Month Phonics • Scholastic Units 2 and 3 (Vocabulary, Word Work, and Spelling)	Six-Trait Writing: Focus on Voice, Word Choice, & Conventions • Narrative Writing: pp. 82A-123; pp. 133-137	• Provide speaking opportunities (see above examples) • Practice Speaking Task • Provide Listening opportunities (see above examples)
DEC	• Continue Scholastic Unit 3	• Continue Guided Reading Groups • Running Records for below grade level readers	• Scholastic Unit 3 • Daily Oral Language • Practice Reading Comprehension Task	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics • Scholastic Unit 3 (Vocabulary, Word Work, and Spelling)	Six-Trait Writing: Focus on Word Choice, Sentence Fluency, & Conventions • Descriptive Writing: pp. 62A-79 • Winter Practice Writing Task	• Provide speaking opportunities (see above examples) • Provide Listening opportunities (see above examples)

Cursive Review

Key Vocabulary Concepts: adjective, antonym/synonym, apostrophe, compare/contrast, context, paragraph, plural, prefix/suffix, singular, thesaurus

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	Shared Reading	Guided Reading	Skills & Strategies	Read Aloud	Fluency	Word Study		Writing	Speaking & Listening
JAN	• Continue Scholastic Unit 3	• Continue Guided Reading Groups (Low groups meet every day; other groups meet 2-3 days/week)	• Scholastic Units 3 and 4	• Read Aloud 15 Minutes Daily (e.g. chapter books, picture books, audio books, poetry, content area reading, Golden Sowers, Time for Kids, Weekly Reader, etc.)	• Provide Fluency Opportunities (e.g. Sound Studio, Reader's Theater, poetry, Lucky Listener, audio books, choral reading, echo reading, etc.)	• Month-by-Month Phonics	↑	Continue to develop Six-Trait Writing	• DISTRICT SUMMATIVE LISTENING ASSESSMENT
	• Begin Scholastic Unit 4	• Running Records for below grade level readers • All students take SRI	• Daily Oral Language					• Research Writing: pp. 320A-320B; pp. 333-336; pp. 337-362; p. 367	
FEB	• Continue Scholastic Unit 4	• Continue Guided Reading Groups	• Scholastic Unit 4	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	↑	• STATE SUMMATIVE WRITING ASSESSMENT	• Provide speaking opportunities (e.g. student of the wk, current events, content area presentations, etc.)
		• Reminder: Give Running Records once/month to below grade level readers, once/qtr. for at grade level readers, and use teacher discretion for above grade level readers	• Daily Oral Language					Continue to develop Six-Trait Writing	
MAR	• Continue Scholastic Unit 4	• Continue Guided Reading Groups	• Scholastic Units 4 and 5	• Read Aloud 15 Minutes Daily (see above examples)	• DISTRICT SUMMATIVE FLUENCY ASSESSMENT	• Month-by-Month Phonics	↑	Continue to develop Six-Trait Writing	• DISTRICT SUMMATIVE SPEAKING ASSESSMENT
	• Begin Scholastic Unit 5	• Running Records for below grade level readers	• Daily Oral Language					• Persuasive Writing: pp. 194A-236	
APR	• Continue Scholastic Unit 5	• Continue Guided Reading Groups	• Scholastic Units 5 and 6	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	↑	Continue to develop Six-Trait Writing	• Provide speaking opportunities (see above examples)
	• Begin Scholastic Unit 6	• Running Records for below grade level readers • DISTRICT SUMMATIVE SRI	• Daily Oral Language • DISTRICT SUMMATIVE READING ASSESSMENT					• Scholastic Units 4 and 5 (Vocabulary, Word Work, and Spelling)	
MAY	• Continue Scholastic Unit 6	• Continue Guided Reading Groups	• Scholastic Unit 6	• Read Aloud 15 Minutes Daily (see above examples)	• Provide Fluency Opportunities (see above examples)	• Month-by-Month Phonics	↓	Continue to develop Six-Trait Writing	• Provide speaking opportunities (see above examples)
								• Daily Oral Language	

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