

Grade 4 English

Diary map is based on the 2016-2017 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

| Month | Essential Questions | Content | Skills | Assessment | Resources | Technology |
|--------------|---|--|---|--|---|---|
| Aug. - Sept. | <p>Grammar: Sentences How are sentences used to communicate a complete thought?</p> <p>Writing: Personal Narratives How do writers plan and write narratives?</p> | <p>Grammar: Sentences -Complete sentences -Sentence fragments -Run-on sentences -Types of sentences -Subjects -Predicates</p> <p>Writing: Personal Narratives -Reasons writers write -Writing ideas -Writing with focus -Writing stamina -Sensory details -Endings</p> | <p>Grammar: Sentences -Distinguish between complete sentences, sentence fragments, and run-on sentences -Correct sentence fragments -Identify and correct run-on sentences -Identify complete subjects and complete predicates -Identify simple subjects and simple predicates</p> <p>Writing: Personal Narratives -Identify reasons people write -Generate narrative topics -Focus on a small moment in a story -Write with stamina -Use sensory details -Craft an ending that gives closure</p> | <p>Grammar: Sentences <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook</p> <p>Writing: Personal Narratives -Personal Narrative Writing Rubric</p> | <p>Grammar: Sentences <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook</p> <p>Writing: Personal Narratives -Portland Public Schools Launching Writing Workshop Unit: Grade 4</p> | <p>Grammar: Sentences -ELMO</p> <p>Writing: Personal Narratives -ELMO</p> |
| Oct. | <p>Grammar: Nouns How are nouns used in the English language?</p> <p>Writing: Personal Narratives (cont.)</p> | <p>Grammar: Nouns -Common -Proper -Singular -Plural</p> <p>Writing: Personal Narratives (cont.)</p> | <p>Grammar: Nouns -Identify nouns in sentences -Identify common and proper nouns -Identify singular and plural nouns -Write all forms of plural nouns correctly</p> <p>Writing: Personal Narratives (cont.)</p> | <p>Grammar: Nouns <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook</p> <p>Writing: Personal Narratives (cont.)</p> | <p>Grammar: Nouns <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook</p> <p>Writing: Personal Narratives (cont.)</p> | <p>Grammar: Nouns -ELMO</p> <p>Writing: Personal Narratives (cont.)</p> |

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| | How do writers plan and write narratives? | -Revisions -Editing -Publishing | -Identify parts of writing that need revision -Edit writing for spelling, capitalization, and punctuation -Publish a personal narrative | -Personal Narrative Writing Rubric | -Portland Public Schools Launching Writing Workshop Unit: Grade 4 | -ELMO |
| Nov. – Dec. | Grammar: Nouns (cont'd.) How are nouns used in the English language? Writing: Informative Article How do writers plan and write informative articles? | Grammar: Nouns (cont'd.) -Common -Proper -Singular -Plural -Possessive Writing: Informative Article -Informative Writing vs. Narrative Writing -Topic selection -Taking notes -Graphic organizer -Main ideas and details -Introductory paragraph -Detail paragraphs -Concluding paragraph -Editing -Publishing | Grammar: Nouns (cont'd.) -Identify nouns in sentences -Identify common and proper nouns -Identify singular and plural nouns -Write all forms of plural nouns correctly -Write possessive nouns correctly Writing: Informative Article -Identify differences between informative and narrative writing -Select a topic -Take notes -Use a graphic organizer -Write an introductory paragraph using a strong lead sentence -Write at least three detail paragraphs -Write a concluding paragraph that begins with a transitional phrase -Edit the article -Publish the article | Grammar: Nouns (cont'd.) <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook Writing: Informative Article -Informative Article Writing Rubric | Grammar: Nouns (cont'd.) <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook Writing: Informative Article -Portland Public Schools Launching Writing Workshop Unit: Grade 4 | Grammar: Nouns (cont'd.) -ELMO Writing: Informative Article -ELMO |

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| Jan. – Feb. | Grammar: Verbs How are verbs used in the English language? | Grammar: Verbs -Action verbs -Main verbs and helping verbs -Present, past, and future -Subject-verb agreement -Spelling the present tense -Spelling the past tense -Past tense with helping verbs -Irregular verbs -Special verb <i>be</i> -Contractions with <i>not</i> -Using exact verbs | Grammar: Verbs -Identify and use action verbs -Identify main verbs and helping verbs -Identify and correctly use present, past, and future verbs -Choose correct present tense verbs for singular and plural subjects -Form the present tense of verbs -Form the past tense of verbs -Identify and write past tense verbs with the helping verbs <i>has, have, or had</i> -Write past tense forms of irregular verbs -Recognize the different forms of the verb <i>be</i> -Form contractions using verbs and the word <i>not</i> -Replace weak verbs with exact verbs | Grammar: Verbs <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook | Grammar: Verbs <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook | Grammar: Verbs -ELMO |
| Feb. | Writing: Fairy Tale How do writers plan and write fairy tales? | Writing: Fairy Tale -Planning -Features -Revising -Partner revision -Illustrations -Celebration | Writing: Fairy Tale -Plan a fractured fairy tale -Plan and write the introduction -Plan and write with point of view -Plan the good and evil traits with actions and dialogue -Include repetition or | Writing: Fairy Tale -Fairy Tale Rubric | Writing: Fairy Tale <i>-Fairy Tales Narrative Writing Unit</i> by Erica Trobridge | Writing: Fairy Tale -ELMO |

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| | | | groups of three, dialogue between characters, sentence fluency, and ending with a lesson -Revise by choosing words for specificity -Revise writing with a partner -Add illustrations -Publish and share the fairy tale | | | |
| March | Grammar: Adjectives How are adjectives used in the English language? | Grammar: Adjectives -Adjectives -Writing with adjectives -A, an, and the -Making comparisons -More and most -Good and bad -Exact adjectives | Grammar: Adjectives -Identify adjectives -Write with adjectives -Use “a”, “an”, and “the” correctly -Add “-er” or “-est” to make comparisons -Use “more” and “most” to compare -Use forms of “good” and “bad” to compare -Replace weak adjectives with exact adjectives | Grammar: Adjectives <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook | Grammar: Adjectives <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook | Grammar: Adjectives -ELMO |
| mid March | Writing: Persuasive Essay How do writers plan and write persuasive essays? | Writing: Persuasive Essay -Characteristics of persuasive writing -Topic ideas -Strong reasons -Evidence -Graphic Organizer -Essay draft -Revision -Editing -Publishing | Writing: Persuasive Essay -Identify characteristics of persuasive writing -Brainstorm topic ideas -Develop strong reasons -Provide evidence for reasons -Use an essay organizer -Write an essay draft -Revise the draft -Edit the draft | Writing: Persuasive Essay -Persuasive essay rubric | Writing: Persuasive Essay - <i>Persuasive Essay Unit</i> by Portland Public Schools - <i>Boxes and Bullets: Personal and Persuasive Essays</i> by Lucy Calkins, Kelly Hohne and Cory Gillette | Writing: Persuasive Essay -ELMO |

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| | | | -Publish the essay | | | |
| April- May | <p>Grammar: Capitalization and Punctuation How are capitalization and punctuation used in the English language?</p> <p>Grammar: Pronouns How are pronouns used in the English language?</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> | <p>Grammar: Capitalization and Punctuation -Correct sentences -Proper nouns -Abbreviations -Commas -Quotation marks</p> <p>Grammar: Pronouns -Pronouns -Subject and object pronouns -Writing with pronouns -“I” and “me” -Possessive pronouns -Contractions -Homophones</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> | <p>Grammar: Capitalization and Punctuation -Write correct sentences -Capitalize proper nouns -Write abbreviations correctly -Use commas in a series of words and after “yes”, “no”, and “well” -Use quotation marks correctly</p> <p>Grammar: Pronouns -Use pronouns in place of nouns -Identify subject and object pronouns -Use “I” and “me” correctly -Identify possessive pronouns -Combine pronouns and verbs to write contractions -Distinguish between homophones</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> | <p>Grammar: Capitalization and Punctuation <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook</p> <p>Grammar: Pronouns <i>Houghton Mifflin English</i> (2004) -workbook -reteaching workbook</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> | <p>Grammar: Capitalization and Punctuation <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook</p> <p>Grammar: Pronouns <i>Houghton Mifflin English</i> (2004) -textbook -workbook -reteaching workbook</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> | <p>Grammar: Capitalization and Punctuation -ELMO</p> <p>Grammar: Pronouns -ELMO</p> <p>Writing: Persuasive Essay (cont'd. from March)</p> |
| mid May | <p>Informative Article How do writers plan and write informative articles?</p> | <p>Informative Article -Topic selection -Note taking -Graphic organizer -Main ideas and details</p> | <p>Informative Article -Select a topic -Take notes -Use a graphic organizer -Write an introductory</p> | <p>Informative Article -Informative Article Writing Rubric</p> | <p>Informative Article <i>-Informative Article Unit</i> by Portland Public Schools</p> | <p>Informative Article -ELMO</p> |

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|-------|---------------------|---|--|------------|-----------|------------|
| | | <ul style="list-style-type: none"> -Introductory paragraph -Detail paragraphs -Concluding paragraph -Editing -Publishing | <ul style="list-style-type: none"> paragraph using a strong lead sentence -Write at least three detail paragraphs -Write a concluding paragraph that begins with a transitional phrase -Edit the article | | | |