



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 1--4th grade

Essential Question:

- How do good readers effectively summarize a story?
- How do I step into a character's shoes in order to gain a deeper understanding of who they are in the story?
- How does the author's purpose for writing the story contribute to the theme or central message?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 1 Sept. 9-13	4.R.2.A.a - Summarize and sequence events/plot, and explain how past events impact future events, and identify the theme. 4.R.2.A.c - Describe the interaction of characters, including relationships and how they change. Missouri Learning Standards Show Me Standards	Story Structure Point of View Flashback	Summarize	Short a and Long a	Narrative 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e'
Week 2 Sept 16-20		Author's Purpose Explain Historical Events Idioms	Monitor/ Clarify	Shorte e and Long e	
Week 3 Sept 23-27		Cause and Effect Interpret Visuals Domain-Specific Voc.	Visualize	Short i and Long i	
Week 4 Sept 30-Oct 4		Theme Elements of Drama Allusion	Analyze/ Evaluate	Short o and Long oo	
Week 5 Oct 7-11		Understanding Characters Hyperbole Point of View	Infer/ Predict	Homophones	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 2--4th grade

Essential Question:

- How can I read carefully paying attention to the interaction of characters and how characters change?
- How can context in a story help me clarify the meaning of words and phrases?
- How can I read expository nonfiction text in such a way that I can determine what is most important and consolidate information and ideas?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 6 Oct 14-18	4.R.1.A.a - Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. 4.R.1.B.b - Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. 4.R.2.A.a - Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme. Missouri Learning Standards Show Me Standards	Story Structure Elements of Drama Formal and Informal Language	Infer/ Predict	Vowel Sounds: Short u and Long u (/yoo/ /oo/)	Informative 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.W.1.C.a-b - Reread, revise and edit drafts to: • Develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, details/facts, word choice, sentence structure, transitions, audience/purpose, voice) • Edit for language conventions. 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e' 4.W.3.A.c/d - Use organizational features of print and digital sources efficiently to locate information; identify a variety of relevant resources
Week 7 Oct 21- Nov 1		Fact and Opinion Explain Concepts and Ideas Domain-Specific Voc.	Summarize	Vowel Sounds: /oo/, /oo/	
Week 8 Nov 4-8		Understanding Characters Point of View Theme	Visualize	Vowel sounds: /ou/,	
Week 9 Nov 11-15		Conclusions and Generalizations Understanding Characters Humor	Question	Vowel +/r/ sounds	
Week 10 Nov 18-22		Author's Purpose Simile and Metaphor	Analyze/ Evaluate	More Vowel +/r/	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 3--4th grade

Essential Question:

- How do I find explicit information in a story or a text?
- How can I read to understand the many layers of a character?
- How can I draw conclusions and use key details to determine the meaning of a word?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 11 Nov 25- Dec 6	4.R.2.A.a - Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.	Text and Graphic Features Explain Scientific Ideas Text Structure	Infer/ Predict	Compound Words	Opinion 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.W.1.C.a-b - Reread, revise and edit drafts to: • Develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, details/facts, word choice, sentence structure, transitions, audience/purpose, voice) • Edit for language conventions. 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e' 4.W.3.A.c/d - Use organizational features of print and digital sources efficiently to locate information; identify a variety of relevant resources
Week 12 Dec 9-13	4.R.2.A.c - Describe the interaction of characters, including relationships and how they change.	Sequence of Events Conclusions and Generalization Author's Word Choice	Visualize	Words with -ed, or -ing	
Week 13 Dec 16-20	4.R.1.B.b - Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words.	Sequence of Events Simile and Metaphor Domain-Specific Voc.	Summarize	More Words with -ed or -ing	
Week 14 Jan 6-10	4.R.1.A.a - Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	Text and Graphic Features Explain Scientific Concepts and Ideas Author's Purpose	Question	Final Long e	
Week 15 Jan 13-17	Missouri Learning Standards Show Me Standards	Main Ideas and Details Author's Word Choice Analyze an Argument	Monitor/ Clarify	Changing Final y to i	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 4--4th grade

Essential Question:

- How can I read to understand the many layers of a character?
- How do I determine the lesson(s) characters are learning in a story?
- How can identifying and understanding text structure, help me to pull out the main ideas and supporting details from the text?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 16 Jan 20-24	4.R.2.A.a - Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.	Compare and Contrast Personification Genre: Historical Fiction	Monitor/ Clarify	Spelling /k/, /ng/, and /kw/	Narrative 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.W.1.C.a-b - Reread, revise and edit drafts to: • Develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, details/facts, word choice, sentence structure, transitions, audience/purpose, voice) • Edit for language conventions. 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e'
Week 17 Jan 27-31	4.R.2.A.c - Describe the interaction of characters, including relationships and how they change.	Sequence of Events Summarize Main Idea and Details	Summarize	Spelling Final /j/ and /s/	
Week 18 Feb 3-7	4.R.1.B.b - Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words.	Story Structure Theme Allusion	Question	Prefixes: re-, un-, dis-	
Week 19 Feb 10-21	4.R.1.A.a - Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. Missouri Learning Standards Show Me Standards	Conclusions and Generalizations Idioms Problem/Solution	Infer/ Predict	Suffixes: -ful, -less, -ness, -ment	
Week 20 Feb 24-28		Main Ideas and Details Onomatopoeia Text Structure	Visualize	VCCV Pattern	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 5--4th grade

Essential Question:

- How do I determine the lesson(s) characters are learning in a story? How does this help me to determine the theme of a story?
- How does the author's word choice contribute to my understanding of the story?
- How can I read expository nonfiction text in such a way that I can determine what is most important and consolidate information and ideas?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 21 Mar 2-6	4.R.2.A.a - Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme. 4.R.2.A.c - Describe the interaction of characters, including relationships and how they change. 4.R.1.B.b - Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. 4.R.1.A.a - Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. Missouri Learning Standards Show Me Standards	Theme Idioms Point of View	Summarize	VCV Pattern	Informative 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.W.1.C.a-b - Reread, revise and edit drafts to: • Develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, details/facts, word choice, sentence structure, transitions, audience/purpose, voice) • Edit for language conventions. 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e'
Week 22 Mar 9-13		Cause and Effect Conclusions and Generalization Domain-Specific Vocabulary	Infer/ Predict	VCCV and VCV Patterns	
Week 23 Mar 23-27		Text and Graphic Similes Text Structure	Monitor/ Clarify	VCCV Pattern	
Week 24 Mar 30- Apr 3		Compare and Contrast Fact and Opinion Author's Word Choice	Analyze/ Evaluate	VCCCV Pattern	
Week 25 Apr 6-10		Author's Purpose Genre: Science Fiction Formal and Informal Language	Question	V V Pattern	



Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 6--4th grade

Essential Question:

- How do I determine the lesson(s) characters are learning in a story? How does this help me to determine the theme of a story?
- How does the author's word choice contribute to my understanding of the story?
- How can I read expository nonfiction text in such a way that I can determine what is most important and consolidate information and ideas?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
Week 26 Apr 13-17	4.R.2.A.a - Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme. 4.R.2.A.c - Describe the interaction of characters, including relationships and how they change. 4.R.1.B.b - Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words. 4.R.1.A.a - Drawing conclusions, inferring by referencing textual evidence as well as inferences drawn from the text. Missouri Learning Standards Show Me Standards	Story Structure Point of View	Visualize	Final Schwa +/r/ Sounds	Opinion 4.W.1.B.a - Appropriate to genre type, develop a draft by: • Generating a main idea to support multiple paragraph text • establish/support a main idea (topic sentence) • categorize /organize and sequence facts/details/events into B/M/E • Address appropriate audience 4.W.1.C.a-b - Reread, revise and edit drafts to: • Develop/strengthen writing by revising (i.e. main idea, sequence, focus, B/M/E, details/facts, word choice, sentence structure, transitions, audience/purpose, voice) • Edit for language conventions. 4.L.1.A.h-i - Apply standard grammar to: • Produce and expand the complete simple and compound four types of sentences • Correct sentence fragments and run-on sentences in writing. 4.L.1.B - In written text: • Insert a comma before a coordinating conjunction in a compound sentence. • Spell words with suffixes by dropping or leaving the final 'e' 4.W.3.A.c/d - Use organizational features of print and digital sources efficiently to locate information; identify a variety of relevant resources
Week 27 Apr 20-24		Main Ideas/ Supporting Details Word Choice	Question	Final Schwa + // Sounds	
Week 28 Apr 27-May 1		Fact and Opinion Tone	Monitor/ Clarify	Three Syllable Words	
Week 29 May 4-8		Understanding Characters Mood	Infer/ Predict	Words with Silent Consonants	
Week 30 May 11-15		Conclusions/ Generalizations Word Choice	Summarize	Unusual Spellings	