

Unit 8/26 to 9/26	Standards	Focus
Introduction to Readerly and Writerly Life	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>.</p> <p>4.R.1.2 Students can identify meanings of unfamiliar vocabulary.</p> <p>4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>.</p> <p>4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently.</p> <p>4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials.</p> <p>4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.</p> <p>4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block • Have opportunities to apply comprehension strategies through shared, guided and independent reading experiences with an emphasis on making connections, activating background knowledge (SCHEMA) and formulating questions before, during and after reading (QUESTIONING) (R) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (I) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (4.R.1.2) • Be exposed to teacher modeling of text-marking strategies (highlighting, sticky note, etc.) to identify essential ideas and have opportunities to apply these strategies in shared, guided and independent reading (R) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (4.R.2.2) (4.R.2.3) • Build fluent reading strategies through extended opportunities to read aloud and silently (4.R.2.3)
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing.</p> <p>4.LVS.1.2 Students can record and explain information while listening and viewing.</p> <p>4.LVS.1.3 Students can express ideas and convey information in an oral presentation.</p> <p>4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Be exposed to teacher modeling of writing, with an emphasis on creating and maintaining a writer’s notebook (I) (4.W.1.1) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Review basic rules for capitalization and differentiate between the need to capitalize common/proper nouns (first word in sentence/quote, proper nouns) (I) (4.W.1.2) • Have opportunities to reflect orally and in writing on the strengths and weaknesses of notebook entries (I) (4.W.1.1)

TCS D Fourth Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of questioning strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (4.LVS.1.1) (4.LVS.1.2) • Be exposed to teacher modeling of paraphrasing strategies (I) (4.LVS.1.3) • Have opportunities to use informal language, apply questioning and paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (I) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Divide two and three syllable words using VCCV pattern to determine correct syllable division (M) (4.R.1.1)</i> • <i>Use plurals changing “f” to “ves” (ex: wolf to wolves) (M) (4.R.1.1)</i> • Identify stressed and unstressed patterns (I) (4.R.1.1) • Use grade-appropriate dictionary and thesaurus independently as needed to define unknown words (I) (4.R.1.2)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> • The Reading Teacher’s Book of Lists Frye • TCS D Literacy Website • Notebook Know How Buckner • Handwriting Without Tears • Multiple copies (4-6) Age Appropriate Dictionary • Multiple copies (4-6) Age Appropriate Thesaurus <p>Additional Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought Zimmerman and Keene • Strategies that Work • The Morning Meeting Book • The Daily 5 Boushy & Moser • Study Driven Ray • Month by Month Phonics Fountas & Pinnell • Words Their Way • Rebecca Sitton Source Books • Making Words, Making Big Words • Phonics they Use Cunningham & Hall 		<ul style="list-style-type: none"> • Running Records (as needed for individual student) • Reading Conference Records • Teacher Generated Checklists • TCS D Personal Impromptu Writing (Reflection on self-selected journal entry) Sample accompanied by Scored Rubric • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs

Unit 9/29 to 11/7	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Story Elements</p>	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>. 4.R.1.2 Students can identify meanings of unfamiliar vocabulary. 4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>. 4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently. 4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials. 4.R.3.1 Students can identify <u>organizational</u> and <u>text structures</u> within genres. 4.R.3.2 Students can identify, explain, and use <u>text features</u>. 4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature. 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>. 4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply comprehension strategies through shared, guided and independent reading experiences with an emphasis on integrated strategy use (SCHEMA, INFERENCE, QUESTIONING, MONITORING FOR MEANING, DETERMINING IMPORTANCE, SENSORY IMAGERY AND SYNTHESIZING) with an emphasis on fiction (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (I) (4.R.1.2) • Determine point of view (who is telling the story or whose story is being told) and voice (1st, 2nd, 3rd) while reading a wide variety of fiction texts (I) (Literary Devices missing from standards for 4th Grade) • Use context clues to determine point of view when reading stories written in first person voice (I) (Literary Devices missing from standards for 4th Grade) • Evaluate character development, setting and plot development in fiction written in first person voice (I) (Literary Devices missing from standards for 4th Grade) • Explore organizational & text structures and text features with fiction, with an emphasis on stories told in first person voice (I) (4.R.3.2) (4.R.3.1) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (4.R.1.2) • Be exposed to teacher modeling of text-marking strategies (highlighting, sticky note, etc.) to identify essential ideas and have opportunities to apply these strategies in shared, guided and independent reading (R) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (C) (4.R.2.1) (4.R.2.3) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.2) <p>Writing:</p>
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing. 4.LVS.1.2 Students can record and explain information while listening and viewing. 4.LVS.1.3 Students can express ideas and convey information in an oral presentation. 4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing with an emphasis on exploring voice (1st, 2nd, 3rd) and point of view in story writing using: craft, paragraph form, punctuation (including dialogue), capitalization of proper nouns, a variety of sentence structures/patterns & transitions) (C) (4.W.1.2) • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Be exposed to the 4th Grade TCSO Story Rubric and have opportunities to self-evaluate written work using the rubric (I) (5.W.1.1) • Explore and apply conventions for capitalizing proper nouns (I) (4.W.2.1) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Explore and apply modeled techniques/craft to develop character, setting, and plot in story writing (I) (4.W.1.3) • Revise stories to improve leads and conclusions (I) (4.W.1.3) • Write and publish a short story from alternative perspective or voice (4.W.1.3)

TCSO Fourth Grade Pacing Guide
 Drafted Summer, 2008

		Listening, Viewing and Speaking (To be addressed in context across the day):
		Students Will: <ul style="list-style-type: none"> • Be exposed to ongoing teacher modeling of questioning strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) • Be exposed to teacher modeling of paraphrasing strategies (C) (4.LVS.1.3) • Have opportunities to use informal language, apply questioning and paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2)
		Word Study:
		Students Will: <ul style="list-style-type: none"> • Divide two and three syllable words using VCVV patterns (I) (4.R.1.1) • Use grade-appropriate dictionary and thesaurus independently as needed to define unknown words or improve word choice (I) (4.R.1.2)) (4.W.1.1) (4.W.1.2) (4.W.1.3) • Be gradually introduced to the following prefixes and their meanings (in, ir, il, non, over, mis) with an expectation for mid-year mastery (I) (4.R.1.1) • Explore how the addition of introduced prefixes changes the meaning of words (I) (4.R.1.1, 4.R.1.2) • Sort sentences containing contractions by purpose (possessives/contractions) (I) (4.R.4.2)
Resources		Assessments
<p>District Required Resources:</p> <ul style="list-style-type: none"> • <u>The Reading Teacher’s Book of Lists</u> Frye • TCSO Literacy Website • <u>Notebook Know How</u> Buckner • School Wide Leveled Book Room, Big Books • Recommended Titles for required genre (short story from alternative perspective/voice) <p>Additional Resources:</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought</u> Zimmerman and Keene • <u>Strategies that Work</u> • <u>The Daily 5</u> Bouchey & Moser • <u>Study Driven</u> Ray • <u>Month by Month Phonics</u> Fountas & Pinnell • <u>Words Their Way</u> • <u>Rebecca Sitton Source Books</u> • <u>Making Words, Making Big Words</u> • <u>Phonics they Use</u> Cunningham & Hall 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCSO Story Writing (Short Story from Alternative Perspective or Voice) Sample accompanied by Scored Rubric • Running Records (as needed for individual students) • Reading Conference Records • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs 	

Unit 11/10 to 12/19	Standards	Focus
Poetry & Performance	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>.</p> <p>4.R.1.2 Students can identify meanings of unfamiliar vocabulary.</p> <p>4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>.</p> <p>4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently.</p> <p>4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials.</p> <p>4.R.3.1 Students can identify <u>organizational</u> and <u>text structures</u> within genres.</p> <p>4.R.3.2 Students can identify, explain, and use <u>text features</u>.</p> <p>4.R.3.3 Students can determine how word choice affects meaning.</p> <p>4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.</p> <p>4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>.</p> <p>4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>.</p> <p>4.W.2.2 Students can identify and incorporate <u>nouns</u> in the <u>writing process</u>.</p> <p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing.</p> <p>4.LVS.1.2 Students can record and explain information while listening and viewing.</p> <p>4.LVS.1.3 Students can express ideas and convey information in an oral presentation.</p> <p>4.LVS.1.4 Students can incorporate expanding vocabularies into a formal <u>presentation</u>.</p> <p>4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify, explain and use text features in poetry (rhythm, rhyme, line length, word choice, repetition, and sensory words) (M) (4.R.3.2)</i> • <i>Identify and explain verse and stanza (M) (4.R.3.1)</i> • Have opportunities to apply comprehensions strategies through shared, guided and independent reading experiences with an emphasis on forming sensory images, making connections, and supporting inferences with textual evidence and prior knowledge (SENSORY IMAGERY, SCHEMA, INFERENCE) (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (C) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (C) (4.R.1.2) • Be exposed to teacher modeling of text-marking strategies (highlighting, sticky note, etc.) to identify essential ideas and have opportunities to apply these strategies in shared, guided and independent reading (C) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) with an emphasis on poetry (C) (4.R.2.2) (4.R.2.3) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.2) (4.R.2.3) • Explore the use of figurative language in poetry and fiction (simile, metaphor, imagery, alliteration, onomatopoeia) (I) (4.R.3.3) • Be re-exposed to the terms line & stanza (C); be introduced to terms rhyme, rhythm, line length and repetition (I) (4.R.3.1) (4.R.3.2) • Identify and compare rhyme scheme (pattern ABAB, AABB, etc.) in poetry (I) (3.R.3.1) • Identify themes in rhyming and free verse poetry (DETERMING IMPORTANCE) (I)(4.R.2.1) • Compare, discuss, and name a variety of poems from varying authors and forms (I) (4.R.3.1) • Analyze the role of word choice in a variety of poems to support sensory imagery (I) (4.R.3.3) • Be exposed to a wide variety of poetry forms and poets through shared, guided and independent reading (I) (Genre dropped from 4th grade standards)
	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing with an emphasis on exploring poetry and poetry response using: craft, paragraph form, punctuation (including dialogue), capitalization of proper nouns, a variety of sentence structures/patterns & transitions) (C) (4.W.1.2) • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Explore and apply techniques/craft to develop sensory imagery with an emphasis on poetry writing (I) (4.W.1.3) • Compose a free verse and limerick poem (4.W.1.3) • Explore line breaks and punctuation in poetry (I) (4.W.1.2) • Have opportunities to edit journal or notebook entries for an identified purpose (grammar, punctuation, capitalization, spelling) (C) (4.W.1.2) • Explore and apply conventions for capitalization as applicable to poetry and self-selected writing (C) (4.W.2.1) 	

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Be exposed to ongoing teacher modeling of questioning strategies, conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) and English grammar conventions appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) (4.LVS.1.4) (4.LVS.1.5) • Be exposed to teacher modeling of paraphrasing strategies (C) (4.LVS.1.3) • Have opportunities to use informal language, apply questioning and paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2) • Develop a rubric to evaluate formal oral poetry presentation (I) (4.LVS.1.5) (4.LVS.1.4) (4.LVS.1.1) • Present/perform a poem (may be student written or selected from a body of work) for a small audience (I) (4.LVS.1.3) (4.LVS.1.4)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Divide two and three syllable words using VCVV patterns (M) (4.R.1.1)</i> • <i>Identify stressed and unstressed patterns (M) (4.R.1.1)</i> • <i>Be gradually introduced to the following prefixes and their meanings (in, ir, il, non, over, mis) with an expectation for mid-year mastery (M) (4.R.1.1)</i> • Be gradually introduced to the following suffixes and their meanings (ment, less, tion/sion), and roots with an expectation for third quarter mastery (I) (4.R.1.1) • Use grade-appropriate dictionary and thesaurus independently as needed to define unknown words or improve word choice (I) (4.R.1.2) (4.W.1.1) (4.W.1.2) (4.W.1.3) • Explore how the addition of introduced prefixes and suffixes changes the meaning of words (I) (4.R.1.1, 4.R.1.2) • Form and separate common contractions (I) (4.R.4.1) • Identify and sort common and proper nouns (I) (4.W.2.1) • Identify and correctly use antonyms and synonyms (I) (4.R.1.2)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> • The Reading Teacher’s Book of Lists Frye • TCS D Literacy Website • Notebook Know How Buckner • School Wide Leveled Book Room, Big Books • TCS D Poetry Book Tubs <p>Additional Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought Zimmerman and Keene • The Daily 5 Bouche y & Moser • Study Driven Ray • Month by Month Phonics Fountas & Pinnell • Words Their Way • Rebecca Sitton Source Books • Making Words, Making Big Words • Phonics they Use Cunningham & Hall • List of poems structures to study – suggestions per grade level 		<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records (as needed for individual students) • Reading Conference Records • Class developed rubric to assess oral presentation • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading and Writing to Communicate and Inform</p>	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>. 4.R.1.2 Students can identify meanings of unfamiliar vocabulary. 4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>. 4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently. 4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials. 4.R.3.1 Students can identify <u>organizational</u> and <u>text structures</u> within genres. 4.R.3.2 Students can identify, explain, and use <u>text features</u>. 4.R.5.1 Students can use <u>organizational features</u> of text. 4.R.5.2 Students can research a topic by gathering information from at least two sources.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature. 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>. 4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>. 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. 4.W.2.2 Students can identify and incorporate <u>nouns</u> in the <u>writing process</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply comprehensions strategies through shared, guided and independent reading experiences with an emphasis on DETERMINING IMPORTANCE, QUESTIONING and synthesis in newspaper and other nonfiction reading (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (C) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (C) (4.R.1.2) • Be exposed to teacher modeling to text-marking strategies (highlighting, sticky note, etc.) to identify essential ideas and have opportunities to apply these strategies in shared, guided and independent reading with an emphasis on nonfiction reading (C) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) with an emphasis on nonfiction reading (C) (4.R.2.3) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.3) • Identify and explain cause and effect, compare and contrast, sequence (enumeration, chronology), and problem/solution (if applicable) in literary non-fiction, and informational text. (I) (4.R.3.1) • <i>Identify, explain and use text features in literary nonfiction and informational text (glossary, index, headings, subheadings, photos/illustration, captions, bold/italic print, sidebars, charts and tables) (M) (4.R.3.2, 4.R.5.1)</i> • <i>Recompose headings into questions and explore answering those questions to make predictions about content (INFERENCE) (M) (4.R.5.1)</i> • Explore a variety of note-taking devices (web, note card, two column, etc.) (I) (4.R.5.1) • Use multiple sources to locate, compare and synthesize information (interview, text source, internet) (I) (4.R.5.1, 4.R.5.2) • Differentiate between fact and opinion in nonfiction writing (ex. feature article vs. news article) (I) (4.R.5.2) • Explore author's use of citations (according to...), quotations and factual evidence in nonfiction reading (I) (4.R.5.2) <p>Writing:</p>
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing. 4.LVS.1.2 Students can record and explain information while listening and viewing. 4.LVS.1.3 Students can express ideas and convey information in an oral presentation. 4.LVS.1.4 Students can incorporate expanding vocabularies into a formal <u>presentation</u>. 4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing with an emphasis on newspaper article writing using: craft, paragraph form, punctuation (including dialogue), capitalization of proper nouns & quotations, a variety of sentence structures/patterns & transitions) and interior citation (C) (4.W.1.2) • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Be exposed to the 4th Grade TCS D Writing to Communicate and Inform Rubric and have opportunities to self-evaluate written work using the rubric (I) (5.W.1.1) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Revise news stories to improve leads, conclusions, transitions and word choice (I) (4.W.1.3) • Explore the role of word choice in newspaper writing (ex. active verbs in sports writing) (I) (4.W.1.1) • Write and publish a newspaper article (news, feature, etc.) incorporating citations, quotes and facts i (I) (4.W.1.3) • Apply conventions for capitalizing proper nouns (C) (4.W.2.1) • Be introduced to rules of capitalization when citing sources (I) (4.W.2.1) • Examine effective leads and conclusions in news and feature articles (I) (4.W.1.3) • Incorporate identified strategies for writing effective leads and conclusions in news and feature articles (4.W.1.3) • Publish a newspaper article to be formally revised and edited (I) (4.W.1.1)

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Be exposed to ongoing teacher modeling of questioning strategies, conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) and English grammar conventions appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) (4.LVS.1.4) (4.LVS.1.5) • Be exposed to teacher modeling of paraphrasing strategies (C) (4.LVS.1.3) • Have opportunities to use informal language, apply questioning and paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2) • Discuss the different ways in which people are stereotyped in media (I) (4.LVS.1.1) • Incorporate presentation skills (determine appropriate graphics, verifiable facts, major ideas and concepts, etc.) in preparing for the formal presentation on content related topic (for example, science fair projects) (I) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.1) (4.LVS.1.5) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • <i>Define, identify and correctly use antonyms and synonyms (M) (4.R.1.2)</i> • <i>Form and separate common contractions (M) (4.R.4.1)</i> • <i>Identify and sort common and proper nouns (M) (4.W.2.1)</i> • Be gradually introduced to the following suffixes and their meanings (ment, less, tion/sion), and roots with an expectation for third quarter mastery (I) (4.R.1.1) • Use grade-appropriate dictionary and thesaurus independently as needed to define unknown words or improve word choice (I) (4.R.1.2) (4.W.1.1) (4.W.1.2) (4.W.1.3) • Explore how the addition of introduced prefixes and suffixes changes the meaning of words (C) (4.R.1.1, 4.R.1.2) • Be introduced to homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (I) (4.R.1.2)
<p>Resources(cont.)</p>	<p>Assessments</p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> • The Reading Teacher’s Book of Lists Frye • TCS D Literacy Website • Notebook Know How Buckner • School Wide Leveled Book Room, Big Books • Subscription to newspaper (Rapid City Journal or The Lakota Times) <p>Additional Resources:</p> <ul style="list-style-type: none"> • Mosaic of Thought Zimmerman and Keene • The Daily 5 Bouchey & Moser • Study Driven Ray • Month by Month Phonics Fountas & Pinnell • Words Their Way • Rebecca Sitton Source Books • Making Words, Making Big Words • Phonics they Use Cunningham & Hall 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • TCS D Writing to Communicate and Inform (Newspaper Article) Sample accompanied by Scored Rubric • Running Records (as needed for individual students) • Conference Records • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> • Student Writing Notebook/ Portfolio • Anecdotal Records • Book Response/Reading Logs

TCSO Fourth Grade Pacing Guide
 Drafted Summer, 2008

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Author & Craft Study*</p>	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>.</p> <p>4.R.1.2 Students can identify meanings of unfamiliar vocabulary.</p> <p>4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>.</p> <p>4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently.</p> <p>4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials.</p> <p>4.R.3.3 Students can determine how word choice affects meaning.</p> <p>4.R.4.1 Students can identify and distinguish the characteristics of <u>multicultural texts</u>, <u>historical texts</u>, and <u>time period texts</u>.</p> <p>4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.</p> <p>4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>.</p> <p>4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply comprehensions strategies through shared, guided and independent reading experiences (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (C) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (C) (4.R.1.2) • Have opportunities to apply text marking or text coding strategies in shared, guided and independent reading with an emphasis on texts written by the same author(s) (C) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (C) (4.R.2.3) (4.R.2.2) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.3) (4.R.2.2) • Make connections between author style, theme and craft when reading multiple works by the same author(s) (I) (4.R.2.1, 4.R.4.1) • Explore the relationship between word choice and sensory imagery in multiple works by the same author(s) (I) (4.R.3.3) • Identify organization patterns (chronologically sequenced, cause and effect, etc.) when examining works by the same author(s) (I) (4.R.3.1) <p><i>*Teachers are strongly encouraged to focus author study around authors of historical fiction and nonfiction.</i></p>
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing.</p> <p>4.LVS.1.2 Students can record and explain information while listening and viewing.</p> <p>4.LVS.1.3 Students can express ideas and convey information in an oral presentation.</p> <p>4.LVS.1.4 Students can incorporate expanding vocabularies into a formal <u>presentation</u>.</p> <p>4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing with an emphasis on incorporating identified crafts in writing using: craft, paragraph form, punctuation (including dialogue), capitalization of proper nouns & quotations, a variety of sentence structures/patterns & transitions) (C) (4.W.1.2) • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Have opportunities to apply modeled form and crafts in self-select writing (I) (4.W.1.1) • Examine an author’s work for use of transitions and apply similar transitions in self-selected writing (C) (4.W.1.2) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Experiment with word choice to support reader’s use of sensory imagery (I) (4.W.1.3, 4.W.1.1) • Have opportunities to edit written work for grammar, punctuation, capitalization and spelling (c) (4.W.1.2)

Listening, Viewing and Speaking (To be addressed in context across the day):

Students Will:

- Be exposed to ongoing teacher modeling of questioning strategies, paraphrasing, conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) and English grammar conventions appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) (4.LVS.1.4) (4.LVS.1.5)
- Have opportunities to use formal & informal language, apply questioning, paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2)
- Discuss characters in terms of stereotypical roles (I) (4.LVS.1.1)
- Co-create a rubric to used to assess a presentation incorporating media (ex. Power Point, Smart Board presentation, posters, etc.) focusing on a selected author or craft (I) (4.LVS.1.3) (4.LVS.1.4) (4.LVS.1.5) (4.LVS.1.2)
- Create and deliver a brief presentation incorporating media (ex. Power Point, Smart Board presentation, posters, etc.) focusing on a selected author or craft (I) (4.LVS.1.3) (4.LVS.1.4) (4.LVS.1.5)

Word Study:

Students Will:

- *List and define meaning for the following suffixes: (ment, less, tion/sion), and roots with an expectation for third quarter mastery (M) (4.R.1.1)*
- *Demonstrate an ability to use grade-appropriate dictionary and thesaurus independently as needed to define unknown words and refine word choice (M) (4.R.1.2)*
- Explain how the addition of introduced prefixes and suffixes changes the meaning of words (C) (4.R.1.1, 4.R.1.2)
- Identify homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (I) (4.R.1.2)
- Identify and explain the role of guide words in the use of dictionary (I) (4.R.1.2)

Resources

District Required Resource

- Individual school libraries/book walls
- The Reading Teacher’s Book of Lists: Fifth Edition (E. Fry)
- Handwriting Without Tears (Olsen)
- Notebook Know-How: Strategies for the Writer’s Notebook (Buckner)
- TC Literacy Website
- TC Literacy Plan
- Author set(s) to support teacher selected author study (see TC Literacy Website for grade level recommendations)

Additional Resources:

- Mosaic of Thought Zimmerman and Keene
- The Daily 5 Bouchey & Moser
- Study Driven Ray
- Month by Month Phonics Fountas & Pinnell
- Words Their Way
- Rebecca Sitton Source Books
- Making Words, Making Big Words
- Phonics they Use Cunningham & Hall

Assessments

- Teacher generated checklists for mastered skills
- Running Records (as needed for individual students)
- Conference Records
- Class developed rubric to assess oral presentation
- Artifacts that may include but are not limited to the following:
 Student Writing Notebook/ Portfolio
 Anecdotal Records
 Book Response/Reading Logs

Unit 4/1 to 5/2	Standards	Focus
Time Periods & Culture (Reading) and Revision (Writing)	<p>4.R.1.1 Students can analyze <u>complex word patterns</u>. 4.R.1.2 Students can identify meanings of unfamiliar vocabulary. 4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>. 4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently. 4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials. 4.R.4.1 Students can identify and distinguish the characteristics of <u>multicultural texts</u>, <u>historical texts</u>, and <u>time period texts</u>. 4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature. 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>. 4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>. 4.W.2.2 Students can identify and incorporate <u>nouns</u> in the <u>writing process</u>.</p>	<p>Reading:</p>
		<p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply comprehensions strategies through shared, guided and independent reading experiences (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (C) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (C) (4.R.1.2) • Have opportunities to apply text marking or text coding strategies in shared, guided and independent reading with an emphasis on texts written by the same author(s) (C) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies specific to genre and author purpose (use of expression, phrasing and adjusting rate to fit text) (C) (4.R.2.3) (4.R.2.2) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.3) (4.R.2.2) • Identify & compare characteristics of tall tales, fairy tales, folks tales, legends, myths and fables representing a variety of identified cultures and eras (I) (4.R.3.2) (4.R.4.1) • Explore word choice and language choice within and across identified genres (tall tales, fairy tales, folks tales, legends, myths and fables representing a variety of identified cultures and eras) (4.R.3.3) (4.R.4.1)
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing. 4.LVS.1.2 Students can record and explain information while listening and viewing. 4.LVS.1.3 Students can express ideas and convey information in an oral presentation. 4.LVS.1.4 Students can incorporate expanding vocabularies into a formal <u>presentation</u>. 4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Writing:</p>
	<p>Students will:</p> <ul style="list-style-type: none"> • Be exposed to teacher modeling of writing with an emphasis on incorporating identified revision strategies in writing using: craft, paragraph form, punctuation (including dialogue), capitalization of proper nouns & quotations, a variety of sentence structures/patterns & transitions) (C) (4.W.1.2) • Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (4.W.1.1) • Have opportunities to self-evaluate writing using the appropriate TC Craft and Convention Rubric (C) 5.W.1.1 • Demonstrate an ability to use modeled revision strategies (extension of piece, adding details, deleting unnecessary information, <u>word choice</u>, reorganization) when revisiting previous written work (I) (4.W.1.1) • Examine an author’s work for use of transitions and apply similar transitions in self-selected writing (C) (4.W.1.2) • Develop notebook or journal entries based on ideas, observations and memories (I) (4.W.1.3) • Experiment with word choice to support reader’s use of sensory imagery (I) (4.W.1.3, 4.W.1.1) • Have opportunities to edit written work for grammar, punctuation, capitalization and spelling (c) (4.W.1.2) 	

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Be exposed to ongoing teacher modeling of questioning strategies, paraphrasing, conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) and English grammar conventions appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) (4.LVS.1.4) (4.LVS.1.5) • Have opportunities to use formal & informal language, apply questioning, paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2) • Discuss characters in terms of stereotypical roles (I) (4.LVS.1.1) <p>Word Study:</p> <p>Students Will:</p> <ul style="list-style-type: none"> • Explain how the addition of introduced prefixes and suffixes changes the meaning of known words (M) (4.R.1.1, 4.R.1.2) • Distinguish between common and proper nouns (M) (4.W.2.2) • Identify and explain the role of guide words in the use of dictionary (M) (4.R.1.2) • Identify homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (4.R.1.2)
<p>Resources</p>	<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer’s Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan • Historical Fiction Text Sets (Not yet developed) • Culture Tub (Nonfiction only) <p>Additional Resources:</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought</u> Zimmerman and Keene • <u>The Daily 5</u> Bouchey & Moser • <u>Study Driven</u> Ray • <u>Month by Month Phonics</u> Fountas & Pinnell • <u>Words Their Way</u> • <u>Rebecca Sitton Source Books</u> • <u>Making Words, Making Big Words</u> • <u>Phonics they Use</u> Cunningham & Hall 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • Running Records • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs

Unit 5/6 to 5/22	Standards	Focus
Extending Readerly and Writerly Life	<p>4.R.1.2 Students can identify meanings of unfamiliar vocabulary.</p> <p>4.R.2.1 Students can construct meaning from text by applying <u>comprehension strategies</u>.</p> <p>4.R.2.2 Students can develop <u>fluency</u> by utilizing <u>fluency strategies</u> independently.</p> <p>4.R.2.3 Students can utilize <u>fluency strategies</u> to comprehend literature and other materials.</p> <p>4.R.5.1 Students can use <u>organizational features</u> of text.</p> <p>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.</p> <p>4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and <u>connections</u>.</p> <p>4.W.1.3 Students can compose a paragraph with a <u>topic sentence</u>, <u>supporting details</u>, and a <u>conclusion</u>.</p>	<p>Reading:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Have opportunities to apply comprehensions strategies through shared, guided and independent reading experiences (C) (4.R.2.1) • Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (C) (4.R.2.1, 4.W.1.1) • Distinguish and interpret words with multiple meanings through the use of context clues (C) (4.R.1.2) • Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (C) (4.R.1.2) • Have opportunities to apply text marking or text coding strategies in shared, guided and independent reading with an emphasis on texts written by the same author(s) (C) (4.R.5.1) • Be exposed to teacher modeling of fluent reading strategies specific to genre and author purpose (use of expression, phrasing and adjusting rate to fit text) (C) (4.R.2.3) (4.R.2.2) • Build fluent reading strategies through extended opportunities to read aloud and silently (C) (4.R.2.3) (4.R.2.2) • Discuss the importance of reading outside the school day/year (I) (4.R.2.3) (4.R.2.2) • Identify summer reading goals (I) (4.R.2.3) (4.R.2.2)
	<p>4.LVS.1.1 Students can identify and explain the <u>purpose</u> of the <u>presentation</u> through listening and viewing.</p> <p>4.LVS.1.2 Students can record and explain information while listening and viewing.</p> <p>4.LVS.1.3 Students can express ideas and convey information in an oral presentation.</p> <p>4.LVS.1.4 Students can incorporate expanding vocabularies into a formal <u>presentation</u>.</p> <p>4.LVS.1.5 Students can integrate non-verbal techniques in oral communication.</p>	<p>Writing:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an ability to write in response to text and learning experiences (retell, summarize, response letters, etc.) (M) (4.W.1.1) • Demonstrate an ability to compose one or more paragraphs using words that describe, explain or provide additional details or connections (M) (4.W.1.1) (4.W.1.3) • Develop notebook or journal entries based on ideas, observations and memories (C) (4.W.1.3) • Experiment with word choice to support reader’s use of sensory imagery (C) (4.W.1.3, 4.W.1.1) • Have opportunities to edit written work for grammar, punctuation, capitalization and spelling (C) (4.W.1.2) • Discuss the importance of writing outside the school day/year (I) (4.R.2.3) • Identify summer writing goals (I) (4.R.2.3)

TCS D Fourth Grade Pacing Guide
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • Be exposed to ongoing teacher modeling of questioning strategies, paraphrasing, conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) and English grammar conventions appropriate for paired, small and whole group settings (C) (4.LVS.1.1) (4.LVS.1.2) (4.LVS.1.4) (4.LVS.1.5) • Have opportunities to use formal & informal language, apply questioning, paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (C) (4.LVS.1.5) (4.LVS.1.1) (4.LVS.1.3) (4.LVS.1.2)
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> • <i>Demonstrate an ability to use a grade-appropriate dictionary and thesaurus independently to locate words (M) (4.R.1.2)</i> • Identify homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (4.R.1.2)
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resource</p> <ul style="list-style-type: none"> • Individual school libraries/book walls • <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry) • <u>Handwriting Without Tears</u> (Olsen) • <u>Notebook Know-How: Strategies for the Writer’s Notebook</u> (Buckner) • TC Literacy Website • TC Literacy Plan <p>Additional Resources:</p> <ul style="list-style-type: none"> • <u>Mosaic of Thought</u> Zimmerman and Keene • <u>The Daily 5</u> Bouchey & Moser • <u>Study Driven</u> Ray • <u>Month by Month Phonics</u> Fountas & Pinnell • <u>Words Their Way</u> • <u>Rebecca Sitton Source Books</u> • <u>Making Words, Making Big Words</u> • <u>Phonics they Use</u> Cunningham & Hall 	<ul style="list-style-type: none"> • Teacher generated checklists for mastered skills • DRA2 • Running Records • TCS D No Excuse Checklist (see TC Literacy Website) • TCS D Chunk Checklist (see TC Literacy Website) • Artifacts that may include but are not limited to the following: <ul style="list-style-type: none"> Student Writing Notebook/ Portfolio Anecdotal Records Book Response/Reading Logs 	