

**Quinton Township School District  
English Language Arts Literacy-Spelling  
Grade 4**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	1-4	<b>Unit Title:</b>	<b>Spelling Connections</b>	<b>Pacing:</b>	4 Marking Periods
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**Unit Summary:** Students will use spelling lists to develop vocabulary, understand spelling patterns, and become more proficient writers. The students will use hands-on activities and technology to develop mastery of their vocabulary list each week.

**Objectives:**

- SWBAT spell words with short vowel sounds.
- SWBAT spell words with long a, long i, long o, and long u words.
- SWBAT spell long a words with the a, ai, and ay patterns.
- SWBAT spell long e words with the ee, ea, and ie patterns.
- SWBAT spell long i words with the i, igh, and y patterns.
- SWBAT review of previous unit words.
- SWBAT spell long o words with the o, oe, and oa patterns.
- SWBAT spell long u words with the u, ew, and ui patterns
- SWBAT spell words with the ou, oi, oy, and ow patterns.
- SWBAT spell words with the au, or, ought, and aught patterns.
- SWBAT spell words with ear, eer, er, ur, and ir patterns.
- SWBAT review of previous unit words.
- SWBAT spell words with the are and ar patterns.
- SWBAT spell words with the ea, ou, and ui patterns.
- SWBAT spell words with various short a, e, i, o, and u sounds.
- SWBAT spell words with qu, and squ patterns.
- SWBAT spell words with the j sounds: dge, and ge patterns.

SWBAT review of previous unit words.

SWBAT spell words with double consonants tt, dd, gg, and bb. SWBAT spell words with two different consonants plus the le ending.

SWBAT spell words with the le and en endings.

SWBAT spell words with the er and or endings.

SWBAT spell words with the suffixes er and est.

SWBAT spell common homophones (i.e. role and roll).

SWBAT review of previous unit words.

SWBAT spell words with the f sigular sound and the v plural sound. SWBAT spell words with irregular plural forms.

SWBAT spell words with the prefixes re, pre, and un.

SWBAT spell words with the er ending.

SWBAT spell words with the suffixes ful and less.

SWBAT spell the proper nouns: days of the week, months of the year, and holidays.

SWBAT review of previous unit words.

SWBAT spell words with the tion, sion, tient, and cian patterns.

SWBAT spell words using the 's and the s' patterns.

SWBAT spell words with the suffixes ness and ment patterns.

SWBAT spell counpound words and noncompound words (i.e. seat belt and mailbox).

SWBAT spell countries and nationalities (i.e. Germany and German).

SWBAT review of previous unit words.

**Essential Questions:** Why is it important to use correct spelling? How can usage of spelling rules and patterns improve written communication? What are the benefits of using resources to improve your spelling?

**Common Core State Standards/Learning Targets:** L.4.1.G, L.4.2.A, L.4.2.D, L.4.4.A, L.4.4.B, L.4.4.C, L.4.5.C, L.4.6

**Interdisciplinary Connections/Including 21st Century Themes and Skills:** CRP2, CRP4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> <li>- Introduce words (all units)</li> <li>- Pattern Practice (all units)</li> <li>- Word Sort (all units)</li> <li>- Tic Tac Toe homework assignments (all units)</li> <li>- End of the week quiz (all units)</li> </ul>	<p>- <i>Spelling Connections Grade 4</i></p>	<ul style="list-style-type: none"> <li>- <b>Spelling Notebooks</b></li> <li>- <b>Word Wall</b></li> <li>- <b>agenda books</b></li> <li>- <b>Tic Tac Toe homework assignments</b></li> <li>- <b>chromebooks</b></li> </ul>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> </ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>  <b>Tic-Tac-Toe choice board: sentences, write each word 3x each, identify nouns and vowels, sort each word (by skill of the week), parent test, draw an image to illustrate each word, alphabetical order, write the definition, type/email each word</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Oral assessment- spell each word correctly</b></p> <p><b>Suggested skills to be assessed:</b> <i>Skill of the week, spelling each word correctly on the assessment, and word sorting</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to</li> </ul>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and</li> </ul>	<ul style="list-style-type: none"> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>following RTI framework</p> <ul style="list-style-type: none"> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Give students higher level requirements for the final unit project (i.e. analysis of characters, theme, etc.)</li> </ul>
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<p>collaboration as necessary.</p> <ul style="list-style-type: none"><li>• Utilize homework recorder within SIS.</li><li>• Allow for copies of notes to be shared out.</li><li>• Utilize assistive technology as appropriate.</li><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul>			
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