

**Quinton Township School District
Reader's Workshop
Grade 4**

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Interpreting Characters	Pacing:	45 Days
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Unit Summary: Students will learn through mentor texts and independent choice books how to study characters in novels.

Objectives (for Bend 1):

Session 1: SWBAT apply specific strategies including rereading to better understand what is read and build stamina.

Session 2: SWBAT choose books they can read fluently. *

Session 3: SWBAT collaborate to organize the library to make it easier to find the books we want to read; develop a library system; generate ideas to secure more reading material; discuss book recommendations in school and beyond.

Session 4: SWBAT retell events in chronological order while synthesizing earlier parts of the book. *

Session 5: SWBAT create movies as they read using images, sounds, and the mood.

Session 6: SWBAT collaborate with the learning progressions and set a goal(s) to lift the level of their work.

Objectives (for Bend 2):

Session 7: SWBAT analyze a character's actions for a pattern and examine when the character breaks the pattern. *

Session 8: SWBAT generate insight into characters, themselves, and their stories after analyzing their desires, obstacles, and their responses to those obstacles. *

Session 9: SWBAT analyze the author's craft by noticing what s/he spotlights such as repeating or describing something in great length.

Session 10: SWBAT examine characters and choose exact, precise words to convey their thoughts. *

Session 11: SWBAT critique the internal and external traits of a character or in comparison of a character in different settings. *

Session 12: SWBAT formulate a debate topic and support it with evidence from the text in order to persuade the listener. *

Session 13: SWBAT quote specific words, sentences, and passages from the text to defend their debate topic. *

Objectives (for Bend 3):

Session 14: SWBAT draw deeper conclusions about their book by reflecting upon all the elements of a story and not just one thing such as the characters.

Session 15: SWBAT synthesize smaller parts of the story into how the parts fit with the whole.

Session 16: SWBAT formulate patterns and connection to their book by applying their notebook entries created in previous lessons.

Session 17: SWBAT compose a list of issues that authors teach children to respond to that are important to them.

Session 18: SWBAT combine threads of repeated dialogue, objects, and images to conclude their significance in their books.

Session 19: SWBAT create bookmarks that represents each student signifying “we are what we read.”

Essential Questions: Why should we read? What makes a book or story great? What is a story? How do readers follow routines, build stamina, and comprehension by growing ideas about a text through reading, writing, and book discussions? How does Readers Workshop help readers? **How do we use our voices to express ourselves? How do we use body language to communicate? How does theatre relate to other school subjects?**

Common Core State Standards/Learning Targets: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3, L.4.4, L.4.5, L.4.6, **VPA 1.1, 1.2, 1.4**

Other standards covered: 8.1, 9.2.4.A.4

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

the high expectations of standards.

Suggested activities to assess student progress:
One-on-one conferences, Small group discussion, Peer share, Reading Notebook responses, Teacher observation, Reading logs, Learning Progression for Nonfiction, Lucy Reading Workshop 4th Grade Notebook Unit 1 responses, Running Records, Guided Reading Group assignments

Final Assessment/Benchmark/Project: Bookmarks, Cereal Box Project

Suggested skills to be assessed: *Retelling, Summarizing, Character Analysis**, *Citing evidence, Inferencing, Determining theme(s), Point of view, Oral fluency*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized

<p>often as possible</p> <ul style="list-style-type: none"> • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as 	<ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Give students higher level requirements for the final unit project (i.e. analysis of characters, theme, etc.)
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<p>necessary.</p> <ul style="list-style-type: none">• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Reading the Weather, Reading the World	Pacing:	45 Days
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Unit Summary: Students will strengthen their nonfiction reading skills and research a weather topic to report on at the end of the unit.

Objectives (for Bend 1):

Session 1: SWBAT examine different nonfiction sources while making connections between what they already know and the text.

Session 2: SWBAT preview texts and connect to the headings and topic sentences by using what they already know.

Session 3: SWBAT investigate the common structures of expository writing: problem/solution, compare/contrast, cause/effect, sequence, and description.

Session 4: SWBAT examine strategies for tackling the hard parts of nonfiction texts.

Session 5: SWBAT code nonfiction texts according to their text structures.

Session 6: SWBAT investigate strategies to figure out new vocabulary encountered during reading.

Session 7: SWBAT summarize nonfiction writing.

Objectives (for Bend 2):

Session 8: SWBAT organize and plan for a research project as a part of a research team.

Session 9: SWBAT assess notes already taken and synthesize previous learning with their second and third texts.

Session 10: SWBAT combine new research with previous findings.

Session 12: SWBAT dissect complex, technical passages into smaller parts while using talking and writing to explain their ideas.

Session 13: SWBAT present their research to others.

Objectives (for Bend 3):

Session 14: SWBAT compare and contrast research topic #1 with their new research topic #2.

Session 15: SWBAT relate their research subtopics to the bigger field of study.

Session 16: SWBAT generate questions from almost any text.

Session 17: SWBAT organize pertinent research information into their own agendas.

Session 18: SWBAT evaluate reliability and credibility of their research sources.

Session 19: SWBAT apply their knowledge from their two research projects to all nonfiction texts.

Session 20: SWBAT analyze published texts and assess techniques that authors use to present and share information.

Session 21: SWBAT present their final research projects.

Essential Questions: Why should we read nonfiction? What makes a book or story great? How do readers follow routines, build stamina and comprehension by growing ideas about texts through reading, writing, and book discussions? How does Reader’s Workshop help readers? How does questioning help me understand the text? How do readers become researchers?

Common Core State Standards/Learning Targets: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RF.4.3, RF.4.4, SL.4.1.A-D, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6.

Other standards covered: 8.1, 4-ESS2-1, 4-ESS2-2, 9.2.4.A.3, 9.2.4.A.4

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
- Read aloud from <i>Everything Weather</i> - Whole group mini lesson - Introduction, reference, and review	- <i>Reading the Weather, Reading the World</i> - <i>Everything Weather</i> (mentor text)	- student book bins - reading logs - reading notebook	<ul style="list-style-type: none">• Smart Board Applications• Google

<p>of anchor charts (throughout the unit)</p> <ul style="list-style-type: none"> - Teacher modelling with reading notebook/smartboard - Reading conferences - Book talks (small groups) - Research groups - Research presentations - Guided Reading small group lessons - Activities in the Lucy Reading Workshop 4th Grade Notebook Unit 2 	<ul style="list-style-type: none"> - Lucy Reading Workshop 4th Grade Notebook Unit 2 - anchor chart paper & markers - Learning Progression for Nonfiction Grade 4 - Teacher modelling reading responses - Appropriate weather videos, articles, and books for weather books text set - Teacher created graphic organizers - Research team assignments 	<ul style="list-style-type: none"> - reading choice board (fiction & nonfiction) - Lucy Reading Workshop 4th Grade Notebook Unit 2 - chromebooks/Google classroom - Text Structures flipbook - weather books text set - research folders - white boards & dry erase markers - post-its - graphic organizers - highlighters - bookmarks or index cards 	<p>Applications</p> <ul style="list-style-type: none"> • YouTube (video clip of a news story) • TED talks videos • Read Works articles
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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>Suggested activities to assess student progress: One-on-one conferences, Small group discussion, Peer share, Reading Notebook responses, Teacher</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Research presentation on a type of extreme weather (Google Slides or Research poster)</p>

observation, Reading logs, Learning Progression for Nonfiction, Lucy Reading Workshop 4th Grade Notebook Unit 2 responses, Running Records, Guided Reading Group assignments

Suggested skills to be assessed: *Main idea & key details, Summarizing, Citing evidence, Decoding academic & domain-specific words, Text structure, Visual information on presentation.*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. • Use of graphic organizers • Text Structure flipbook to reference 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people,

<p>understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine • Text Structure flipbook to reference 	<ul style="list-style-type: none"> • Establish a consistent and daily routine • Text Structure flipbook to reference 		<p>societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Foreign Country independent research project
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Reading History: The American Revolution	Pacing:	45 Days
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Unit Summary: Students will research the American Revolutionary War and report about subtopics of the war.

Objectives (for Bend 1):

- SWBAT read and respond to a short story.
- SWBAT plan by locating sources and scan for subtopics to plan their reading.
- SWBAT analyze text structure to help with organizing reading and note-taking.
- SWBAT organize information from their texts by identifying who, where, and when.
- SWBAT take notes and conclude if new information relates to a new existing “big point.”
- SWBAT synthesize and connect to other texts to previous learning.
- SWBAT apply strategies for reading primary source documents.
- SWBAT use factual knowledge to help them envision themselves in historical scenes.
- SWBAT share publications or teach others what they have learned in the unit.

Objectives (for Bend 2):

- SWBAT investigate all sides of the story they research and conclude there are always multiple point of view. *
- SWBAT formulate their point of view after analyzing evidence and assessing how they can use it to support their point of view.
- SWBAT state a position for a debate, give reasons to back up that position, and give evidence to support each of those reasons.
- SWBAT justify their Loyalist or Patriot stance during a debate. *

SWBAT create a monologue, costume items, and props to support the stance in his/her debate.

Objectives (for Bend 3):

SWBAT choose texts based on easiness or hardness and plan by reading the easier choice first which will give them the prior knowledge needed to handle the hard texts.

SWBAT apply strategies for reading a complex text: previewing, paraphrasing, what was just read, concluding if it goes with something read before or introduces something new.

SWBAT confirm the specific places (introductions, conclusions in each section and any text features that go along with it) nonfiction readers can look to figure out the main ideas.

SWBAT apply prior knowledge and nonfiction strategies when reading narrative and expository texts.

SWBAT figure out the meaning of unknown words and conclude how these words are used at a deeper level.

SWBAT question and hypothesize to gain deeper knowledge into their topics.

SWBAT draw upon their knowledge of interpretation to ask questions about history, draw conclusions about the big lessons they can learn from the past. *

Essential Questions: Why should we read? What makes a book or story great? How do readers follow routines, build stamina and comprehension by growing ideas about text through reading, writing, and book discussions? How does Reader’s Workshop help readers? How does questioning help me understand the text? What can I learn about real life through historical fiction? **How does theatre relate to other school subjects? How do we use our voices to express ourselves? How do we use our imagination in everyday life?**

Common Core State Standards/Learning Targets: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6, **VPA 1.1, 1.4**

Other standards covered: **8.1, 6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6, 6.1.4.A.2, 9.2.4.A.4**

Overview of Activities

Teacher’s Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
<p>- Read alouds of <i>Liberty! How the Revolutionary War Began</i>, <i>King George: What Was His Problem</i>, <i>The Split History of the American Revolution</i>, <i>The Famous Ride of Paul Revere from the American Revolution and Constitution</i>, “Paul Revere’s Ride” poem,</p> <p>- Peer/Teacher conferences</p> <p>- Reading logs & reading notebooks</p> <p>- Teacher modelling of writing about reading</p> <p>- Introduction, reference, and review of anchor charts: “Launching a Research Project”, “Subtopics on the American Revolution before 1775”, “Lenses to Carry when Reading History”, “Taking Notes to Record Important Information and Explain It”, “Note-taking from Nonfiction Books”, “Questions to Ask about a Primary Source”, “Tips for Being a Great Debater: Moves that Pay Off in Arguments”, “Phrases to Use in Debates”, “Loyalist and Patriot Arguments”, “Launching a New Research Project”, “Subtopics on the</p>	<p>- Reading History</p> <p>- online resources (CD)</p> <p>- chart paper & markers</p> <p>- Learning Progression for Nonfiction</p> <p>- Pre-planned research teams</p> <p>- Revolutionary War text set including: <i>Liberty! How the Revolutionary War Began</i>, <i>King George: What Was His Problem</i>, <i>The Split History of the American Revolution</i>, <i>The Famous Ride of Paul Revere from the American Revolution and Constitution</i>, Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride”</p> <p>- Revolutionary War videos (from HistoryChannel.com)</p> <p>- Video clips: “Give me liberty or give me death” and Samuel Adam’s speech in Episode 1 of The Liberty Kids, “No More King” video</p>	<p>- Reading notebooks</p> <p>- Reading folders</p> <p>- Student book bins</p> <p>- Lucy Reading Workshop 4th Grade Notebook Unit 3</p> <p>- post-it flags</p> <p>- handouts: Main Ideas & Supporting details/Summary</p> <p>- graphic organizers</p> <p>- white boards</p> <p>- word bank/chart</p> <p>- chromebooks</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● History Channel videos on The American Revolutionary War ● Liberty Kids Episodes (YouTube)

<p>American Revolution after 1775”, “Transitional Phrases to Help Talk About Texts”, “Knowing a Word Means You Can”, “How to Build an Interpretation”, selections from the musical “Hamilton”</p> <ul style="list-style-type: none"> - White boards - Student volunteer examples - Student Word Bank/chart - Google Slides - Debates - Copies of articles “Book My Tea” and “The Boston Tea Party” - Guided reading assignments - Activities in the Lucy Reading Workshop 4th Grade Notebook Unit 3 			
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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>Suggested activities to assess student progress: One-on-one conferences, Small group discussion, Peer share, Reading Notebook responses, Teacher observation, Reading logs, Debate (rubric), Learning Progression for Nonfiction, Lucy Reading Workshop 4th Grade Notebook Unit 3 responses, Running Records,</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Research Information Book on The American Revolutionary War (connected to the Unit 3 Writing Workshop project)</p> <p>Suggested skills to be assessed: <i>Research strategies, Summarizing, Paraphrasing, Main idea & key details, Citing evidence, Decoding ,</i></p>

Guided Reading Group assignments

academic & domain-specific words, Text structure, Visual information on presentation. Oral fluency*

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students’ understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one’s relationships with people, societal institutions, nature and culture.

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Historical Fiction Clubs	Pacing:	45 Days
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Unit Summary:

Objectives (for Bend 1):

SWBAT analyze the setting in the start of a book (when the story takes place, where and what this place feels like).

SWBAT track story elements as they read to elements as they read to build understanding.

SWBAT formulate a comparison between character timelines and the historical timelines to gain a deeper understanding of characters and events.

SWBAT analyze the perspective of characters based on the times in which they lived. *

Objectives (for Bend 2):

SWBAT assess significant passages and connect them to other parts of the text.

SWBAT support their reading and writing big ideas with small moments & objects found in the text.

SWBAT apply themes and interpretations to texts.

SWBAT assess new ideas gained through collaboration and revise original ideas to be more powerful.

SWBAT analyze minor characters to broaden their interpretation of the book.

SWBAT draft and revise their ideas by comparing them to qualities of strong interpretation.

Objectives (for Bend 3):

SWBAT synthesize images (photographs and illustrations) from a time period into relevant parts of their novel to gain a deeper understanding. *

SWBAT analyze other related books to add background to their information. *

SWBAT analyze historical fiction books to add to the knowledge of their group's era.

SWBAT judge that one person's perspective is not everyone's perspective.

SWBAT determine book meanings through the analysis of power.

SWBAT categorize similar themes across different books. *

SWBAT discuss their successes as readers during our celebration. *

Essential Questions: Why should we read? What makes a book or story great? What is a story? How do readers follow routines, build stamina and comprehension by growing ideas about texts through reading, writing, and book discussions? How does Reader's Workshop help readers? How does questioning help understand the text? What can I learn about real life through historical fiction?

How do we use our voices to express ourselves? How do we use our imagination in everyday life? How do literature and theatre reflect and influence society?

Common Core State Standards/Learning Targets: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3, L.4.4, L.4.5, L.4.6, **VPA 1.2, VPA 1.4**

Other standards covered: **8.1, 6.1.4.D.16, 6.1.4.D.19, 6.1.4.D.4, 9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> - Read aloud of <i>Number the Stars</i> and <i>Rose Blanche</i> * - Peer/Teacher conferences - Reading logs & reading notebooks - Activities in the Lucy Reading 	<ul style="list-style-type: none"> - Historical Fiction Book Clubs - online resources (CD) - <i>Number the Stars</i> mentor text - <i>Rose Blanche</i> mentor text - picture books for book clubs set in 	<ul style="list-style-type: none"> - Reading notebooks - Reading folders - student book bins - Historical fiction book club books 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Workshop 4th Grade Notebook Unit 4</p> <ul style="list-style-type: none"> - Teacher modelling of writing about reading - Introduction, reference, and review of anchor charts: “Creating a Constitution for Your Club”, “Readers of Historical Fiction”, “Interpreting Characters: How to Build an Interpretation”, “Clues that Suggest a Passage is Worth Pondering”, “Thought Prompts to Help Us Move from Simple to Complex Ideas”, “War Makes Children Grow Up Early”, “Growing Powerful Book Club Conversations”, “Thought Prompts for Generating Quick Writes”, “A theme”, “Talking and Writing to Learn”, “Synthesizing Nonfiction (Images and Texts) into Stories”, “Use Search Terms to Find Historical Images”, “Using Images to Deepen Understanding of What You Read”*, “Predictable Questions to Investigate Power” - rubrics - review of student work - Personal and historical timelines - handouts of Conversational Prompts <p>*</p>	<p>WWII or the Holocaust</p> <ul style="list-style-type: none"> - Learning Progression for Literature - chart paper & markers - maps, globes, or chromebooks - Historical fiction book bin for individual student selection - Personal and historical timelines - book club books and materials - <i>The Tiger Rising</i> - post-its - nonfiction texts related to each club’s era - lists of good sources for Historical Fiction texts 	<ul style="list-style-type: none"> - Lucy Reading Workshop 4th Grade Notebook Unit 4 - post-its - handouts of Conversational Prompts - copies of poem: Things - nonfiction materials from online resources - lists of good sources for Historical Fiction texts - chromebooks 	
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- copies of poem: “Things” * - copies of Lois Lowry’s article about Danish method used during WWII to fool search dogs			
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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>Suggested activities to assess student progress: One-on-one conferences, Small group discussion, Peer share, Reading Notebook responses, Teacher observation, Reading logs, Debate (rubric), Learning Progression for Nonfiction, Lucy Reading Workshop 4th Grade Notebook Unit 4 responses, Running Records, Guided Reading Group assignments</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: End of Book Project</p> <p>Suggested skills to be assessed: <i>Retelling, Summarizing, Character Analysis, Citing evidence (quotations), Inferencing, Determining theme(s), Point of view, oral fluency</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development

<ul style="list-style-type: none"> ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder 	<ul style="list-style-type: none"> ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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<p>within SIS.</p> <ul style="list-style-type: none">• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
English Language Arts Literacy-Reading
Grade 4**

Text Complexity

Unit 1

The Tiger Rising

F&P level T

Lexile 590

Unit 2

Everything Weather

F&P level T

Lexile 950

Unit 3

Liberty! A Story of the American Revolution

F&P level U

Lexile 780

King George: What Was His Problem

F&P level V

Lexile 880

The Split History of the American Revolution

F&P level V

Lexile 930

Unit 4

Number the Stars

F&P level U

Lexile 670

Rose Blanche

F&P level N/A

Lexile 430