

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

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Writing Realistic Fiction	Pacing:	45 Days
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Unit Summary: Students will go through the writing process with a realistic fiction narrative.

Objectives (for Bend 1):

Session 1: SWBAT recognize that fiction writers get ideas from stories from small moments in their lives.

Session 2: SWBAT recognize that writers get ideas for stories by imagining the books they wished existed in the world and by thinking about issues in their own lives.

Session 3: SWBAT choose a seed idea (a story idea) and then begin to develop characters by creating their external and internal traits.

Session 4: SWBAT identify that writers can develop characters by telling about their characters' motivations and struggles and also by creating scenes that show these things.

Session 5: SWBAT discuss that writers sketch out possible plotlines for stories, often in story arcs that represent traditional story structure.

Objectives (for Bend 2):

Session 6: SWBAT create Small Moments stories by putting the character into action or by laying out the character's exact words and then unfolding the moment step by step.

Session 7: SWBAT understand that fiction writers create their best drafts when they experience the world through their character's skin, letting the story unfold as it happens to them.

Session 8: SWBAT familiarize themselves with a variety of leads, especially those found in literature.

Session 9: SWBAT create a realistic writing piece that "stays in scene," making sure the action and dialogue are grounded in the setting.

Session 10: SWBAT create endings that their stories deserve and that their endings mesh with and serve the purposes of their stories.

Objectives (for Bend 3):

Session 11: SWBAT revise writing pieces using a lens to reread.

Session 13: SWBAT use actions and revealing details to show rather than tell about or explain the character.

Session 14: SWBAT edit their writing several times for several reasons, making edits as they go.

Session 15: SWBAT apply what was learned in the realistic fiction unit to develop, plan, and implement fiction.

Objectives (for Bend 4):

Session 16: SWBAT apply their planning and drafting skills to new projects.

Session 17: SWBAT understand that writers study the work they do as readers of fiction and draft those skills into their revisions.

Session 18: SWBAT understand how writers can learn from visual artists and help readers visualize from different angles, to make a variety of points.

Session 20: SWBAT use punctuation to make sentences easier to understand, as well as to have an effect on how their readers engage with the text.

Essential Questions: What are the qualities of good writing? Where do ideas for writing come from? How do good writers communicate with others? How does each step in the process impact your writing?

Common Core State Standards/Learning Targets: W.4.3.A, W.4.3.B, W.4.3.C, W.4.3.D, W.4.3.E, W.4.4, W.4.5, W.4.6, W.4.8, W.4.10, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> - Motivate students with Olympic Fanfare to start Writer's Workshop - Notebook review/setup - Review notebooks for realistic 	<ul style="list-style-type: none"> -"The Arc of Story" -A celebratory song such as "Olympic Fanfare and Theme" - <i>Fireflies</i> mentor text 	<ul style="list-style-type: none"> -writer's notebook -writing folders -writing tools -several published 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● YouTube

<p>fiction ideas</p> <ul style="list-style-type: none"> - Make a list of possible realistic fiction stories - Teacher modelling & read aloud - Teacher and student one-on-one conferences - Students brainstorming/class discussion - Teacher and students filling out graphic organizers - Introduction, review, and reference to anchor charts: “External and Internal Character Traits,” “Dialogue Rules,” and “Narrative Writing Checklist” -Story arcs of <u>Fireflies</u> and class story -Class discussion of summary of a scene vs story summary -Review of Narrative Writing Checklist - Class discussion of good writing techniques and leads; compare to Narrative Writing Checklists - Activity where students write down objects in the classroom (use lenses for everything, furniture, literacy, etc.) - Review of conventions, spelling, mechanics learned so far - Review editing checklist -Video clip showing camera angles - Student writing examples 	<ul style="list-style-type: none"> -Teacher’s Writer’s Notebook -Pre-made chart titled: “Ways to Get Ideas for Personal Narratives,” “How to Find Ideas for Fiction,” -Three Billy Goats Gruff or other fairy tale students know well -Teacher story idea for a book you wished existed -Teacher character and story line that teacher will use to model throughout the unit -“Developing My Character” T-chart on chart with two columns: Outside(external features) and Inside (internal features) -“Advice for Developing a Character” chart on chart paper -chart of all the different character ideas that students have developed -passage from a text students know well that illustrates a character’s yearning, such as <u>Fireflies</u> by Julie Brinckloe -idea for an ordinary scene with your character that you and your students can quickly compose together on chart paper -class story in mind that children can use for practice text in “Advice for Developing a Character” chart -“Qualities of Good Personal Narrative Writing” chart 	<p>stories</p> <ul style="list-style-type: none"> -Grade 4 Narrative Writing Checklist -example of a student who found a story idea from his/her own life -story planner organizer (story mountain) -markers -anchor charts New Vocabulary-external, internal -graphic organizers where students can create three difference story arcs -chromebooks (Google Docs) -drafting booklets or draft paper -<u>Fireflies</u> -Narrative Writing Checklists, grade 4+5 -lenses or silly glasses students can use for revision -printed rough draft for revising -mentor text 	
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	<ul style="list-style-type: none"> -Story arc on chart for <u>Fireflies!</u> -Story arc of shared class story, created in active engagement -Chart paper booklet for mapping out the class story -two retellings of <u>The Three Billy Goats Gruff</u>, one retelling as a summary and the other as a summary of a scene -current lead for class story -current story arc for class story -idea for a scene for the class story that you can use to demonstrate writing by pretending to be the characters -Narrative Writing Checklists, grade 4+5 -a student's lead that invites further revision -leads of two short stories (<u>Fireflies</u> and <u>Pecan Baby Pie</u>) -short stories or picture books to use when conferring -two examples of dialogue, one empty and one revealing -Anecdote or metaphor you can tell to describe the disorientation caused by lack of setting, displayed on Google Docs -Scene containing almost nothing but dialogue, displayed on Google Docs 	<ul style="list-style-type: none"> -post its -fiction books students are currently reading -writing partner -excerpt to edit (exit slip) 	
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	<ul style="list-style-type: none">-Revised scene showing more story details, including action and setting-Passage from the class story, on chart paper, for the whole-class practice with setting-Example to illustrate what a good ending can do for a story-Chart entitled. “Key Questions Fiction Writers Consider in Revising Endings”-Ending to the class story that the teacher and class writes together- pair of glasses to demonstrate how to use a lens to revise-exerpt from a text that shows character through actions, displayed on Google Docs-Teacher writing sample to model applying the mentor text-post its-a chart listing conventions, spelling, mechanics skills learned so far-Chart prepared titled, “Fiction Writers Study Their Own Best Work To...”-Chart “Ways Writers Support Each Other”-a short video clip that shows a variety of camera angles-a prewritten excerpt of a demonstration draft to model revising with an eye toward camera		
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	<p>angles</p> <p>-an additional excerpt of a demonstration draft for student practice</p> <p>-two previously used excerpts that will benefit from punctuation revision, one for demo and one for student practice</p> <p>-chart with endpoint punctuation</p>		
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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, Anecdotal notes, Shared writing, Peer share, Pupil participation in class discussions, Exit slips (post-its) Individual scenes, Leads, Endings, Revisions, Rough drafts, Student self assessment (Narrative Writing Checklist), Completed Realistic Fiction Narrative(s)</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: Realistic Fiction Narrative</p> <p>Suggested skills to be assessed: <i>Dialogue, Scene writing, Character development, Writing with detail, Narrative leads & endings, Transitions, Organization (plot/story arc), Spelling, Grammar, Mechanics, Punctuation</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 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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 • Provide graphic organizers for planning/drafting 	<ul style="list-style-type: none"> • 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. • Provide graphic organizers for planning/drafting 	<p>through Compacting.</p> <ul style="list-style-type: none"> • 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. • Provide graphic organizers for planning/drafting
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<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.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.• Provide graphic organizers for planning/drafting			
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**Quinton Township School District
English Language Arts-Writing
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Boxes and Bullets-Personal and Persuasive Essays	Pacing:	45 Days
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Unit Summary: Students will go through the writing process creating a personal opinion essay and persuasive essay.

Objectives (for Bend 1:)

Session 1: SWBAT create an essay frame to help structure their writing.

Session 2: SWBAT use elaboration prompts to grow ideas for writing.

Session 3: SWBAT understand that writers mine their entries and their lives for insights, developing these into more fully formed ideas and thesis statements.

Session 4: SWBAT support their thesis by developing different types of reasons.

Session 6: SWBAT create an essay frame to help structure their writing.

Session 7: SWBAT draft an opinion essay.

Objectives (for Bend 2:)

Session 8: SWBAT recognize that writers draw on narrative writing and use mini-stories to support the ideas they want to advance.

Session 9: SWBAT determine what materials should go in their essays.

Session 10: SWBAT organize for drafting by checking that their evidence is supportive and varied.

Session 11: SWBAT create cohesion with logically sequenced information, transition words, and repeated phrases.

Session 13: SWBAT examine different ways that writers commonly open and close essays. SWBAT analyze multiple leads and conclusions before deciding which work best for their essays.

Session 14: SWBAT self-assess their writing, using the Opinion Writing Checklist. SWBAT create a brand new revised draft.

Session 15: SWBAT edit drafts by focusing on run-on sentences and fragments.

Objectives (for Bend 3:)

Session 16: SWBAT construct a persuasive essay using a personal essay. SWBAT generate ideas for persuasive writing essays.
 Session 17: SWBAT understand that persuasive writers draw on evidence from the world to convince others.
 Session 18: SWBAT link their evidence to their reasons and thesis statement so that there are no gaps in their logic or reasoning.
 Session 19: SWBAT practice using editing skills by carefully checking for spelling, punctuation, and other conventions.
 Session 20: SWBAT celebrate their success and share their essays.

Essential Questions: What are the qualities of good writing? How do good writers communicate effectively? What is the purpose of applying grammar and mechanics skills? How does the purpose influence the format of your writing?

Common Core State Standards/Learning Targets: W.4.1.A, W.4.1.B, W.4.1.C, W.4.1.D, W.4.4, W.4.5, W.4.6, W.4.8, W.4.10, SL.4.1, SL.4.2, SL. 4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> - Teacher read aloud of student example essay - Teacher modelling and writing samples displayed on Google Docs - Teacher and student one-on-one conferences - Thesis anchor chart - Class discussion on class essay topic - Thesis/Essay organizers - Opinion Writing Checklists 	<ul style="list-style-type: none"> - “Boxes and Bullets” - sample of an exemplar essay - thesis statement and three possible reasons to support written on chart paper - Thesis/Essay Organizer - loose leaf paper - Opinion Writing Checklist - Anchor charts: “Qualities of Good Freewriting,” “Ways to Push Our 	<ul style="list-style-type: none"> - writing notebooks - writing folders - pencils & paper - Opinion Writing Checklists - chromebooks - copy of on-demand pieces for them to self-assess and revise - notecards 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<ul style="list-style-type: none"> - Teacher modelling looking through writing notebook for ideas - Introduce, review, and reference anchor charts: “Qualities of Good Freewriting,” “Ways to Push Our Thinking,” “Questions Writers Ask of Earlier Entries,” “Strategies for Generating Essay Entries,” “To Develop a Thesis Statement, I...,” “Guidelines for Writing Supporting Stories for Essays,” “Steps to Take Before you Draft,” “Questions to Ask of Writing Before You Draft,” “Essay Frame,” “Transition Words,” “Ways to Start an Essay, Ways to End an Essay,” “Persuasive Thesis Starters,” “Opinion Writers,” “Transitions Phrases to Connect Evidence to Reasons” - Class created thesis, introduction, and conclusion for an essay - Exit tickets - Handouts of charts: Transition Words, Ways to Start an Essay, Ways to End an Essay - Class discussion comparing personal opinion essays vs persuasive essays 	<p>Thinking,” “Questions Writers Ask of Earlier Entries,” “Strategies for Generating Essay Entries,” “To Develop a Thesis Statement, I...,” “Guidelines for Writing Supporting Stories for Essays,” “Steps to Take Before you Draft,” “Questions to Ask of Writing Before You Draft,” “Essay Frame,” “Ways to Start an Essay, Ways to End an Essay,” “Persuasive Thesis Starters,” “Opinion Writers,” “Transitions Phrases to Connect Evidence to Reasons”</p> <ul style="list-style-type: none"> - Teacher writing examples displayed on Google Docs -drawing of a ladder -previous notebook entries from the narrative unit so that you can demonstrate rereading these to find new ideas laying within the lines - a seed idea and relevant examples - chart papers and markers - student webs - student writing samples 	<ul style="list-style-type: none"> - student webs - Thesis/Essay organizers - online highlighter tool - writing partner 	
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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</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

the high expectations of standards.

Suggested activities to assess student progress:
One-on-one conferences, Anecdotal notes, Peer share, Shared writing, Pupil participation in class discussions, On-demand writing, Exit slips (post-its), Thesis organizer, Closings, Quotation rules, Rough drafts, Student self assessment (Opinion Writing Checklist), Completed Personal Essay(s), Completed Persuasive Essay(s)

Final Assessment/Benchmark/Project: Personal Opinion Essay and Persuasive Opinion Essay

Suggested skills to be assessed: *Paragraph structure, Thesis statement, Reasoning and examples, Elaboration, Word choice, Introductions, and Closings, Transitions, Organization (paragraphs), Spelling, Grammar, Mechanics, Punctuation*

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 	<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 	<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. • Provide graphic organizers for planning/drafting 	<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

<p>reduce amount of items given for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • 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 necessary. • Establish a consistent and daily routine • Provide graphic organizers for planning/drafting 	<ul style="list-style-type: none"> • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine • Provide graphic organizers for planning/drafting 		<p>self-directed learning and growth.</p> <ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Provide graphic organizers for planning/drafting
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**Quinton Township School District
English Language Arts Literacy-Writing
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Bringing History to Life	Pacing:	45 Days
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Unit Summary: Students will conduct research on historical topic(s) to write an informational book about their research.

Objectives (for Bend 1):

Session 1: SWBAT understand that writers imagine the text they are going to make and think about the parts and the whole to come up with a plan for writing.

Session 2: SWBAT demonstrate knowledge of the Revolutionary War by teaching what has been learned.

Session 3: SWBAT improve their writing by adding details to help readers picture what happened long ago.

Session 4: SWBAT identify the three most important elements in a story: character, setting, and conflict.

Session 5: SWBAT research to find facts to develop and support ideas for their historical essays.

Session 6: SWBAT create writing goals and to analyze completed writing by using an editor's lens.

Session 7: SWBAT create a research plan to assist when tackling a new piece of informational writing.

Objectives (for Bend 2):

Session 9: SWBAT understand what they are writing well enough that they are able to explain their learning to someone else.

Session 10: SWBAT create a draft of research book by using notes taken.

Session 11: SWBAT understand that when writing an informational text, writers need to organize information.

Session 12: SWBAT choose the most important information and ideas they are trying to convey and use text features to highlight that information.

Session 14: SWBAT add quotations to their writing to accentuate a central idea.

Session 16: SWBAT identify that history writers need to remember and address more than one side of a story.

Session 17: SWBAT analyze their own progress by self-assessing and setting goals for writing.

Objectives (for Bend 3):

Session 18: SWBAT recognize that history writers write and develop their own ideas about the information that they find as they research.

Session 19: SWBAT understand that history writing is not just made from facts but also ideas.

Session 21: SWBAT recognize that historians don't always find answers to every questions that they have, but can use all of their knowledge to create possible answers.

Session 22: SWBAT practice using editing skills by carefully checking for spelling, punctuation, and other conventions.

Session 23: SWBAT celebrate their success and share their information books.

Essential Questions: How does the purpose influence the format of your writing? How does each step in the process impact your writing? How can we use evaluation and reflection to improve our writing? Why do we write?

Common Core State Standards/Learning Targets: W.4.2.A, W.4.2.B, W.4.2.C, W.4.4.D, W.4.4.E, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9.B, W.4.10, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6

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 Materials	Technology Infusion
<ul style="list-style-type: none"> - Share the 4th grade mentor text (historical information book) - Teacher modelling and writing samples - Introduce, Review, and Reference anchor charts "Possible Sections of an Informational Book," "Getting Ready to Write and Informational Book," "Getting Ready to Write an 	<ul style="list-style-type: none"> - "Bringing History to Life" - list of topics from the Revolutionary War - copies of mentor historical information book written by a fourth grader -chart paper with a list of questions to guide students when studying a mentor text 	<ul style="list-style-type: none"> - writer's notebooks - writer's folders - post it notes - paper clips - Informational Writing Checklist grade 4-5 - chromebooks - work to share with 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • YouTube

Informational Book,” “Questions Teachers Ask When Planning to Teach,” “Ways to Push Our Thinking,” “Planning a Micro-Story that Will Be Embedded in History Research,” “Daily Life during the Revolutionary War,” “Questions to Ask About a Primary Source,” “Questions Teachers Ask When Planning to Teach,” “How to Take Notes,” “Suggestions for Drafting,” “Ways to Highlight Central Ideas and Key Information in Your Informational Writing,” “Freewriting,” “Strategies History Researchers Use to Grow Ideas as They Research”

- Introduce American Revolutionary War text set
- Read aloud Liberty! How the Revolutionary War Began
- Review/reteach the 3 W’s historians pay attention to: Who, Where, and When and how they connect
- Students partner read some of the American Revolutionary War text set to find a subtopic to focus on to research
- Student made writing goal(s)
- Research plan graphic organizer
- Handouts: “Ways to Begin a Chapter/Ways to Conclude a Chapter” “Elaboration moves”
- - Share published information books

Teacher’s Writer’s Notebook

- **Anchor charts: “Possible Sections of an Informational Book,” “Getting Ready to Write an Informational Book,” “Questions Teachers Ask When Planning to Teach,” “Ways to Push Our Thinking,” “Planning a Micro-Story that Will Be Embedded in History Research,” “Daily Life during the Revolutionary War,” “Questions to Ask About a Primary Source,” “Questions Teachers Ask When Planning to Teach,” “How to Take Notes,” “Suggestions for Drafting,” “Ways to Begin a Chapter/Ways to Conclude a Chapter,” “Ways to Highlight Central Ideas and Key Information in Your Informational Writing,” “Freewriting,” “Strategies History Researchers Use to Grow Ideas as They Research”**
- **American Revolutionary War text set**
- **variety of sources for students to use when researching, including informational books, articles, primary sources**
- **primary sources (pictures) of The Boston Massacre, The Boston Tea Party, Ben Franklin’s letter to George Whatley**

partners

- **Structure Graphic Organizers**
- **“Paul Revere’s Ride” by Henry Wadsworth Longfellow**
- **primary sources (pictures) The Boston Massacre and The Boston Tea Party**
- **Research plan graphic organizer**
- **“Ways to Begin a Chapter” and “Ways to Conclude a Chapter” handouts**
- **Elaboration moves handout**

- Reflect on learning - Offer feedback	-chart paper & markers - Information Writing Checklist - Structure graphic organizer - Research plan graphic organizer - Elaboration moves handout		
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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, Anecdotal notes, Peer share, Shared writing, Teacher observation, Pupil participation in class discussions, Text features used in writing, On-demand writing, Exit slips (post-its), Chapter organizers, Research organizers, Closings, Quotation rules, Rough drafts, Student self assessment (Informational Writing Checklist), Completed Informational Book on the American Revolutionary War</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: An Information Book on the American Revolutionary War</p> <p>Suggested skills to be assessed: <i>Paragraph structure, Chapter book structure, Introductions, Thesis statements, Conclusions, Transitions, Quotations & explanation of quotations, Text features, Word choice, Elaboration of examples, Spelling, Grammar, Mechanics, Punctuation</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 within SIS. • Allow for copies of notes to be shared out. 	<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 • Provide graphic organizers for planning/drafting 	<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. • Provide graphic organizers for planning/drafting 	<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. • Provide graphic organizers for planning/drafting
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<ul style="list-style-type: none">• 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.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.• Provide graphic organizers for planning/drafting			
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**Quinton Township School District
English Language Arts Literacy-Writing
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	The Literacy Essay: Opinion Writing	Pacing:	45 Days
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Unit Summary: Students will write an opinion essay about literary elements in a novel they have read.

Objectives (for Bend 1):

Session 1: SWBAT recognize that reading with an attentiveness to detail can spark ideas and that writing can be a vehicle for developing those ideas.

Session 2: SWBAT identify that experts know that certain aspects of their subjects merit special attention.

Session 3: SWBAT recognize that one way writers elaborate on their ideas is by using simple prompts.

Session 4: SWBAT choose ideas to craft into theses. SWBAT question and revise their theses, making sure these are supported by the whole text.

Session 5: SWBAT choose mini-stories as evidence to support their ideas.

Session 6: SWBAT use direct quotes to support claims about a text.

Session 7: SWBAT recognize that writers not only use stories and quotes as evidence, they also use lists to support their claims.

Session 8: SWBAT create drafts out of collections of evidence. SWBAT identify ways to study published literary essays to find structures for their own literary essays.

Objectives (for Bend 2):

Session 9: SWBAT examine patterns in their books or short stories, using those patterns to develop ideas about the story's theme or message.

Session 10: SWBAT recognize that essayists look at all sides of a text and form complex ideas, adding depth to their writing.

Session 12: SWBAT identify that essayists think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introduction and leaving their readers with something to think about in their conclusion.

Session 13: SWBAT support their claims by finding evidence and studying the choices authors make in their texts.

Session 14: SWBAT practice using editing skills by carefully checking for spelling, punctuation, and other conventions.

Objectives (for Bend 3):

Session 15: SWBAT distinguish the similarities and differences between texts and categorize their observations into patterns or ideas, in preparation to write a compare-and-contrast essay.

Session 16: SWBAT recognize that essayists write compare-and-contrast essays by looking at similar themes across texts, or similar characters, and naming how the texts approach the themes differently.

Session 18: SWBAT elaborate on each of their distinct ideas ensuring they have developed their essay with enough evidence for their claim.

Session 19: SWBAT use editing skills to improve essays, particularly focusing on commas.

Session 20: SWBAT celebrate their hard work in the unit by creating a student anthology.

Essential Questions: How does the audience influence the format of your writing? How does each step in the process impact your writing? How can we use evaluation and reflection to improve our writing? What is the purpose of applying grammar and mechanical skills?

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

Other standards covered: 8.1, 6.1.4.D.16, 6.1.4.D.19, 6.1.4.D.4, 9.2.4.A.3, 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 a few paragraphs of the mentor text - Introduce, review, and reference anchor charts: “How to Write a Literary Essay,” “Questions Writers 	<ul style="list-style-type: none"> - “The Literary Essay” - mentor text Fox - Collection of short stories or picture books for students to write literary essays about 	<ul style="list-style-type: none"> - writer’s notebooks - writer’s folders - Opinion Writing Checklists - copies of mentor text 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • YouTube

<p>Ask of Earlier Entries,” “Ways to Push Our Thinking,” “How to Write a Literary Essay,” “How Can I Support My Thesis Statement,” “Possible Thesis Statements,” “How to Angle a Story to Make a Point,” “When You Want to Give an Example,” “Writing to Think about a Message or a Theme,” “Tips for Developing More Complex Ideas,” “Possible Templates that Can Support Thesis Statements for Literary Essays,” “Literary Devices the Highlight Meaning,” “Tips for Comparing and Contrasting,” “Finding Texts to Compare in Deep Ways,” “Possible Leads for Compare-and-Contrast Essays”</p> <ul style="list-style-type: none"> - Opinion Writing Checklists - Independent writing time - Peer share - Read aloud of short text that has been previously read - Teacher modelling via Google Docs - Handouts: “Transitions,” “When Choosing a Quote, Essayists Ask...” “Ways to Bring Quotes into an Essay,” “Possible Templates that Can Support Thesis Statements for Literary Essays” - Play song snippets from the internet website(s) - Exit slips 	<ul style="list-style-type: none"> - Anchor charts: “Ways to Push Our Thinking,” “How to Write a Literary Essay,” “Questions Writers Ask of Earlier Entries,” “How Can I Support My Thesis Statement,” “Possible Thesis Statements,” “How to Angle a Story to Make a Point,” “When You Want to Give an Example,” “Writing to Think about a Message or a Theme,” “Tips for Developing More Complex Ideas,” “Possible Templates that Can Support Thesis Statements for Literary Essays,” “Literary Devices the Highlight Meaning,” “Tips for Comparing and Contrasting,” “Finding Texts to Compare in Deep Ways,” “Possible Leads for Compare-and-Contrast Essays” - chart paper & markers - post-its - Opinion Writing Checklists - handouts: Handouts: “Transitions,” “When Choosing a Quote, Essayists Ask...” and “Ways to Bring Quotes into an Essay” - song snippets from www.jango.com or YouTube - song lyrics - one page from the text that shows a number of literary devices for the 	<p>for students to reference</p> <ul style="list-style-type: none"> - copy of sample literary essay - handouts: “Transitions”, “When Choosing a Quote, Essayists Ask...” and “Ways to Bring Quotes into an Essay,” “Possible Templates that Can Support Thesis Statements for Literary Essays” - writing samples from essays including different lists - student’s short stories they wrote their essays about or old favorite books - example that shows multiple literary devices - list of literary terms for students to reference 	
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- Teacher and students will reflect on learning & writing in the unit - Publishing Party	students to mine for evidence - concrete objects for students to compare		
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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, Anecdotal notes, Peer share, Shared writing, Teacher observation, Pupil participation in class discussion, Quotation rules, On-demand writing, Exit slips (post-its), Thesis/Essay organizers, Introductions, Closings, Thesis statements, Rough drafts, Student self-assessment (Opinion Writing Checklist), Completed literary essays</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: A Literary Essay</p> <p>Suggested skills to be assessed: <i>Paragraph structure, Introduction, Thesis statement, Conclusion, Quotations, Explanation of quotations, Elaboration, Word choice, Transitions, Organization (paragraphs), Spelling, Grammar, Mechanics, Punctuation</i></p>

Differentiation

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Quinton Township School District
English Language Arts Literacy-Writing
Grade 4

Text Complexity

Unit 1

Fireflies

F&P level K

Lexile 550

A Picture Book of Anne Frank

F&P level M

Lexile 800

Unit 3

The Revolutionary War

F&P level W

Lexile 950

Unit 4

Fox

F&P level N

Lexile 500

The Lily Cupboard

F&P level N

Lexile 550

Barefoot: Escape on the Underground Railroad

F&P level O

Lexile 770

Baseball Saved Us

F&P level O

Lexile 550