

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 4

Subject: ELA

Adoption Date: April 1, 2014

Revision Date: November 1, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How do I become a thoughtful speller? (9 weeks).</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks).</p> <p>3. How does being a part of a reading community help me become a better reader? (2 weeks).</p> <p>4. How does using text features and questioning help me understand expository nonfiction? (6 weeks)</p> <p>5. How does being a part of a writing community help me to be a better writer? (3 weeks)</p> <p>6. How do I write a personal</p>	<p>1. How do I become a thoughtful speller? (9 weeks).</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks).</p> <p>3. How does recognizing story elements help my comprehension? (5 weeks)</p> <p>4. How does making inferences help me comprehend fiction and poetry? (4 weeks)</p> <p>5. How do I write a fiction story that develops fictional story elements? (6 weeks)</p> <p>6. How can I write poetry with</p>	<p>1. How do I become a thoughtful speller? (9 weeks).</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks).</p> <p>3. How does making inferences help me comprehend fiction and narrative nonfiction? (4 weeks)</p> <p>4. What are the different text structures of expository nonfiction? (5 weeks)</p> <p>5. How do I write a functional text? (3 weeks)</p>	<p>1. How do I become a thoughtful speller? (9 weeks).</p> <p>2. How does acquiring new vocabulary help my comprehension and enhance my writing? (9 weeks).</p> <p>3. How do I distinguish between important ideas and supporting ideas in texts? (5 weeks)</p> <p>4. How can I prepare book recommendations and generate a summer reading list to grow as a reader? (1 week)</p> <p>5. How do I write an expository nonfiction research report? (6 weeks)</p> <p>6. How do I plan to grow as a</p>

	<p>narrative using the writing process? (6 weeks)</p> <p>7. What makes a complete sentence? (9 weeks)</p>	<p>imagery, sound and form? (2 weeks)</p> <p>7. How do I use the proper forms of nouns and pronouns in my writing? (9 weeks)</p>	<p>6. How do I write about my opinion supported by details? (3 weeks)</p> <p>7. How do I use the proper forms of verbs in my writing? (9 weeks)</p>	<p>writer? (1 week)</p> <p>7. How do I use the proper forms of adjectives, adverbs and prepositions in my writing?(9 weeks)</p>
Instructional Materials	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-<i>Shiloh</i> by Phyllis Naylor Reynolds</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-<i>Number the Stars</i> by Lois Lowry</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>	<p>-Guided spelling Teacher's Manual/ Student books</p> <p>-Vocabulary Teaching Guide</p> <p>-Making Meaning Teacher's Manual / Student Response books</p> <p>-Making Meaning Read Aloud books</p> <p>-Being a Writer Teacher's Manual/ Student Writing Handbook</p> <p>-Being A Writer Skills Practice Teaching Guide/ Student Skills Practice Workbook</p> <p>-Being A Writer Read Alouds</p>
Activities	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the</p>	<p>One: Direct instruction with phonemic spelling rules and students applying the rules in a guided lesson. Direct instruction in word meanings with students thinking deeply about the</p>

	<p>words and using them as they talk with partners and the class.</p> <p>Two: Read aloud <i>A Bad Case of Stripes</i> ; introduce “Turn and Talk to Your Partner” ; students discuss the text with partners and the class.</p> <p>Three: Students read expository nonfiction independently for 15-20 minutes; individually confer with students and have them point out text features and what they helped them learn.</p> <p>Four: Read Aloud the book <i>Wizzil</i> ; discuss the story with partners and as a class; independently write for 10 minutes about turning into an object ; Share and reflect as a class.</p> <p>Five: Display a sample personal narrative and model developing sensory details; students revise their own narratives for sensory details, highlighting their revisions.</p> <p>Six: Model proper sentence structure; students practice; students apply the skill in writing.</p>	<p>words and using them as they talk with partners and the class.</p> <p>Two:Read aloud Chapters 1 of the novel <i>Shiloh</i>; complete a character map with character traits and story evidence for Marty the main character.</p> <p>Three: Model questions to use when making inferences with a narrative text; Students will read narrative text independently for 20 minutes asking those questions; students will complete a reading journal writing activity explaining a inference they made.</p> <p>Four: Review the story <i>Miss Rumphius</i>; explore speech as a way to reveal character; continue writing about an interesting person they know including characters’ speech and dialogue.</p> <p>Five: Read and discuss the poem <i>Windy Nights</i> ; discuss the way the words sound in the poem; discuss alliteration; students do a quick-write poem using alliteration for another type of weather.</p> <p>Six: Model proper use of nouns and pronouns; students practice; students apply the skill in writing.</p>	<p>words and using them as they talk with partners and the class.</p> <p>Two: Read aloud from the Novel <i>Number the Stars</i>. Have the students complete a reading journal discussing what they can infer about how Annemarie is feeling. Explain if the evidence was directly or indirectly stated.</p> <p>Three: Students read various nonfiction books independently. The students then identify which of the nonfiction text structures it was written in and identify the clues that helped them decide.</p> <p>Four: Show the book <i>The Book of Cards</i>. Discuss who the audience is. Read aloud the directions to play the card game “Authors”. Students then play the game. Discuss the completeness of the directions. Students independently write the directions to another card game thinking about the completeness of the directions.</p> <p>Five: Read aloud the opinion essay <i>Bugs Are Creepy</i>. Discuss the author’s purpose. Discuss the audience. Make an anchor chart of “Things We Notice About Persuasive Essays”. Generate a list of possible opinions for</p>	<p>words and using them as they talk with partners and the class.</p> <p>Two: Read the “Excerpt from the book <i>Flight</i>”. Model distinguishing between important Ideas and supporting details by highlighting in different colors. Students work in pairs to highlight one important detail and one supporting detail in another excerpt from “<i>Flight</i>”. Discuss as a class.</p> <p>Three: Students explore websites that recommend books for summer reading lists. Students find more titles to add to their own Summer Reading List.</p> <p>Four: Discuss the research process. Model researching and taking notes and organizing notes. Students begin researching a country and taking notes in order to write a research paper and a presentation on a country.</p> <p>Five: Generate a list of topics to write about over the summer. Read and discuss some professional author’s writing habits. Students write independently about what they will do to help themselves to continue to write this summer.</p> <p>Six: Model proper use of</p>
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Standards	<p>Activity One: RF.4.3A ; L.4.4A,B,C ; L.4.6; RI. 4.4</p> <p>Activity Two:RL.4.7; SL.4.1A,B,C,D;</p> <p>Activity Three:RI.4.7; RI.4.3; SL.4.2</p> <p>Activity Four:W.4.3 A-E; W.4.10</p> <p>Activity Five:W.4.3 A-E; W.4.5; W.4.6</p> <p>Activity Six:L.4.1 F; L.4.2 A-D; L 4.3 B</p>	<p>Activity One: RF.4.3A ; L.4.4A,B,C ; L.4.6; RI. 4.4</p> <p>Activity Two: RL.4.3</p> <p>Activity Three: RL.4.1</p> <p>Activity Four: W.4.2 B</p> <p>Activity Five: W.4.4; RL.4.5; L.4.5</p> <p>Activity Six: L.4.1 A</p>	<p>Activity One: RF.4.3A ; L.4.4A,B,C ; L.4.6; RI. 4.4</p> <p>Activity Two: RL.4.1; RI. 4.1; W.4.9 A</p> <p>Activity Three: RI. 4.5</p> <p>Activity Four: W.4.2 A</p> <p>Activity Five: W.4.1 A-D</p> <p>Activity Six: L.4.1 A</p>	<p>Activity One: RF.4.3A ; L.4.4A,B,C ; L.4.6; RI. 4.4</p> <p>Activity Two: RI.4.2</p> <p>Activity Three: RL.4.10 ; RI.4.10</p> <p>Activity Four: W.4.2 A-E; W.4.7 ; W4.8 ; SL.4.4</p> <p>Activity Five: W.4.10</p> <p>Activity Six: L.4.1 A</p>
Accommodations and Modifications	<p>English language learners: -Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure:-Implement behavioral/academic contracts (Activity Three) -Use behavioral management techniques consistently within a classroom and across</p>	<p>English language learners: Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking (Activity two)</p> <p>At Risk of School Failure:Implement behavioral/academic contracts. -Provide parents with more frequent performance</p>	<p>English language learners: Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure:Implement behavioral/academic contracts -Adjust time for completion. (Activity Four)</p> <p>Gifted and Talented</p>	<p>English language learners: Use of translation dictionaries to locate words in the native language. (Activity One) -Assign a buddy, same language or English speaking (Activity Four)</p> <p>At Risk of School Failure:Implement behavioral/academic contracts (Activity Five)</p> <p>Gifted and Talented Students:Give students</p>

	<p>classes</p> <p>Gifted and Talented Students:Give students opportunities to mentor other students. (Activity Two) Ask student higher level questions. (Activity Four)</p> <p>Students with 504 plans:-Close proximity to the teacher. (Activity Five) -Students unable to write can have printed notes and provide answers orally. (Activity Six)</p>	<p>updates (daily/weekly).</p> <p>Gifted and Talented Students:Give students opportunities to mentor other students. (Activity Four) -Allow students to present understanding in different and creative ways (multimedia presentation, performance-based approach or other non-traditional presentation forms).(Activity Five)</p> <p>Students with 504 plans:Close proximity to the teacher. (Activity Six) -Students unable to write can have printed notes and provide answers orally. (Activity three)</p>	<p>Students:Give students opportunities to mentor other students. (Activity One)</p> <p>Students with 504 plans:-Close proximity to the teacher. (Activity five) -Head injury students unable to look at screens or read may listen to audio or read aloud. (Activity three)</p>	<p>opportunities to mentor other students. (Activity Three)</p> <p>Students with 504 plans:Close proximity to the teacher. (Activity Two)</p>
Interdisciplinary Connections	Students will read <i>Nineteenth Century Migration</i> and identify text features while learning about immigration in the 1800's (social studies).	Students will research and write about a Famous Women in History in various text structures. They will present them on a Google Slideshow (social studies).	Students will create a board game representing the Lewis and Clark Expedition and complete a functional writing explaining the directions to play (social studies).	Students will research a country, write a research paper, make an interactive brochure, and present findings in a "World Showcase"(social studies).
Assessments	<p>Formative assessments</p> <ul style="list-style-type: none"> -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests 	<p>Formative assessments</p> <ul style="list-style-type: none"> -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests 	<p>Formative assessments</p> <ul style="list-style-type: none"> -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests 	<p>Formative assessments</p> <ul style="list-style-type: none"> -Write About Reading Assignments -Reading Journals -IDR teacher conferencing/notes -Student response Books -writing conferences -Spelling tests -Vocabulary Tests

	<p>-Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning -Reading/Writing Assessment F & P Assessment MAP Testing</p>	<p>-Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning -Reading/Writing Assessment F & P Assessment MAP Testing</p>	<p>-Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning -Reading/Writing Assessment F & P Assessment MAP Testing</p>	<p>-Grammar Quizzes -writing skill quizzes</p> <p>Summative assessments -Unit Individual Comprehension Assessment -Individual Writing Assessment -Making Meaning -Reading/Writing Assessment F & P Assessment MAP Testing</p>
21st Century Themes and Skills	<p>CRP1 CRP4</p>	<p>CRP6 CRP12</p>	<p>CRP5 CRP1</p>	<p>CRP7 CRP11</p>