

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: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: April 11, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1.How do I explain the various parts of a book and the purpose of each?</p> <p>2.Why is it important to understand the need for organization in the library?</p> <p>3.Why is it important to apply my knowledge of the Dewey Decimal System when using the online catalog (Destiny)? (9 weeks)</p>	<p>1.How do I identify and differentiate genres of literature? (9 weeks)</p> <p>2.Why is it important for readers to understand the common literary elements that are are found in all genres? (9 weeks)</p> <p>3.Why is it important for me understand the topics/ themes in a story? (9 weeks)</p>	<p>1.Why is it important to understand the use and evaluate the need various reference books? (3 weeks)</p> <p>2. Why is it important for me to be able to evaluate and choose credible online resources in my research? (3 weeks)</p> <p>3.How does making inferences help me comprehend fiction and narrative nonfiction?(3 weeks)</p>	<p>1.Why is it important for me to understand and effectively use multiple reference resources? (9 weeks)</p> <p>2.How do I evaluate and choose which resource meets my needs? (9 weeks)</p> <p>3. How do I create a research project? (9 weeks)</p>
Instructional Materials	<p><u>Complete Library Skills</u> (Grade 4)</p> <p><u>Lesson Plans For The Busy Librarian</u> by Joyce Keeling</p>	<p><u>Complete Library Skills</u> (Grade 4)</p> <p><u>Lesson Plans For The Busy Librarian</u> by Joyce Keeling</p>	<p><u>Complete Library Skills</u> (Grade 4)</p> <p><u>Lesson Plans For The Busy Librarian</u> by Joyce Keeling</p>	<p>State project worksheets</p> <p>Book of Flags</p> <p>State books</p>

	<p><i>The Mailbox</i></p> <p><i>Bookbag</i></p> <p>LMC orientation Book Hunt (Game)</p> <p>Online catalog: <i>Destiny</i></p>	<p><i>The Mailbox</i></p> <p><i>Bookbag</i></p> <p>LMC orientation Book Hunt (Game)</p> <p>Online catalog: <i>Destiny</i></p>	<p><i>The Mailbox</i></p> <p><i>Bookbag</i></p> <p>LMC orientation Book Hunt (Game)</p> <p>Online catalog: <i>Destiny</i></p>	<p>www.go grolier.com</p> <p>Proquest Culturegrams</p>
Activities	<p>Working in cooperative groups, students will produce written work that demonstrates their knowledge of the parts of a book</p> <p>Students will use library classification system to locate information/specific book titles: Book Hunt</p> <p>Students will access and utilize library classification system and our online catalog (<i>Destiny</i>) to locate specific book information</p>	<p>Students will identify literary elements of various genres</p> <p>Students will imply analyze evaluate and classify selected literature into literary genres: create genre posters to identify elements of a particular genre.</p> <p>Using a graphic organizer, students will identify the topic and themes in selected literature. Students will cite evidence supporting their claims.</p>	<p>Students will locate specific information using various reference tools.</p> <p>Students will access/analyze specific information by searching a database: Grolier research activities</p> <p>Students will be able to orally explain and interpret information found in graphs, charts, diagrams</p>	<p>Using more than one source for information students will research a state.</p> <p>Students will review and revise written work to produce a research project on a chosen state.</p> <p>Students will produce a finished word document on a researched state</p>
Standards	<p>Activity One: W.4.4</p> <p>Activity Two: W.4.7</p> <p>Activity Three: TECH.8.1.5.A.CS1</p>	<p>Activity One: LA.4.RL.5.10</p> <p>Activity Two: RL.4.9; W.4.2</p> <p>Activity Three: RL.4.2</p>	<p>Activity One: RI.4.1;RI.4.2</p> <p>Activity Two: RI.4.1; RI.4.2; TECH.8.1.5.A.1</p> <p>Activity Three: SL.4.4</p>	<p>Activity One: RI.4.2; W.4.4;</p> <p>Activity Two: W.4.4; L.4.1; L.4.2</p> <p>Activity Three: W.4.4;</p>

				L.4.1; L.4.2
Accommodations and Modifications	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion <p>Special Education</p> <ul style="list-style-type: none"> Follow IEP Modifications
Interdisciplinary Connections	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas.	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas.	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas.	Students will use nonfiction and fiction materials related to other disciplines taught in multiple subject areas.

Assessments	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Skills worksheets • Class participation • Teacher observation • Book selection <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers • Performance Tasks: Locating specific books/resources 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Class participation • Class Discussions • Journal activities • Genre posters • Teacher observation • Book selection <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers • Task Cards 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Class participation • Grolier online activities: worksheets • Nonfiction articles: <i>Storyworks</i> • Book selection <p>Benchmark:</p> <ul style="list-style-type: none"> • TeacherCreated Assessments <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers • Task Cards 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Independent research • Book selection <p>Benchmark:</p> <ul style="list-style-type: none"> • Teacher Created Assessments <p>Summative</p> <ul style="list-style-type: none"> • Mini research project • Graphic Organizers
21st Century Themes and Skills	<p><u>CRP11.</u></p> <p><u>CRP8.</u></p> <p><u>CRP4.</u></p>	<p><u>CRP11.</u></p> <p><u>CRP8.</u></p> <p><u>CRP4.</u></p>	<p><u>CRP11.</u></p> <p><u>CRP8.</u></p> <p><u>CRP4.</u></p>	<p><u>CRP11.</u></p> <p><u>CRP8.</u></p> <p><u>CRP4.</u></p>