

Niagara Falls Pacing Map Planning for Units of Study In Language Arts Fourth Grade

Timeline	Reader's Workshop	Writer's Workshop	Assessments	Student Outcomes
Weeks 1 - 2	<p>"Great Readers See Themselves as Readers", <u>Good Habits/Great Readers</u>, Unit 1 (p. 32)</p> <p>"Setting Up the Readers Workshop: Rituals and Routines", <u>Good Habits/Great Readers</u></p> <p>"Great Readers Make Sense of Text", <u>Good Habits/Great Readers</u>, Unit 2 (p. 58)</p>	<p>Setting up the Writer's Workshop</p> <ul style="list-style-type: none"> Rituals/Routines Model Writing Process Stages <p>Narrative Account Writing</p> <ul style="list-style-type: none"> Final revision for Narrative Account 	<ul style="list-style-type: none"> Informal running records Baseline Writing Piece #1 Compare previous end-of-year data with new data – analyze baseline data and plan. (Attach commentary sheet to each baseline.) 	
Weeks 3-10	<p>"Great Readers Make Sense of Text", <u>Good Habits/Great Readers</u>, Unit 2 (p. 58)</p> <p>Poetry</p>	<p>Narrative Account Writing</p> <ul style="list-style-type: none"> Final revision for Narrative Account <p>Students will analyze and respond in writing to poetry read. Poems should include samples from previously used ELA tests.</p>	<ul style="list-style-type: none"> Compare previous end-of-year data with new data – analyze baseline data and plan. (Attach commentary sheet to each baseline.) Students will share and discuss the author's purpose, central idea and the theme of poem. 	Students will analyze features of poetry and respond in Reader's Notebook.
Weeks 11 – 15	<p>"Test Taking Genre ELA Prep" (2-3 days a week), <u>Good Habits/Great Readers</u></p> <p>Persuasive/opinion reading</p>	<p>Test Taking Genre ELA Prep (2-3 days a week)</p> <p>Persuasive Writing final revision for persuasive piece.</p>	<p>Teacher continues observational conferences and records student understanding and growth.</p> <p>Teacher will attach commentary to a persuasive piece.</p>	Students will identify genre features using standards-based rubric from Persuasive Writing Genre Study
Week 16	ELA			
Weeks 17 – 20	<p>"Great Readers Use What They Know", <u>Good Habits/Great Readers</u>, Unit 3 (p. 114)</p>	<p>Response to Literature will be on-going in conjunction with principal's book of the month.</p>	<p>January DRA2</p> <p>Baseline #2 (ongoing assessment)</p>	Students will show their understanding of Response to Literature in their final piece.

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Weeks 21 – 23	“Great Readers Understand How Stories Work”, <u>Good Habits/Great Readers</u> , Unit 4 (p. 160)	<ul style="list-style-type: none"> • Narrative Procedural Writing • Students will create a piece • Final revision for procedural 	<p>Children will orally share their pieces.</p> <p>Teachers will place commentary on each narrative procedure piece</p>	Students will identify genre features using standards-based rubric from Narrative Procedural Writing.
Weeks 24 – 29	“Great Readers Read to Learn”, <u>Good Habits/Great Readers</u> , Unit 5 (p. 206)	<p>Informational Reports using relevant literature to ensure significant connections (Refer to genre study for report writing – grade 3)</p> <ul style="list-style-type: none"> • Final revision for informational report 	Teacher continues observational conferences and records student growth and understanding.	Students will identify genre features using standards-based rubric from Report Writing Study
Weeks 29 – 36	<p>“Great Readers Monitor and Organize Ideas and Information”, <u>Good Habits/Great Readers</u>, Unit 6 (p. 262)</p> <p>“Great Readers Think Critically About Books” <u>Good Habits/Great Readers</u>, Unit 7 (p. 308)</p>	<p>Follow Author Study guide for Response to Literature based on texts from Chris Van Allsburg response to literature</p> <p>Review Narrative Writing Elements</p>	<p>Children will orally share these pieces (both report and response to literature)</p> <p>Teachers will place commentary on each response to literature Baseline #3 (May)</p> <p>DRA2 (May – June)</p> <p>Teacher continues observational conferences and records student understanding and growth.</p>	<p>Students will identify genre features, comprehend and respond to non-fiction in the reader's notebooks</p> <p>Student will have all portfolio pieces completed</p>