



Orange Township Public Schools

Karen Harris
Executive Director Office of Humanities



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

Delia Abreu, Supervisor ELA (3-7) & Media Specialist
Jonathan Clerie, Supervisor Visual & Performing Arts
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Grade 4 Modified Pacing Guide

Curriculum Guide

Grade 4: Phonics Scope & Sequence

Module 1

Date	Reading/s	Writing	
		Composition	Executive Function
Week of 9/8	Flora and Ulysses: The Illuminated Adventures (Chunk 1)	Quickwrite 1: Reread paragraphs 17–36 on pages 23 and 24 of <i>Flora and Ulysses</i> . Imagine how this part of the story would feel if it were told from the squirrel’s point of view. Retell this scene from the perspective of the squirrel. Describe what he sees, hears, thinks, and feels as the events unfold. Try to capture his confusion, surprise, or any new abilities he might be discovering.	Story Mountain Graphic Organizer – Students map beginning, middle, and end; identify characters, setting, problem, and resolution before writing from the squirrel’s perspective.
Week of 9/15	<i>Flora and Ulysses: The Illuminated Adventures</i> (Chunk 2)	Quickwrite 2: In paragraph 74, Mrs. Tickham asks Flora if she has lost her mind—a figure of speech that questions whether	OREO Planner (Opinion, Reason, Evidence, Opinion restated) – Students structure



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		someone is thinking clearly before acting. Do you think Flora made the right decision by attempting CPR on a squirrel? Explain your reasoning.	opinion writing by stating an opinion, giving reasons, supporting with text evidence, and restating opinion.
Week of 9/22	Flora and Ulysses: The Illuminated Adventures (Chunk 3) MAP Growth Diagnostic (9/22-9/23)	Quickwrite 3: Reread paragraphs 55 to the end. Based on what you know about Flora's mother—a romance writer who doesn't like comic books—how might she respond to Flora's friendship with the squirrel? What would she approve of or disapprove of? Explain your ideas.	T-Chart for Character POV – One side for Flora's mother's likely reactions (approve/disapprove), the other for supporting text evidence.
Week of 9/29	The Year of the Rat	Quickwrite: In paragraphs 22-24, Pacy and her father discuss the importance of her being born in the year of the tiger. Why is it so important to Pacy that she find her 'tiger stripes'? Be sure to include evidence from the text to support your response.	Main Idea & Details Web – Central bubble for Pacy's desire to "find her tiger stripes" with branches for supporting events and evidence.
Week of 10/6	The Year of the Rat	Extended Writing Task - In The Year of the Rat, you read the first-person narrative about Pacy's dream to become an	Sequence Flow Map – Students list events chronologically from the new narrator's



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		author. Consider how “The Year of the Rat” would be different if someone other than Pacy were telling the story. How might the character's view of events be different from Pacy's? Select an event in the story and retell it from the perspective of another character. Be sure to include information from the story and narrative elements in your narrative.	perspective with side boxes for sensory detail notes.
Week of 10/13 *	Rent Party Jazz		
Week of 10/20	Rent Party Jazz Benchmark 1 (10/20-10/21)	Benchmark 1 PCR	
Week of 10/27	Rent Party Jazz		
Week of 11/3 *	Review Benchmark 1	Revision of Benchmark PCR: In this excerpt of “Walk Two Moons” Sal takes a trip with her grandparents to see Old Faithful. Consider how the	Self-Monitoring Checklist – Check for topic focus, text evidence, transitional words, sensory details,



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		events of that day would be different if someone other than Sal were telling the story. How might the character's view of the event be different from Sal's? Select either Gram or Gramps and retell the events from that day from their perspective. Be sure to begin your narrative from the start of their day to the time they leave the park. Include: • concrete words and phrases, • sensory details to describe your characters' experiences and events precisely. • Clearly organize your narrative using transitional words and phrases to show the sequence of events.	and clear sequence.
Week of 11/10	Kioto the Mighty	Quickwrite 1: In paragraphs 9 and 10, Kitoto talks about his anticipation of meeting the sun. Contrast how he feels before meeting the river to how he feels before meeting the sun. What is similar and different about his attitude and beliefs?	Compare/Contrast Chart – Side-by-side comparison of Kitoto's feelings before meeting the river vs. before meeting the sun.



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Week of 11/17	Kioto the Mighty	Quickwrite 2: Consider how Kitoto's identity evolves throughout the story. How does his self perception change from his encounter with the sun, the wind; the mountain and powerful being in the mountain? More importantly, what does he learn about himself? Use evidence from the story to support your answer.	Character Growth Timeline – Timeline of Kitoto's encounters with natural forces showing how each changes his self-perception.
Week of 11/24 *	<u>Performance Task 1</u> Note: Brainstorming ideas for storyline and characters -to outlining their plot - to drafting their narrative	Performance task: Throughout this module, you have read stories about how characters faced challenges. Write a narrative about any two characters from the texts meeting for a meal and sharing with one another how a challenge they faced changed their view of themselves. Use key points from both texts and examples from notes taken throughout the module to develop your narrative. Include concrete words, phrases, and sensory details to describe your characters' experiences and	Double Entry Journal – Left column: challenges faced by each character; Right column: how those challenges changed their view of themselves.



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		events precisely. Clearly organize your narrative using transitional words and phrases to show the sequence of events. Make sure to include story elements, a beginning, middle and end.	
Week of 12/1	Finalize Performance Task 1 & Lumi Story Creation Note: Students are still working on their narratives - elaborating on their ideas focusing on plot development. When students submit their completed narrative in Linkit!, they then use that to create their stories in Lumi.	Performance Task 1	Template provided by Lumi Story



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Grade 4 Pacing Guide Module 2

Date	Reading/s	Writing	
		Composition	Executive Function
Week of 12/8	Long Way Down: Mariana Trench (Video)	Quickwrite 1: Consider what information you learned about the Mariana Trench in the video “Long Way Down.” What are the two most important reasons why James Cameron and other scientists should study the Mariana Trench? Provide information that you have gleaned in the video to support your ideas.	Main Idea & Evidence Web – Main reason for studying trench in center; branches with supporting details from video.
Week of 12/15	Mariana Trench	Quickwrite 2: Now that you have learned about Mariana Trench, you will write about what makes Mariana Trench a unique but unusual place. Refer to details and examples in Mariana Trench to explain your answers. Take notes for your responses after reading page 19-30 and answer the following prompts:	



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		• What comparisons do the authors use to explain the size and depth of the Mariana Trench? (page 22) • What makes creatures that live in the Mariana Trench unusual? (pages 24-25) • What are some of the ways that scientists have explored the trench? Why is it difficult to do research there?	
Week of 1/5	Nature's Wonders: Poetry About Our Amazing Earth		
Week of 1/12	Nature's Wonders: Poetry About Our Amazing Earth MAP Growth Diagnostic (1/14-1/15)	Quickwrite: In Nature's Wonders: Poetry About Our Amazing Earth, learned about the Seven Natural Wonders. Based on the poems that you analyzed, choose one poem and identify the elements of poetry used to describe that specific natural wonder. Be sure to identify and explain the figurative language that was	Sensory Word Bank Chart – Columns for sight, sound, smell, touch, taste to gather vivid imagery before drafting the poem.



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		used throughout the poem.	
Week of 1/19 *	Extended Writing Task Part A w/ Revisions	Extended Writing Task Part A- In this module, you read poems and informational texts that highlight the beauty of the world around us and how people have chosen different ways through art to express it. Now consider the landforms that you studied throughout the module. Choose a landform and create a poem using: figurative language, sensory words, rhythm, and other elements of poetry to help the reader create mental images of your selected landform. (Challenge yourself to incorporate information from at least two articles read.)	Poetry Planning Chart – Plan figurative language, sensory words, rhythm, and facts from informational texts.
Week of 1/26	Extended Writing Task B w/ Revisions	Extended Writing Task Part B: In essay format, explain in 2-3 paragraphs the creative choices you made when drafting your poem. Describe why you chose your specific landform and how you used figurative language, sensory details, rhythm, and other poetic elements to bring it to life. Be sure to discuss how the informational texts you read influenced your writing and helped shape the images or ideas	Writing Process Reflection Prompts – Answer questions about choices, craft techniques, challenges, and successes.



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		in your poem.	
Week of 2/2	Collection of Readings on Art	Quickwrite 1: What information do you gain from the video “What is Art?” that you did not get from the transcript? What does just reading the transcript allow you to focus on that may be lost when watching the video?	
Week of 2/9	Collection of Readings on Music Benchmark 2 (2/9-2/10)		
Week of 2/23	Review Benchmark 2	Revision of Benchmark 2 PCR	
Week of 3/2	Collection of Readings on Photojournalism	Quickwrite 3: After reading about photographers and watching the video, explain how a photographer can tell a story about people’s lives. Use evidence from the video and from the articles to support your response.	
Week of 3/9	Performance Task	You have read and viewed several texts and videos about the ways different forms of art—such as visual art, music, and photography—impact society and help people express	



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		themselves. Write an essay in which you answer the following question: How do different forms of art influence the way we see and understand the world, and how can art be used to express emotions and ideas? In your response, be sure to: ● Use evidence from all of the sources (videos, articles, and images) to support your explanation. ● Explain how at least two different forms of art (such as murals, music, or photography) can shape perspectives or inspire change. ● Organize your ideas clearly, using your own words while citing details from the texts and videos.	
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Grade 4 Pacing Guide Module 3

Date	Reading/s	Writing	
		Composition	Executive Function
Week of 3/16	Should We Eat Bugs? & Eat Bugs, Save the Planet?	Quickwrite: Imagine that you have been asked to convince your community to try eating insects. Based on the arguments from the video and the text, what three points would you emphasize to change people's minds? Quickwrite: Consider how attitudes about eating bugs have changed over time. Using information from the two texts, which shift or change is most surprising to you?	Two-Column Note-Taking Chart – Left column: points from video; Right column: points from text; bottom: combined argument.
Week of 3/23	Bug Bites	Quickwrite: Consider how attitudes about eating bugs have changed over time. Using information from the two texts, which shift or change is most surprising to you?	



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Week of 3/30	Should We Eat Bugs? & Eat Bugs, Save the Planet?	Extended Writing Task: Consider the information both authors, Emma Bryce and Tracy Vonder Brink, provide regarding the benefits of entomophagy. Imagine that a cooking competition has asked its contestants to substitute crop or livestock protein for an insect. How would the new meal be healthier for the body and better for the planet? Write an article for the school newspaper explaining how the insect of your choice would be better than protein that comes from crops or animals. Use information from both texts to support your opinion. And include the nutritional value of the insect of your choice.	OREO Planner (Opinion, Reason, Evidence, Opinion restated) – Students structure opinion writing by stating an opinion, giving reasons, supporting with text evidence, and restating opinion.
Week of 4/13	Saving the Kemp's Ridley Sea Turtles" (documentary) MAP Growth Diagnostic (4/13-4/14)	Quickwrite 1: In "Saving the Kemp Ridley's Sea Turtles," Dr. Shaver says that the turtles "became endangered because of human activities. And it's going to take human activities	



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		to help conserve that animal and to keep it on this planet for the future” (1:05). Describe some of the actions that scientists have taken to help increase the population of this particular species of sea turtle in Texas. How do these actions benefit the sea turtle population? Use examples from the video to support your response.	
Week of 4/20	On Sea Turtles Patrol Benchmark 3 (4/20-4/24)	Quickwrite 2: After viewing the video, “Saving the Kemp Ridley’s Sea Turtles” and reading “On Sea Turtle Patrol”, why is it imperative to protect sea turtles. Be sure to include information from both sources in your response.	Venn Diagram – Compare protection efforts described in video and article.
Week of 4/27	On Sea Turtles Patrol		
Week of 5/4	Review Benchmark 3	Revision of Benchmark 3 PCR	
Week of 5/11	Seeds of Change		
Week of 5/18	Seeds of Change	Quickwrite: What problems does Wangari hope to solve by planting trees? Support	



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		your answers with details and examples from Seeds of Change.	
Week of 5/25	Seeds of Change	Quickwrite: How was Luz inspired to help her neighborhood even though it wasn't an easy task? Refer to details and examples in Luz Sees the Light to explain your answers.	Problem/Solution Chart – First column: problem in Luz's neighborhood; Second column: steps she took; Third column: results.
Week of 6/1	How Can We Reduce Household Waste?	Quickwrite: Now that you have learned about How Can We Reduce Household Waste, reread pages 263-267. What are some of the ways that trash harms people, plants, and animals? What are some reasons that food is wasted in the United States each year? How can people reduce the amount of trash they create? Use details and examples in How Can We Reduce Household Waste to support your response.	



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Week of 6/8	To Your Health, & Eco-Friendly Food	Quickwrite: Based on what you have read in the two texts, why is it so important to consider the health of the planet when considering our individual food choices? Cite information from each of two texts to support your response.	Main Idea & Details Web – Central idea of why planet health matters for food choices, with branches for evidence from each text.
Week of 6/15 & Week of 6/22	Performance Task	Performance Task: Now that you have learned about preserving our planet and its natural resources, write an essay convincing your school council about how to make a change in your school that will help the environment and save planet Earth. Use evidence from the texts to support your idea.	Planning Map – Sections for identifying school problem, proposing change, and supporting evidence from texts.