

Scope and Sequence for Grade 4 - English Language Arts

Duration / Timeline	Word Study / Spelling	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester One	Unit 1 Lesson 1: Words with short a Unit 1 Lesson 2: Words with long a Unit 1 Lesson 3: Words with short e Unit 1 Lesson 4: Words with long e Unit 1 Lesson 5: Months, Days, and Titles Unit 2 Lesson 6: More words with long e Unit 2 Lesson 7: Words with short i Unit 2 Lesson 8: Words with long i	Establish classroom routines <ul style="list-style-type: none"> Morning message Guided Reading <ul style="list-style-type: none"> Form reading groups Teach with leveled text Comprehension discussions Word analysis Whole Group Reading <ul style="list-style-type: none"> Read Aloud Determine main idea and supporting details Describe text structure Drawing inferences using details and examples Identify theme Describe (in depth) character, setting, and events 	Whole Group <ul style="list-style-type: none"> Mini-lessons Sharing Writing Write-To Interactive Writing Morning Message Small Group/Independent <ul style="list-style-type: none"> Reading response Answer text dependent questions Mechanics <ul style="list-style-type: none"> Handwriting without Tears - Cursive Genre Focus <ul style="list-style-type: none"> Narrative Prompt Writing 	Science: Energy: Students who demonstrate understanding can: 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.* 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment 4. Waves Students who demonstrate understanding can: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer

	<p>Unit 2 Lesson 9: more words with long i</p> <p>Unit 2 Lesson 10: Plural Words</p>	<ul style="list-style-type: none"> Establishing speaking and listening norms. <p>Genre Focus</p> <ul style="list-style-type: none"> Fiction Non Fiction 		<p>information.</p> <p>Social Studies</p> <ul style="list-style-type: none"> On world map locate North America. On map of North America locate the United States, Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, Great Lakes, Hudson Bay, Rocky and Appalachian Mountains. (G) On North American map locate United States boundaries (Alaska/Hawaii) New England, and other United States regions, Puerto Rico. (G) Identify states, capitals, major cities of each region. Describe climate, major physical features, and natural resources of regions. (G) Identify/describe unique United States features (Everglades, Grand Canyon, etc.) (G) Identify major monuments/historic sites in/around Washington, D.C. (G) Identify European countries that influenced different United States regions; describe how influence can be traced to place names, architecture, and language. (H,G) Describe diverse nature of American people and contributions to American culture (indigenous peoples, African Americans, European immigrants, major Spanish speaking, Asian, etc.) (H,G) Identify major immigrant groups that live in Massachusetts and where they now live in large numbers. (H,G)
<p>ELA Power Standards</p>	<p>Reading</p> <ol style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>Writing</p>			

	<p>2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Speaking and Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Assessment	<ul style="list-style-type: none"> • Administer BAS (formative benchmark assessment) (October) • Score Narrative Writing using District Rubric (November)
Resources	<ul style="list-style-type: none"> • Leveled Readers • <i>Phonics Lessons, Grade 3</i>, Irene Fountas and Gay Su Pinnell • <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 4: A Common Core Workshop Curriculum</i>, Lucy Calkins • Handwriting without Tears – Cursive • Second Step • BAS

Duration / Timeline	Word Study / Spelling	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester Two	Unit 3 Lesson 11: Words with short o Unit 3 Lesson 12: Words with long o Unit 3 Lesson 13: More Words with Long o Unit 3 Lesson 14: Words With Short u Unit 3 Lesson 15: Contractions Unit 4 Lesson 16: More words with Short u Unit 4 Lesson 17: Words with /oo/ Unit 4 Lesson 18: Words with /oo/	Guided Reading <ul style="list-style-type: none"> • Flexible reading groups • Teach with leveled text • Comprehension discussions • Word analysis Whole Group Reading <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Explain differences between poems, drama, and prose. • Compare and contrast points of view • Analyze similes and metaphors Genre Focus <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry 	Whole Group <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message Small Group/Independent <ul style="list-style-type: none"> • Reading response • Answer text dependent questions Mechanics <ul style="list-style-type: none"> • Handwriting without Tears – Cursive Genre Focus <ul style="list-style-type: none"> • Opinion • Prompt Writing 	Science: 4.Structure, Function, and Information Processing Students who demonstrate understanding can: 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Social Studies: <ul style="list-style-type: none"> • On world map locate North America. On map of North America locate the United States, Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, Great Lakes, Hudson Bay, Rocky and Appalachian Mountains. (G) • On North American map locate United States boundaries (Alaska/Hawaii) New England, and other United States regions, Puerto Rico. (G) • Identify states, capitals, major cities of each region. • Describe climate, major physical features, and natural resources of regions. (G) • Identify/describe unique United States features (Everglades, Grand Canyon, etc.) (G)

	<p>or /yoo/</p> <p>Unit 4 Lesson 19: Words with /ou/</p> <p>Unit 4 Lesson 20: Words with –ed or –ing</p>			<ul style="list-style-type: none"> • Identify major monuments/historic sites in/around Washington, D.C. (G) • Identify European countries that influenced different United States regions; describe how influence can be traced to place names, architecture, and language. (H,G) • Describe diverse nature of American people and contributions to American culture (indigenous peoples, African Americans, European immigrants, major Spanish speaking, Asian, etc.) (H,G) • Identify major immigrant groups that live in Massachusetts and where they now live in large numbers. (H,G)
<p>ELA Power Standards</p>	<p>Reading</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>MA.8.A. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.</p> <p>Writing</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Speaking and Listening</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			
<p>Assessment</p>	<ul style="list-style-type: none"> • Administer BAS (formative benchmark assessment) (January) • Score Informational and Opinion (a single piece) using District Rubric (January) 			

Resources

- Leveled Readers
- *Phonics Lessons, Grade 3*, Irene Fountas and Gay Su Pinnell
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 4: A Common Core Workshop Curriculum*, Lucy Calkins
- Handwriting without Tears – Cursive
- Second Step
- BAS
- Scholastic News – Opinion/Debate articles

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Trimester Three	Unit 5 Lesson 21: Words with /oi/ Unit 5 Lesson 22: Words with /ô/ Unit 5 Lesson 23: More Words with /ô/ Unit 5 Lesson 24: Words with /är/ or /âr/ Unit 5 Lesson 25: Plural and Possessive Words Unit 6 Lesson 26: Words with /ûr/ or /îr/ Unit 6 Lesson 27: Words with /ə/ Unit 6 Lesson 28: Compound Words Unit 7 Lesson 29:	Guided Reading <ul style="list-style-type: none"> • Flexible reading groups • Teach with leveled text • Comprehension discussions • Word analysis Whole Group Reading <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Compare and contrast the treatment of similar themes in myths • Compare and contrast text vs. drama • Define academic and domain specific words • Use text features and search tools Genre Focus <ul style="list-style-type: none"> • Myths 	Whole Group <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message Small Group/Independent <ul style="list-style-type: none"> • Reading response • Answer text dependent questions Mechanics <ul style="list-style-type: none"> • Handwriting without Tears – Cursive Genre Focus <ul style="list-style-type: none"> • Informational • Myths 	4.Earth's Systems: Processes that Shape the Earth Students who demonstrate understanding can: 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features. 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* Social Studies <ul style="list-style-type: none"> • On North America map locate Canada, its provinces, and major cities. (G) • Describe climate, major physical characteristics/natural resources of Canada and explain relationship to settlement, trade, and Canadian economy. (G,E) • Describe major ethnic and religious groups of modern Canada. (G,H,C,E) • Identify how and when Canada became independent.

	<p>Abbreviations</p> <p>Unit 8 Lesson 30: Words About the Universe</p>	<ul style="list-style-type: none"> • Fiction • Non Fiction 		<p>(H,G)</p> <ul style="list-style-type: none"> • Identify the location of at least two Native American tribes in Canada and the Inuit nation and describe major social features. (H,G) • Identify Canada's major language groups , their location, and relations among them.(H,G) • Locate Mexico and its major cities on a map of North America. (G) • Describe climate, major physical characteristics/natural resources of Mexico; explain their relationship to Mexican economy. (G) • Identify the language, major religion, and people of Mexico. (H) • Explain how and when Mexico became independent.(H,G)
<p>ELA Power Standards</p>	<p>Reading</p> <p>2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Speaking and Listening</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Language</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>			

Assessment	<ul style="list-style-type: none"> • Administer BAS (formative benchmark assessment) (late May/June) • Score Informational Writing using District Rubric (late May/June)
Resources	<ul style="list-style-type: none"> • Leveled Readers • <i>Phonics Lessons, Grade 3</i>, Irene Fountas and Gay Su Pinnell • <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 4: A Common Core Workshop Curriculum</i>, Lucy Calkins • Handwriting without Tears – Cursive • Second Step • BAS • Mythology collections