

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Grade 4, Unit 1, Reading Following Characters Across Genres August 13 - September 14 September 17 - 24 (Test Sophistication Practice)	Grade 4, Unit 1, Writing Boxes and Bullets: Personal and Persuasive Essays (Book) August 13 - September 21 September 24 – October 5 (Test Sophistication Practice)
<p>Focus Standards:</p> <p>RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.2.5 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>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>Focus Standards:</p> <p>W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><i>Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.</i></p>	

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

<u>Test Sophistication Practice</u> (Goal #3)	<u>Test Sophistication Practice</u> Cycle 1
<p>Focus Standards:</p> <p>RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Focus Standards:</p> <p>W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase).
<p>Assessments:</p> <p>U1_FSQ1 - Week of 8/27/18</p> <p>U1_FSQ2 - Week of 9/11/18</p> <p>U5_FSQ3 - Week of 9/24/18</p> <p>U5_EditingTask3 - Week of 9/24/18</p> <p>SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - Trimester 1 Data Entry 11/5/18</p>	<p>Assessments:</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

<p style="text-align: center;">Grade 4, Unit 2, Reading Interpretation of Fiction Texts Across Genres September 25 - October 24 October 25 - 31 (Test Sophistication Practice)</p>	<p style="text-align: center;">Grade 4, Unit 2, Writing The Literary Essay: Writing About Fiction (Book) October 8 - November 16 November 26 - December 6 (Test Sophistication Practice)</p>
<p>Focus Standards:</p> <p>RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>Focus Standards:</p> <p>W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none">a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.b. Provide reasons that are supported by facts and details.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).d. Provide a concluding statement or section related to the opinion presented. <p>W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none">a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).d. Use precise language and domain specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented.

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

- W.2.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.2.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).
- W.3.8** Recall relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.3.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. *Apply grade 4 Reading standards* to literature (e.g. “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - b. *Apply grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”)
- W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.

<u>Test Sophistication Practice</u> <u>(Goal #4)</u>	<u>Test Sophistication Practice</u> <u>Cycle 2</u>
<p><u>Focus Standards:</u></p> <p>RL.2.5 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>RL.3.7 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><u>Focus Standards</u></p> <p>W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
<p><u>Assessments:</u></p> <p>U2_FSQ1 - Week of 10/8/18</p> <p>U2_FSQ2 - Week of 10/22/18</p> <p>U5_FSQ4 - Week of 10/29/18</p> <p>U5_EditingTask4 - Week of 10/29/18</p> <p>SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - Trimester 1 Data Entry 11/5/18</p>	<p><u>Assessments:</u></p> <p>PBPA #41 Opinion - Week of 10/8/18</p> <p>PBPA #42 Opinion - Week of 12/3/18</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Grade 4, Unit 3, Reading A Journey Through Nonfiction Reading and Its Structures November 1 - December 13 December 14 - 21 (Test Sophistication Practice)	Grade 4, Unit 3, Writing Informational Writing: Writing About Topics of Personal Expertise (Blender) December 7 - January 25 January 28 - February 7 (Test Sophistication Practice)
<p>Focus Standards:</p> <p>RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.2.4 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>RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Focus Standards:</p> <p>W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><i>Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.</i></p>	
<p><u>Test Sophistication Practice</u> <u>(Goal #1)</u></p>	<p><u>Test Sophistication Practice</u> <u>Cycle 3</u></p>
<p>Focus Standards: RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors(e.g., <i>as pretty as a picture</i>) in context.</p>	<p>W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>
<p>Assessments: SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - Trimester 1 Data Entry 11/5/18 U3_FSQ1 - Week of 11/26/18 U3_EditingTask - Week of 12/3/18 U3_FSQ2 - Week of 12/10/18 U5_FSQ1 - Week of 12/17/18 U5_EditingTask1 - Week of 12/17/18</p>	<p>Assessments: PBPA #43 Informative - Week of 1/22/19 OR 2/4/19</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Grade 4, Unit 4, Reading Becoming a Researcher: Informational Reading January 8 - February 15 February 18 - 22 (Test Sophistication Practice)	Grade 4, Unit 4, Writing Bringing History to Life (Book) February 11 - March 13 March 14 - 29 (Test Sophistication Practice)
<p>Focus Standards:</p> <p>RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.2.4 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>RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.3.9 Compare and contrast the treatment of similar themes and topics(e.g., opposition of good and evil) and patterns of events(e.g., the quest) in stories, myths,and traditional literature from different cultures.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>,choosing flexibly from a range of strategies.</p>	<p>Focus Standards:</p> <p>W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

- a. Use context(e.g., definitions,examples,or restatements in a text) as a clue to the meaning of a word or phrase.

L.3.5 Demonstrate understanding of figurative language, word relationships,and nuances in word meanings.

- c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms).

SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.

W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

<u>Test Sophistication Practice</u> <u>(Goal #2)</u>	<u>Test Sophistication Practice</u> <u>Cycle 4</u>
<p>Focus Standards:</p> <p>RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Focus Standards:</p> <p>W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p>Assessments:</p> <p>U4_FSQ1 - Week of 1/22/19</p> <p>U4_EditingTask - Week of 2/4/19</p> <p>U4_FSQ2 - Week of 2/11/19</p> <p>U5_FSQ2 - Week of 2/18/19</p> <p>U5_EditingTask2 - Week 2/18/19</p> <p>SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - 1/8/19 - 5/17/19</p>	<p>Assessments:</p> <p>PBPA #44 Informative - Week of 3/11/19</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Grade 4, Unit 6, Reading Social Issues: Introduction to Social Issues February 25 - April 17 April 18 - 30 (Test Sophistication Practice)	Grade 4, Unit 6, Writing The Arc of Story: Writing Realistic Fiction (Book) April 1 - May 14
<p>Focus Standards:</p> <p>RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.2.6 Compare and contrast the point of view from which different stories are narrated, including, the difference between first- and third-person narrations.</p> <p>RL.3.7 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>RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2.4 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>RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Focus Standards:</p> <p>W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and /or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.

Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

<u>Test Sophistication Practice</u> <u>(Goal #5)</u>	
<p><u>Focus Standards:</u></p> <p>RL.2.5 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>RL.2.6 Compare and contrast the point of view from which different stories are narrated, including, the difference between first- and third-person narrations.</p> <p>RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
<p><u>Assessments:</u></p> <p>U6_FSQ1 - Week of 3/11/19</p> <p>U6_FSQ2 - Week of 4/15/19</p> <p>U5_FSQ5 - Week of 4/22/19</p> <p>U5_FSQ6 - Week of 4/22/19</p> <p>U5_EditingTask5 - Week of 4/22/19</p> <p>FSA ELA Reading - 5/1/19 - 5/14/19</p> <p>SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - 1/8/19 - 5/17/19</p>	<p><u>Assessments:</u></p> <p>FSA ELA Writing - 4/1/19 - 4/12/19</p>

FY19 Grade 4 ELA Scope and Sequence

Revised 12/11/18

Grade 4, Unit 7, Reading Making Summer Reading Plans May 15 - 31	Grade 4, Unit 7, Writing Making Summer Writing Plans (Blender) May 15 - 31
<p><u>Focus Standards:</u></p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p><u>Focus Standards:</u></p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><i>Please Note: Supporting standards include the foundational work that supports students in meeting and/or exceeding the Focus Standards. These can be found in the Unit Addendum.</i></p>	
<p><u>Assessments:</u></p> <p>SDPBC Literacy Assessment System (Students who scored a Level 1 or 2 on FSA ELA the previous year) - 1/8/19 - 5/17/19</p>	<p><u>Assessments:</u></p>