

ELA Curriculum Scope & Sequence—*DRAFT*
2014-2015 School Year WCSD Grade: 4

LAFS	Standard(s)	Learning Target	Assessment/Product	Essential Question(s)	Resources
RL	LAFS.4.RL.1.1 LAFS.4.RL.1.2 LAFS.4.RL.1.3 LAFS.4.RL.2.4 LAFS.4.RL.2.6 LAFS.4.RL.3.9	4.RL.1.1—Identify key details and examples; explain how details and examples support inferences; differentiate between explicit and inferred information 4.RL.1.2—define “theme” of a story, drama, or poem; apply textual details to determine theme 4.RL.1.3—identify the character, setting, and/or event; identify details about: characters, settings, and/or events; describe a character, setting or an event using a character’s thoughts, words, or actions. 4.RL.2.4—recognize words and phrases, determine the meaning of words and phrases as they are used in a text 4.RL.2.6—define vocabulary, compare/contrast, and point of view; define first and third narrations; recognize first and third narrations. 4.RL.3.9—identify specific details describing themes, topics, or event patterns; identify difference in themes, topics, or event patterns			

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RI	<p>LAFS.4.RI.1.1 LAFS.4.RI.1.2 LAFS.4.RI.1.3 LAFS.4.RI.2.4 LAFS.4.RI.2.5 LAFS.4.RI.3.7 LAFS.4.RI.3.8 LAFS.4.RI.4.10</p>	<p>4.RI.1.1—identify explicit details when explaining text 4.RI.1.2—identify main idea and theme, explain how details are needed to support the main idea 4.RI.1.3—identify events, procedures, ideas, and concepts; describe how and who character interaction led to events 4.RI.2.4—identify general academic words and phrases; identify domain-specific words and phrases 4.RI.2.5—describe overall text structure; determine the overall text structure 4.RI.3.7—recognize nonfiction text structures; read graphs, charts, diagram, timelines, etc; evaluate how information presented visually, orally, and quantitatively aids in understanding 4.RI.3.8—define evidence and reason; identify the author’s reasons and evidence 4.RI.4.10—recall/understanding key ideas and details; comprehend key ideas and details; identify/understand craft and structure</p>			
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W	<p>LAFS.4.W.1.3 LAFS.4.W.2.6 LAFS.4.W.3.8 LAFS.4.W.3.9 LAFS.4.W.4.10</p>	<p>4.W.1.3—identify the story elements, structure of a narrative and use of dialogue and description to develop experiences, events, or characters; describe how writers use concrete and sensory details; recognize transitional words used to develop sequence; establish a situation, narrator and/or characters Product: Personal narrative that establishes a situation, narrator, or characters and provides a conclusion.</p> <p>4.W.2.6—Use keyboarding skills; use the internet to communicate with others; use word processing to produce (draft) and publish writing; use technology to communicate and collaborate Product—blog</p> <p>4.W.3.8—identify relevant information from a passage; recall and gather relevant information from experience</p> <p>4.W.3.9—cite textual evidence to analyze explicit text; identify key ideas and details as evidence to support conclusion; reflect on key ideas and details as evidence of understanding text; reflect on key ideas and details as evidence of understanding text; analyze key ideas and details as evidence of understand text Product—text based evidence writing in content areas</p> <p>4.W.4.10—identify and understand the various organizational structures as related to different genres or purposes of writing Performance—write for a range of discipline-specific tasks, purposes, and audiences</p>	<p>4.W.1.3-- Product: Personal narrative that establishes a situation, narrator, or characters and provides a conclusion.</p> <p>4.W.2.6-- Product—blog</p> <p>4.W.3.9-- Product—text based evidence writing in content areas</p> <p>4.W.4.10-- Performance—write for a range of discipline-specific tasks, purposes, and audiences</p>		
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L	<p>LAFS.4.L.1.1 LAFS.4.L.1.2 LAFS.4.L.2.3 LAFS.4.L.3.4 LAFS.4.L.3.6</p>	<p>4.L.1.1—knowledge of frequently confused words; recognize fragments and run-on sentences; define subject/predicate; identify subject/predicate; correct inappropriate fragments and run-on sentences 4.L.1.2-- identify appropriate end punctuation, identify correct capitalization; apply correct end punctuation, capitalization in writing, recall and apply spelling rules (identify for this 9-weeks), identify use of commas/quotation marks in dialogue 4.L.2.3—recognize types of punctuation, recognize language conventions for writing, speaking, reading, and listening; choose words and phrases to convey ideas precisely 4.L.3.4—use common reference materials (dictionary, pronunciation key), use reference materials to determine the meaning of key words and pronunciation; identify common context clues; determine the meaning of words by examining a text, choose from a range of vocabulary strategies to determine a word’s meaning 4.L.3.6—know words that are basic to a particular topic; know words that signal precise actions, emotions, and states of being</p>	<p>I before e, changing y to i, dropping final e</p>		
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SL	<p>LAFS.4.SL.1.1 LAFS.4.SL.1.3 LAFS.4.SL.2.5</p>	<p>4.SL.1.1—identify key ideas presented during discussion; identify key ideas from reading material; relate information read to discussion topics; justify responses with evidence to support reasoning, explain the topic using personal ideas, opinions, and reasoning; think critically about ideas posed; formulate questions and responses based on discussions</p> <p>Procedural targets for SL.1.1—identify ways to listen effectively; describe discussion rules and roles; evaluate implementation of discussion rules and roles; know how to answer questions and provide feedback</p> <p>4.SL.1.3—identify speaker’s points; identify reasons and evidence that support the speaker’s points</p> <p>4.SL.2.5—identify theme; identify main idea</p>	<p>Performance: express ideas clearly, engage in discussions by sharing knowledge; follow agreed-upon rules during discussion; pose and respond to specific questions to clarify understanding; carry out assigned roles during discussions; connect comments to others’ remarks; listen actively to discussions and presentations</p>		
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2nd 9-weeks

LAFS	Standard(s)	Learning Target	Assessment/Product	Essential Question(s)	Resources
RL	LAFS.4.RL.1.4 LAFS.4.RL.2.6	4.RL.1.4 summarize key ideas and details 4.RL.2.6 identify point of view (including first and third narrations); compare and contrast the points of view (including first and third narrations)			
RI	LAFS.4.RI.1.1 LAFS.4.RI.1.2 LAFS.4.RI.2.6 LAFS.4.RI.3.7 LAFS.4.RI.3.8 LAFS.4.RI.3.9 LAFS.4.RI.4.10	4.RI.1.1 summarize explicit information 4.RI.1.2 summarize text with key supporting details; summarize why events, procedures, ideas, and concepts occurred with supporting details 4.RI.2.6 define vocabulary-compare, contrast, firsthand, secondhand; describe events or main ideas; compare and contrast accounts of an event or topic; generalize the difference in focus and information 4.RI.3.7 define interpret; analyze information from charts, diagrams, graphs, timelines, animations and interactive elements; analyze information visually, orally, and quantitatively 4.RI.3.8 recognize the differences between fact and opinion; evaluate how to use evidence and reasons to support points 4.RI.3.9 identify information within texts on the same topic; generalize information from two texts on the same topic 4.RI.4.10 comprehend craft and structure			

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W	LAFS.4.W.1.1	4.W.1.1 recognize facts and details, explain organizational structures; explain purpose of concluding statement; explain writer’s point of view; determine how to clearly introduce topic or text; formulate an opinion; organize by grouping ideas to support writer’s purpose; provide reasons supported with facts and details; link opinions and reasons using words and phrases; provide a conclusion related to the opinion	produce an opinion piece that includes: <ul style="list-style-type: none"> • a clear introduction • a statement of opinion • a strong organizational structure • support by facts and details • links between opinion and reasons • a concluding statement or section 		
	LAFS.4.W.1.2	4.W.1.2 identify a clear topic; identify related-information grouped in paragraphs or sections containing formatting, illustrations, and multimedia when aiding comprehension; identify topics developed with facts, definitions, concrete details, and quotations with other information and examples; identify linked ideas within categories of information; identify linked ideas within categories of information; identify precise language and domain-specific vocabulary to inform or explain; identify a related concluding statement or section; develop a clearly introduced topic; develop related-information grouped in paragraphs or sections containing formatting; illustrations, and multimedia when aiding comprehension; develop topics with facts, definitions, concrete details, and quotations with other information and examples; develop linked ideas within categories of information using words and phrases; develop precise language and domain-specific vocabulary to inform or explain; develop a related concluding statement or section; paraphrase textual information presented orally from a variety of media formats			
	LAFS.4.W.1.3	4.W.1.3 use concrete and/or sensory details			
	LAFS.4.W.3.7	4.W.3.7 conduct short research products that build knowledge through investigation of different aspects of a topic; conduct short research projects			

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	LAFS.4.W.3.8	4.W.3.8 take notes; categorize information; distinguish between relevant and irrelevant information; gather relevant information from print and digital sources; provide sources list			
	LAFS.4.W.3.9	4.W.3.9 draw evidence as support for research			
	LAFS.4.W.4.10	4.W.4.10 determine the appropriate organizational structure for specific audiences and purposes			
SL	LAFS.4.SL.2.4	4.SL.2.4 identify a topic, text, facts, and descriptive details; identify and recall an experience; identify clearly pronounced and enunciated words; identify an understandable pace; use a logical sequence of events to tell a story, report on a topic or text, or recount an experience	<p>*Tropicana Speech* Speak clearly and understandably :</p> <ul style="list-style-type: none"> • while reporting on a topic or telling a story • in an organized manner while recounting an experience • using appropriate facts • using relevant, descriptive details • using formal English when appropriate 		
	LAFS.4.SL.2.6	4.SL.2.6 identify an audience, task, or situation; identify characteristics of formal and informal speaking; distinguish between formal and informal speech; analyze situation to determine appropriate speech use			

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	LAFS.4.L.1.1	4.L.1.1 order adjectives according to conventions; recognize progressive verb tenses	correct inappropriate fragments		
	LAFS.4.L.1.2	4.L.1.2 know procedures to efficiently find correct spelling; know coordinating conjunctions; consult references as needed; identify and correct misspelled words; use commas before a coordinating conjunction in a compound sentence; know that coordinating conjunctions connect two or more independent clauses			
	LAFS.4.L.2.3	4.L.2.3 recognize fundamentals of formal and informal English; differentiate between contexts that call for formal English; choose punctuation for effect; choose words and phrases precisely; apply knowledge of language conventions when writing, reading, or listening; apply language knowledge when writing, reading, or listening	use words and phrases precisely when speaking; use knowledge of language and language conventions when speaking		
	LAFS.4.L.3.5	4.L.3.5 identify synonyms and antonyms			
	LAFS.4.L.3.6	4.L.3.6 use words that signal precise action; use grade appropriate general academic and domain specific words	doubling final consonant, double consonants, schwa		

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3rd 9-weeks

LAFS	Standard(s)	Learning Target	Assessment/Product	Essential Question(s)	Resources
RL	LAFS.4.RL.2.4	4.RL.2.4 know significant Greek characters and defining characteristics; recognize words and phrases including those that allude to mythical characters; determine the meaning of words and phrases that allude to mythological characters 4.RL.2.5 refer to the structural elements of a drama when writing or speaking; refer to the structural elements of poems when writing or speaking; refer to the structural elements of prose when writing or speaking 4.RL.3.7 identify similarities and differences between a text and a visual or oral presentation; recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation 4.RL.4.10 differentiate between poems, drama, and prose			
	LAFS.4.RL.2.5				
	LAFS.4.RL.3.7				
	LAFS.4.RL.4.10				
RI	LAFS.4.RI.1.1	4.RI.1.1 differentiate between explicit and inferred information; identify explicit details when drawing inferences; analyze the text using details and examples 4.RI.1.3 evaluate why events, procedures, ideas, and concepts occurred with supporting details 4.RI.2.4 evaluate the meaning of domain-specific phrases; analyze the meaning of general academic phrases			
	LAFS.4.RI.1.3				
	LAFS.4.RI.2.4				

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W	LAFS.4.W.1.2	4.W.1.2 PRODUCT: informative/explanatory texts that include a topic developed with facts, definitions, concrete details, and quotations with other information and examples			
	LAFS.4.W.1.3	4.W.1.3 sequence events logically with transitional words; use dialogue and description to develop experiences and events; establish aligned conclusions with the sequence of events. PRODUCT: Write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events and reveal characters.			
	LAFS.4.W.2.5	4.W.2.5 recognize how to plan; recognize how to revise; recognize how to edit; know how to edit for conventions; recognize how to try a new approach; recognize how to rewrite; develop and strengthen writing by planning, editing, rewriting, and/or writing by a new approach PRODUCT: Write a narrative that uses transitional words and phrases			
L	LAFS.4.L.1.1	4.L.1.1 identify prepositional phrases, relative pronouns, adverbs; use modal auxiliaries(helping verbs) to convey various conditions			
	LAFS.4.L.3.4	4.L.3.4 identify and define Greek and Latin affixes and roots; determine the meaning of words using Greek and Latin affixes and roots			
	LAFS.4.L.3.5	4.L.3.5 recognize (in context) and define simple similes, metaphors, idioms, adages, and proverbs in context	4.L.3.6—silent letters, tricky endings (-ible, -able), homophones		
SL	LAFS.4.SL.1.2				

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4th 9-weeks

LAFS	Standard(s)	Learning Target	Assessment/Product	Essential Question(s)	Resources
RL	LAFS.4.RL.3.7 LAFS.4.RL.3.9	4.RI.3.7—Compare specific descriptions and directions between written and oral or visual presentations of text 4. RI.3.9—Identify similarities in themes, topics, or event patterns; compare/contrast themes, topics, or event patterns.			
RI	LAFS.4.RI.3.7 LAFS.4.RI.4.10	4.RI.3.7—recognize interactive Web elements 4.RI.4.10—recognize/understand integration of knowledge. Comprehend integration of knowledge.			

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W	LAFS.4.W.2.6	4.W.2.6—Evaluate the technology tools for producing and publishing writing; use keyboarding skills to type a minimum of one page in a single setting; evaluate the technology for collaborating with others; use technology to develop, revise, edit, and publish writing				
	LAFS.4.W.1.2	4.W.1.2--Develop related-information containing formatting, illustrations, and multimedia. Product: produce informative/explanatory texts that include related information that contain formatting, illustrations, and multimedia when aiding comprehension.	Product: produce informative/explanatory texts that include related information that contain formatting, illustrations, and multimedia when aiding comprehension.			
	LAFS.4.W.4.10	4.W.4.10— determine when to write for short or extended time frames ; write for various purposes and to various audiences for short or extended time frames				
	LAFS.4.W.2.4	4.W.2.4—Analyze the reason for writing to decide on task, purpose, or audience; determine suitable organization appropriate to the task, purpose, or audience; determine suitable idea development strategies. Product: Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.		Product: Produce a writing piece with clear, cohesive idea development and organization, appropriate to the determined task, purpose, and audience.		
SL	LAFS.4.SL.2.5	4.SL.2.5—determine when to enhance main idea or theme in audio; add audio recordings to enhance the main idea or theme; add visual displays to enhance the main idea or theme.				

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L	LAFS.4.L.1.1	4.L.1.1—Demonstrate legible cursive writing skills; order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)			
	LAFS.4.L.3.5	4.L.3.5—Explain common idioms, adages, and proverbs; explain simple similes and metaphors in context; distinguish between synonyms and antonyms; distinguish between similes and metaphors			
	**LAFS.4.RF.3.3	4.RF.3.3—Know grade-level phonics and word analysis skills in decoding words; identify syllabication patterns and root words; apply grade-level phonics and word analysis in decoding words; synthesize phonics and word analysis skills to decode words; read multisyllabic words in and out of context	4.L.3.6—spelling long words, related words with similar spellings, possessives, contractions		
	**LAFS.4.RF.4.4	4.RF.4.4—Apply reading strategies for accuracy, rate, and expression; confirm or self-correct word recognition; identify and understand foundational reading skills; understand how to confirm or self-correct using context; identify textual purpose and understanding; confirm or self-correct word recognition and understanding; determine the purpose for reading on-level text; apply reading strategies for accuracy, rate, and expression; apply reading strategies for accuracy, rate, and expression; read on-level text fluently and accurately; reread with fluency as necessary; read with accuracy and expression at the appropriate rate			

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Resource lists for Grade 4:

Prefixes:

anti- de- dis- ex- re- non- ir- im- in- mis- multi- un- il- sub-

Suffixes: -s -es -ies -ed -er -est -ing -by -ful -y -less -able -ty -ness -ment -ship -th -sion -tion

Lists to be attached:

- common Greek and Latin roots
- homophone list
- multiple meaning words
- high frequency words—level 4
- reading response log/letter options and response stems

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Spelling pattern/strategy lessons:

4th Grade Spelling Scope and Sequence: (Spelling Strategies and Patterns)

1st Nine Weeks:

- Pattern 12: i Before e (It still works!)
- Pattern 13: Adding Suffixes: Changing y to i
- Pattern 14: Adding Suffixes: Dropping the Final e

2nd Nine Weeks:

- Pattern 15: Adding Suffixes: Doubling the Final Consonant
- Pattern 16: Double Consonants
- Pattern 17: Schwa: What Is It and How Do I Spell It?

3rd Nine Weeks:

- Pattern 18: Silent Letters: How Do I Know They're There?
- Pattern 19: Tricky Endings: -able or -ible?
- Pattern 20: Those Pesky Homophones

4th Nine Weeks:

- Pattern 21: Spelling Long Words
- Pattern 22: Related Words Have Similar Spellings
- Pattern 23: Words with Apostrophes: Possessives
- Pattern 24: Words with Apostrophes: Contractions