

Logan County Schools

ELA Scope and Sequence

Fourth Grade

Carrie Browning
 Kelly Bryant
 Nikki Bailey
 Michelle Osborne

| Building a Reading Life Fourth Grade | | | | |
|--------------------------------------|--|--|---|--|
| Dates or Weeks | Standards/Objectives Number | Narrative of Standard | What should students be able to do? | Writing Standards |
| <p>3 weeks</p> <p>Aug to Sept</p> | <p>Building a Reading Life – setting up reading workshop and review 3rd grade standards</p> <ul style="list-style-type: none"> • ELA. 4.R.C1.3 • ELA.4.R.C1.1 • ELA.4.R.C2.1 • ELA.4.R.C4.1 • ELA.4.R.C8.1 • ELA.4.R.C7.1 • ELA.4.SL.C13.1 • ELA.4.SL.C14.1 | <ul style="list-style-type: none"> • Story elements – review • Refer to details in the text • Determine the meaning of words and phrases • By the end of the year, read and comprehend literature • Know and apply grade-level phonics and word analysis in decoding words • Read with sufficient accuracy and fluency • Paraphrase portions of the text read aloud • Differentiate between context that call for formal or informal English | <ul style="list-style-type: none"> • Describe characters in a story and explain how their actions contribute to the sequence of events • Begin to describe depth character thoughts words or actions with <i>guidance and support</i> • Recognize when comprehension breaks down • Retell or paraphrase text to foster partner discussions • Discuss ideas with partner to extend thinking and deeper understanding • Share ideas relating to read aloud or independent reading with whole class • Record daily reading on log | <ul style="list-style-type: none"> • ELA.4.W.C9.3 • ELA.4.W.C10.1 • ELA.4.L.C15.2 • ELA.4.L.C17.1 <p>Students begin journaling about events in the text, including character actions and thoughts.</p> <p>Students begin working toward clear, cohesive, organized writing.</p> <p>Students review conventions of Standard English capitalization, punctuation, and spelling while writing</p> <p>Students begin to use context clues to determine the meaning of unfamiliar words and phrases.</p> <p>Students will begin word study of Greek and Latin roots to assist in decoding unfamiliar word meanings.</p> |

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| | <p>Teacher will:</p> <ul style="list-style-type: none">• Prepare students for reading workshop.• Introduce and practice routines and procedures.• Prepare for collaboration among small group and partnerships. | <p>Students will:</p> <ul style="list-style-type: none">• Choose books wisely, considering interest/topic and appropriate level.• Set goals for themselves, developing engagement, stamina, and pace.• Monitor their understanding of what they read and use strategies to help make meaning from the text.• Grow ideas about their reading that are grounded in the text, sharing and developing these ideas with others.• Begin to make meaning by using a variety of comprehension strategies |
| | <p>Assessment:</p> <ul style="list-style-type: none">• DIBELS Reading 3D• Running Records – Reading and Writing Project (http://readingandwritingproject.com/resources/assessments/reading-assessments.html)• Teacher Observation• Reading Conference Notes• Reader’s Notebook Entries• Reading logs• Partner Talks• Group Discussions | |

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| Following Characters into Meaning | | | | |
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| Dates or Weeks | Standards/Objectives Number | Narrative of Standard | What should students be able to do? | Writing Standards |
| 6 weeks Sept to Oct | <ul style="list-style-type: none"> • ELA. 4.R.C1.1 • ELA.4.R.C1.2 • ELA.4.R.C1.3 • ELA.4.R.C2.1 • ELA.4.R.C2.2 • ELA.4.R.C2.3 • ELA.4.R.C3.1 • ELA.4.R.C3.2 • ELA.4.SL.C13.1 • ELA.4.SL.C13.2 • ELA.4.SL.C14.1 • ELA.4.SL.C14.3 | <ul style="list-style-type: none"> • Refer to details in the text when explaining what the text says explicitly • Determine a theme of a story • Describe in depth a character, setting, or event, in a story, drawing on specific details in the text • Determine the meaning of words and phrases as they are used in a text • Explain major differences between poems, dramas, and prose, and refer to the structural elements • Compare and Contrast the point of view from which different stories are narrated • Make connections between the text of a story or drama and a visual or oral presentation of the text • By the end of the year, | <ul style="list-style-type: none"> • Sketch or write about a scene or character to develop mental images • Discuss mental images and predictions created during read-aloud and independent reading • Demonstrate the ability to identify with characters • Choose a strategy to develop mental images • Use more precise language to describe a character (exactly true words) • Identify lessons learned or changes in characters • Identify lessons or changes in characters • Discussion ideas with partner to extend thinking and deepen comprehension • Demonstrate good listening skills • Share independent | <ul style="list-style-type: none"> • ELA.4.W.C9.1 • ELA.4.W.C9.3 • ELA.4.L.C15.1 • ELA.4.L.C15.2 • ELA.4.L.C16.1 • ELA.4.L.C17.1 • ELA.4.L.C17.2 • ELA.4.L.C17.3 <p>Students begin to write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing of specific details in the text</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Determine or clarify the meaning of unknown</p> |

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| | | <p>read and comprehend literature</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis in decoding words • Read with sufficient accuracy and fluency • Paraphrase portions of the text read aloud • Differentiate between context that call for formal or informal English | <p>reading with whole class or small group</p> <ul style="list-style-type: none"> • Record daily reading | <p>and multiple-meaning words and phrases</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Acquire and use accurately grade-appropriate general academic domain-specific words and phrases</p> |
| | <p>Teacher will:</p> <ul style="list-style-type: none"> • | | <p>Students will:</p> <ul style="list-style-type: none"> • | |
| | <p>Assessment:</p> <ul style="list-style-type: none"> • DIBELS Reading 3D • Running Records – Reading and Writing Project (http://readingandwritingproject.com/resources/assessments/reading-assessments.html) • Teacher Observation • Reading Conference Notes • Reader’s Notebook Entries • Reading logs • Partner Talks • Group Discussions | | | |

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| Nonfiction | | | | |
|-------------------------|--|---|---|--|
| Dates or Weeks | Standards/Objectives Number | Narrative of Standard | What should students be able to do? | Writing Standards |
| weeks Oct to Nov | <ul style="list-style-type: none"> • ELA.4.R.C1.4 • ELA.4.R.C1.5 • ELA.4.R.C1.6 • ELA.4.R.C2.4 • ELA.4.R.C2.5 • ELA.4.R.C2.6 • ELA.4.R.C3.3 • ELA.4.R.C3.4 • ELA.4.R.C3.5 • ELA.4.R.C4.2 • ELA.4.R.C7.1 • ELA.4.R.C8.1 • ELA.4.SL.C13.1 • ELA.4.SL.C13.2 • ELA.4.SL.C14.1 • ELA.4.SL.C14.3 | <ul style="list-style-type: none"> • • Determine the meaning of words and phrases as they are used in a text • Explain major differences between poems, dramas, and prose, and refer to the structural elements • Compare and Contrast the point of view from which different stories are narrated • Make connections between the text of a story or drama and a visual or oral presentation of the text • By the end of the year, read and comprehend literature | <ul style="list-style-type: none"> • Readers know the different structures of nonfiction texts and how to use them to support their understanding • • Record daily reading | <ul style="list-style-type: none"> • ELA.4.W.C9.1 • ELA.4.W.C9.2 • ELA.4.W.C10.1 • ELA.4.W.C10.2 • ELA.4.W.C10.3 • ELA.4.W.C11.2 • ELA.4.W.C11.3 • ELA.4.W.C12.1 • ELA.4.L.C15.1 • ELA.4.L.C15.2 • ELA.4.L.C16.1 • ELA.4.L.C17.1 • ELA.4.L.C17.2 • ELA.4.L.C17.3 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking Use knowledge of language and its |

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| | | <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis in decoding words • Read with sufficient accuracy and fluency • Paraphrase portions of the text read aloud • Differentiate between context that call for formal or informal English | | <p>conventions when writing, speaking, reading, or listening.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>Acquire and use accurately grade-appropriate general academic domain-specific words and phrases</p> |
| | Teacher will: <ul style="list-style-type: none"> • | | Students will: <ul style="list-style-type: none"> • | |
| Assessment: <ul style="list-style-type: none"> • DIBELS Reading 3D • Running Records – Reading and Writing Project (http://readingandwritingproject.com/resources/assessments/reading-assessments.html) • Teacher Observation • Reading Conference Notes • Reader’s Notebook Entries • Reading logs • Partner Talks • Group Discussions | | | | |

Notes: Additional units will include Historical Fiction, Research Project, Poetry/Figurative Language, and Book Clubs

Intended to follow Lucy Calkins Units of Study Grades 3-5