Fourth Grade English Language Arts Scope and Sequence

Taught Throughout the Year				
Speaking and Listening	**Foundational Skills**	**Reading**	**Writing**	**Language**
SL.4.1 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	RF.4.3 Know and apply grade level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry 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.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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. Activate prior knowledge and draw on previous experiences in order to make text to-self or text-to-text connections and comparisons. RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 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	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) W.4.5 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.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. W.4.7 Conduct short research projects that build	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. d. Spell grade-appropriate words correctly, consulting references as needed. L.4.6 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. SL.4.4 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. SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade		complexity band proficiently, with scaffolding as needed at the high end of the range.	knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. W.4.9 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

4 Language standards 1 for specific expectations.)			discipline-specific tasks, purposes, and audiences.	
Resource	ODE Model Curriculum Fundations Level 3	Ready Reading Toolbox: Lesson 6 & 12	ODE Model Curriculum	Ready Reading Language Handbook: Lesson 24

WHCSD Scope and Sequence   Fourth Grade   ELA   2020-21

		Quarter 1	
	Reading	**Writing**	**Language**
Standard	RL.4.2 Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	b. Summarize the text, incorporating a theme determined from details in the text. RL.4.3 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). RI.4.2 Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information. RI.4.3 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.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. 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., another, for example, also, because). 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.	a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Resource	Ready Reading Toolbox: Lessons 1-5, 10 & 11	Wonders Unit 2 & 5 RACE strategy	Ready Reading Language Handbook: Lessons 1-8, 16-18

ODE Model Curriculum RAZ-Plus Determining a Theme Guidance Types of Summaries Guidance	

Quarter 2			
	Reading	**Writing**	**Language**
Standard	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	L.4.2 Demonstrate command of the conventions of standard English

	Reading	Writing	Language
	those that allude to significant characters found in mythology (e.g., Herculean).	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.	capitalization, punctuation, and spelling when writing.
	RL.4.5 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.	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.	b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.		
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
	RI.4.5 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.		L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.		
Resource	Ready Reading Toolbox: Lessons 13-21 ODE Model Curriculum Teaching Text Structures	Wonders Unit 1 & 3 OREA Strategy ELA Standards Appendix C pg. 26 sample opinion writing	Ready Reading Language Handbook: Lessons 11-15, 19

Quarter 3		
	Reading	**Writing**	**Language**

Standard	RL.4.7 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. RL.4.9 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. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	W.4.2 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; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. 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., another, for example, also, because). 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.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
Resource	Ready Reading Toolbox: Lessons 22-26 ODE Model Curriculum RAZ-Plus	Wonders Unit 2 & 5 RACE strategy	Ready Reading Language Handbook: Lessons 20-23

Quarter 4

	Reading	Writing	Language
Standard	*All Reading Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.* RL.4.3 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). RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.	*All Language Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.*
Resource	Ready Reading Toolbox: Lessons 7, 8 & 18 ODE Model Curriculum RAZ-Plus	Wonders Unit 1, 3, 4 & 6 ELA Standards Appendix C pg. 28 Narrative Writing Samples	

Quarter 1 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.4.1/RI.4.1	Draw inferences from the text using details and examples from the text.	
	Explain what the text says explicitly using details and examples from the text.	
RL.4.10	Read and comprehend fictional stories.	
	Read and comprehend fictional plays (dramas).	
	Read and comprehend fictional poetry.	
	Make text-to-self connections by activating prior knowledge and drawing on previous experiences.	
	Make text-to-text connections.	
	Interpret information presented visually in graphs.	
	Interpret information presented visually in timelines.	
	Interpret information presented visually in animations.	
	Interpret information presented visually in interactive elements on Web pages.	
	Interpret information presented orally.	
	Explain how the visual information contributes to an understanding of the text in which it appears.	
	Explain how the oral information contributes to an understanding of the text in which it appears.	
RI.4.10	Comprehend non-fiction text in social studies.	
	Comprehend non-fiction text in science.	
	Comprehend technical text.	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task.	
	Produce clear and coherent writing in which the development and organization are appropriate to purpose.	
	Produce clear and coherent writing in which the development and organization are appropriate to audience.	
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce writing.	
	With some guidance and support from adults, use technology, including the Internet, to publish writing.	
	With some guidance and support from adults, use technology, including the Internet, to interact and collaborate with others.	
	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.4.8	Recall relevant information from experiences.	
	Gather relevant information from print sources.	
	Gather relevant information from digital sources.	

	Take notes and categorize information.	
	Provide a list of sources.	
W.4.9	Draw evidence from literary or informational texts to support analysis.	
	Draw evidence from literary or informational texts to support reflection.	
	Draw evidence from literary or informational texts to support research.	
	Apply grade 4 Reading standards to literature • Describe in depth a character, setting, or event in a story or drama.	
	Apply grade 4 Reading standards to literature • Draw on specific details in the text [e.g., a character's thoughts, words, or actions].	
	Apply grade 4 Reading standards to informational texts • Explain how an author uses reasons to support particular points in a text.	
	Apply grade 4 Reading standards to informational texts • Explain how an author uses evidence to support particular points in a text.	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	
	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.4.4	Determine the meaning of words in a text.	
	Determine the meaning of phrases in a text.	
	Determine the meaning of words used in mythology.	
	Determine the meaning of phrases used in mythology.	
RL.4.5	Explain the difference between poems, drama and prose.	
	Refer to the structural elements of a poem such as verse, rhythm, and meter when responding to text.	
	Refer to the structural element of a prose such as paragraph and sentence when responding to text.	
	Refer to the structural element of a drama such as casts of characters, settings, descriptions, dialogue and stage directions when responding to a text.	
RL.4.6	Identify the literary point of view as first or third person.	
	Compare the points of view from which stories are narrated.	
	Contrast the points of view from which stories are narrated.	
RI.4.4	Determine the meaning of general academic words in informational text.	
	Determine the meaning of general academic phrases in informational text.	
	Determine the meaning of domain-specific words in informational text.	
	Determine the meaning of domain-specific phrases in informational text.	
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in a text or part of a text.	
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas, in a text or part of a text.	
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) concepts, in a text or part of a text.	
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text.	
RI.4.6	Compare a firsthand and secondhand account of the same event.	
	Compare a firsthand and secondhand account of the same topic.	
	Contrast a firsthand and secondhand account of the same event.	
	Contrast a firsthand and secondhand account of the same topic.	
	Describe how the information provided is different in each account.	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
	State an opinion.	
	Introduce a topic or text clearly.	
	Create an organizational structure in which related ideas are grouped to support the writer's purpose.	
	Provide reasons that are supported by facts.	
	Provide reasons that are supported by details.	
	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
	Provide a concluding statement or section related to the opinion presented.	

Ohio Standard	**Quarter 3 Learning Targets**	
	Learning Targets	**Date(s) Taught**
RL.4.7	Compare a story to a visual or oral presentation of a text.	
	Compare a drama to a visual or oral presentation of a text.	
	Identify how each version of a story reflects specifics descriptions and directions in the text.	
	Identify how each version of a drama reflections specific descriptions and directions in the text.	
RL.4.9	Compare two or more themes in stories, myths or traditional literature from different cultures	
	Contrast two or more themes in stories, myths or traditional literature from different cultures.	
	Compare two or more topics in stories, myths or traditional literature from different cultures.	
	Contrast two or more topics in stories, myths or traditional literature from different cultures.	
	Compare two or more patterns in stories, myths or traditional literature from different cultures.	
	Contrast two or more patterns in stories, myths or traditional literature from different cultures.	
RI.4.7	Interpret information presented visually in a diagram.	
	Interpret information presented visually in charts.	
	Interpret information presented visually in graphs.	
	Interpret information presented visually in timelines.	
	Interpret information presented visually in animations.	
	Interpret information presented visually in interactive elements on Web pages.	
	Interpret information presented orally.	
	Explain how the visual information contributes to an understanding of the text in which it appears.	
	Explain how the oral information contributes to an understanding of the text in which it appears.	
RI.4.8	Explain how an author uses evidence to support particular points in a text.	
RI.4.9	Integrate information from two texts on the same topic in order to write about the subject.	
	Integrate information from two texts on the same topic in order to speak about the subject.	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas clearly.	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic clearly.	
	Group related information in paragraphs and sections.	
	Include formatting (e.g., headings) when useful to aiding comprehension.	
	Include illustrations when useful to aiding comprehension.	
	Include multimedia when useful to aiding comprehension.	
	Develop the topic with facts.	

	Develop the topic with definitions.	
	Develop the topic with concrete details.	
	Develop the topic with quotations.	
	Develop the topic other information and examples related to the topic.	
	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
W.4.2	Use precise language to inform about or explain the topic.	
	Use domain-specific vocabulary to inform about or explain the topic.	
	Provide a concluding statement or section related to the information or explanation presented.	

Ohio Standard	Quarter 4 Learning Targets	
	Learning Targets	**Date(s) Taught**
RL.4.3	Describe a character's actions in a story based on evidence in the text.	
	Describe a character's actions in a drama based on evidence in the text.	
	Describe a character's thoughts in a story based on evidence in the text.	
	Describe a character's thoughts in a drama based on evidence in the text.	
	Describe the setting of a story based on evidence in the text regarding time and place.	
	Describe the setting of a drama based on evidence in the text regarding time and place.	
	Describe events from a story using evidence from the text regarding the actions and sequence of the story.	
	Describe events from a drama using evidence from the text regarding the actions and sequence of the story.	
RL.4.6	Identify the literary point of view as first or third person.	
	Compare the points of view from which stories are narrated.	
	Contrast the points of view from which stories are narrated.	
W.4.3	Write narratives to develop real experiences or events.	
	Write narratives to develop imagined experiences or events.	
	Use effective technique.	
	Use descriptive details.	
	Use clear event sequences.	
	Orient the reader by establishing a situation. Introducing a narrator and/or characters.	
	Organize an event sequence that unfolds naturally.	
	Use dialogue.	
	Use description.	
	Show the responses of characters to situations.	
	Use a variety of transitional words and phrases.	
	Manage the sequence of events.	
	Use concrete words and phrases to convey experiences precisely.	
	Use concrete words and phrases and sensory details to convey events precisely.	
	Use sensory details to convey experiences precisely.	
	Use sensory details to convey events precisely.	
	Provide a conclusion that follows from the narrated experiences or events.	