



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

<b>FIRST NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>The Reading Fundamentals Launch Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students will participate in meaningful conversations connections to the texts they are reading.</p> <p>The Writing Fundamentals How Writer's Work Unit of Study helps students understand the writing process. Students will go through the writing process to get to know how and why writers write in the ways that they do.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 -September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Launching	18 Lessons	<a href="#">NCDPI ELA Parent Guide (English)</a>  <a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>  <a href="#">What Is Fluency? (English)</a>  <a href="#">What Is Fluency? (Spanish)</a>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they affect meaning and tone.</p> <p>RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>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.</p> <p>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.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

			<p>RI.4.7 Interpret information presented visually, orally, or quantitatively 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 grade 4, read and understand informational text within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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; adjust speech as appropriate to formal and informal discourse.</p>
<p>How Writer’s Work</p>	<p>14 lessons</p>	<p><a href="#">Parent Letter</a></p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.</p> <p>W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.5 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.6 Recall relevant information from experiences or gather relevant information from print and digital resources; take notes, categorize information, and provide a list of sources.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

<b>SECOND NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>The Reading Fundamentals Fiction Unit of Study develops student's understanding of various forms of fiction (fantasy, traditional, and realistic). Students will learn about the features and purposes of fiction text to understand story elements and theme. Students will also learn and apply specific reading skills and strategies to help them comprehend fiction text.</p> <p>The Writing Fundamentals Cynthia Rylant Author Study guides students to study the many narrative writings of Cynthia Rylant that tell about her life experiences. Throughout the unit, students will learn more about the genre and features of narrative writings so they can publish their own narrative piece.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fiction	18 Lessons	<a href="#">NCDPI ELA Parent Guide (English)</a>  <a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>RL.4.4 Determine the meaning of words and phrases as they affect meaning and tone.</p> <p>RL.4.5 Explain major differences between poems, drama, ad Prose, and drama when writing or speaking about a text.</p> <p>RL.4.6 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.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.</p> <p>RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

			<p>RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
<p>Cynthia Rylant Author Study</p>	<p>25 lessons</p>	<p><a href="#">Parent Letter</a></p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.5 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.6 Recall relevant information from experiences or gather relevant information from print and digital resources; take notes, categorize information, and provide a list of sources.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

<b>THIRD NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>The Reading Fundamentals Nonfiction Unit of Study will help students learn and apply specific reading skills and strategies for information text. Students will learn how to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction and how to work through complex text.</p> <p>The Writing Fundamentals Nonfiction Unit of Study will demonstrate how nonfiction writers think, how they research topics, and how they convey ideas and information clearly. Through reading and writing nonfiction, students will come to understand the kinds of texts nonfiction writers create and decisions writers make about content, structure, language, and visuals. Students will publish a nonfiction writing by the end of the unit.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Restart: January 9 – January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17 – February 8	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Nonfiction	20 Lessons	<a href="#">NCDPI ELA Parent Guide (English)</a>  <a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

			<p>RI.4.9 Integrate information from two texts in the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of grade 4, read and understand informational text within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Nonfiction	23 lessons		<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.5 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.6 Recall relevant information from experiences or gather relevant information from print and digital resources; take notes, categorize information, and provide a list of sources.</p>



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 4

<b>FOURTH NINE WEEKS</b>	<b>OVERVIEW</b>
	The Reading Fundamentals Fiction Unit of Study develops student's understanding of various forms of fiction (fantasy, traditional, and realistic). Students will learn about the features and purposes of fiction text to understand story elements and theme. Students will also learn and apply specific reading skills and strategies to help them comprehend fiction text. The Writing Fundamentals
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: May 2 – May 22	Amplify Dibels End of the Year Assessment
Restart: May 4 – May 24	
Traditional: May 5 – May 25	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Poetry	18 Lessons	<a href="#">NCDPI ELA Parent Guide (English)</a>  <a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	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.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL.4.4 Determine the meaning of words and phrases as they affect meaning and tone.  RL.4.5 Explain major differences between poems, drama, ad Prose, and drama when writing or speaking about a text.  RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.  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 use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
Feature Article with Editorial	34 lessons	<a href="#">Parent Letter</a>	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.



# Elementary School Teaching and Learning 2022-2023 Scope and Sequence English Language Arts – Grade 4

			<p>W.4.5 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.6 Recall relevant information from experiences or gather relevant information from print and digital resources; take notes, categorize information, and provide a list of sources.</p>
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### **\*Amplify Dibels:**

Universal benchmarking measures your child's literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.