Fourth Grade
Language Scope and Sequence

The Language standards listed in the table below are intended to be reinforced within the writing unit so that the Language standards are taught in the context of student writing, and not in isolation. Additionally, the standards provide a focus for what students will be held accountable in their writing for purposes of editing their work at the end of any given unit.

Writing Text Type	Genre	Common Core Language Standards
Building a Community of Writers	**This unit focuses on building a writing community and not on a specific genre.**	2.a.Use correct capitalization. 2.d.Spell grade-appropriate words correctly, consulting references as needed.
Narrative	**Personal Narrative**	2.a.Use correct capitalization. 2.b.Use commas and quotation marks to mark direct speech and quotations from a text. 2.c.Use a comma before a coordinating conjunction in a compound sentence. 2.d.Spell grade-appropriate words correctly, consulting references as needed.
Opinion	**Response to Literature**	1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 2.a.Use correct capitalization. 2.c.Use a comma before a coordinating conjunction in a compound sentence. 2.d Spell grade-appropriate words correctly, consulting references as needed.
Informative/ Explanatory	**Summary**	1.g.Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 1.h.Correctly use frequently confused words (e.g., *to, too, two; there, their*).* 2.a.Use correct capitalization.
Narrative	**Fictional Narrative/ Short Story**	a. Use correct capitalization. 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. d. Spell grade-appropriate words correctly, consulting references as needed.
Opinion	**Essay**	1.e.Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). 1.f.Form and use prepositional phrases. 1.g.Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
Informative	Research Report	1.e.Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). 1.f.Form and use prepositional phrases. 1.g.Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

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Please note that not all the Common Core Language Standards have been assigned to the Language Scope and Sequence, but will need to be reinforced orally in conversation, through shared, interactive, or guided writing and daily grammar activities.

The standards below will need "additional support" because they aren't given enough attention in Treasures or Tesoros.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Use **interrogative**, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*)

Skills marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.