

Wimberley ISD 4th Grade ELA SCOPE AND SEQUENCE 2025-26

| Grade 4 | |
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| Word Study | Language/Grammar |
| <p>4.2 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> ❑ (A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; ❑ (B)(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; R <p>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> ❑ (A)(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; ❑ (A)(iv) decoding words using knowledge of prefixes; ❑ (B)(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; - (R) ❑ (B)(v) spelling words using knowledge of prefixes; and - (S) (B)(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and - (R) (B)(vi) spelling words using knowledge of suffixes, | <p>4.11</p> <ul style="list-style-type: none"> ❑ (D) edit drafts using standard English conventions <ul style="list-style-type: none"> ❑ (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;- (R) ❑ (iv) adjectives, including their comparative and superlative forms; - (S) ❑ (v) adverbs that convey frequency and adverbs that convey degree; - (S) ❑ (vi) prepositions and prepositional phrases; - (S) ❑ (vii) pronouns, including reflexive; ❑ (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; - (S) ❑ (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; ❑ (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue;- (S) |

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| | <p>including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and - (R)</p> <p>❑ (B)(ii) spelling homophones - (R)</p> <p>❑ (C) determine the meaning of and use words with affixes such as mis-, sub-, - ment, and -ity/ty and roots such as auto, graph, and meter - (S)</p> <p>4.11(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | |
| W2 | Word Work: Intro. To Syllable Types and Closed | Types of Sentences (and coordinating punctuation) |
| W3 | Word Work: Syllable Types - multisyllabic Closed | Types of Sentences (and coordinating punctuation) |
| W4 | Word Work: Syllable types - Closed with endings (double the consonant) | Complete sentences- subjects/predicates |
| W5 | Word Work: Syllable types - Open syllables | Complete sentences- subjects/predicates (compound subjects or predicates) |
| W6 | Word Work: syllable types - open in multisyllabic words | Complete sentences vs. Fragments |
| W7 | Word work: syllable types - VCE | Simple and Compound Sentences |
| W8 | Word Work: syllable types - VCE multisyllabic | Compound Sentences with Coordinating Conjunctions- FANBOYS P Compound Sentences.pptx |
| W9 | Word work: syllable types - VCE with endings | Complex Sentences with Subordinate Conjunctions |
| W10 | Word work: Change y to i; add er and est | Sentence Bad-Guys <ul style="list-style-type: none"> ● Fragment Fred ● Run-On Ralph |
| WK11 | Word Work: vowel teams ai/ay | Sentence Bad-Guys <ul style="list-style-type: none"> ● Comma Splice Carl ● Awkward Arthur |
| WK12 | Word work: vowel teams ee/ea | Bare Bones Sentences- Revision |
| W13 | Word work: vowel teams - oa/ie | Prepositions and Prepositional Phrases |
| W14 | Word Work: vowel teams- ee/ea | Capitalization- MINTS (with common/proper nouns) |

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| W15 | Word work: Diphthongs- oi, oy, ow, ou | Capitalization |
| W16 | Word Work: R-controlled | Commas |
| W17 | Word Work: Final Stable Syllable | Apostrophes in Possessives |
| W18 | 3.5 day week- flex time | |
| Winter Break | | |
| W19 | Word Work: Contractions | Quotation Marks Countdown to STAAR- Revise and Edit |
| W20 | Word Work: Plural Review | Parts of Speech- Action Verbs Countdown to STAAR- Revise and Edit |
| W21 | <p>The student is expected to:</p> <ul style="list-style-type: none"> □ (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter - (S) <p>ROOTS Week #1(auto, scope, tele, therm)</p> | Parts of Speech- Verbs- helping/linking Countdown to STAAR- Revise and Edit |
| W22 | ROOTS Week #2 (aqua, bene, ject, ped) | Subject/Verb Agreement Countdown to STAAR- Revise and Edit |
| W23 | ROOTS Week #3 (phob, graph, chron, hyper) | Parts of Speech: Adjectives and Adverbs (frequency/degree) Countdown to STAAR- Revise and Edit |
| W24 | ROOTS Week#4 (aud, cred, jud, multi) | Figurative Language Comparative and Superlative Adjectives Countdown to STAAR- Revise and Edit |
| W25 | ROOTS #5 (bio, dyna, micro, phone) | Figurative Language Countdown to STAAR- Revise and Edit |
| W26 | Roots Week #6 (cent, rupt, frac, spect) | Figurative Language Countdown to STAAR- Revise and Edit |
| W27 | Roots Week #7 (hydro, gram, hypo, logy) | Revise for Transitions Countdown to STAAR- Revise and Edit |
| W28 | Prefixes | Combining Sentences Countdown to STAAR- Revise and Edit |

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| W29 | Suffixes | Combining Sentences Countdown to STAAR- Revise and Edit |
| W30 | Homophones | Combining Sentences Countdown to STAAR- Revise and Edit |
| W31 | Reading STAAR? | |
| W32 | Math STAAR? | |
| W33 | Word Work and Grammar will be embedded in Writing Projects and Research | |
| W34 | | |
| W35 | | |
| W36 | | |
| W37 | | |