

## Scope and Sequence: Fourth Grade

<b>Unit 1: Solar System</b> 8/25-10/9, 33 Days <b>Suggested Assessment Window:</b> 9/29-10/07 <b>Unit Focus</b> Students will learn about the earth, sun, moon, stars, and planets. In reading, students will learn comprehension strategies, as necessary, and focus on identifying and describing various texts structures and using text features to draw conclusions and make meaning. Students will also be able to explain how the main idea is supported by specific details. In evidence based response writing, students will respond to text in a variety of ways.	<b>Anchor Text</b> <i>Our Solar System</i> , Seymour Simon (1020L, ARC)	<b>Text Set</b> (740L – 1010L) <u>Literary Texts</u> <i>George’s Secret Key to the Universe</i> , Lucy and Stephen Hawking(850L, ARC)  <u>Informational Texts</u> <i>Planet Gods</i> , Jacqueline Mitton (Lexile N/A, ARC) <i>Our Solar System</i> , Bruce D. Cooper (690-770L, <a href="#">Reading A-Z</a> ) <i>Sun, Earth, Moon</i> , David L. Dreier (801-860L, <a href="#">Reading A-Z</a> ) <i>Jupiter’s Secrets Revealed</i> , Alfred J. Smuskiewicz (770-800L, <a href="#">Reading A-Z</a> ) ”Solar System 2.0,” Stephanie Warren (890L, <a href="#">EBSCO</a> ) <u>Nontraditional Texts</u> Space School Video: <i>The Sun</i> ( <a href="#">Science Channel</a> )	<b>Assessed<sup>123</sup> <a href="#">Common Core State Standards</a></b>  <b>Reading</b> <b>RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7</b> <b>RL.4.1, RL.4.2</b>  <b>Foundational Skills</b> <b>RF.4.3 (a), RF.4.4 (a), (b)</b>
	<b>Text Complexity Rationale</b> <i>Our Solar System</i> is an informational text about the Solar System. Because the text builds connections between ideas – how the Solar System was born, the elements of the Solar System and its characteristics, and how the different parts work together – it is able to provide several opportunities to revisit to uncover evidence that supports the line of inquiry.	<b>Unit Vocabulary</b> appearance/appear, astronomy, comparison, diagram, effect/cause, elements, features, gravity, planets, revolution, rotation, system, unique	<b>Writing</b> <b>W.4.2, W.4.4, W.4.5, W.4.7, W.4.9</b>
	<b>Line of Inquiry</b> A system is a group of related parts that work together to form a complex whole. What are the elements of the Solar System and how are they connected?		<b>Speaking and Listening</b> <b>SL.4.1, SL.4.2, SL.4.6</b>  <b>Language</b> <b>L.4.1, L.4.4</b>
<b>Summative Assessment</b> Students will choose two objects in our Solar System and explain their unique features the relationship between these two objects and the rest of the Solar System. They will use two or more sources to include facts, definitions, details, quotations, and/or other information and examples about the topic your explanation. The task can be completed in the form of an essay, a poster, a brochure, or a poem.			

<sup>1</sup> The Reading: Literature and Reading: Informational Texts standards listed here will be assessed in this unit cycle; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

<sup>2</sup> Bolded standards indicate that this is the first time the standard(s) has been introduced

<sup>3</sup> RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

<b>Unit 2: Early America</b> 10/14-12/12, 38.5 Days <b>Suggested Unit Assessment Window:</b> 11/19-12/02 <b>Unit Focus</b> Students will become familiar with Pre-Columbian America, Exploration, and the early settlements of the United States. In writing and research, students will gather information to explain how European arrival altered the Americas and why. In evidence based response writing, students will compare and synthesize information across multiple texts; and compare and contrast early American settlements and the people who lived there. The research experience will include opportunities for gathering information from multiple resources, note taking, and compiling a list of sources.	<b>Anchor Text</b> “The First Americans,” Scott Stuckey (700L, <a href="#">EBSCO</a> )	<b>Text Set</b> <u>Literary Texts</u> <i>Encounter</i> , Jane Yolen (680L, ARC) <u>Informational Texts</u> <i>1621: A Look at Thanksgiving</i> , Catherine Grace (1040L, ARC) Excerpts from the Harcourt Fourth Grade Social Studies Textbook <u>Nontraditional Texts</u> <i>American Indians of the Chesapeake Bay</i> ( <a href="#">Source</a> ) “The Virginia Company,” Song from Disney’s <i>Pocahontas</i> ( <a href="#">Song</a> ) <i>Land Bridge Theory</i> ( <a href="#">Video</a> ) <i>Where Do You Think You’re Going, Christopher Columbus?</i> By Jean Fritz ( <a href="#">Bookflix</a> via DC Library) Map of the 12 geographical and cultural regions of North American Indians ( <a href="#">Source</a> ) Primary Source: “From the Journal of Christopher Columbus”, <i>The Atlantic World</i> ( <a href="#">Source</a> ) <i>Exploration through the Ages</i> , By Mariner’s Museum ( <a href="#">Source</a> )	<b>Assessed</b> <sup>456</sup> <a href="#">Common Core State Standards</a>
	<b>Text Complexity Rationale</b> The text <i>The First Americans</i> is an informational text that discusses the indigenous peoples of North America. The information in this article spans thousands of years - from the ice age to Pre-Columbian America, to the arrival of the Europeans – and covers a variety of topics. The information contained in the article provides ample opportunities to make connections to other texts and provides evidence to support the line of inquiry. The Lexile level of this text is 700L. While the quantitative level of this article is lower, the expanse of information covered makes the text complex.		<b>Reading</b> RL.4.1, RL.4.2, <b>RL.4.4</b> , <b>RL.4.5</b> , <b>RL.4.7</b> RI.4.1, RI.4.2, <b>RI.4.3</b> , RI.4.4 <b>RI.4.7</b>
	<b>Line of Inquiry</b> What were the Americas like before the arrival of the Europeans and how did their arrival begin to alter that world?		<b>Foundational Skills</b> <b>RF.4.4 (c)</b>
	<b>Unit Vocabulary</b> alliance, diplomacy, document (n. and v.), empire, explorer/exploration, migrate/migration, native, navigation/navigate, providence, region, resistance, settler/settlement, treaty		<b>Writing</b> W.4.5, W.4.7, <b>W.4.8</b> , W.4.9, <b>W.4.10</b>
<b>Summative Assessment</b> Students will complete a research project in response to the line of inquiry: “What were the Americas like before the arrival of the Europeans and how did their arrival begin to alter that world?” Students will use texts from the unit and additional sources to include facts, definitions, details, quotations, and/or other information and examples about the topic in their response.		<b>Speaking and Listening</b> SL.4.1, SL.4.2, <b>SL.4.3</b> , SL.4.6	<b>Language</b> <b>L.4.1 (f), L.4.2 (a), (b),</b> L.4.4, <b>L.4.5</b>

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<b>Unit 3: Revolution and Independence</b> 12/15-2/12, 32.5 Days <b>Suggested Unit Assessment Window:</b> 2/02-2/10 <b>Unit Focus</b> Students will learn about the American Revolution and America’s resulting independence. In reading, students will study point of view and the effect perspective can have on how a story is told. Students will also study how to compare and contrast different accounts of the same topic across different texts. A variety of genres and text formats, including a video, a poem, and primary documents will be read. In evidence- based response writing, students will respond to text based questions that ask them to support their answer using evidence from the text.	<b>Anchor Text</b> The Declaration of Independence (1350L, <a href="#">Audio</a> , <a href="#">Text</a> )	<b>Text Set</b> <u>Literary Texts</u> <i>Colonial Voices</i> , Kay Winters (ARC) 640L <i>Paul Revere’s Ride: The Landlord’s Tale</i> , Long Fellow (Lexile N/A, Harcourt Social Studies Book) <i>Katie’s Trunk</i> , Ann Turner (660L, ARC)  <u>Informational Texts</u> <i>Liberty! How the Revolutionary War Began</i> , Lucille Recht Penner (780L, ARC) <i>John Adams Speaks for Freedom</i> , Deborah Hopkins (550L, ARC) “The Shot Heard Around the World,” Thomas Fleming(860L, <a href="#">EBSCO</a> )  <u>Nontraditional Texts</u> “Boston Massacre” ( <a href="#">Video</a> ) Boston Massacre Photos ( <a href="#">Source</a> ) London Chronicle Article ( <a href="#">Source</a> ) “Account by Joshua Wyeth” ( <a href="#">Source</a> ) “Account by John Andrews” ( <a href="#">Source</a> ) “Massachusetts Gazette Account” ( <a href="#">Source</a> )	<b>Assessed<sup>789</sup> <a href="#">Common Core State Standards</a></b>  <b>Reading</b> RL.4.1,RL.4.2,RL.4.3,RL.4.6, RL.4.5, RL.4.7  RI.4.1, RI.4.2, RI.4.4, <b>RI.4.6</b>  <b>Foundational Skills</b> RF.4.4  <b>Writing</b> W.4.1, W.4.2, W.4.8  <b>Speaking and Listening</b> SL.4.1,SL.4.2,SL.4.6
	<b>Text Complexity Rationale</b> The Declaration of Independence is complex for many reasons. The purpose/meaning of the text is high complexity because it has several layers of meaning. The language is overly academic and archaic. Additionally, the knowledge demands are high as students need to have understanding of how the colonists were being oppressed and why it was so important for them to separate themselves from Britain.	<b>Unit Vocabulary</b> act, debt, document, independence, inevitable, liberty, parliament, perspective, revolution, taxes	<b>Language</b> <b>L.4.1 (b), (e), L.4.2 (c), (d)</b> <b>L.4.3, L.4.4</b>
	<b>Line of Inquiry</b> How did our country achieve independence from Britain and do you think the path to independence was inevitable?		
	<b>Summative Assessment</b> Students will explain how America’s path to independence was inevitable. In their essay, they will use two or more sources to explain how American colonists achieved their independence from Britain.		

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<sup>9</sup> RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

<b>Unit 4: Heroic Adventures</b> 2/17-4/10, 36.5 Days <b>Suggested Unit Assessment Window (Optional):</b> 3/30-4/28 <b>Unit Focus</b> Students will explore the legends of medieval times and the heroes that emerged from this time period. In reading, students will analyze the treatment of heroes in legends and other cultural literature to determine whether or not they should be revered. Students will compare and contrast how authors use heroes to portray the central message of a text. In evidence based response writing, students will write an opinion piece.	<b>Anchor Text</b> <i>Beowulf for Kids</i> (~1120; <a href="#">pdf</a> )	<b>Text Set</b> <u>Literary Texts</u> Anchor text  <u>Informational Texts</u> <i>How to Read Literature Like a Professor: For Kids</i> , Thomas C. Foster (820L, Teacher Resource Room) “Malala The Powerful,” Kristen Lewis (880L, <a href="#">EBSCO</a> ) <i>The Life of Cesar Chavez</i> , Terry Scott (890L, <a href="#">Reading A-Z</a> ) “A Class Act” (840L, <a href="#">EBSCO</a> )	<b>Assessed<sup>101112</sup> Common Core State Standards</b>
	<b>Text Complexity Rationale</b> Beowulf is an ancient English epic poem. Though this version is in modern English, it still has unfamiliar vocabulary and a complex poetic structure.	<u>Nontraditional Texts</u> <i>Anglo-Saxons Primary History</i> , BBC (1120L, <a href="#">Source</a> )	<b>Reading</b> RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.9 RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.6, <b>RI.4.8, RI.4.9</b>
	<b>Line of Inquiry</b> How can heroes help us to understand a culture and its time period?		<b>Foundational Skills</b> RF.4.4
			<b>Writing</b> W.4.2, W.4.9
			<b>Speaking and Listening</b> SL.4.1, SL.4.2, SL.4.4, SL.4.5 SL.4.6
		<b>Unit Vocabulary</b> cause / effect, character trait, chronological order, culture, hero, inference, quest, transcend	<b>Language</b> L.4.1 (a) , L.4.4
<b>Summative Assessment</b> Students will choose one modern or historical hero – either Beowulf, Malala Yousafzai, Ruby Bridges, or César Chávez – about which to write an opinion essay. They will read closely annotate texts to gather key details and information about their selected hero. In their opinion essay, they will include claims and evidence to describe the cultural values that their hero represents.			

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<b>Unit 5: What's Your Story?</b> 4/20-6/17, 40.5 Days <b>Suggested Unit Assessment Window:</b> 5/04-6/12 <b>Unit Focus</b> Students will learn about the lives and accomplishments of different people, and how their heritage and life experiences shape their beliefs. Students will read various accounts of a writer's life and samples examples of his or her creative work. Students will use text structure and integrate information from different texts to illustrate how a person's geography, life experience, and heritage impact writing subject and style. In evidence based response writing, students will use multiple texts to explain intersections between a writer's heritage and themes within his or her work.	<b>Anchor Text</b> “Chapter 8: Memories,” A <i>Writer’s Notebook</i> by Ralph Fletcher, pp. 86-91 (Schoolwide, 840L)	<b>Text Set</b> <u>Literary Texts</u> <i>Harlem</i> by Walter Dean Myers (ARC, Lexile: N/A) <i>When I was Young in the Mountains</i> by Cynthia Rylant (ARC, 980L) <i>The House on Mango Street</i> by Sandra Cisneros <i>My Name- The House on Mango Street</i> by Sandra Cisneros (ARC, 870L) “Reverend Abbott and those Bloodshot Eyes,” Christopher Myers ( Lexile N/A, in <i>When I was Young, Vol. 1: Original Stories about Growing Up</i> , pp. 64-76; also <a href="#">here</a> )  <u>Informational Texts</u> Walter Dean Myers Bio/Press Release ( <a href="#">Link1</a> or <a href="#">Link2</a> ) “Exodus,” by Isabel Wilkerson ( <a href="#">EBSCO</a> , 1000L) “Shifting Terrains” under <i>Historian Studies Impact of Mexican Immigrants in Chicago</i> ( <a href="#">Source</a> ) “Mexicans” in <i>Encyclopedia of Chicago</i> , ( <a href="#">Source</a> ) “Cynthia Rylant” in <i>Speaking of Poets 2</i> ( <a href="#">EBSCO</a> ) “Biography of Sandra Cisneros (1954-)” ( <a href="#">Source</a> )  <u>Non-Traditional Texts</u> “Heart of Appalachia” ( <a href="#">Video</a> )	<b>Assessed</b> <sup>131415</sup> <a href="#">Common Core State Standards</a>
	<b>Text Complexity Rationale</b> The underlying theme of this text is that an author’s experience influences his or her creative work, a theme that weaves throughout this unit. The structure of this text is complex in that it switches between informational and narrative modes of non-fiction writing. It requires that students know what a memoir is and provides a great context and nuanced understanding for this unit vocabulary word.	<b>Unit Vocabulary</b> descriptive language, dialogue, heritage, immigration/emigration, memoir, narrative, theme	<b>Reading</b> RL.4.1, RL.4.2, RL.4.4, RL.4.5 RL.4.6 RI.4.1, RI.4.2, RI.4.4, RI.4.6, RI.4.8
	<b>Line of Inquiry</b> How does the heritage and life experience of an author impact his or her work?		<b>Foundational Skills</b> RF.4.4
		<b>Writing</b> W.4.2, W.4.3, W.4.4, W.4.5, W.4.8	
		<b>Speaking and Listening</b> SL.4.1,SL.4.2, SL.4.4, SL.4.5, SL.4.6	
		<b>Language</b> L.4.4, <b>L.4.6</b>	
<b>Summative Assessment</b> Students will use the literary works of two authors of study found in this unit to write an essay analyzing how these authors’ writing reflects their heritage and life experiences.			

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<sup>15</sup> RL.1, RL.10, RI.1, and RI.10 apply to every Unit.