

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---|-----------------------------------|--|---------------|---|---|
| Language | Students will learn and practice grade-level appropriate language skills. | | | | | |
| | | Prepositional Phrases | Students will learn to recognize common prepositions, use prepositional phrases and understand how they can add descriptive information to a sentence. | | | |
| | | | | RLA4140 | Instruction: Using Prepositional Phrases | Instruction: Students will learn to use prepositional phrases. |
| | | | | RLA4141 | Independent Practice: Using Prepositional Phrases | Independent Practice: Students will practice using prepositional phrases. |
| | | | | QZRLA4142 | Quiz: Using Prepositional Phrases | Assessment: Quiz. Apply knowledge of prepositional phrases. |
| | | Pronouns, Adjectives, and Adverbs | Students will learn to use pronouns in the subjective and objective case along with adjectives and adverbs. | | | |
| | | | | RLA4143 | Instruction: Using Pronouns, Adjectives, and Adverbs | Instruction: Students will learn to use pronouns, adjectives, and adverbs. |
| | | | | RLA4144 | Independent Practice: Using Pronouns, Adjectives, and Adverbs | Independent Practice: Students will practice using pronouns, adjectives, and adverbs. |
| | | | | QZRLA4145 | Quiz: Using Pronouns, Adjectives, and Adverbs | Assessment: Quiz. Apply knowledge of pronouns, adjectives, and adverbs. |

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| | | Capitalization | Students will learn to use the rules of capitalization for proper nouns and titles. | | | |
| | | | | RLA4125 | Instruction: Using Capitalization Correctly | Instruction: Students will learn to use capitalization correctly. |
| | | | | RLA4126 | Independent Practice: Using Capitalization Correctly | Independent Practice: Students will practice using capitalization correctly. |
| | | | | QZRLA4127 | Quiz: Using Capitalization Correctly | Assessment: Quiz. Apply knowledge of correct capitalization. |
| | | Spelling Words with ie and ei | Students will learn to spell words with ie and ei, including I before e, and the pattern eigh. | | | |
| | | | | RLA4128 | Instruction: Spelling Words with ie and ei | Instruction: Students will learn to spell words with ie and ei. |
| | | | | RLA4129 | Independent Practice: Spelling Words with ie and ei | Independent Practice: Students will practice spelling words with ie and ei. |
| | | | | QZRLA4130 | Quiz: Spelling Words with ie and ei | Assessment: Quiz. Apply knowledge of spelling words with ie and ei. |
| | | Spelling Words with Suffixes -able and -ible | Students will learn to spell words with the suffixes -able, and -ible, learning the spelling rules and the exceptions. | | | |
| | | | | RLA4131 | Instruction: Spelling Words with Suffixes -able and -ible | Instruction: Students will learn to spell words with suffixes -able and -ible. |

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| | | | | RLA4132 | Independent Practice: Spelling Words with Suffixes -able and -ible | Independent Practice: Students will practice spelling words with suffixes -able and -ible. |
| | | | | QZRLA4133 | Quiz: Spelling Words with Suffixes -able and -ible | Assessment: Quiz. Apply knowledge of spelling words with suffixes -able and -ible. |
| | | Commas in Compound Sentences | Students will learn how to use commas with coordinating conjunctions to join independent clauses and form compound sentences. | | | |
| | | | | RLA4137 | Instruction: Using Commas in Compound Sentences | Instruction: Students will learn to use commas in compound sentences. |
| | | | | RLA4138 | Independent Practice: Using Commas in Compound Sentences | Independent Practice: Students will practice using commas in compound sentences. |
| | | | | QZRLA4139 | Quiz: Using Commas in Compound Sentences | Assessment: Quiz. Apply knowledge of how commas are used in compound sentences. |
| Vocabulary Skills | Students will expand and apply knowledge of grade-level appropriate vocabulary. | | | | | |
| | | Using Reference Materials | Students will learn about the features of reference materials, such as dictionary, thesaurus, and glossary, to find word meanings and pronunciations. | | | |
| | | | | RLA4134 | Instruction: Using Reference Materials | Instruction: Students will learn about the features of reference materials to find word meanings and pronunciations. |

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| | | | | RLA4135 | Independent Practice: Using Reference Materials | Independent Practice: Students will practice recognizing the features of reference materials to find word meanings and pronunciations. |
| | | | | QZRLA4136 | Quiz: Using Reference Materials | Assessment: Quiz: Applying knowledge of reference materials to find word meanings and pronunciations. |
| | | Synonyms | The student will demonstrate knowledge by determining the meaning of synonyms from grade level appropriate vocabulary, by correctly choosing a given word or phrase that means the same thing, in reading activities that incorporate explicit instruction and application. | | | |
| | | | | R4002 | Instruction/Practice: Synonyms | Instruction/Practice: Learn the definition of "synonym" and apply knowledge of synonyms to new vocabulary words. |
| | | | | R4003 | Quiz 1: Synonyms | Assessment: Quiz. Apply knowledge of synonyms in a scored passage with vocabulary from Instruction/Practice: Synonyms. Bonus words are included to show alternative forms of new words. |
| | | | | R4004 | Supported Practice: Synonyms | Supported Practice: Learn the definition of "synonym" and apply knowledge of synonyms to new vocabulary words. |

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| | | | | R4005 | Quiz 2: Synonyms | Assessment: Quiz. Apply knowledge of synonyms in a scored passage with vocabulary from Instruction/Practice: Synonyms. Bonus words are included to show alternative forms of a new word. |
| | | Antonyms | The student will demonstrate knowledge by determining the meaning of antonyms from grade level appropriate vocabulary, by correctly choosing a given word or phrase that means the opposite, in reading activities that incorporate explicit instruction and application. | | | |
| | | | | R4007 | Instruction/Practice: Antonyms | Instruction/Practice: Learn the definition of "antonym" and apply knowledge of antonyms to new vocabulary words. |
| | | | | R4008 | Quiz 1: Antonyms | Assessment: Quiz. Apply knowledge of antonyms in a scored passage with vocabulary from Instruction/Practice: Antonyms. Bonus words are included to show alternative forms of new words. |
| | | | | R4009 | Supported Practice: Antonyms | Supported Practice: Learn the definition of "antonym" and apply knowledge of antonyms to new vocabulary words. |

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| | | | | R4010 | Quiz 2: Antonyms | Assessment: Quiz. Apply knowledge of antonyms in a scored passage with vocabulary from Instruction/Practice: Antonyms. Bonus words are included to show alternative forms of new words. |
| | | Prefixes | The student will be able to analyze and determine the correct meaning of a word, based on the prefix of the root word or how the prefix is used in the context of a passage. | | | |
| | | | | R4012 | Instruction/Practice: Prefixes | Instruction/Practice: Learn the definition of "prefix" and apply knowledge of prefixes to create new vocabulary words. |
| | | | | R4013 | Quiz 1: Prefixes | Assessment: Quiz. Apply knowledge of prefixes in a scored passage with vocabulary from Instruction/Practice: Prefixes. Bonus words are included to show alternative forms of new words. |
| | | | | R4014 | Supported Practice: Prefixes | Supported Practice: Learn the definition of "prefix" and apply knowledge of prefixes to new vocabulary words. |

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| | | | | R4015 | Quiz 2: Prefixes | Assessment: Quiz. Apply knowledge of prefixes in a scored passage with vocabulary from Instruction/Practice: Prefixes. Bonus words are included to show alternative forms of new words. |
| | | Suffixes | The student will be able to analyze and determine the correct meaning of a word, based on the suffix of the root word or how the suffix is used in the context of a passage. | | | |
| | | | | R4017 | Instruction/Practice: Suffixes | Instruction/Practice: Learn the definition of "suffix" and apply knowledge of suffixes to create new vocabulary words. |
| | | | | R4018 | Quiz 1: Suffixes | Assessment: Quiz. Apply knowledge of suffixes in a scored passage with vocabulary from Instruction/Practice: Suffixes. Bonus words are included to show alternative forms of new words. |
| | | | | R4019 | Supported Practice: Suffixes | Supported Practice: Learn the definition of "suffix" and apply knowledge of suffixes to create new vocabulary words. |
| | | | | R4020 | Quiz 2: Suffixes | Assessment: Quiz. Apply knowledge of suffixes in a scored passage with vocabulary from Instruction/Practice: Suffixes. Bonus words are included to show alternative forms of new words. |

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| | | Homophones | The student will be able to identify and select the appropriate homophone or word that sounds the same, based on the context of a passage which fits the best meaning of the given word or phrase. | | | |
| | | | | R4022 | Instruction/Practice: Homophones | Instruction/Practice: Learn the definition of "homophone" and apply knowledge of homophones to create new vocabulary words. |
| | | | | R4023 | Quiz 1: Homophones | Assessment: Quiz. Apply knowledge of homophones in a scored passage with vocabulary from Instruction/Practice: Homophones. Bonus words are included to show alternative forms of new words. |
| | | | | R4024 | Supported Practice: Homophones | Supported Practice: Learn the definition of "homophone" and apply knowledge of homophone to create new vocabulary words. |
| | | | | R4025 | Quiz 2: Homophones | Assessment: Quiz. Apply knowledge of homophones in a scored passage with vocabulary from Instruction/Practice: Homophones. Bonus words are included to show alternative forms of new words. |

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| | | Idioms | The student will be able to identify and analyze the author's use of idioms, based on the context of a passage and how these expressions are used in literal and interpretative information. | | | |
| | | | | R4027 | Instruction/Practice: Idioms | Instruction/Practice: Learn the definition of "idiom" and apply knowledge of idioms to create new vocabulary words or phrases. |
| | | | | OWR4027 | Independent Practice: Compass Writer: Explaining the Meaning of Idioms | Independent Practice: Compass Writer. Students will read 3 narrative paragraphs, identify the idioms, and explain the meaning of each idiom in Part 1. They will use context clues from the texts to determine the meaning of each idiom. In Part 2, students will select the idiom that best completes a statement and write a narrative paragraph that properly uses the idiom they selected. |
| | | | | R4028 | Quiz 1: Idioms | Assessment: Quiz. Apply knowledge of idioms in a scored passage with vocabulary from Instruction/Practice: Idioms. Bonus words are included to show alternative forms of new words. |
| | | | | R4029 | Supported Practice: Idioms | Supported Practice: Learn the definition of "idiom" and apply knowledge of idioms to create new vocabulary words or phrases. |

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| | | | | R4030 | Quiz 2: Idioms | Assessment: Quiz. Apply knowledge of idioms in a scored passage with vocabulary from Instruction/Practice: Idioms. Bonus words are included to show alternative forms of new words. |
| Process Skills: Think Alouds | Students will apply comprehension strategies to literary and expository texts using think aloud prompts and scaffolded support. | | | | | |
| | | Think Aloud Level 1 | Use the reading comprehension process skills of summarizing, predicting, visualizing, questioning, and clarifying with extensive scaffolding and support, through think aloud prompts. | | | |
| | | | | R4111 | Think Aloud: Level 1 Part 1 (poetry) | While reading the poem "Willie the Burper," the student will summarize, predict, visualize, question, and clarify with extensive scaffolding and support through think-aloud prompts. The Level 1 Think Aloud narrates and tracks the passage text for the student. A test based on the poem is presented following the Think Aloud portion of the activity. The student has the opportunity to reread the passage before beginning the test. |

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| | | | | R4112 | Think Aloud: Level 1 Part 2 (nonfiction) | While reading the nonfiction passage "Elephants are Strange and Wonderful," the student will summarize, predict, visualize, question, and clarify with extensive scaffolding and support through think-aloud prompts. The Level 1 Think Aloud narrates and tracks the passage text for the student. A test based on the passage is presented following the Think Aloud portion of the activity. The student has the opportunity to reread the passage before beginning the test. |
| | | | | R4113 | Think Aloud: Level 1 Part 3 (fiction) | While reading the story "Click, Clack, Moo: Cows That Type," the student will summarize, predict, visualize, question, and clarify with extensive scaffolding and support through think-aloud prompts. The Level 1 Think Aloud narrates and tracks the passage text for the student. A test based on the story is presented following the Think Aloud portion of the activity. The student has the opportunity to reread the passage before beginning the test. |
| | | Think Aloud Level 2 | Use the reading comprehension process skills of summarizing, predicting, visualizing, questioning, and clarifying with scaffolding and support, through think aloud prompts. | | | |

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| | | | | R4115 | Think Aloud: Level 2 Part 1 (fiction) | While reading the fiction story "Cloudy With a Chance of Meatballs," the student will summarize, predict, visualize, question, and clarify with scaffolding and support through think-aloud prompts. A test based on the passage is presented following the Think Aloud portion of the activity. The student has the opportunity to reread the passage before beginning the test. |
| | | | | R4117 | Think Aloud: Level 2 Part 3 (nonfiction) | While reading the nonfiction passage "Will the Great Wall Fall?" the student will summarize, predict, visualize, question, and clarify with scaffolding and support through think-aloud prompts. |
| | | Think Aloud Level 3 | Use the reading comprehension process skills of summarizing, predicting, visualizing, questioning, and clarifying to independently read and comprehend texts with minimal think aloud support. | | | |

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| | | | | R4118 | Think Aloud: Level 3 Part 1 (nonfiction) | While independently reading the nonfiction passage "No Bones About It: Give Your Bones a Break!" the student will summarize, predict, visualize, question, and clarify. The Level 3 Think Alouds feature 'Atomic Thought Bubbles' in which the student can take notes while reading. A test based on the nonfiction passage is presented following the independent reading portion of the activity. The student has the opportunity to reread the passage before beginning the test. |
| | | | | R4119 | Think Aloud: Level 3 Part 2 (fiction) | While independently reading an excerpt from the story "The Velveteen Rabbit," the student will summarize, predict, visualize, question, and clarify. The Level 3 Think Alouds feature 'Atomic Thought Bubbles' in which the student can take notes while reading. A test based on the story is presented following the independent reading portion of the activity. The student has the opportunity to reread the passage before beginning the test. |
| Comprehension: Literature | Students will apply comprehension strategies to literary and expository texts. | | | | | |
| | | Using Details and Examples to Answer Questions About a Story | Use details and examples in a text to explain what the text says explicitly and implicitly. | | | |

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| | | | | RLA4000 | Instruction: Using Details and Examples to Answer Questions About a Story | Instruction: Instructional Video. Learn to use details and examples in a text to explain what the text says explicitly and implicitly. |
| | | | | RLA4001 | Supported Practice: Using Details and Examples to Answer Questions About a Story | Supported Practice: Practice using details and examples in a text to explain what the text says explicitly and implicitly. |
| | | | | CWRLA4003 | Independent Practice: Using Details and Examples to Answer Questions About a Story | Independent Practice: Compass Writer: Practice using details and examples to answer questions about a story. |
| | | | | QZRLA4002 | Quiz: Using Details and Examples to Answer Questions About a Story | Assessment: Quiz. Demonstrate an ability to use details and examples in a text to explain what the text says explicitly and implicitly. |
| | | Making Inferences and Drawing Conclusions | Use knowledge, information, and ideas from literary or expository texts to make inferences about the text (e.g., make inferences, draw conclusions, make generalizations, infer sequence of events, and infer a character's feelings, or traits). | | | |
| | | | | R4037 | Instruction/Practice A: Inferencing | Instruction/Practice: Identify and make inferences in grade-level appropriate passages. |

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| | | | | R4039 | Quiz 1A: Inferencing | Assessment: Quiz 1A. Apply knowledge of inferencing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4041 | Quiz 2A: Inferencing | Assessment: Quiz 2A. Apply knowledge of inferencing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4038 | Instruction/Practice B: Inferencing | Instruction/Practice: Identify and make inferences in grade-level appropriate passages. |
| | | | | OWR4038 | Independent Practice: Compass Writer: Supporting Inferences | Independent Practice: Compass Writer. Students will read four passages (both fiction and nonfiction) and answer questions requiring inference. Students will also underline the text in the passage that supports their inference. |

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| | | | | R4040 | Quiz 1B: Inferencing | Assessment: Quiz 1B. Apply knowledge of inferencing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4042 | Quiz 2B: Inferencing | Assessment: Quiz 2B. Apply knowledge of inferencing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Main Idea and Theme: Fiction | Identify the main idea(s) or theme(s), distinguishing them/it from supporting details in a literary text. | | | |
| | | | | R4052 | Instruction/Practice: Theme & Main Idea--Fiction | Instruction/Practice: Identify theme and main idea in grade-level-appropriate fiction passages. |
| | | | | OWR4052 | Independent Practice: Compass Writer: Determining Theme | Independent Practice: Compass Writer: Students will read the text "Jalinda and Allison" and determine a theme in Part 1. They will use supporting information from the text to explain their theme. In Part 2, students will choose a theme statement and write their own narrative that gets that message across. |

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| | | | | R4053 | Quiz 1: Theme & Main Idea-Fiction | Assessment: Quiz 1. Apply knowledge of theme and main idea for fiction with context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4054 | Quiz 2: Theme & Main Idea-Fiction | Assessment: Quiz 2. Apply knowledge of theme and main idea for fiction with context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Summarizing | Make a summary or paraphrase information from literary or expository text. | | | |
| | | | | RLA4004 | Instruction: Determining a Story's Theme and Summarizing a Story | Instruction: Instructional Video. Learn to determine the theme of a story and then to write a summary. |
| | | | | R4044 | Instruction/Practice: Summarizing | Instruction/Practice: Learn the skill of summarizing and practice summarization in grade-level-appropriate passages with context clues. |

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| | | | | R4045 | Quiz 1: Summarizing | Assessment: Quiz 1. Apply knowledge of summarizing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4046 | Quiz 2: Summarizing | Assessment: Quiz 2. Apply knowledge of summarizing and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Using Details in a Story to Describe Characters, Settings, and Events | Use details from the text to describe characters, settings, and events. | | | |
| | | | | RLA4005 | Instruction: Using Details in a Story to Describe Characters, Settings, and Events | Instruction: Instructional Video. Learn how to use details from the text to describe characters, settings, and events. |
| | | | | CWRLA4007 | Independent Practice: Using Details in a Story to Describe Characters, Settings, and Events | Independent Practice: Compass Writer. Practice analyzing the setting of a story. |
| | | | | QZRLA4006 | Quiz: Using Details in a Story to Describe Characters, Settings, and Events | Assessment: Quiz. Demonstrate an ability to use details from the text to describe settings. |

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| | | Plot | Identify plot by using story elements including the main problem and solution. | | | |
| | | | | R4105 | Instruction/Practice: Plot | Instruction/Practice: Identify the meaning of plot and understand how plot affects the story in grade-level-appropriate passages. |
| | | | | R4106 | Quiz 1: Plot | Assessment: Quiz 1. Apply knowledge of plot and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4107 | Quiz 2: Plot | Assessment: Quiz 2. Apply knowledge of plot and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Figuring Out the Meaning of Words in a Text | Use context clues and knowledge of mythology to determine the meaning of words in a text. | | | |
| | | | | RLA4008 | Instruction: Figuring Out the Meaning of Words in a Text | Instruction: Learn how to use context clues and knowledge of mythology to determine the meaning of words in a text. |

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| | | | | RLA4009 | Supported Practice: Figuring Out the Meaning of Words in a Text | Supported Practice: Practice how to use context clues and knowledge of mythology to determine the meaning of words in a text. |
| | | | | RLA4010 | Independent Practice: Figuring Out the Meaning of Words in a Text | Independent Practice: Practice using context clues and knowledge of mythology to determine the meaning of words in a text. |
| | | | | QZRLA4011 | Quiz: Figuring Out the Meaning of Words in a Text | Assessment: Quiz. Demonstrate an ability to use context clues and knowledge of mythology to determine the meanings of words derived from mythological characters. |
| | | Explaining Differences Between Poems, Stories, and Drama | Define and show differences in structure between stories, poems and drama. Discuss elements of each such as rhyme and meter and dialogue and stage directions. | | | |
| | | | | RLA4012 | Instruction: Explaining Differences Between Poems, Stories, and Drama | Instruction: Learn how to define and explain differences in structure between stories, poems and drama. Discuss elements of each such as rhyme and meter and dialogue and stage directions. |
| | | | | RLA4013 | Supported Practice: Explaining Differences Between Poems, Stories, and Drama | Supported Practice: Demonstrate an ability to explain differences in structure between stories and drama. |

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| | | | | CWRLA4015 | Independent Practice: Compass Writer: Explaining Differences Between Poems, Stories, and Drama | Independent Practice: Compass Writer. Demonstrate an ability to explain differences in structure between stories and drama. |
| | | | | QZRLA4014 | Quiz: Explaining Differences Between Poems, Stories, and Drama | Assessment: Quiz. Demonstrate an ability to define and explain differences in structure between stories, poems and drama. |
| | | Comparing and Contrasting Points of View | Learn about first-person point of view, third-person point of view, and comparing and contrasting different points of view. | | | |
| | | | | RLA4016 | Instruction: Comparing and Contrasting Points of View | Instruction: Learn about first-person point of view, third-person point of view, and how to compare and contrast different points of view. |
| | | | | RLA4017 | Supported Practice: Comparing and Contrasting Points of View | Supported Practice: Demonstrate an understanding of first- and third-person point of view. |
| | | | | RLA4018 | Independent Practice: Comparing and Contrasting Points of View | Independent Practice: Demonstrate an understanding of first-person and third-person points of view and compare and contrast the two. |
| | | | | QZRLA4019 | Quiz: Comparing and Contrasting Points of View | Assessment: Quiz. Demonstrate an understanding of first-person and third-person points of view and compare and contrast the two. |

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| | | Making Connections Between a Text and a Visual Presentation | Make connections between written texts and visual presentations by looking at story text used in illustrations, narration boxes, and speech boxes. | | | |
| | | | | RLA4020 | Instruction: Making Connections between a Text and a Visual Presentation | Instruction: Instructional Video. Learn how to make connections between written texts and visual presentations by looking at story text used in illustrations, narration boxes, and speech boxes. |
| | | | | RLA4021 | Supported Practice: Making Connections between a Text and a Visual Presentation | Supported Practice: Practice making connections between written texts and visual presentations by looking at story text used in illustrations, narration boxes, and speech boxes. |
| | | | | PRRLA4022 | Independent Practice: Making Connections between a Text and a Visual Presentation | Independent Practice: Practice Resource. Practice making connections between written texts and visual presentations by looking at story text used in illustrations, narration boxes, and speech boxes. |
| | | | | QZRLA4023 | Quiz: Making Connections between a Text and a Visual Presentation | Assessment: Quiz. Demonstrate an understanding of how to make connections between a text and a visual presentation by looking at story text used in illustrations, narration boxes, and speech boxes. |
| | | Comparing and Contrasting Myths and Folktales | Compare and contrast myths and folktales. | | | |

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| | | | | RLA4024 | Instruction: Comparing and Contrasting Myths and Folktales | Instruction: Learn how to compare and contrast myths and folktales. |
| | | | | RLA4025 | Supported Practice: Comparing and Contrasting Myths and Folktales | Supported Practice: Compare and contrast the topic, theme, and patterns of events in two stories. |
| | | | | CWRLA4026 | Independent Practice: Compass Writer: Comparing and Contrasting Myths and Folktales | Independent Practice: Compass Writer. Students will compare and contrast the themes and patterns of events of a myth and a folktale. |
| | | | | QZRLA4027 | Quiz: Comparing and Contrasting Myths and Folktales | Assessment: Quiz. Compare and contrast topic and theme in myths and folktales. |
| Comprehension: Informational Text | Students will apply comprehension strategies to informational texts. | | | | | |
| | | Using Evidence to Support Ideas About a Text | Use text evidence to support ideas about an informational text. | | | |
| | | | | RLA4028 | Instruction: Using Evidence to Support Ideas About a Text | Instruction: Instructional Video. Learn how to use text evidence to support ideas about an informational text. |
| | | | | RLA4029 | Supported Practice: Using Evidence to Support Ideas About a Text | Supported Practice: Practice using evidence to support ideas about an informational text. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|---|---|
| | | | | CWRLA4031 | Independent Practice: Compass Writer: Using Evidence to Support Ideas About a Text | Independent Practice: Compass Writer. Practice using evidence to support ideas about an informational text. |
| | | | | QZRLA4030 | Quiz: Using Evidence to Support Ideas About a Text | Assessment: Quiz. Demonstrate an understanding of how to use text evidence to support ideas about an informational text. |
| | | Main Idea and Supporting Details: Nonfiction | Identify the main idea(s) using the supporting details in an expository text. | | | |
| | | | | R4048 | Instruction/Practice: Main Idea/Supporting Details-- Nonfiction | Instruction/Practice: Identify main idea and supporting details in nonfiction grade-level-appropriate passages. |
| | | | | ATR4048 | Practice Resource: Determining Main Idea and Using Supporting Details | Independent Practice: Practice Resource. In this comprehension-based worksheet, students will read four nonfiction passages and determine main idea. They will underline the details in the text that support the main idea. Students will also write three well- organized paragraphs, including main idea and details, using provided information in text, graphics and photos. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|--|---|
| | | | | R4049 | Quiz 1: Main Idea/Supporting Details-- Nonfiction | Assessment: Quiz 1. Apply knowledge of main idea and supporting details for nonfiction with context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4050 | Quiz 2: Main Idea/Supporting Details-- Nonfiction | Assessment: Quiz 2. Apply knowledge of main idea and supporting details for nonfiction with context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Finding Main Idea and Key Details and Summarizing Text | Determine the main idea and key details of a text and how to use this information to write a summary of the text. | | | |
| | | | | RLA4032 | Instruction: Finding the Main Idea and Key Details and Summarizing a Text | Instruction: Instructional Video. Learn how to determine the main idea and key details of a text and how to use this information to write a summary of the text. |
| | | | | RLA4033 | Supported Practice: Finding the Main Idea and Key Details and Summarizing a Text | Supported Practice: Determine the main idea and key details of a text, and use this to write a summary of the text. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|---|---|
| | | | | CWRLA4034 | Independent Practice: Finding the Main Idea and Key Details and Summarizing a Text | Independent Practice: Compass Writer: Demonstrate an ability to identify the main idea and key details of an informational text and to write a summary of the text. |
| | | Explaining Events in an Informational Text | Use information in the text to explain an event, determining what happened and why. | | | |
| | | | | RLA4035 | Instruction: Explaining Events in an Informational Text | Instruction: Instructional Video. Learn how to use information in the text to explain an event, determining what happened and why. |
| | | | | RLA4036 | Supported Practice: Explaining Events in an Informational Text | Supported Practice: Practice explaining events in an informational text. |
| | | | | CWRLA4038 | Independent Practice: Compass Writer: Explaining Events in an Informational Text | Independent Practice: Practice explaining events in an informational text. |
| | | | | QZRLA4037 | Quiz: Explaining Events in an Informational Text | Assessment: Quiz. Demonstrate an understanding of how to explain events in an informational text. |
| | | Describing the Structure of a Text | Learn about different text structures, including chronological, comparison, cause and effect, and problem/solution. | | | |
| | | | | RLA4039 | Instruction: Describing the Structure of a Text | Instruction: Learn about different text structures, including chronological, comparison, cause and effect, and problem/solution. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|-------------------------------------|---|---------------|--|--|
| | | | | RLA4040 | Supported Practice: Describing the Structure of a Text | Supported Practice: Practice determining structure of a text. |
| | | | | CWRLA4042 | Independent Practice: Compass Writer: Describing the Structure of a Text | Independent Practice: Compass Writer. Practice determining the structure of a text. |
| | | | | QZRLA4041 | Quiz: Describing the Structure of a Text | Assessment: Quiz. Demonstrate an understanding of the four types of text structures. |
| | | Comparing Different Accounts (A) | Students will understand the similarities and differences between firsthand accounts and secondhand accounts of an event. They will apply these skills when reading two authentic nonfiction texts, "A Storm Story" and "Surviving the Storm" and express their thoughts about this topic in writing. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | R4135I | Instruction/Practice: First- & Secondhand Accounts A (Hurricane) | Instruction/Practice: Explore the concept of firsthand and secondhand accounts and compare and contrast their individual features in this introductory activity. Learning will be scaffolded throughout, beginning with an introduction to the concept and concluding with a compare and contrast exercise involving two independently read nonfiction articles, "A Storm Story" and "Surviving the Storm," written from these different perspectives. Students will engage in a variety of meaningful practice, which includes the support of specific graphic organizers in order to help them with the organization, manipulation, and comprehension of information. |
| | | | | AQR4135I | Activity Quiz: First- & Secondhand Accounts A | |
| | | | | OWR4135I | Independent Practice: Compass Writer: Open Response (Hurricane) | Independent Practice: Compass Writer. Students will create a response to what they have learned in this lesson. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------------------|---|---------------|---|--|
| | | Comparing Different Accounts (B) | Students will understand the similarities and differences between firsthand accounts and secondhand accounts. They will apply these skills when reading two authentic nonfiction texts, "Bat Night" and "The Battiest Place on Earth." In addition, they will practice using reference materials. | | | |
| | | | | R4136I | Instruction/Practice: First- & Secondhand Accounts B (Bats) | Instruction/Practice: Review the concept of firsthand and secondhand accounts and their specific features in this activity. Learning will be scaffolded throughout, beginning with an introduction to the concept and concluding with a compare and contrast exercise involving two independently read nonfiction articles, "Bat Night" and "The Battiest Place on Earth," written from these different perspectives. Students will engage in a variety of meaningful practice, which includes the support of specific graphic organizers in order to help them with the organization, manipulation, and comprehension of information. |
| | | | | AQR4136I | Activity Quiz: First- & Secondhand Accounts B | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------------------|--|---------------|--|---|
| | | | | OWR4136I | Independent Practice: Compass Writer: Dictionary | Independent Practice: Compass Writer. Students will practice using reference materials to gain word knowledge. |
| | | Comparing Different Accounts (C) | Students will understand the similarities and differences between firsthand accounts and secondhand accounts of an event. They will apply these skills when reading two authentic nonfiction texts, "Sinking Feeling" and "Return to the Titanic." | | | |
| | | | | R4137I | Instruction/Practice: First- & Secondhand Accounts C (Titanic) | Instruction/Practice: Review the concept of firsthand and secondhand accounts and their specific features in this activity. Learning will be scaffolded throughout, beginning with a review of the concept and concluding with a compare and contrast exercise involving two independently read nonfiction articles, "Sinking Feeling" and "Return to the Titanic," written from these different perspectives. Students will engage in a variety of meaningful practice, which includes the support of specific graphic organizers in order to help them with the organization, manipulation, and comprehension of information. |
| | | | | AQR4137I | Activity Quiz: First- & Secondhand Accounts C | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|------------------|--|---------------|---|---|
| | | | | OCR4137I | Odyssey Community: Titanic | In a classroom discussion format, after reading "Return to the Titanic" by Susan E. Goodman in activity R4137i, students discuss Robert Ballard's opinion about taking items from Titanic. Students must provide a reason for agreement or disagreement with Ballard and explain. |
| | | Author's Purpose | Identify and use knowledge of the author's purpose to comprehend the writing of a literary or expository text. | | | |
| | | | | R4056 | Instruction/Practice: Author's Purpose | Instruction/Practice: Identify author's purpose in grade-level appropriate passages. |
| | | | | R4057 | Quiz 1: Author's Purpose | Quiz 1: Apply knowledge of author's purpose and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4058 | Quiz 2: Author's Purpose | Quiz 2: Apply knowledge of author's purpose and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---|--|---------------|--|--|
| | | Understanding Information Presented in Different Ways | Interpret and understand information presented visually, orally, and quantitatively. | | | |
| | | | | RLA4043 | Instruction: Understanding Information Presented in Different Ways | Instruction: Instructional Video. Learn how to interpret and understand information presented visually, orally, and quantitatively. |
| | | | | PRRLA4044 | Independent Practice: Practice Resource: Understanding Information Presented in Different Ways | Independent Practice: Practice Resource. Practice interpreting and understanding information presented visually, orally, and quantitatively. |
| | | Charts and Graphs | Read, interpret, and make predictions using charts, graphs, diagrams, maps or other graphic representations. | | | |
| | | | | R4095 | Instruction/Practice: Interpreting Charts & Graphs | Instruction/Practice: Identify and interpret information located in charts and graphs in grade-level appropriate passages. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | OWR4095 | Independent Practice: Compass Writer: Interpreting Maps and Charts | Independent Practice: Compass Writer. In this writing activity, students gather information from a website on air pollution and then view and evaluate maps and charts from an air quality index website. Students answer questions about the information presented in both sites. Students interpret the information presented in the maps and charts to improve their understanding of air pollution and air quality reporting. Then students write an informational text about ways to improve air quality in their city. |
| | | | | R4096 | Quiz 1: Interpreting Charts & Graphs | Quiz 1: Apply and interpret information on charts and graphs and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|---|---------------|--|--|
| | | | | R4097 | Quiz 2: Interpreting Charts & Graphs | Quiz 2: Apply and interpret information on charts and graphs and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Compare and Contrast | Compare and contrast characters, settings, ideas, information and/or plot within a text or between two or more genre sources (literary or expository), that includes figurative language such as similes and personification. | | | |
| | | | | R4080 | Instruction/Practice: Compare and Contrast | Instruction/Practice: Compare and contrast characters, settings, ideas, information and/or plot within a text or between two or more genre sources (literary or expository), that includes figurative language such as similes. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|------------------------------|---|
| | | | | R4081 | Quiz 1: Compare and Contrast | Quiz 1: Apply knowledge of compare and contrast with characters, settings, ideas, information and/or plot within a text or between two or more genre sources (literary or expository), that includes figurative language such as similes as presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4082 | Quiz 2: Compare and Contrast | Quiz 2: Apply knowledge of compare and contrast with characters, settings, ideas, information and/or plot within a text or between two or more genre sources (literary or expository), that includes figurative language such as similes as presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|------------------|--|---------------|--|---|
| | | Sequential Order | Identify literary or expository text that is organized in sequential/chronological order using words (first, next, last, then, finally, etc.) or phrases (to begin with, in addition to, etc.) to signal sequence or chronology. | | | |
| | | | | R4076 | Instruction/Practice: Sequential Order | Instruction/Practice: Identify the meaning of sequential order in grade-level appropriate passages. |
| | | | | R4077 | Quiz 1: Sequential Order | Quiz 1: Apply knowledge of sequential order and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4078 | Quiz 2: Sequential Order | Quiz 2: Apply knowledge of sequential order and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Fact and Opinion | Distinguish between fact and opinion in an expository text. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|------------------|---|---------------|--|---|
| | | | | R4126 | Instruction/Practice: Fact and Opinion | Instruction/Practice: Distinguish between fact and opinion in grade-level appropriate expository text. |
| | | | | R4127 | Quiz 1: Fact and Opinion | Quiz 1: Apply knowledge of fact and opinion and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4128 | Quiz 2: Fact and Opinion | Quiz 2: Apply knowledge of fact and opinion and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Cause and Effect | Identify and distinguish between cause and effect in expository and literary texts. | | | |
| | | | | R4099 | Instruction/Practice: Cause and Effect | Instruction/Practice: Distinguish between cause and effect in grade-level appropriate text. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------------------|---|---------------|--------------------------|---|
| | | | | R4100 | Quiz 1: Cause and Effect | Quiz 1: Apply knowledge of cause and effect and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | | | R4101 | Quiz 1: Cause and Effect | Quiz 2: Apply knowledge of cause and effect and context clues presented in the Instruction/Practice in grade-appropriate, scored quiz passages. Remediation is provided in the form of specific hints and strategies. Following remediation, opportunities are provided to retake the quiz. |
| | | Evidence & Academic Language (A) | Students will be introduced to academic words to increase language proficiency and activate background knowledge before analyzing two authentic nonfiction articles, "Amazing Animals: Cat Adopts Dog" and "Amazing Animals: Tiger Cuddles with Apes" for evidence. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | R4129V | Instruction/Practice: Vocabulary: Groom, Nurse, Carnivore, Instinct | Instruction/Practice: Explore disciplinary vocabulary and high utility academic words. In this activity, students will learn words related to scientific content such as "carnivore" as well as words that are generally used across domains such as "instinct." Strategies for instruction include the Frayer Model technique as well as visuals and multiple examples. This activity establishes a connection to the content in the articles "Amazing Animals: Tiger Cuddles with Apes" and "Amazing Animals: Cat Adopts Dog" in order to activate background knowledge for students before they read these anchor texts in an activity that follows. |
| | | | | AQR4129V | Activity Quiz: Groom, Nurse, Carnivore, Instinct | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | R4130I | Instruction/Practice: Reason & Evidence A (Animals) | Explore the beginnings of argumentation in this introductory activity. Students will understand that statements or ideas should be complemented with evidence, or supporting facts. An animal theme is interwoven throughout this activity to create a meaningful context, and real-world examples and nonexamples are used to support instruction. Students will apply these skills when reading two authentic nonfiction articles, "Amazing Animals: Cat Adopts Dog" and "Amazing Animals: Tiger Cuddles with Apes." |
| | | | | AQR4130I | Activity Quiz: Reason & Evidence A | |
| | | | | OWR4130I | Independent Practice: Compass Writer: Read & Respond (Support Ideas with Evidence) | Independent Practice: Compass Writer. Students will read an article and write a paragraph expressing their opinions based on the article. They will support opinions with evidence from the article and connect opinions and evidence using linking words and phrases such as for instance and in order to. They will also write a concluding statement related to their opinion. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------------------|---|---------------|---|--|
| | | Evidence & Academic Language (B) | Students will be introduced to academic words to increase language proficiency and activate background knowledge before analyzing an authentic nonfiction article, "10 Cool Inventions," for evidence and supporting information. | | | |
| | | | | R4131V | Instruction/Practice: Vocabulary: Device, Virtual, Stable, Display | Instruction/Practice: Explore disciplinary vocabulary and high utility academic words. In this activity, students will learn words related to technology such as "virtual" as well as words that are generally used across domains such as "stable." Strategies for instruction include the Frayer Model technique as well as visuals and multiple examples. This activity establishes a connection to the content in the article "10 Cool Inventions" in order to activate background knowledge for students before they read this anchor text in an activity that follows. |
| | | | | AQR4131V | Activity Quiz: Device, Virtual, Stable, Display | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | R4132I | Instruction/Practice: Reason & Evidence B (Inventions) | Instruction/Practice: Explore the beginnings of argumentation in this activity. Students will understand that statements or ideas should be complemented with factual evidence or additional supporting information. An invention theme is interwoven throughout this activity to create a meaningful context, and real-world examples and nonexamples are used to support instruction. Students will apply these skills when reading an authentic nonfiction article, "10 Cool Inventions." |
| | | | | AQR4132I | Activity Quiz: Reason & Evidence B | |
| | | | | OWR4132I | Independent Practice: Compass Writer: Read & Respond (Evidence & Supporting Info) | Independent Practice: Compass Writer. Read an article about Benjamin Franklin and note important details. Then write a multiparagraph essay, supporting their topic with evidence and supporting information that they've gathered from the web site. Use words and phrases such as for example and for instance to connect their ideas with the supporting information. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------------------|--|---------------|---|---|
| | | Evidence & Academic Language (C) | Students will be introduced to academic words to increase language proficiency and activate background knowledge before analyzing an authentic nonfiction article, "Oil," for evidence and supporting information. | | | |
| | | | | R4133V | Instruction/Practice: Vocabulary: Natural Resource, Fuel, Source, Conserve | Instruction/Practice: Explore disciplinary vocabulary and high utility academic words. In this activity, students will learn words related to scientific content such as "natural resource" as well as words that are often used across subject area domains such as "conserve." Strategies for instruction include the Frayer Model technique as well as visuals and multiple examples. This activity establishes a connection to the content in the article "Oil" in order to activate background knowledge for students before they read this anchor text in an activity that follows. |
| | | | | AQR4133V | Activity Quiz: Natural Resource, Fuel, Source, Conserve | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|-------------------------|--|---------------|--|--|
| | | | | R4134I | Instruction/Practice: Reason & Evidence C (Oil) | Instruction/Practice: Review the beginnings of argumentation in this activity. Students will understand that statements should be complemented with evidence and supporting information. A theme of natural resources, specifically oil, is interwoven throughout this activity to create a meaningful context, and real-world examples and nonexamples are used to support instruction. Students will apply these skills when reading an authentic nonfiction article, "Oil." |
| | | | | AQR4134I | Activity Quiz: Reason & Evidence C | |
| | | | | OWR4134I | Independent Practice: Compass Writer: Read & Respond (Water and Soil Conservation) | Independent Practice: Compass Writer. Read two articles about water and soil conservation and note important details. Then integrate the information gathered from both articles to write a multiparagraph essay explaining the importance of conservation. |
| | | Integrating Information | Students will learn how to integrate information from two sources and will apply these skills using two authentic nonfiction texts, "Thirsty Planet" and "People May Be Changing the Weather to Make Stormy Skies." After reading they will express their thoughts in writing. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------------|---|---------------------------|--|---------------|--|---|
| | | | | R4138I | Instruction/Practice: Integrating Information (Earth) | Instruction/Practice: Explore the research process and practice integrating information in this activity. Students will understand the basic steps one must take when researching a topic, including a brief overview of how to organize notes. Students will independently read two nonfiction articles, "Thirsty Planet" and "People May Be Changing the Weather to Make Stormy Skies," and integrate information from both in order to create a simulated speech about why it's important to take care of the environment. |
| | | | | AQR4138I | Activity Quiz: Integrating Information | |
| | | | | OWR4138I | Independent Practice: Compass Writer: Open Response (Earth) | Independent Practice: Compass Writer. Students will create a response to what they have learned in this lesson. |
| Foundational Skills | Students will develop and practice skills essential for fluent and effective reading. | | | | | |
| | | Decoding Unfamiliar Words | Find syllables and use prefixes and suffixes to help decode words. Use context to determine meaning. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|--|---------------|---|--|
| | | | | RLA4045 | Instruction: Decoding Unfamiliar Words | Instruction: Learn to find syllables and use prefixes and suffixes to help decode words. Use context to determine meaning. |
| | | | | RLA4046 | Supported Practice: Decoding Unfamiliar Words | Supported Practice: Practice finding syllables, using prefixes and suffixes to help decode words, and using context to determine meaning. |
| | | | | RLA4047 | Independent Practice: Decoding Unfamiliar Words | Independent Practice: Practice finding syllables, using prefixes and suffixes to help decode words, and using context to determine meaning. |
| | | | | QZRLA4048 | Quiz: Decoding Unfamiliar Words | Assessment: Quiz. Demonstrate an ability to find syllables and use prefixes and suffixes to help decode words. Use context to determine meaning. |
| | | Reading Carefully, Correctly, and with Feeling | Read with expression and at a rate appropriate for the text's purpose and determine the meaning of unknown words through letter-sound correspondence, self-correcting, rereading, and using context clues. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|--|--------------|--------------------|---------------|--|--|
| | | | | RLA4049 | Instruction: Reading Carefully, Correctly, and with Feeling | Instruction: Instructional Video: Learn to read with expression and at a rate appropriate for the text's purpose and to determine the meaning of unknown words through letter-sound correspondence, self-correcting, rereading, and using context clues. |
| | | | | RLA4050 | Supported Practice: Reading Carefully, Correctly, and with Feeling | Supported Practice: Identify how to read a text with feeling and how to use clues to figure out what a word means. |
| | | | | RLA4051 | Independent Practice: Reading Carefully, Correctly, and with Feeling | Independent Practice: Practice identifying the type of feeling to use when reading a passage and how to use context to understand unfamiliar words. |
| | | | | QZRLA4052 | Quiz: Reading Carefully, Correctly, and with Feeling | Assessment: Quiz. Demonstrate an understanding of how to read with expression and at a rate appropriate for the text's purpose. |
| Close Reading | Students will read a complex text multiple times while practicing close-reading strategies and applying critical comprehension skills. | | | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------------|--|--|---|---------------|--|---|
| | | Fiction: Sunflower Surprise | Students will read the complex fiction text "Sunflower Surprise" multiple times while practicing close-reading strategies and applying critical comprehension skills. | | | |
| | | | | RLACR4A | Sunflower Surprise | Students will read the complex fiction text "Sunflower Surprise" multiple times while practicing close-reading strategies and applying critical comprehension skills. |
| The Writing Process | Students will learn about and practice the stages of the writing process: planning, drafting, revising, editing, and publishing. | | | | | |
| | | The Writing Process: Planning and Drafting | Understand the writing process, focusing on the planning and drafting stages. | | | |
| | | | | RLA4101 | Instruction: The Writing Process: Planning and Drafting | Instruction: Instructional Video. Learn the writing process by focusing on the planning and drafting stages of the process. |
| | | | | RLA4102 | Supported Practice: The Writing Process: Planning and Drafting | Supported Practice: Practice with concepts related to planning and drafting an informative text. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|--|---------------|---|--|
| | | | | CWRLA4104 | Independent Practice: Compass Writer: The Writing Process: Planning and Drafting | Independent Practice: Compass Writer. Practice planning and drafting an informative text. |
| | | | | QZRLA4103 | Quiz: The Writing Process: Planning and Drafting | Assessment: Quiz. Demonstrate an understanding of the writing process and the planning and drafting stages of the process. |
| | | The Writing Process: Revising, Editing, and Publishing | Learn about the revising, editing, and publishing stages of the writing process. | | | |
| | | | | RLA4105 | Instruction: The Writing Process: Revising, Editing, and Publishing | Instruction: Instructional Video. Learn about the revising, editing, and publishing stages of the writing process. |
| | | | | RLA4106 | Supported Practice: The Writing Process: Revising, Editing, and Publishing | Supported Practice: Practice with concepts related to revising, editing, and publishing an informative text. |
| | | | | CWRLA4108 | Independent Practice: Compass Writer: The Writing Process: Revising, Editing, and Publishing | Independent Practice: Compass Writer: Practice revising, editing, and publishing an informative text. |
| | | | | QZRLA4107 | Quiz: The Writing Process: Revising, Editing, and Publishing | Assessment: Quiz. Demonstrate an understanding of the revising, editing, and publishing stages of the writing process. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|--------------------------|--|--------------------------|--|---------------|--|--|
| Writing an Opinion Piece | Students will learn the basic components of an opinion essay including an opinion statement, introduction, supporting reasons, transition words, and a conclusion. | | | | | |
| | | Writing an Opinion Piece | Learn the basic components of an opinion essay including an opinion statement, introduction, supporting reasons, transition words, and a conclusion. | | | |
| | | | | RLA4053 | Instruction: Writing an Opinion Piece | Instruction: Instructional Video. Learn the basic components of an opinion essay including an opinion statement, introduction, supporting reasons, transition words, and a conclusion. |
| | | | | RLA4054 | Supported Practice: Writing an Opinion Piece | Supported Practice: Practice the basic components of an opinion essay including an opinion statement, introduction, supporting reasons, transition words, and a conclusion. |
| | | | | CWRLA4056 | Independent Practice: Compass Writer: Writing an Opinion Piece | Independent Practice: Compass Writer. Plan how to write an opinion piece. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|--|---|
| | | | | QZRLA4055 | Quiz: Writing an Opinion Piece | Assessment: Quiz. Demonstrate understanding of the basic components of an opinion essay including an opinion statement, introduction, supporting reasons, transition words, and a conclusion. |
| | | Writing an Introduction and Organizing Support | Introduce a topic, clearly state an opinion, and group related ideas to support the opinion in a writing piece. | | | |
| | | | | RLA4057 | Instruction: Writing an Introduction and Organizing Support | Instruction: Instructional Video. Learn to introduce a topic, clearly state an opinion, and group related ideas to support the opinion in a writing piece. |
| | | | | RLA4058 | Supported Practice: Writing an Opinion Piece | Supported Practice: Practice introducing a topic, clearly stating an opinion, and grouping related ideas to support the opinion in a writing piece. |
| | | | | CWRLA4060 | Independent Practice: Compass Writer: Writing an Introduction and Organizing Support | Independent Practice: Compass Writer. Write the introduction to an opinion piece. |
| | | | | QZRLA4059 | Quiz: Writing an Introduction and Organizing Support | Assessment: Quiz. Demonstrate an understanding of how to introduce a topic, clearly state an opinion, and group related ideas to support the opinion in a writing piece. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|--|--|
| | | Convincing Your Readers Using Strong Reasons and Support | Provide strong reasons and support for an opinion and organize the reasons in a convincing way. | | | |
| | | | | RLA4061 | Instruction: Convincing Your Readers Using Strong Reasons and Support | Instruction: Learn how to provide strong reasons and support for an opinion and organize the reasons in a convincing way. |
| | | | | RLA4062 | Supported Practice: Convincing Your Readers Using Strong Reasons and Support | Supported Practice: Practice providing strong reasons and support for an opinion and organizing the reasons in a convincing way. |
| | | | | CWRLA4064 | Independent Practice: Compass Writer: Convincing Your Readers Using Strong Reasons and Support | Independent Practice: Compass Writer. Write details and facts to support reasons in an opinion piece. |
| | | | | QZRLA4063 | Quiz: Convincing Your Readers Using Strong Reasons and Support | Assessment: Quiz. Demonstrate an ability to provide strong reasons and support for an opinion and to organize the reasons in a convincing way. |
| | | Using Linking Words and Writing a Conclusion | Use linking words in an opinion piece to connect reasons to support and develop a conclusion that restates the opinion. | | | |
| | | | | RLA4065 | Instruction: Using Linking Words and Writing a Conclusion (Opinion Piece) | Instruction: Learn how to use linking words in an opinion piece to connect reasons to support and how to develop a conclusion that restates the opinion. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|--|--|---|---|---------------|--|--|
| | | | | RLA4066 | Supported Practice: Using Linking Words and Writing a Conclusion (Opinion Piece) | Supported Practice: Practice using linking words in an opinion piece to connect reasons to support and developing a conclusion that restates the opinion. |
| | | | | CWRLA4068 | Independent Practice: Compass Writer: Using Linking Words and Writing an Opinion (Opinion Piece) | Independent Practice: Compass Writer. Connect opinions and reasons with linking words and phrases. |
| | | | | QZRLA4067 | Quiz: Using Linking Words and Writing a Conclusion (Opinion Piece) | Assessment: Quiz. Demonstrate mastery of using linking words in an opinion piece to link reasons to supporting details and of developing a conclusion that restates the opinion. |
| Writing an Informative/ Explanatory Text | Students will learn how to write an informative/explanatory text, including how to introduce and develop a topic, group related information, use precise language and linking words, and write a conclusion. | | | | | |
| | | Writing Informative and Explanatory Texts | Learn the basics of informative and explanatory writing: introducing a topic, grouping related information in paragraphs, formatting, using linking words and precise language, and providing a conclusion. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|---|--|
| | | | | RLA4069 | Instruction: Writing Informative and Explanatory Texts | Instruction: Instructional Video. Learn the basics of informative and explanatory writing: introducing a topic, grouping related information in paragraphs, formatting, transition words and precise language, and providing a conclusion. |
| | | | | RLA4070 | Supported Practice: Writing Informative and Explanatory Texts | Supported Practice: Demonstrate an understanding of using subheadings, precise language, and conclusion in informative text. |
| | | | | CWRLA4072 | Independent Practice: Compass Writer: Writing Informative and Explanatory Texts | Independent Practice: Compass Writer. Demonstrate an understanding of using subheadings, precise language, and conclusion in informative text. |
| | | | | QZRLA4071 | Quiz: Writing Informative and Explanatory Texts | Assessment: Quiz. Demonstrate an understanding of the basics of informative writing: topic introduction, grouping related information in paragraphs, formatting, transition words, precise language, conclusion sentence. |
| | | Introducing a Topic and Grouping Related Information | Introduce a topic clearly and group related information in paragraphs and sections. | | | |
| | | | | RLA4073 | Instruction: Introducing a Topic and Grouping Related Information | Instruction: Instructional Video. Learn to introduce a topic clearly and to group related information in paragraphs and sections. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|--|---------------|--|--|
| | | | | RLA4074 | Supported Practice: Introducing a Topic and Grouping Related Information | Supported Practice: Demonstrate an understanding of details, categories, and topics in an informative text. |
| | | | | CWRLA4076 | Independent Practice: Compass Writer: Introducing a Topic and Grouping Related Information | Independent Practice: Compass Writer. Demonstrate an understanding of details, categories, and topics in an informative text. |
| | | | | QZRLA4075 | Quiz: Introducing a Topic and Grouping Related Information | Assessment: Quiz. Demonstrate an ability to introduce a topic clearly and group related information in paragraphs and sections. |
| | | Formatting, Developing a Topic, and Using Precise Language | Format informative/explanatory writing using headings and type, photos and multimedia. Learn to develop a topic with details, examples, facts, quotations, and definitions. Learn to use precise language and academic vocabulary. | | | |
| | | | | RLA4077 | Instruction: Formatting, Developing a Topic, and Using Precise Language | Instruction: Learn to format informative/explanatory writing using headings and type, photos and multimedia. Learn to develop a topic with details, examples, facts, quotations, and definitions. Learn to use precise language and academic vocabulary. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|---|---------------|--|--|
| | | | | RLA4078 | Supported Practice: Formatting, Developing a Topic, and Using Precise Language | Supported Practice: Identify facts, definitions, details, quotations, and examples in an informative text. Identify kinds of formatting and precise language in an informative text. |
| | | | | CWRLA4080 | Independent Practice: Compass Writer: Formatting, Developing a Topic, and Using Precise Language | Independent Practice: Compass Writer. Identify facts, definitions, details, quotations, and examples in an informative text. Identify kinds of formatting and precise language in an informative text. |
| | | | | QZRLA4079 | Quiz: Formatting, Developing a Topic, Using Precise Language | Assessment: Quiz. Demonstrate an understanding of formatting, developing a topic with details, examples, and using precise language. |
| | | Using Linking Words and Writing a Conclusion | Use linking words or phrases to connect ideas in an essay; write an effective conclusion. | | | |
| | | | | RLA4081 | Instruction: Using Linking Words and Writing a Conclusion (Info/Explanatory) | Instruction: Learn to use linking words or phrases to connect ideas in an essay and to write an effective conclusion. |
| | | | | RLA4082 | Supported Practice: Using Linking Words and Writing a Conclusion | Supported Practice: Identify linking words and the conclusion in an informative text. |
| | | | | CWRLA4084 | Independent Practice: Compass Writer: Using Linking Words and Writing a Conclusion | Independent Practice: Compass Writer. Identify linking words and the conclusion in an informative text. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------------|---|---------------------|--|---------------|---|--|
| | | | | QZRLA4083 | Quiz: Using Linking Words and Writing a Conclusion (Info/Explanatory) | Assessment: Quiz. Demonstrate an understanding of how linking words connect ideas and how a conclusion effectively wraps up an essay. |
| Writing a Narrative | Students will learn how to write a narrative, including describing the narrative's situation, characters, and events; using dialogue and description; and adding transitions and details. | | | | | |
| | | Writing a Narrative | Learn techniques for incorporating effective parts of a narrative including situation, characters, order of events, and descriptive details. | | | |
| | | | | RLA4085 | Instruction: Writing a Narrative | Instruction: Instructional Video. Learn techniques for incorporating effective parts of a narrative including situation, characters, order of events, and descriptive details. |
| | | | | RLA4086 | Supported Practice: Writing a Narrative | Supported Practice: Identify the main character, situation, order of events, and clear details in a narrative. |
| | | | | CWRLA4088 | Independent Practice: Compass Writer: Writing a Narrative | Independent Practice: Compass Writer. Identify the main character, situation, order of events, and clear details in a narrative. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---|---|---------------|---|--|
| | | | | QZRLA4087 | Quiz: Writing a Narrative | Assessment: Quiz. Demonstrate an understanding of the effective parts of a narrative, including situation, characters, order of events, and descriptive details. |
| | | Building the Situation, Characters, and Events in a Narrative | Use details to describe characters and the situation for a narrative. Write a narrative in a logical order. | | | |
| | | | | RLA4089 | Instruction: Building the Situation, Characters, and Events in a Narrative | Instruction: Instructional Video. Learn to use details to describe characters and the situation for a narrative. Learn to write a narrative in a logical order. |
| | | | | RLA4090 | Supported Practice: Building the Situation, Characters, and Events in a Narrative | Supported Practice: Identify details that describe a narrative's characters, situation, and narrative events in order. |
| | | | | CWRLA4092 | Independent Practice: Building the Situation, Characters, and Events in a Narrative | Independent Practice: Compass Writer. Identify details that describe a narrative's characters, situation, and narrative events in order. |
| | | | | QZRLA4091 | Quiz: Building the Situation, Characters, and Events in a Narrative | Assessment: Quiz. Demonstrate an understanding of how details give information about characters and situations in a story. Demonstrate an understanding of the importance of telling stories in a logical order. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--|--|---------------|--|--|
| | | Using Dialogue and Description in a Narrative | Use dialogue and description to improve a narrative. | | | |
| | | | | RLA4093 | Instruction: Using Dialogue and Description in a Narrative | Instruction: Instructional Video. Learn how to use dialogue and description to improve a narrative. |
| | | | | RLA4094 | Supported Practice: Using Dialogue and Description in a Narrative | Supported Practice: Demonstrate an understanding of dialogue and description in a narrative. |
| | | | | CWRLA4096 | Compass Writer: Using Dialogue and Descriptive Details in a Narrative | Independent Practice: Compass Writer. Demonstrate an understanding of dialogue and description in a narrative. |
| | | | | QZRLA4095 | Quiz: Using Dialogue and Description in a Narrative | Assessment: Quiz. Demonstrate an understanding of how dialogue and description improve a narrative. |
| | | Using Transitions and Details to Complete Your Narrative | Add transitional words, concrete and sensory details, and a reasonable, satisfactory closing to a narrative. | | | |
| | | | | RLA4097 | Instruction: Using Transitions and Details to Complete Your Narrative | Instruction: Learn how to add transitional words, concrete and sensory details, and a reasonable, satisfactory closing to a narrative. |
| | | | | RLA4098 | Supported Practice: Using Transitions and Details to Complete Your Narrative | Supported Practice: Identify transitions, exact words and sensory details, and conclusion in a narrative. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------------------|---|------------------------------|--|---------------|---|---|
| | | | | CWRLA4100 | Independent Practice: Compass Writer: Using Transitions and Details to Complete Your Narrative | Independent Practice: Compass Writer. Identify transitions, exact words and sensory details, and conclusion in a narrative. |
| | | | | QZRLA4099 | Quiz: Using Transitions and Details to Complete Your Narrative | Assessment: Quiz. Demonstrate an understanding of adding transitional words, concrete and sensory details, and a reasonable, satisfactory closing to a narrative. |
| Writing About Research | Students will learn about the research process, including gathering information, taking notes, and sorting information. | | | | | |
| | | Writing a Research Report | Learn about the structure and process of writing a research report. | | | |
| | | | | RLA4109 | Instruction: Writing a Research Report | Instruction: Learn about the structure and process of writing a research report. |
| | | | | RLA4110 | Supported Practice: Writing a Research Report | Supported Practice: Practice identifying the structure and process of writing a research report. |
| | | | | CWRLA4112 | Independent Practice: Compass Writer: Writing a Research Report | Independent Practice: Compass Writer. Students fill out an outline and write a short research report based on three provided sources. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------------------------------|--|---------------|--|---|
| | | | | QZRLA4111 | Quiz: Writing a Research Report | Assessment: Quiz. Demonstrate an understanding of the structure and process of writing a research report. |
| | | Gathering Information from Sources | Recall relevant information from experiences or how to gather relevant information from print and digital sources. | | | |
| | | | | RLA4113 | Instruction: Gathering Information from Sources | Instruction: Instructional Video. Learn how to recall relevant information from experiences or how to gather relevant information from print and digital sources. |
| | | | | RLA4114 | Supported Practice: Gathering Information from Sources | Supported Practice: Practice how to gather relevant information from print and digital sources. |
| | | | | RLA4115 | Independent Practice: Gathering Information from Sources | Independent Practice: Students will practice identifying and analyzing definitions, facts, details, and images as information in research sources. |
| | | | | QZRLA4116 | Quiz: Gathering Information from Sources | Assessment: Quiz. Demonstrate an ability to recall relevant information from experiences or gather relevant information from print and digital sources. |
| | | Taking Notes and Sorting Information | Take notes, sort information, and provide a list of sources. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---|--|---------------|--|--|
| | | | | RLA4117 | Instruction: Taking Notes and Sorting Information | Instruction: Learn how to take notes, sort information, and provide a list of sources. |
| | | | | RLA4118 | Supported Practice: Taking Notes and Sorting Information | Supported Practice: Practice with concepts related to taking notes, sorting information, and providing a list of sources. |
| | | | | CWRLA4120 | Independent Practice: Compass Writer: Taking Notes and Sorting Information | Independent Practice: Compass Writer. Practice taking notes, sorting information, and providing a list of sources. |
| | | | | QZRLA4119 | Quiz: Taking Notes and Sorting Information | Assessment: Quiz. Demonstrate an understanding of taking notes, sorting information, and providing a list of sources. |
| | | Using Evidence to Support an Analysis of a Story | Learn how to write a response to literature that analyzes a story. | | | |
| | | | | RLA4123 | Instruction: Using Evidence to Support an Analysis of a Story | Instruction: Learn how to write a response to literature that analyzes a story and includes a claim, evidence, and examples from text. |
| | | | | QZRLA4121 | Quiz: Using Evidence to Support an Analysis of a Story | Quiz: Demonstrate how to write a response to literature that analyzes a story and includes a claim, evidence, and examples from text. |
| | | Using Evidence to Support an Analysis of Informational Text | Learn how to write a response to informational text. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|------------------------------|--|-----------------------|---|---------------|--|--|
| | | | | RLA4124 | Instruction: Using Evidence to Support an Analysis of Informational Text | Instruction: Learn how to write a response to informational text that analyzes informational text and includes a claim, evidence to support the claim, and examples from the text. |
| | | | | QZRLA4122 | Quiz: Using Evidence to Support an Analysis of Informational Text | Quiz: Demonstrate how to write a response to informational text that analyzes informational text and includes a claim, evidence to support the claim, and examples from the text. |
| State Simulation Assessments | Students will apply comprehension skills to literary and expository texts that simulate high stakes assessments. | | | | | |
| | | State Simulation Test | Students will demonstrate knowledge of comprehension skills on grade-level appropriate literary and expository passages, with questions that simulate a high-stakes assessment. | | | |
| | | | | R4120 | State Simulation Test 1 | Take state simulated grade-level tests independently to assess reading comprehension. |
| | | | | R4121 | State Simulation Test 2 | Take state simulated grade-level tests independently to assess reading comprehension. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|----------------|---|-------------------|--|---------------|-------------------------------|---|
| | | | | R4122 | State Simulation Test 3 | Take state simulated grade-level tests independently to assess reading comprehension. |
| Pioneers - ILA | An integrated thematic chapter on pioneers engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: pioneers, westward movement, America, wagon trains. | | | | | |
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41334 | Offline Materials (pioneers) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With pioneers as the theme, the activities and worksheets offer opportunities. |
| | | | | 41341 | Internet Resources (pioneers) | Internet Resources. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|--|--|
| | | Reading & Responding | The student will learn thematic content through discovery and achieve comprehension by reading literature with emphasis on vocabulary. Authentic fiction literature is included. Keywords: pioneers, westward movement, America, wagon trains. | | | |
| | | | | 41285 | Background Life on the Frontier (pioneers) | Student will engage in a thematic discovery activity that activates prior knowledge to anticipate meaning and make sense of texts. Student will use his/her own knowledge and experience to comprehend. |
| | | | | 41286 | Story Sarah, Plain and Tall (authentic literature) | Student will read a variety of text, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, Sarah, Plain and Tall, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations support the text. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|--|---------------|---|---|
| | | | | 41288 | Independent Practice: Compass Writer. Respond Character Moving (writing: narrative) | Student will write a response to one of two prompts in a word processing environment. Student will make personal responses to literature. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| | | | | 41287 | Comprehension Back on the Trail (character's actions) | Student will identify story elements and make inferences and draw conclusions based on information in the story, Sarah, Plain and Tall. Student will use a variety of strategies to comprehend reading. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: pioneers. | | | |
| | | | | 41289 | Word Analysis Rowdy Barn Roundup! (adverbs) | Student will identify and use adverbs correctly. Student will be able to discriminate between adverbs and other parts of speech, such as verbs and adjectives. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|--|
| | | | | 41290 | Word Analysis Re-Teach Rowdy Barn Roundup! (adverbs) | Student will identify and use adverbs correctly. Student will be able to discriminate between adverbs and other parts of speech, such as verbs and adjectives. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41291 | Language Analysis Paint a Picture (imagery) | Student will understand the use of literary devices (imagery). Student will define figurative language and identify its use in literary works. |
| | | | | OW41291 | Independent Practice: Compass Writer. Painting a Picture with Words: Imagery | Students will recognize instances of imagery in passages of authentic text. They will identify the senses the author appeals to and the image they visualize based on the text. Students will also write 3 short narratives based on photos provided. The narratives should include vivid description and imagery. |
| | | | | 41292 | Language Analysis Re-Teach Paint a Picture (imagery) | Student will understand the use of literary devices (imagery). Student will define figurative language and identify its use in literary works. This is a RE-TEACH activity. If the student does not pass the original language analysis activity, he or she will automatically be directed to this activity. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|--|--------------|--------------------|---------------|--|--|
| | | | | 41293 | Independent Practice: Compass Writer. Describe Setting/Diary (writing: narrative) | Student will write a response to one of two prompts in a word processing environment. Student will write about a descriptive pioneer setting or student will write a diary entry from the point of view of a pioneer child. Student will use knowledge of the situation and setting to determine causes for a character's actions. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| Mystery - ILA | An integrated thematic chapter on the mystery genre engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: fiction, mystery, literature, elements, clues, evidence, inference. | | | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|------------------------------|---|
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41338 | Offline Materials (mystery) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With mystery as the theme, the activities and worksheets offer opportunities for writing and focus on making inferences and drawing conclusions, using paragraph form in writing, and using quotation marks correctly. |
| | | | | 41342 | Internet Resources (mystery) | Internet Resources. |
| | | Reading & Responding | The student will learn thematic content through discovery, and achieve comprehension by reading literature with emphasis on vocabulary. Authentic fiction literature is included. Keywords: mystery, literature, genre, elements, clues, evidence, inference. | | | |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|---|
| | | | | 41294 | Background The Mysterious Missing Ball (solve a mystery) | Student will engage in a thematic discovery activity that activates prior knowledge, to anticipate meaning and make sense of texts. Student will make inferences. |
| | | | | 41295 | Story Cam Jansen and the Mystery of the Dinosaur Bones | Student will read a variety of texts, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, Cam Jansen and the Mystery of the Dinosaur Bones, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations support the text. |
| | | | | 41296 | Independent Practice: Compass Writer. Respond Character Actions (writing) | Student will write a response to one of two prompts in a word processing environment. Student will use knowledge of the situation and setting to determine causes for a character's actions. Student will make personal responses to literature. Student will draw conclusions and make inferences. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|---|---------------|--|---|
| | | | | 41297 | Comprehension Sherlock Homer (inference) | Student will make inferences and draw conclusions based on information in the story, Cam Jansen and the Mystery of the Dinosaur Bones. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: mystery. | | | |
| | | | | 41298 | Mechanics The Case of the Missing Goblet (quotations) | Student will use quotation marks to indicate speech. Student will punctuate and capitalize correctly. |
| | | | | 41299 | Mechanics Re-Teach The Case of the Missing Goblet (quotations) | Student will use quotation marks to indicate speech. Student will punctuate and capitalize correctly. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41300 | Language Analysis Digging for Clues (paragraph form) | Student will use paragraphs to show a change in idea, place, or time. Student will identify the different parts of a paragraph (topic sentence, detail sentences, concluding sentence, main idea). |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | 41301 | Language Analysis Re-Teach Digging for Clues (paragraph form) | Student will use paragraphs to show a change in idea, place, or time. Student will identify the different parts of a paragraph (topic sentence, detail sentences, concluding sentence, main idea). This is a RE-TEACH activity. If the student does not pass the original language analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41302 | Independent Practice: Compass Writer. Elements of Mystery/Report (writing) | Student will write a response to one of two prompts in a word processing environment. Student will write an essay about the positive elements of the genre of mystery, or student will write a narrative from the perspective of a detective, detailing how he or she would solve the case. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|-------------------------|--|-------------------|--|---------------|---------------------------------------|--|
| Natural Disasters - ILA | An integrated thematic chapter on natural disasters engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: earthquakes, volcanoes, tornadoes, hurricanes, wind storms, safety. | | | | | |
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41283 | Offline Materials (natural disasters) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With natural disasters as the theme, the activities and worksheets offer opportunities for writing and focus on reading comprehension strategies for nonfiction, sentence combining, comparing and contrasting, and using commas in a series. |

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| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|---|--|
| | | | | 41343 | Internet Resources (natural disasters) | Internet Resources. |
| | | Reading & Responding | The student will learn thematic content through discovery and achieve comprehension by reading literature with emphasis on vocabulary. Authentic nonfiction literature is included. Keywords: natural disasters, earthquakes, volcanoes, tornadoes, hurricanes, wind storms, safety. | | | |
| | | | | 41268 | Background Getting to the Facts (SQ3R reading strategy) | Student will read from varied sources (newspaper) and for varied purposes. Student will use text organizers including graphics features and headings to locate and organize information. Student will learn the SQ3R reading strategy and see how it can be applied to text using a newspaper article. Student will compare and contrast fiction and nonfiction, understanding the difference between the two. The activity introduces the student to the key concepts related to the theme of natural disasters and prepares readers for the text, Natural Disasters. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|---|
| | | | | 41269 | Book Natural Disasters (nonfiction) | Student will read a variety of text, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, Natural Disasters, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations and photographs support the text. |
| | | | | 41303 | Independent Practice: Compass Writer. Describe Disaster Event (writing) | Student will write a response to one of two prompts in a word processing environment. Student will describe a natural disaster he or she has experienced or imagine he or she is in the midst of a disaster and describe the event and his or her feelings, or student will explain why it is important to learn about different natural disasters. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| | | | | 41270 | Comprehension Cleaning up Comparisons (compare & contrast) | Student will compare and contrast different disasters from the nonfiction piece, Natural Disasters. Student will use text organizers, including headings, graphic features, and tables to locate and organize information. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|---|---------------|---|---|
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: natural disasters, earthquakes, volcanoes, tornadoes, hurricanes, wind storms, safety. | | | |
| | | | | 41271 | Mechanics Comma Confusion (commas in a series) | Student will use commas correctly in a series. Student applies the conventions of punctuation. Student will use strategies to edit. |
| | | | | 41272 | Mechanics Re-Teach Comma Confusion (commas in a series) | Student will use commas correctly in a series. Student applies the conventions of punctuation. Student will use strategies to edit. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | 41273 | Language Analysis Fix the Phone Lines (combining sentences) | Student will combine simple sentences. Student will combine related sentences. Student will combine short, related sentences with appositives, participial phrases, adjectival, adverbial, and prepositional phrases. Student applies standard grammar and usage. Student uses conjunctions to connect ideas meaningfully. |
| | | | | 41274 | Language Analysis Re-Teach Fix the Phone Lines (combining sentences) | Student will combine simple sentences. Student will combine related sentences. Student will combine short, related sentences with appositives, participial phrases, adjectival, adverbial, and prepositional phrases. Student applies standard grammar and usage. Student uses conjunctions to connect ideas meaningfully. This is a RE-TEACH activity. If the student does not pass the original language analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41304 | Independent Practice: Compass Writer. Newscast/Compare Contrast (writing) | Student will write a response to one of two prompts in a word processing environment. Student will write a descriptive story from the perspective of a newscaster in a natural disaster or student will write an essay comparing and contrasting two natural disasters. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|-------------------------------|--|-------------------|--|---------------|--|---|
| African American Poetry - ILA | An integrated thematic chapter on African American Poetry engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: poems, poets, poetry. | | | | | |
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41335 | Offline Materials (African American Poetry) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With African American poetry as the theme, the activities and worksheets offer opportunities for writing and focus on metaphors, making inferences and drawing conclusions, and prefix and suffix usage. |
| | | | | 41344 | Internet Resources (African American poetry) | Internet Resources. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|--|--|
| | | Reading & Responding | The student will learn thematic content through discovery and achieve comprehension by reading poetry with emphasis on vocabulary. Authentic poetry is included. Keywords: African American, poems, poets. | | | |
| | | | | 41305 | Background A Taste of Poetry | Student will engage in a thematic discovery activity that activates prior knowledge to anticipate meaning and make sense of texts. Student will identify characteristics of genre. The activity introduces the student to the key concepts related to the theme of African American poetry and the authentic literature, African American Voices in Poetry. |
| | | | | 41306 | Poetry African American Voices in Poetry | Student will read a variety of poetry, develop reading fluency, develop vocabulary, and recognize words in context. This collection of poems are from famous African American poets, Langston Hughes, Nikki Grimes, Naomi Long Madgett, and Eloise Greenfield. Each poem includes highlighted vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations support the text. Questions are included after each poem. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|---|---------------|---|--|
| | | | | 41308 | Independent Practice: Compass Writer. Response to Poems (writing) | Student will write a response to one of two prompts in a word processing environment. Student will describe the emotions felt when reading one of the poems or explain why one of the poems is a favorite. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| | | | | 41307 | Comprehension In Search of Treasure (inference) | Student will make inferences and draw conclusions based on information in the poems of African American Voices in Poetry. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: African American Poetry, poems, poets. | | | |
| | | | | 41309 | Word Analysis Getting Back to My Roots (root words, suffixes, prefixes) | Student will use structural analysis to identify root words, prefixes, and suffixes. Student will use knowledge of root words and affixes to determine the meaning of unknown words. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | 41310 | WA Re-Teach Getting Back to My Roots (root words, suffixes, prefixes) | Student will use structural analysis to identify root words, prefixes, and suffixes. Student will use knowledge of root words and affixes to determine the meaning of unknown words. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41311 | Language Analysis Creative Comparisons (metaphor) | Student will understand the use of literary devices (metaphor). Student will define figurative language and identify its use in literary works. |
| | | | | 41312 | Language Analysis Re-Teach Creative Comparisons (metaphor) | Student will understand the use of literary devices (metaphor). Student will define figurative language and identify its use in literary works. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|--|--------------|--------------------|---------------|--|---|
| | | | | 41313 | Independent Practice: Compass Writer. Opinion on Poetry/Poem (writing) | Student will write a response to one of two prompts in a word processing environment. Student will write a comparison between poetry and prose, or student will write an original poem. Student will compare poetry and prose. Student will use figurative language (metaphor) and literary elements. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| Heroes - ILA | An integrated thematic chapter on heroes engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: heroes, celebrities, athletes. | | | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|-----------------------------|--|
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41337 | Offline Materials (heroes) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With heroes as the theme, the activities and worksheets offer opportunities for writing and focus on characterization, adjectives, and similes. |
| | | | | 41345 | Internet Resources (heroes) | Internet Resources. |
| | | Reading & Responding | The student will learn thematic content through discovery, and achieve comprehension by reading literature with emphasis on vocabulary. Authentic fiction literature is included. Keywords: heroes, hero. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | 41314 | Background In Search of a Hero | Student will engage in a thematic discovery activity that activates prior knowledge to anticipate meaning and make sense of texts. Student will use his/her own knowledge and experience to comprehend. |
| | | | | 41315 | Story In the Year of the Boar and Jackie Robinson | Student will read a variety of texts, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, In the Year of the Boar and Jackie Robinson, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations support the text. |
| | | | | 41316 | Independent Practice: Compass Writer. Describe Hero/Special Event (writing: narrative) | Student will write a response to one of two prompts in a word processing environment. Student will write about a hero in his or her life, or student will write a narrative about a memorable moment. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|--|---------------|---|--|
| | | | | 41317 | Comprehension A Quality Quest (draw conclusions about characters) | Student will identify story elements, make inferences, and draw conclusions based on information in the story, In the Year of the Boar and Jackie Robinson. Student will understand elements of character development and infer character traits. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: heroes, hero. | | | |
| | | | | 41318 | Word Analysis Masterpiece Mayhem (adjectives) | Student will identify and use adjectives correctly. Student will be able to discriminate between adjectives and other parts of speech. |
| | | | | 41319 | Word Analysis Re-Teach Masterpiece Mayhem (adjectives) | Student will identify and use adjectives correctly. Student will be able to discriminate between adjectives and other parts of speech. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41320 | Language Analysis Heroes are Like Good Sandwiches (simile) | Student will understand the use of literary devices (simile). Student will define figurative language and identify its use in literary works. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|----------------------------|---|--------------|--------------------|---------------|--|---|
| | | | | 41321 | Language Analysis Re-Teach Heroes are Like Good Sandwiches (simile) | Student will understand the use of literary devices (simile). Student will define figurative language and identify its use in literary works. This is a RE-TEACH activity. If the student does not pass the original language analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41322 | Independent Practice: Compass Writer. Hero Essay/News Article (writing: expository) | Student will write a response to one of two prompts in a word processing environment. Student will write an essay about his or her definition of a hero using simile, or student will write a newspaper article about a hero, comparing that hero to a character from the novel, In the Year of the Boar and Jackie Robinson. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| Inventors/Inventions - ILA | An integrated thematic chapter on inventors and inventions engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: discoveries, science. | | | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|--|---|
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41336 | Offline Materials (inventors and inventions) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With inventors and inventions as the theme, the activities and worksheets offer opportunities for writing and focus on recognizing cause and effect, quoting and paraphrasing information, and identifying contractions. |
| | | | | 41346 | Internet Resources (inventors) | Internet Resources. |
| | | Reading & Responding | The student will learn thematic content through discovery and achieve comprehension by reading literature with emphasis on vocabulary. Authentic fiction literature is included. Keywords: inventors, inventions, discoveries, science. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | 41323 | Background Young Inventive Inventors | Student will engage in a thematic discovery activity that activates prior knowledge to anticipate meaning and make sense of texts. The activity introduces the student to the key concepts related to the theme of inventors and inventions as well as the authentic literature piece, The Toothpaste Millionaire. A work page goes along with this activity that student can complete while on the computer. |
| | | | | 41324 | Story The Toothpaste Millionaire (authentic literature) | Student will read a variety of text, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, The Toothpaste Millionaire, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations and photographs support the text. |
| | | | | 41325 | Independent Practice: Compass Writer. Exposition on Teamwork (writing: expository) | Student will write a response to one of two prompts in a word processing environment. Student will explain how teamwork can make one successful or student will write about the pros and cons of an advertisement, taking a side or position. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|--|---------------|--|---|
| | | | | 41326 | Comprehension The Toothpaste Tubing Tornado (cause and effect) | Student will recognize cause and effect relationships in the fiction piece, The Toothpaste Millionaire. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: inventors, inventions, machines, science fair, discovery. | | | |
| | | | | 41327 | Mechanics Contraction Contraption (contractions) | Student will identify and create contractions. Student will use apostrophes to identify contractions. Student will apply the conventions of punctuation. Student will use strategies to edit. |
| | | | | 41328 | Mechanics Re-Teach Contraction Contraption (contractions) | Student will identify and create contractions. Student will use apostrophes to identify contractions. Student will apply the conventions of punctuation. Student will use strategies to edit. |
| | | | | 41329 | Language Analysis In Your Own Words (quoting and paraphrasing) | Student will quote or paraphrase information sources, citing them appropriately. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|---|
| | | | | 41330 | Language Analysis Re-Teach In Your Own Words (quoting and paraphrasing) | Student will quote or paraphrase information sources, citing them appropriately. This is a RE-TEACH activity. If the student does not pass the original language analysis, activity he or she will automatically be directed to this activity. |
| | | | | 41331 | Independent Practice: Compass Writer: Character's Actions Essay (writing: character) | Student will write a response to one of two prompts in a word processing environment. Student will write an essay describing the effects of a character's actions, or student will write a friendly letter explaining the attributes of a successful business. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. Student will write for different purposes and write a variety of compositions. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|------------------------|--|-------------------|--|---------------|--------------------------------------|---|
| Famous Americans - ILA | An integrated thematic chapter on famous Americans engages students in a series of activities that serves to enhance reading, writing, and thinking skills. Keywords: Franklin Delano Roosevelt, FDR, presidents, Great Depression, timelines, politics. | | | | | |
| | | Teacher Resources | The Teacher Resources section contains an extensive set of offline materials that includes teacher lesson plans and student work pages. Suggestions for authentic literature and a parent information page are included. To view the objectives and download the materials click the Teacher Resources link to the left. | | | |
| | | | | 41282 | Offline Materials (famous Americans) | Teacher Resources include lesson plans, activities, chapter information, and student worksheets in one printable packet. With famous Americans as the theme, the activities and worksheets offer opportunities for writing and focus on summarizing text, using articles correctly, and identifying and revising fragments. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|----------------------|--|---------------|--|--|
| | | | | 41347 | Internet Resources (famous Americans) | Internet Resources. |
| | | Reading & Responding | The student will learn thematic content through discovery and achieve comprehension by reading literature with emphasis on vocabulary. Authentic nonfiction literature is included. Keywords: Franklin Delano Roosevelt, FDR, presidents, Great Depression, timelines, politics. | | | |
| | | | | 41275 | Background A Walk Down Memory Lane (FDR) | Student will engage in a thematic discovery activity that activates prior knowledge to anticipate meaning and make sense of texts. The activity introduces the student to the key concepts related to the theme of famous Americans and the nonfiction piece, Franklin D. Roosevelt. |
| | | | | 41276 | Book Franklin D. Roosevelt (nonfiction) | Student will read a variety of text, develop reading fluency, develop vocabulary, and recognize words in context. The authentic literature, Franklin D. Roosevelt, includes vocabulary words and a glossary. There is optional audio support to model fluency. Illustrations and photographs support the text. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|---------------|--|---------------|--|--|
| | | | | 41332 | Independent Practice: Summarize/ Respond on Fear (writing: overcoming obstacles) | Student will write a response to one of two prompts in a word processing environment. Student will imagine he or she lives during the Great Depression, summarize the events of this time period and write the effect these events have on his or her life, or student will describe a fear or obstacle in his or her life and create steps to overcome that fear. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |
| | | | | 41277 | Comprehension To Make a Long Story Short (summarizing) | Student will summarize information from the nonfiction piece, Franklin D. Roosevelt. |
| | | Language Arts | Through a series of learning activities focused on discovery, recognition, and application, the student will practice language arts skills. These activities have direct instruction, practice, and scored assessment. Keywords: Franklin Delano Roosevelt, FDR, Famous Americans. | | | |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|--|---|
| | | | | 41278 | Word Analysis Article Artifacts (articles) | Student will use articles to correctly identify nouns. |
| | | | | 41279 | Word Analysis Re-Teach Article Artifacts (articles) | Student will use articles to correctly identify nouns. This is a RE-TEACH activity. If the student does not pass the original word analysis activity, he or she will automatically be directed to this activity. |
| | | | | 41280 | Language Analysis A Fireside Chat (fragments) | Student will identify and correct sentence fragments. |
| | | | | 41281 | Language Analysis Re-Teach A Fireside Chat (fragments) | Student will identify and correct sentence fragments. This is a RE-TEACH activity. If the student does not pass the original language analysis, activity he or she will automatically be directed to this activity. |

Language Arts 4: Scope and Sequence

| Chapter Title | Chapter Description | Lesson Title | Lesson Description | Activity Code | Activity Title | Activity Description |
|---------------|---------------------|--------------|--------------------|---------------|---|--|
| | | | | 41333 | Independent Practice: Compass Writer: FDR Essay/News Article (writing: expository) | Student will write a response to one of two prompts in a word processing environment. Student will write an essay about why he or she thinks Franklin D. Roosevelt is a famous person by summarizing his qualities and accomplishments, or student will write a newspaper article about Franklin D. Roosevelt's character. Student will complete all steps in the writing process, including pre-writing (using graphic organizers and outlines), drafting, editing, evaluating, revising, and publishing. |