

Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

FIRST NINE WEEKS	OVERVIEW
	In Wit & Wisdom Module 1, A Great Heart, students explore how the heart is a literal muscle that sustains human life and a figurative center of human emotions. In this module, students explore the literal and figurative meanings of heart. They develop a deep understanding of the human circulatory system and what it takes to maintain a healthy literal heart. To understand the figurative meaning of great heart, they read biographies of people who demonstrate qualities of great heart and a novel-in-verse, Love That Dog, about a boy who finds his voice by examining his own broken heart. Students examine the structure of informative writing and employ it in their own writing. They learn to compose a focus statement using quotations and paraphrasing to support ideas in a paragraph and essay response.
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 -September 27	

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

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
A Great Heart	32 Lessons	Wit & Wisdom Family Welcome Letter (English) Wit & Wisdom Family Welcome letter (Spanish)	<p>RI.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.5: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

		<p>Wit & Wisdom Family Overview (English)</p> <p>Wit & Wisdom Family Overview (Spanish)</p> <p>Module 1 Family Tips (English)</p> <p>Module 1 Family Tips (Spanish)</p> <p>NCDPI ELA Parent Guide (English)</p> <p>NCDPI ELA Parent Guide (Spanish)</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.6: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>SL.4.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.</p>
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<h2 style="margin: 0;">SECOND NINE WEEKS</h2>	<h3 style="margin: 0;">OVERVIEW</h3> <p style="margin: 0;">In Wit and Wisdom Module 2, Extreme Settings, students go on a journey through various extreme settings- to fictional Venus where it rains nonstop, into mountains around the world, and deep into the Canadian wilderness. As they</p>
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Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

	<p>survive in them, and how people's experiences in, and responses to, extreme settings can shape who they become. Students learn the key elements of a narrative and develop their own narratives by establishing a situation, adding sensory details, and incorporating dialogue to show characters' responses to situations.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

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

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 2 Extreme Settings	34 Lessons	Module 2 Family Tip Sheet (English) Module 2 Family Tip Sheet (Spanish) NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>RI.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.4.4: With some guidance and support from adults, use digital tools and resources to produce and publish writing as</p>

Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

			<p>W.4.5: With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>
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Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

THIRD NINE WEEKS	OVERVIEW
	<p>In Wit & Wisdom Module 3, The Redcoats are Coming, students will examine how the famous words “The Redcoats are coming! The Redcoats are coming!” attributed to Paul Revere sounding an alarm across the American colonies that would forever change the country’s identity. As students read a variety of literary and informational texts about the American Revolution, they learn about the conflict between the American colonies and the British empire from multiple perspectives. By viewing these events with a critical eye, students deepen critical thinking skills and understanding of history. Through opinion writing, students learn to support a viewpoint with reasons and textual evidence. Students also conduct short research projects on topics related to the American Revolution</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Restart: January 9 – January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17 – February 8	

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

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 3 The Redcoats Are Coming!	35 Lessons	Module 3 Family Tips (English) Module 3 Family Tips (Spanish)	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

		<p>Guide (English)</p> <p>NCDPI ELA Parent Guide (Spanish)</p>	<p>including the difference between first- and third-person narrations.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>W.4.6: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>SL.4.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p>
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Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

			<p>experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p>
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FOURTH NINE WEEKS	OVERVIEW
	<p>In Wit and Wisdom Module 4, Myth Making, students learn about the relevance of mythology and the power of stories to impart important life lessons. Students build knowledge about ancient Greek culture and mythology and engage in comparative study of familiar Greek myths such as “Pandora’s Box” and “Demeter and Persephone” and Native American myths written as children’s plays in Joseph Bruchac’s <i>Pushing Up the Sky</i>. Sharon Creech’s novel <i>Walk Two Moons</i>, a tapestry of stories- each with ties to mythology-provides a backdrop for understanding how authors convey important truths through stories. Students develop informative writing skills, demonstrating an ability to identify and paraphrase strong evidence to support their ideas and synthesize information from multiple texts in a written paragraph or essay.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: May 2 – May 22	Amplify Dibels End of the Year Assessment
Restart: May 4 – May 24	
Traditional: May 5 – May 25	

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

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 4 Myth Making	36 Lessons	Module 4 Family Tip Sheet (English) Module 4 Family Tip Sheet (Spanish)	<p>RL.4.4: Determine the meaning of words and phrases as they affect meaning and tone.</p> <p>RL.4.5: Explain major differences between poems, drama, ad Prose, and drama when writing or speaking about a text.</p>

Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 4

		<p>Guide (English)</p> <p>NCDPI ELA Parent Guide (Spanish)</p> <p>Literacy at Home: Digital Reading Children's Initiative</p>	<p>and directions in the text.</p> <p>RI.4.9: Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4–5 grammar continuum.</p>
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***Amplify Dibels:**

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