

## Philosophy:

We believe in a balanced literacy program with a developmentally appropriate scope and sequence that values student choice and enables them to think critically about texts and the world around them. This approach integrates technology and is built on a strong foundation in the areas of phonemic awareness, phonics, vocabulary, comprehension and fluency.

## Core Resource:

Units of Study Reading and Writing  
Fountas and Pinnel Guided Reading

## Course Essential Standards

1. I can summarize a text. **RL/1.4.2**
2. I can differentiate between main ideas and key details. **RL/1.4.3**
3. I can determine the reasons and evidence an author uses in a text. **RL/1.4.8**
4. I can determine the theme of a story, drama, or poem. **RL.4.2**
5. I can read at grade level. **RF.4.4**
6. I can paraphrase information from various sources. **SL.4.2**
7. I can identify reasons and evidence from a speaker. **SL.4.3**
8. I can clearly present information. **SL.4.4**
9. I can write a narrative to develop a real or made-up story. **W.4.3**
10. I can write an opinion piece. **W.4.1**
11. I can write an informative piece. **W.4.2**
12. I can use appropriate capitalization, punctuation, and resources to help me correctly spell grade-appropriate words within my writing. **L.4.2**

## Scope and Sequence - Writing

Unit: The Arc of Story: Writing Realistic Fiction		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Creating and Developing Stories and Characters that Feel Real	<ol style="list-style-type: none"> <li>1. Imagining Stories from Ordinary Moments</li> <li>2. Imagining Stories We Wish Existed in the World</li> <li>3. Developing Believable Characters</li> <li>4. Giving Characters Struggles and Motivations</li> <li>5. Plotting with a Story Arc</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.3, W.4.4, W.4.5, W.4.8, W.4.10, W.4.9.a</li> </ol>
<b>Bend 2:</b> Drafting and Revising with an Eye toward Believability	<ol style="list-style-type: none"> <li>1. Show, Don't Tell: Planning and Writing Scenes</li> <li>2. Feeling and Drafting the Heart of Your Story</li> <li>3. Studying Published Texts to Write Leads</li> <li>4. Orienting Readers with Setting</li> <li>5. Writing Powerful Endings</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.3.a,b, W.4.4, W.4.5, W.4.10, W.4.9.a</li> </ol>
<b>Bend 3:</b> Preparing for Publication with an Audience in Mind	<ol style="list-style-type: none"> <li>1. Revision: Rereading with a Lens</li> <li>2. Making a Space for Writing</li> <li>3. Using Mentor Texts to Flesh Out Characters</li> <li>4. Editing with Various Lenses</li> <li>5. Publishing Anthologies: A Celebration</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.3, W.4.4, W.4.5, W.4.8, W.4.10, W.4.9.a</li> </ol>
<b>Bend 4:</b> Embarking on Independent Fiction Projects	<ol style="list-style-type: none"> <li>1. Launching Independent Fiction Projects</li> <li>2. Planning and Drafting Stories with Agency</li> <li>3. Mining the Connection between Reading and Writing Fiction</li> <li>4. Focusing the Reader's Gaze</li> <li>5. Choosing Punctuation for Effect</li> <li>6. Surveying Your Work and Planning for the Future</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.3, W.4.4, W.4.5, W.4.8, W.4.10</li> </ol>
Unit: Boxes and Bullets: Personal and Persuasive Essays		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Writing to Learn	<ol style="list-style-type: none"> <li>1. Essay Structure Boot Camp</li> <li>2. Collecting Ideas as Essayists</li> <li>3. Writing to Learn</li> <li>4. Using Elaboration Prompts to Grow Ideas</li> <li>5. Mining Our Writing</li> <li>6. Boxes and Bullets: Framing Essays</li> <li>7. Return to Boot Camp</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.1, W.4.4, W.4.5, W.4.10, W.4.8</li> </ol>

<b>Bend 2:</b> Raising the Level of Essay Writing	<ol style="list-style-type: none"> <li>1. Composing and Sorting Mini-Stories</li> <li>2. Creating Parallelism in Lists</li> <li>3. Organizing for Drafting</li> <li>4. Building a Cohesive Draft</li> <li>5. Becoming Our Own Job Captains</li> <li>6. Writing Introductions and Conclusions</li> <li>7. Revising Our Work with Goals in Mind</li> <li>8. Correcting Run-On Sentences and Sentence Fragments</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.1.a,b, W.4.3, W.4.5, W.4.9.a, W.4.8, W.4.7, W.4.4, W.4.10</li> </ol>
<b>Bend 3:</b> Personal to Persuasive	<ol style="list-style-type: none"> <li>1. Moving from Personal to Persuasive</li> <li>2. Inquiry into Persuasive Essay</li> <li>3. Broader Evidence</li> <li>4. Connecting Evidence, Reason, and Thesis</li> <li>5. Getting Ready to Put Our Opinions into the World</li> <li>6. Hey World, Listen Up!: Sharing Our Opinions Loudly and Proudly</li> </ol>	<ol style="list-style-type: none"> <li>1. W.4.1, W.4.4, W.4.9, W.4.10, W.4.6, W.4.5</li> </ol>
<b>Unit: Up the Ladder</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Writing Lots of Books that Teach	<ol style="list-style-type: none"> <li>1. Writers Write to Teach</li> <li>2. Elaboration: Writers Ask “Who, What, Where, Why” Questions</li> <li>3. Writing with Detail: Adding Exact Names, Numbers, Colors, Sizes, Shapes, Quotes</li> <li>4. Reading Your Writing through the Eyes of a Stranger: Revision</li> <li>5. First Things First: Beginnings Matter</li> <li>6. “How Do I Write This Kind of Writing Well?”</li> <li>7. Editing for Run-On Sentences</li> <li>8. Presenting Your Work in Celebration</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>
<b>Bend 2:</b> Writing Chapter Books that Teach with Organization and Detail	<ol style="list-style-type: none"> <li>1. Organizing into Chapters: Planning in Preparation for Writing Chapter Books</li> <li>2. Rehearsing for Writing by Teaching</li> <li>3. Writers Are the Bosses of Their Writing</li> <li>4. Designing Your Pages</li> <li>5. Editing for Paragraphs</li> <li>6. Celebrating Growth by Giving Feedback</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>
<b>Bend 3:</b> Taking Your Writing from	<ol style="list-style-type: none"> <li>1. Goal-Driven Deliberate Practice</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>

Good to Great	Matters 2. Information Writers Are Investigators: Conducting Interviews and Taking Surveys 3. Balancing Facts with Thinking 4. Studying Mentor Texts to Create a Revision Plan 5. Deliberate Punctuation: Commas 6. Dressing Up Your Writing	
<b>Unit: The Literary Essay: Writing About Fiction</b>		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Writing about Reading: Literary Essays	1. Close Reading to Generate Ideas about a Text 2. Gathering Writing by Studying Characters 3. Elaborating on Written Ideas Using Prompts 4. Finding and Testing Thesis 5. Using Stories as Evidence 6. Citing Textual Evidence 7. Using Lists as Evidence 8. Putting It All Together: Constructing Literary Essays	1. W.4.1, W.4.4, W.4.7, W.4.8, W.4.9.a, W.4.5, W.4.3, W.4.10
<b>Bend 2:</b> Raising the Quality of Literary Essays	1. Writing to Discover What a Story Is <i>Really</i> About 2. Adding Complexity to Our Ideas 3. Flash-Drafting Literary Essays 4. Beginning and Endings 5. Using Descriptions of an Author's Craft as Evidence 6. Editing	1. W.4.1, W.4.7, W.4.8, W.4.9.a, W.4.10
<b>Bend 3:</b> Writing Compare-and-Contrast Essays	1. Building the Muscles to Compare and Contrast 2. Comparing and Contrasting Familiar Texts 3. Using Yesterday's Learning, Today and Always 4. Developing Distinct Lines of Thought 5. Exploring Commas 6. A Celebration	1. W.4.1.b, W.4.4, W.4.7, W.4.8, W.4.5, W.4.10

## Scope and Sequence - Reading

Unit: Interpreting Characters: The Heart of the Story		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Establishing a Reading Life	<ol style="list-style-type: none"> <li>1. Reading Intensely: Building a Foundation to Grow Substantial Ideas</li> <li>2. Taking Responsibility for Reading Lots of Within-Reach Books</li> <li>3. Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call</li> <li>4. Retelling and Synthesizing to Cement Comprehension</li> <li>5. Envisionment: Seeing and Hearing inside the Text</li> <li>6. Using Partners and Learning Progressions to Life the Level of Your Work</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.10, RF.4.3, RF.4.4, RL.4.10</li> </ol>
<b>Bend 2:</b> Thinking Deeply about Characters	<ol style="list-style-type: none"> <li>1. Reading to Develop Defensible Ideas about Characters</li> <li>2. Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters</li> <li>3. Growing Grounded, Significant Ideas by Noticing Author's Craft: Finding Meaning in Repeated Details</li> <li>4. Improving Theories by Reaching for Precise Academic Language</li> <li>5. Finding Complications in Characters</li> <li>6. Debating to Prompt Rich Book Conversation</li> <li>7. Grounding Evidence Back in the Text</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.10</li> </ol>
<b>Bend 3:</b> Building Interpretations	<ol style="list-style-type: none"> <li>1. Looking Beyond Characters: Studying Other Elements of Story</li> <li>2. Looking through Many Lenses at Not Just a Scene - But at the Whole Story So Far</li> <li>3. Connecting Thoughts to Build Interpretations</li> <li>4. A Method for Crystallizing Central Interpretations</li> <li>5. Finding Meaning in Recurring Images, Objects, and Details</li> <li>6. Celebration: Creating a Self-Portrait in Books</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.9, RL.4.10</li> </ol>
Unit: Reading the Weather, Reading the World		
Lessons	Instructional Topics	Standards

<p><b>Bend 1: Learning from Texts</b></p>	<ol style="list-style-type: none"> <li>1. Reading and Learning with Intensity</li> <li>2. To Learn from Notification, Readers Get Their Mental Arms Around the Text</li> <li>3. Text Structures Help Accentuate What Matters</li> <li>4. Embracing the Challenge of Nonfiction Reading</li> <li>5. The Challenges Posed by Texts that Are Structured as Hybrids</li> <li>6. Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation</li> <li>7. Summary Book Camp</li> </ol>	<ol style="list-style-type: none"> <li>1. RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.10, RF.4.3, RF.4.4</li> </ol>
<p><b>Bend 2: Launching a Whole-Class Research Project</b></p>	<ol style="list-style-type: none"> <li>1. Planning for a Research Project</li> <li>2. Synthesis</li> <li>3. Reading Various Types of Texts</li> <li>4. Writing to Grow Research-Based Ideas</li> <li>5. Don't Skip the Hard Stuff</li> <li>6. Celebration: Teaching One Another</li> </ol>	<ol style="list-style-type: none"> <li>1. RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10</li> </ol>
<p><b>Bend 3: Tackling a Second Research Project with More Agency and Power</b></p>	<ol style="list-style-type: none"> <li>1. Reading and Thinking across Two Topics: Comparing and Contrasting</li> <li>2. Seeing Out Patterns and Relationships</li> <li>3. New Topics Lead to New Investigations</li> <li>4. Readers Come to Texts with Their Own Agenda</li> <li>5. Evaluating Sources</li> <li>6. Reading Closely, Thinking Deeply</li> <li>7. Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals</li> <li>8. Imagining Possibilities, Celebrating Activism</li> </ol>	<ol style="list-style-type: none"> <li>1. RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10</li> </ol>
<p><b>Unit: Detail and Synthesis: Reading of Fiction</b></p>		
<p><b>Lessons</b></p>	<p><b>Instructional Topics</b></p>	<p><b>Standards</b></p>
	<ol style="list-style-type: none"> <li>1. Taking Stock of the Work You Do as a Fiction Reader</li> <li>2. Pay Attention to what You're Not Doing as a Reader</li> <li>3. Replace Old Ideas with Better Ones</li> <li>4. Analyze How Change Happens: Cause and Effect</li> <li>5. Readers Bring Their Ideas to Reading Friends, and Rethink Them Together</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Parts of a Story That Are About the Setting or the Plot Also Reveal Character</li> <li>7. Understanding What Parts of the Story Reveal about Character Change</li> <li>8. Examining Motivations and Obstacles Characters Face and What They Learn</li> </ol>	
	<ol style="list-style-type: none"> <li>1. Studying a Character's Behavior</li> <li>2. Secondary Characters Impact the Theme</li> <li>3. Writing Essays in Our Minds, Gathering Text Evidence to Support Our Ideas</li> <li>4. Quoting the Text to Strengthen Our Ideas</li> <li>5. Characters Face Similar Situations in Different Stories</li> <li>6. Noticing Similarities and Differences Across Text Issues, Ideas, and Lessons</li> <li>7. Considering How Points of View Might be Similar Across Two Texts</li> <li>8. Making Connections from Our Books to Our Lives</li> </ol>	
<b>Unit: Historical Fiction Clubs</b>		
<b>Lessons</b>	<b>Instructional Topics</b>	<b>Standards</b>
<b>Bend 1:</b> Tackling Complex Texts	<ol style="list-style-type: none"> <li>1. Reading Analytically at the Start of a Book</li> <li>2. Monitoring for Sense: Fitting Pieces Together</li> <li>3. Thinking across Timelines: Fitting History and Characters Together</li> <li>4. Characters' Perspectives Are Shaped by Their Roles</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.7, RL.4.9, RL.4.10, RI.4.7</li> </ol>
<b>Bend 2:</b> Interpreting Complex Texts	<ol style="list-style-type: none"> <li>1. Making Significance</li> <li>2. Seeing Big Ideas in Small Details</li> <li>3. Determining Themes</li> <li>4. Deepening Interpretation through Collaboration and Close Reading</li> <li>5. Attending to Minor Characters</li> <li>6. Self-Assessing Using Qualities of a Strong Interpretation</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.10</li> </ol>
<b>Bend 3:</b> The Intersection of Historical Fiction and History	<ol style="list-style-type: none"> <li>1. Turning to Primary Sources to Better Understand History</li> <li>2. Turning Reading into a Project: Add Background Information to Deepen Understanding</li> <li>3. Readers Learn History from Historical Narratives</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.3</li> </ol>

	<ol style="list-style-type: none"> <li>4. Some People's Perspective Is Not All People's Perspective</li> <li>5. Seeing Power in Its Many Forms</li> <li>6. Finding Thematic Connections across Texts</li> <li>7. Celebration</li> </ol>	
<b>Unit: Historical Fiction Clubs</b>		
Lessons	Instructional Topics	Standards
<b>Bend 1:</b> Reading with the Lens of Power	<ol style="list-style-type: none"> <li>1. Who has the power in this story?</li> <li>2. Who in text is powerless?</li> <li>3. Are there characters attracted to power in this text?</li> <li>4. Is having power always negative in a text?</li> <li>5. Has the power remained the same throughout the text?</li> </ol>	1.
<b>Bend 2:</b> Reading with the Lens of Perspective	<ol style="list-style-type: none"> <li>1. Who is telling this story?</li> <li>2. Reading the blurb or back cover to see if the author gives hints about who tells the story</li> <li>3. Is the narrator involved in the events of the story?</li> <li>4. Which character's internal thinking is included in this text?</li> <li>5. What does this character see, think, notice, and wonder?</li> <li>6. What makes the character feel a certain way?</li> <li>7. How would other character's view this event?</li> <li>8. In what ways do these characters share perspectives?</li> <li>9. How would this story be different if it was told through a different perspective?</li> <li>10. Why did the author make this choice?</li> </ol>	1.
<b>Bend 3:</b> Bringing Critical Literacy Lens of Power and Perspective to Any Text	<ol style="list-style-type: none"> <li>1. Do I agree with the characters?</li> <li>2. Whose perspective are "missing"?</li> <li>3. Do I agree with the way the author portrayed these characters?</li> </ol>	1.