Course Description: Macon Elementary utilizes a reading workshop model to address the reading standards for fiction and nonfiction. This curriculum has been written to align with the revised MO Learning Standards for English Language Arts (approved by the state board of education in April of 2016).

Fourth Grade Reading Scope and Sequence

	Unit	Timeframe
1	**Narrative Reading**	**6 weeks**
2	**US Regions**	**2 weeks**
3	**Tall Tales**	**1 week**
4	**Migration**	**2 weeks**
5	**Book Study -** *Chocolate Touch*	**2 weeks**
6	**Book Study -** *Fig Pudding*	**2 weeks**
7	**NonFiction Reading**	**6 weeks**
8	**Poetry**	**2 weeks**
9	**Biographies**	**2 weeks**
10	**Missouri**	**1 week**
11	**Book Study -** *Because of Winn Dixie*	**3 weeks**

Unit 1
Narrative Reading

Standards addressed:
4.R.1.A.a Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
4.R.1.B.d identifying the meaning of common idioms and figurative language
4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
4.R.2.A.b describe the personality traits of characters from their thoughts, words, and actions
4.R.2.A.c describe the interaction of characters, including relationships and how they change
Supporting Standards:
4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down
4.R.1.C.b Explain relevant connections between: text-to-world
4.R.1.D.b Read independently for multiple purposes over sustained periods of time by:producing evidence of reading
4.R.2.A.e compare and contrast the point of view from which stories are narrated; explain whether the

narrator or speaker of a story is first or third person
4.R.2.C.b explain structural elements of dramatic literature
4.R.3.B.a explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography
4.R.3.C.c explain the author's purpose
4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context
4.SL.4.A.e speaking with expression and fluency

Essential Questions:
What are the elements of a narrative?
How does a narrative differ from other genres?

Learning Targets:
Students will identify the author's purpose and use evidence from the passage to support.
Students will identify the main idea, problem a character faces and how it is resolved.

Content Vocabulary
Drama, compare, contrast, investigate, vandalize, inconvenience, deteriorating, identify, corridor, furious, frantically, resist, rambunctious, distributed, annoyed, foreign, cultural, mischief, feats, bewildered, homeland, longed, marveled, astonished, homesick, homely, cruel, fogbound, bedding, suspenders, conch, velvet, buzzard, mound, petticoat, kettle, streak, portion, hailstone, squint

Standard(s)	Text	Number of Days
4.R.1.A.b 4.R.1.A.c 4.R.2.C.b 4.R.3.B.a 4.R.3.C.c 4.SL.4.A.e	***Chrysanthemum, Echo and Narcissus, Orpheus and Eurydice, Pandora's Box, Homework, Oh Homework***	**1 week**
4.R.1.A.a 4.R.1.A.b 4.R.1.A.c 4.R.1.B.b 4.R.1.B.d 4.R.1.D.b 4.R.2.A.b 4.RF.3.A.a	***Class Clown***	**2 weeks**
4.R.1.A.a 4.R.1.A.c 4.R.2.A.c 4.R.2.A.e	***Grandfather's Journey/Sing to the Stars***	**1 week**
4.R.1.C.b 4.R.1.D.b 4.R.2.A.a 4.R.2.A.b	***Aunt Flossie's Hats/The Stranger***	**3 days**
4.R.1.A.a 4.R.1.A.c	***Sarah, Plain and Tall***	**6 days**

4.R.1.B.d 4.R.1.D.b 4.R.2.A.a 4.R.2.A.b		

Unit 2
US Regions

Standards addressed:
4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text

Supporting Standards:
4.EG.5.D Describe how people are affected by, depend on, adapt to and change their physical environments in the past and present.
4.EG.5.F Identify different regions in the United States and analyze how their characteristics affect people who live there.

Essential Questions:
How does location impact the way people live?
What factors contributed to the different ways of life in each region?

Learning Targets:
Students will understand cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress and traditions are factors that influence daily life in different regions.
Students will understand cultural interactions and conflicts among Native Americans, immigrants, enslaved and free African Americans impacted the way people lived in the United States.
Students will examine how geographic elements and the natural, human, and capital resources available within a region impact daily life and culture.
Students will analyze how people are affected by, depend on, adapt to, and change their physical environments.
Students will use geography to interpret the past and predict future consequences of humans' actions.

Content Vocabulary:
Region, tribe, economy, commerce, natural resources, geography

Standard(s)	Text	Number of Days

4.R.1.A.b 4.R.3.A.a	*Countries of the World: The United States*	2 days
4.R.1.A.b 4.R.3.A.a	*The Midwest*	3 days
4.R.1.A.b 4.R.3.A.a	*Northeast, Southeast, Southwest, West*	4 days

Unit 3
Tall Tales

Standards addressed:
4.R.1.B.d Identifying the meaning of common idioms and figurative language
4.R.1.C.a
text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
4.R.2.A.b describe the personality traits of characters from their thoughts, words, and actions
Supporting Standards:
4.R.1.B.b Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.

Essential Questions:
Why do readers need to pay attention to the words an author chooses to use?
How does an author show the reader the traits of a character?

Learning Targets:
Students will describe the personality traits of the character from her actions.
Students will describe the cause and effects of a story.

Content Vocabulary
Fantasy, realism, exaggeration, hyperbole, idiom

Standard(s)	Text	Number of Days
4.R.1.B.d 4.R.2.A.a 4.R.2.A.b	*Heat Wave*	**3 days**
4.R.1.C.a	**Febold Feboldson, Mike Find and Paul Bunyan, Stormalong and Sally Ann**	**2 days**

Unit 4
Migration

Standards addressed:
4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text

Supporting Standards:
4.EG.5.G: Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.
4.H.3.A.a: Describe the migrations of Native Americans prior to 1800.
4.H.3.A.b: Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
4.H.3.F: Investigate the causes and consequences of westward expansion prior to 1800.
4.GS.2.A: Explain how the purpose and roles of government were debated c. early settlements to 1800.

Essential Questions:
Why do people migrate from one place to another?
How do great migrations impact a region or the country?

Learning Targets:
Students will understand sometimes people migrate because they are forced to and other times because they choose to.
Students will examine the cultural interactions and conflicts among Native Americans, immigrants, enslaved and free African Americans prior to 1800.
Students will analyze how people are affected by, depend on, adapt to, and change their physical environments.

Content Vocabulary
Discovery, exploration, settlement, migration

Standard(s)	Topic	Number of Days
4.R.1.A.b 4.R.3.A.a	**Earliest Americans**	2 days
4.R.1.A.b 4.R.3.A.a	**Early Explorers (Christopher Columbus, Henry Hudson, Juan Ponce de Leon, John Smith, Ferdinand Magellan)**	2 days
4.R.1.A.b 4.R.3.A.a	**Jamestown and Powhatan**	1 day
4.R.1.A.b 4.R.3.A.a	***Early British Colonies in America***	3 days
4.R.1.A.b 4.R.3.A.a	**Project: Virtual Museum**	2 days

Unit 5
Book Study - *Chocolate Touch*

Standards addressed:
4.R.1.C.a Explain relevant connections between:text-to-text
4.R.2.A.b Describe the personality traits of characters from their thoughts, words, and actions
4.R.2.A.c Describe the interaction of characters, including relationships and how they change

Supporting Standards:
4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down
4.R.2.A.e Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person
Supporting Standards:

Essential Questions:
How does the author show a reader the traits of a character?
How does this text compare to the story of King Midas?

Learning Targets:
Students will compare different texts about similar people.
Students will infer about a character's traits.
Students will determine the theme of the story and summarize using details from the text.

Content Vocabulary
Devour, practical, ambled, tonic, crossly, nozzle, appetizing, spectacles, failure, reproach, spacious, romping, unison, humiliation, drenched, proprietor, brimful

Standard(s)	Text	Number of Days

Unit 6
Book Study - *Fig Pudding*

Standards addressed:
4.R.1.B.d The student will identify the meaning of figurative language in the text.
4.R.2.A.a Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
4.R.2.A.c Describe the interaction of characters, including relationships and how they change

Supporting Standards:

4.1.R.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down

4.R.1.D.b Produce evidence of reading

4.R.2.A.e Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person

Essential Questions:
How do major and minor characters both impact events in the story?
How can I choose the important events to create a summary?

Learning Targets:
Students will describe a character from the story.
Students will summarize material that has been read.

Content Vocabulary
Suet, siblings, squishy, enormous, advantages, cappuccino, vegetarian, gullible, lurch, helium, soot, frenzy, superior, boycott, species

Standard(s)	Text	Number of Days

Unit 7
Nonfiction Reading

Standards addressed:
4.R.1.A..a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text

4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly

4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text

4.R.3.B.b analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis

4.R.3.C.a distinguish fact from opinion in a text and explain how to verify what is a fact

4.R.3.C.b explain explicit and implicit relationships among ideas in texts

4.R.3.C.d compare and contrast a firsthand and secondhand account of the same event or topic

Supporting Standards:
4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down

4.R.1.C.a Make connections text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)

Essential Questions:
What events led up to America declaring independence from Great Britain?

Who were the leaders on both sides? Who had power?

Who else played a role in the war?

What attracted pioneers to go west?

What hardships did the pioneers face while traveling west?

Learning Targets:
Students will identify and describe the contributions of significant individuals to America prior to 1800.
Students will explain the causes of the American Revolution by looking at the perspectives of Patriots, Loyalists, Native Americans, African Americans and European allies.
Students will draw conclusions/infer.

Content Vocabulary
Articles of Confederation, Declaration of Independence, Native Americans, American Revolution, constitution, Preamble, pioneer, wagon, jumping off point, westward expansion, hardships, Corps of Discovery

Standard(s)	Text	Number of Days
4.R.1.A.b 4.R.3.A.a	**American Revolution (Article "The French and Indian War", "American Revolutionary War Facts, "Ben Franklin speaks about the Tax Act", "Battle of Lexington and Concord", "Declaration of Independence for Kids", Native Americans and the American Revolution", "Roles of Women in the American Revolution", "Mumbet's Declaration of Independence"** *Life During the Revolutionary War)*	2 weeks
4.R.1.A..a	**Federal Government (primary sources Articles of Confederation and U.S. Constitution, the Preamble, articles about the Liberty Bell, Great Seal, The Star Spangled Banner, U.S. Flag)**	2 weeks
4.R.1.A.a 4.R.1.A.c	**Westward Expansion (***In Their Own Words: Lewis and Clark, You Wouldn't Want to be a Pioneer, Impact of Westward Expansion on Native Americans, Social Studies Weekly)*	2 weeks

Unit 8
Poetry

Standards addressed:
4.R.1.B.b Use the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
4.R.2.B.a Read, infer, and draw conclusions to: explain structural elements of poetry
4.R.2.B.b Read, infer, and draw conclusions to: analyze how characters change from the beginning to the end of a play or film
Supporting Standards:
4.R.3.C.c Read, infer, and draw conclusions to: explain the author's purpose

Essential Questions:
What are the elements of a poem?
What is the author's purpose of each poem listed below?

Learning Targets:
Students will compare two poems over the same subject matter.
Students will compare an article to a poem.

Content Vocabulary
Verse, meter, mood, theme

Standard(s)	Text/Topic	Number of Days
4.R.1.B.b 4.R.2.B.a 4.R.2.B.b	**"Hercules", "Smart", "Goldfish, "Pony Express", "Robin Hood", and other various poems**	2 weeks

Unit 9
Biographies

Standards addressed:
4.R.1.A..a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
4.R.3.C.a distinguish fact from opinion in a text and explain how to verify what is a fact
4.R.3.C.b explain explicit and implicit relationships among ideas in texts
Supporting Standards:
4.R.3.C.d compare and contrast a firsthand and secondhand account of the same event or topic

Essential Questions:
What are the elements of a biography?
What is the difference between primary and secondary sources?
What is the difference between implicit and explicit information?

Learning Targets:
Students will use evidence from the test to explain the author's purpose and support the analysis.
Students will explain relationships among ideas in texts.

Content Vocabulary
Biography, fact, opinion, primary source, secondary source, explicit information, implicit information

Standard(s)	Text	Number of Days
4.R.3.C.a	*Lou Gehrig*	3 days
4.R.3.C.b 4.R.3.C.d	*Sacagawea*	2 days
4.R.1.A.a	**Martin Luther King, Milton Hershey, Walt Disney**	5 days

4.R.1.A.b		

Unit 10
Missouri

Standards addressed:
4.R.3.B.c Read, infer, and draw conclusions to: explain how an author uses language to present information to influence what the reader thinks or does

Supporting Standards:
4.R.1.C.b Explain relevant connections between: text-to-world

Essential Questions:
What symbols are associated with Missouri?
Who are some influential people from Missouri?

Learning Targets:
Students will understand the contributions of significant Missourians.
Students will identify Missouri state symbols.

Content Vocabulary
significant, symbols, contributions, Missouri, capital, statehood, famous

Standard(s)	Text	Number of Days
4.R.3.B.c	**Articles on Walt Disney, Laura Ingalls Wilder, Harry Truman, John Berry Meachum, Brad Pitt, Sheryl Crow, Dick Van Dyke, and Missouri Symbols**	

Unit 11
Book Study - *Because of Winn-Dixie*

Standards addressed:
4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
4.R.2.A.b describe the personality traits of characters from their thoughts, words, and actions
Supporting Standards:
4.R.1.A.c monitoring comprehension and making corrections and adjustments when understanding breaks down
4.R.1.D.b Produce evidence of reading

Essential Questions:
What conclusions can you draw about the characters in this story?
How do the characters, setting, and story events all relate to one another?

Learning Targets:
Students will describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
Students will describe the personality traits of characters from their thoughts, words, and actions.
Students will draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

Content Vocabulary
produce, missionary, constellations, applaud, congregation, snuffle, installment, identical, busted, pathological fear, terrorized, cooped up, roundabout, dramatic, abiding, lozenge, melancholy, strum, plumb, teetery, shuffled, shimmery, crepe paper, frilly

Standard(s)	Text	Number of Days