

## GRADE 4: SCOPE & SEQUENCE ~ CA Wonders 2018-2019

WONDERS UNIT	UNIT DESCRIPTION	Reading: Literature	Reading: Informational	Reading: Foundational Skills	Writing	Speaking and Listening	Language	ELD
Please note that the standards listed to the right will be assessed on the <b>2018-19 FUSD Interim Assessments:</b>								
<b>Interim 1</b> (October 1 - 12, 2018)		<b>RL 4.1</b> <b>RL 4.3</b>	---	---	---	---	<b>L 4.1a</b> <b>L 4.1f</b> <b>L 4.2c</b> <b>L 4.2d</b> <b>L 4.4a</b> <b>L 4.5b</b> <b>L 4.6</b>	Using the California ELA/ELD Framework and the Wonders English Language Development Teacher’s Edition, highlight complementary ELD standards depending on the needs of your English Learners that include: <ul style="list-style-type: none"> <li>Interacting In Meaningful Ways (Section 1/Part I: 12 standards),</li> <li>Learning About How English Works (Section 1/Part II: 7 standards), and</li> <li>Using Foundational Literacy Skills (Section 1/Part III).</li> </ul> *Each TE outlines a weekly Suggested Learning Plan that can be customized for students’ language proficiency (Emerging, Expanding or Bridging) and dedicated ELD instructional time. *While attending to your EL students’ instructional needs, consider how you will plan and deliver integrated and/or designated ELD instructional time.
<b>Interim 2</b> (January 22 - February 1, 2019)		---	<b>RI 4.1</b> <b>RI 4.2</b> <b>RI 4.8</b> <b>RI 4.9</b>	---	<b>W 4.9b</b>	---	<b>L 4.1b</b> <b>L 4.1c</b> <b>L 4.4a</b> <b>L 4.4b</b> <b>L 4.5c</b>	
<b>Unit 1</b> <i>Think It Through</i>	Students will explore the theme of how a challenge can bring out our best. Students will read a variety of texts. They will cite relevant evidence from text while describing in depth a character, setting, or event in a story or drama through collaborative conversations as well as responding in writing. They will examine key ideas and details in order to determine main ideas and themes. Students will create a personal narrative organized sequentially that unfolds naturally.	<b>RL 4.1</b> <b>RL 4.3</b> RL 4.4 RL 4.7	RI 4.1 <b>RI 4.2</b> RI 4.4 <b>RI 4.5</b> RI 4.7 RI 4.9	<b>RF 4.3a</b> <b>RF 4.4a-c</b>	<b>W 4.1a</b> <b>W 4.2b</b> <b>W 4.3b</b> W 4.6 <b>W 4.7</b> W 4.8 W 4.9a, b W 4.10	SL 4.1b-d <b>SL 4.2</b> SL 4.3 <b>SL 4.4</b>	<b>L 4.1a, f</b> <b>L 4.2c, d</b> L 4.3b <b>L 4.4a</b> L 4.4c <b>L 4.5b</b> L 4.5c <b>L 4.6</b>	
<b>Unit 2</b> <i>Amazing Animals</i>	Students will build understanding of what animals can teach us. Students will read several pieces of literature and informational text to explore how authors use animals to develop a theme or main idea. Students will write an informative/explanatory piece about an animal of their choice using facts, definitions, concrete details, quotations, or other information and examples related to the topic.	RL 4.1 <b>RL 4.2</b> <b>RL 4.5</b> RL 4.6 RL 4.9	RI 4.1 <b>RI 4.2</b> RI 4.3 RI 4.4 RI 4.5 RI 4.7	<b>RF 4.3a</b> <b>RF 4.4a-c</b>	W 4.1a <b>W 4.2a-b</b> <b>W 4.3b, d</b> W 4.6 W 4.7 W 4.8 W 4.9a, b W 4.10	SL 4.1b-d <b>SL 4.2</b> SL 4.3 <b>SL 4.4</b> <b>SL 4.5</b>	L 4.2a <b>L 4.2d</b> <b>L 4.4a</b> L 4.4b, c <b>L 4.5a</b> <b>L 4.5c</b> <b>L 4.6</b>	

<b>Unit 3</b> <i>That's the Spirit</i>	Students will explore how you can show their community spirit. Students will read a variety of texts around this theme, engage in collaborative discussions, and synthesize their ideas in writing. Through close reading of informational texts, students will examine how an author uses reasons and evidence to support points in the text. The use of literature text will allow students to compare and contrast points of view. Students will write an opinion piece providing reasons that are supported by facts and details.	RL 4.1 RL 4.2 RL 4.3 <b>RL 4.6</b> RL 4.7	RI 4.1 RI 4.2 RI 4.3 RI 4.5 RI 4.6 RI 4.7 <b>RI 4.8</b> RI 4.9	<b>RF 4.3a</b> <b>RF 4.4a-c</b>	<b>W 4.1a, c</b> <b>W 4.2b</b> <b>W 4.3c, d</b> W 4.6 W 4.7 W 4.8 W 4.9a, b W.4.10	SL 4.1b-d <b>SL 4.2</b> SL 4.3 <b>SL 4.5</b>	<b>L 4.1b, c</b> L 4.2a <b>L 4.2d</b> <b>L 4.4a, b</b> L 4.4c L 4.5c <b>L 4.6</b>
<b>Unit 4</b> <i>Fact or Fiction?</i>	Students will learn about the different ways authors write about the same topic. Students will read poems, articles, and narratives around themes such as government, technological breakthroughs, and achievements. They will compare and contrast how the use of point of view and structural elements of the text can explore the topic in a different way. Students will build on the strategies of effective fictional narrative writing by adding realistic details from sources.	RL 4.1 <b>RL 4.2</b> RL 4.3 RL 4.5 <b>RL 4.6</b> RL 4.7	RI 4.1 RI 4.2 <b>RI 4.5</b> RI 4.7 RI 4.8 RI 4.9	<b>RF 4.3a</b> <b>RF 4.4a-c</b> RF 4.5b	<b>W 4.1a</b> <b>W 4.2a</b> <b>W 4.3a, d</b> W 4.6 W 4.7 W 4.8 W 4.9a, b W 4.10	SL 4.1b, d <b>SL 4.2</b> SL 4.3 <b>SL 4.5</b>	<b>L 4.1a</b> <b>L 4.1g</b> <b>L 4.2d</b> <b>L 4.4a, b</b> <b>L 4.5b, c</b> <b>L 4.6</b>
<b>Unit 5</b> <i>Figure It Out</i>	Students will explore what helps you understand the world around you. They will read informational and narrative text to explore the ideas of community service, expansion to new places, discoveries in science, and careful observation as ways in which people connect to the world around them. Students will describe how authors use details and structures to tell a story or explain events and ideas. Students will write an informative piece using effective techniques and concrete details.	RL 4.1 RL 4.2 <b>RL 4.3</b> RL 4.6 RL 4.8	RI 4.1 RI 4.2 RI 4.3 RI 4.4 <b>RI 4.5</b> RI 4.7 RI 4.9	<b>RF 4.3a</b> <b>RF 4.4a, b</b> RF 4.4c	<b>W 4.1a</b> <b>W 4.2a</b> <b>W 4.3a</b> W 4.3d W 4.6 W 4.7 <b>W 4.8</b> W 4.9a, b W 4.10	SL 4.1a-d <b>SL 4.2</b> SL 4.3	<b>L 4.1d</b> L 4.1g <b>L 4.2c, d</b> L 4.4a, c <b>L 4.4b</b> <b>L 4.5a-c</b> <b>L 4.6</b>
<b>Unit 6</b> <i>Past, Present and Future</i>	Students will build understanding about how the past can influence the future. Students will read poems, myths, historical fiction, and explanatory texts to explore how recording the past, noting changes over time, and connecting to past traditions can influence future endeavors and personal identity. Students will analyze key details and structures to understand how an author supports a theme or main idea. Students will write an effective opinion piece in which related ideas are groups to support the writer's purpose.	RL 4.1 <b>RL 4.2</b> RL 4.3 <b>RL 4.4</b>	RI 4.1 <b>RI 4.2</b> RI 4.3 RI 4.5 RI 4.7	<b>RF 4.3a</b> RF 4.4a <b>RF 4.4b, c</b>	<b>W 4.1a, b</b> <b>W 4.2d</b> <b>W 4.3a, d</b> W 4.6 W 4.7 <b>W 4.8</b> W 4.9a, b W 4.10	SL 4.1b-d <b>SL 4.2</b> SL 4.3	<b>L 4.1a, e</b> <b>L 4.2a, d</b> L 4.2b, c <b>L 4.4a, b</b> L 4.4c <b>L 4.5a, b</b> <b>L 4.6</b>

\*Unit Descriptions adapted from LBUSD and Wonders