



| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|-------------------------|--|--|---|---|--|
| Read Aloud | Teachers' Choice | Teachers' Choice | Teachers' Choice | Teachers' Choice | Teachers' Choice |
| Reading Workshop | <p>Characteristics of Biographies →story of someone's life</p> <ul style="list-style-type: none"> identify elements of <i>story</i> (character, setting, problem, solution) sequence important events <p>VSC: 3.4.A.2.a, 3.4.A.2.b 3.4.A.2.c, 3.4.A.2.d</p> | <p>Characteristics of Biographies →story of someone's life</p> <ul style="list-style-type: none"> identify elements of <i>story</i> (character, setting, problem, solution) sequence important events <p>* collect student product</p> <p>VSC: 3.4.A.2.a, 3.4.A.2.b 3.4.A.2.c, 3.4.A.2.d</p> | <p>Analyze character</p> <ul style="list-style-type: none"> what they say do, think, feel infer character traits what others say, feel think about them motivations personal growth and development identify and explain how the persons actions affected their lives and the lives of others <p>VSC:3.4.A.3.d, 3.4.A.3.e, 3.4.A.3.f, 3.4.A.3.g</p> | <p>Analyze character</p> <ul style="list-style-type: none"> what they say do, think, feel infer character traits what others say, feel think about them motivations personal growth and development identify and explain how the persons actions affected their lives and the lives of others <p>VSC:3.4.A.3.d, 3.4.A.3.e, 3.4.A.3.f, 3.4.A.3.g</p> | <p>Analyze character</p> <ul style="list-style-type: none"> what they say do, think, feel infer character traits what others say, feel think about them motivations personal growth and development identify and explain how the persons actions affected their lives and the lives of others <p>* collect student product</p> <p>VSC: 3.4.A.3.d, 3.4.A.3.e, 3.4.A.3.f, 3.4.A.3.g</p> |
| Word Study | <p>Word Wall Words: conscious, singed, eminent, haughty, meticulously</p> <p>Inflectional Endings -sort by sound of -ed suffix (walked [t], wagged [d], shouted [ed])</p> | <p>Inflectional Endings -sort by sound of -ed suffix (walked [t], wagged [d], shouted [ed])</p> <p>* collect student product</p> | <p>Inflectional Endings - doubling consonant (stopping, stopped)</p> | <p>Inflectional Endings - doubling consonant (stopping, stopped)</p> <p>* collect student product</p> | <p>Inflectional Endings - drop e (skate/ skating/skated)</p> |
| Writing Workshop | <p>All About Famous Marylanders Brainstorm things students are curious about how things came to be. Have them make a list.</p> <ul style="list-style-type: none"> * Conferences * Share | <p>All About Famous Marylanders Thinking about your person, what do you want to know? List questions for your report.</p> <ul style="list-style-type: none"> *Conferences *Share | <p>All About Famous Marylanders Gathering information (Review Lucy Calkins lesson 11)</p> <ul style="list-style-type: none"> *Conferences *Share | <p>All About Famous Marylanders Gathering information (Review Lucy Calkins lesson 11)</p> <ul style="list-style-type: none"> *Conferences *Share | <p>All About Famous Marylanders Gathering information (Review Lucy Calkins lesson 11)</p> <ul style="list-style-type: none"> *Conferences *Share |
| Notes | <p>Teachers may continue to implement the month-by-month phonics activities but should keep in mind the phonics requirements for 4th grade as identified in the VSC.</p> | | | <p>Word wall/vocabulary words were selected from the Open Court glossary. These words should be introduced in context and students should be expected to use their understanding of these words to make connections to new/unfamiliar words.</p> | <p>On Mondays after the new words are introduced and added to the word wall teachers are expected to review the word wall words through a brief activity</p> |

Fund for Educational Excellence: Scope and Sequence

| | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|-------------------------|---|---|---|--|---|
| Read Aloud | Teachers' Choice Accountable talk, thinking aloud by the teacher, making connections & predictions, and general discussion of text should continue throughout. | Teachers' Choice | Teachers' Choice | Teachers' Choice | Teachers' Choice |
| Reading Workshop | Determining Important Ideas/ Messages <ul style="list-style-type: none"> main idea summarize what did the person do that had an impact on society? How has society changed because of the person's actions? <p>VSC: 3.4.A.6.a, 3.4.A.6.b 3.4.A.6.c, 3.4.A.6.d, 3.4.A.6.e</p> | Determining Important Ideas/ Messages <ul style="list-style-type: none"> main idea summarize what did the person do that had an impact on society? How has society changed because of the person's actions? <p>VSC: 3.4.A.6.a, 3.4.A.6.b 3.4.A.6.c, 3.4.A.6.d, 3.4.A.6.e</p> | Determining Important Ideas/ Messages <ul style="list-style-type: none"> main idea summarize what did the person do that had an impact on society? How has society changed because of the person's actions? <p>VSC: 3.4.A.6.a, 3.4.A.6.b 3.4.A.6.c, 3.4.A.6.d, 3.4.A.6.e</p> | Determining Important Ideas/ Messages <ul style="list-style-type: none"> main idea summarize what did the person do that had an impact on society? How has society changed because of the person's actions? <p>* collect student product VSC: 3.4.A.6.a, 3.4.A.6.b 3.4.A.6.c, 3.4.A.6.d, 3.4.A.6.e</p> | Determining Important Ideas/ Messages What can we learn from biographies? →lessons/ messages learned about life <ul style="list-style-type: none"> recognize main idea recognize similar message in more than 1 text (comparing biographies) summarize by stating main idea and sequencing important events identify personal connections to text |
| Word Study | Word Wall Words: menacing, rambunctious, simulation, valiant, douse Inflectional Endings - drop e (skate/ skating/skated) * collect student product | Inflectional Endings - no change (nail/nailing, walk/walked) - change y to i cry/cried [y after a consonant], play/plays [y after a vowel]) | Inflectional Endings - no change (nail/nailing, walk/walked) - change y to i cry/cried [y after a consonant], play/plays [y after a vowel]) * collect student product | Review Inflectional Endings | Inflectional Endings Assessment * teacher created/selected |
| Writing Workshop | All About Famous Marylanders Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share | All About Famous Marylanders Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share | All About Famous Marylanders Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share | All About Famous Marylanders Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share | All About Famous Marylanders Organizing Information (Review Lucy Calkins lessons 9&10) * Conferences * Share |
| Notes | | | | | |

Fund for Educational Excellence: Scope and Sequence

| | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 |
|-------------------------|---|---|---|---|--|
| Read Aloud | Teachers' Choice | Teachers' Choice | Teachers' Choice | Teachers' Choice | Teachers' Choice |
| Reading Workshop | <p>Determining Important Ideas/ Messages What can we learn from biographies? → lessons/ messages learned about life</p> <ul style="list-style-type: none"> recognize main idea recognize similar message in more than 1 text (comparing biographies) summarize by stating main idea and sequencing important events identify personal connections to text <p>* collect student product</p> | <p>Understanding Author's Opinion How does the author feel about ____? - recognize message/purpose of text - identify author's choice of language that indicates strong feeling or emotion towards topic - recognize facts and opinion - infer author's opinion</p> | <p>Understanding Author's Opinion How does the author feel about ____? - recognize message/purpose of text - identify author's choice of language that indicates strong feeling or emotion towards topic - recognize facts and opinion - infer author's opinion * collect student product</p> | <p>Understanding Author's Opinion How does the author feel about ____? - recognize message/purpose of text - identify author's choice of language that indicates strong feeling or emotion towards topic - recognize facts and opinion - infer author's opinion * teacher created/selected assessment</p> | Biography Celebration |
| Word Study | <p>Word Wall Words: delectable, feisty, mystified, prevailing, unfortunate - Suffixes (-able, -ible, -ant, -ent, -ance, -ence)</p> | <p>Suffixes (-able, -ible, -ant, -ent, -ance, -ence) * collect student product</p> | <p>Suffixes (-able, -ible, -ant, -ent, -ance, -ence)</p> | <p>Suffixes (-able, -ible, -ant, -ent, -ance, -ence)</p> | <p>Suffixes (-able, -ible, -ant, -ent, -ance, -ence) * teacher created/selected assessment</p> |
| Writing Workshop | <p>All About Famous Marylanders Editing and Revising * Conferences * Share</p> | <p>All About Famous Marylanders Editing, Revising, and Publishing * Conferences * Share</p> | <p>All About Famous Marylanders Editing, Revising, and Publishing * Conferences * Share</p> | <p>All About Famous Marylanders Celebration</p> | <p>All About Famous Marylanders Celebration</p> |
| Notes | | | | | |