

# Scope and Sequence Level 4

	U1	U2	U3	U4	U5	U6	U7	U8
<b>Listening</b>								
<b>Listening Comprehension</b>								
Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	■	■	■	■	■	■	■	■
Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	■	■	■	■	■	■	■	■
Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.					■	■		
Give precise directions and instructions.	■		■	■			■	■
<b>Speaking</b>								
<b>Oral Language Development</b>								
Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	■	■	■	■	■	■	■	■
Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).	■	■	■	■	■	■	■	■
Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	■	■	■	■	■	■	■	■
Use details, examples, anecdotes, or experiences to explain or clarify information.	■	■	■	■	■	■	■	■
Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	■	■		■	■	■	■	■
Use simple and compound sentences.	■	■	■	■	■	■	■	■
Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.				■		■		■
Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.		■		■	■			■
<b>Oral Fluency</b>								
Make narrative presentations: Relate ideas, observations, or recollections about an event or experience; Provide a context that enables the listener to imagine the circumstances of the event or experience; Provide insight into why the selected event or experience is memorable.	■	■	■	■	■	■	■	■
Make informational presentations: Frame a key question; Include facts and details that help listeners to focus; Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	■	■	■	■	■	■	■	■
Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	■	■	■	■	■	■	■	■
Recite brief poems (e.g., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	■	■	■	■	■	■	■	■



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<b>Reading</b>								
<b>Word Recognition</b>								
Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	■	■	■		■	■	■	■
<b>Vocabulary Development</b>								
Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	■	■	■		■	■	■	■
Use knowledge of root words to determine the meaning of unknown words within a passage.	■	■	■		■	■	■	
Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	■	■	■			■	■	■
Use a thesaurus to determine related words and concepts.					■	■	■	■
Distinguish and interpret words with multiple meanings.		■		■				
<b>Reading Comprehension</b>								
Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	■	■	■	■	■	■	■	■
Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	■	■	■	■	■	■	■	■
Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	■	■	■	■	■	■	■	■
Evaluate new information and hypotheses by testing them against known information and ideas.	■	■		■	■	■	■	■
Compare and contrast information on the same topic after reading several passages or articles.		■	■	■	■		■	■
Distinguish between cause and effect and between fact and opinion in expository text.		■	■	■	■			
Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).			■	■	■		■	■
<b>Literary Response</b>								
Identify the main events of the plot, their causes, and the influence of each event on future actions.	■	■	■					■
Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.		■	■			■	■	
Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	■			■		■		
Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	■	■	■	■	■	■		





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<b>Writing</b>								
<b>Writing Strategies</b>								
Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	■	■	■	■	■	■	■	■
Create multiple-paragraph compositions: Provide an introductory paragraph; Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; Include supporting paragraphs with simple facts, details, and explanations; Conclude with a paragraph that summarizes the points; Use correct indentation.	■	■	■	■	■	■	■	■
Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	■	■	■	■	■	■	■	■
Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	■	■	■		■	■	■	■
Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	■	■	■	■	■	■	■	■
Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.				■			■	
Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).		■						■
Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	■	■	■	■	■	■	■	■
Write narratives: Relate ideas, observations, or recollections of an event or experience; Provide a context to enable the reader to imagine the world of the event or experience; Use concrete sensory details; Provide insight into why the selected event or experience is memorable.	■	■	■	■	■	■	■	■
Write responses to literature: Demonstrate an understanding of the literary work; Support judgments through references to both the text and prior knowledge.	■	■	■	■	■	■	■	■
Write information reports: Frame a central question about an issue or situation; Include facts and details for focus; Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	■	■	■	■	■	■	■	■
Write summaries that contain the main ideas of the reading selection and the most significant details.	■	■	■	■	■	■	■	■
Use simple and compound sentences in writing.	■	■	■	■	■	■	■	■
Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.				■		■	■	
Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.	■	■						■
Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.			■	■	■			
Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	■				■	■	■	
Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	■	■	■	■	■		■	■

