

Skills Scope and Sequence

Grade 4

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
L.1 Conventions of Standard English: Grammar and Usage																				
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences*	•			•				•						•						
Ensure possessive adjectives and pronouns agree with antecedent*			•	•		•		•	•	•	•		•		•	•	•			
Use determiners*	•	•	•	•				•		•	•	•				•				
Form and use regular and irregular plural nouns*		•	•	•	•	•	•	•	•			•							•	
Use abstract nouns*								•						•						
Form and use regular and irregular verbs*	•		•	•	•	•	•	•	•	•	•	•		•	•	•	•			
Form and use simple verb tenses*	•	•			•	•	•		•	•			•	•	•				•	
Ensure subject-verb/pronoun-antecedent agreement*	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	
Form and use comparative and superlative adjectives and adverbs*	•			•	•	•	•	•	•	•		•	•		•	•	•	•	•	
Use coordinating and subordinating conjunctions*	•			•	•		•			•		•							•	
Produce simple, compound, and complex sentences*	•		•	•	•				•			•	•	•		•	•		•	
Use relative pronouns and relative adverbs	•	•	•	•			•			•			•	•				•	•	
Form and use progressive verb tenses	•	•					•			•					•				•	
Use modal auxiliaries to convey various conditions		•	•					•			•		•			•				
Order adjectives within sentences according to conventional patterns				•	•				•		•			•		•				
Form and use prepositional phrases and use prepositions	•	•	•	•	•			•	•							•	•	•	•	
Produce complete sentences, recognizing and correcting fragments and run-ons	•						•			•									•	
Correctly use frequently confused words/homophones		•	•	•	•			•			•	•	•	•	•	•	•	•	•	
Identify incorrect use of grammar*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																				
Use correct capitalization	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Use end punctuation for sentences*			•	•	•	•	•		•	•					•					
Use commas in addresses and dates and to separate words in a series*	•		•			•	•	•	•	•	•	•	•			•	•	•	•	
Use an apostrophe to form contractions and possessives*		•			•	•	•	•		•	•		•						•	
Use commas and quotation marks to mark direct speech and quotations from a text	•		•	•		•	•	•	•						•				•	
Use a comma before a coordinating conjunction in a compound sentence	•	•			•		•	•	•	•	•		•	•	•		•	•	•	
Use conventional spelling for adding affixes to base words*						•		•			•		•	•		•	•	•	•	
Spell words correctly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Identify incorrect use of punctuation and capitalization*	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																				
Use context as a clue to the meaning of a word or phrase	•		•	•		•	•	•	•	•		•		•	•	•	•			
Use context as a clue to the meaning of a multiple-meaning word or phrase	•	•			•	•	•	•								•			•	
Determine the meaning of the new word formed when a known affix is added to a known word*		•		•			•		•	•	•		•		•				•	
Use Greek and Latin affixes and roots as clues to word meaning					•	•	•		•		•	•							•	
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																				
Use analogies to show word relationships*	•	•			•							•				•				
Identify real-life connections between words and their use*		•							•		•	•		•		•			•	
Distinguish shades of meaning among related words*			•			•		•	•			•	•	•	•				•	
Explain the meaning of similes and metaphors in context											•		•	•					•	
Recognize and explain the meaning of idioms, adages, and proverbs					•			•	•	•									•	
Demonstrate understanding of words by relating them to antonyms and synonyms		•								•	•	•	•	•	•	•				
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																				
Acquire and use general academic and domain-specific words and phrases														•		•			•	

*Language skill is not included in CCSS at this grade level.

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Week	
L.1 Conventions of Standard English: Grammar and Usage																			
●																			Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences*
●	●		●		●	●	●												Ensure possessive adjectives and pronouns agree with antecedent*
		●			●	●	●		●	●	●	●		●	●	●	●		Use determiners*
			●	●	●	●							●		●				Form and use regular and irregular plural nouns*
		●		●									●		●				Use abstract nouns*
●			●		●	●	●		●	●	●	●	●	●	●	●	●		Form and use regular and irregular verbs*
●	●			●		●	●	●		●	●		●	●	●	●	●		Form and use simple verb tenses*
●	●	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●		Ensure subject-verb/pronoun-antecedent agreement*
●	●		●	●	●	●	●	●	●		●	●	●						Form and use comparative and superlative adjectives and adverbs*
			●					●											Use coordinating and subordinating conjunctions*
	●		●				●	●			●	●		●		●			Produce simple, compound, and complex sentences*
	●	●			●	●	●	●	●		●	●		●	●				Use relative pronouns and relative adverbs
●			●		●	●	●	●				●	●	●					Form and use progressive verb tenses
	●	●		●				●					●		●				Use modal auxiliaries to convey various conditions
●	●	●			●			●	●				●						Order adjectives within sentences according to conventional patterns
	●		●		●		●	●	●	●		●	●		●				Form and use prepositional phrases and use prepositions
●																			Produce complete sentences, recognizing and correcting fragments and run-ons
●	●		●	●	●	●		●	●	●	●		●		●	●	●		Correctly use frequently confused words/homophones
●	●	●	●					●	●		●	●	●	●	●				Identify incorrect use of grammar*
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																			
●	●	●	●		●	●	●	●		●	●	●	●	●	●	●	●	●	Use correct capitalization
			●		●			●							●				Use end punctuation for sentences*
●	●	●	●	●		●		●		●	●	●	●		●				Use commas in addresses and dates and to separate words in a series*
●		●	●	●				●	●	●	●				●				Use an apostrophe to form contractions and possessives*
		●			●	●									●				Use commas and quotation marks to mark direct speech and quotations from a text
●		●	●	●	●	●	●	●	●	●		●		●		●	●		Use a comma before a coordinating conjunction in a compound sentence
●	●	●	●	●		●	●	●	●	●		●			●	●	●		Use conventional spelling for adding affixes to base words*
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		Spell words correctly
●	●	●	●		●	●				●	●	●	●	●	●	●	●		Identify incorrect use of punctuation and capitalization*
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																			
			●	●		●	●	●	●		●	●		●				●	Use context as a clue to the meaning of a word or phrase
				●				●	●			●		●			●	●	Use context as a clue to the meaning of a multiple-meaning word or phrase
●		●		●		●	●		●	●	●	●		●				●	Determine the meaning of the new word formed when a known affix is added to a known word*
	●	●		●	●	●					●			●				●	Use Greek and Latin affixes and roots as clues to word meaning
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																			
	●			●			●							●					Use analogies to show word relationships*
					●		●		●					●	●	●			Identify real-life connections between words and their use*
			●	●		●	●		●	●		●		●	●				Distinguish shades of meaning among related words*
			●				●							●					Explain the meaning of similes and metaphors in context
●	●		●	●			●		●		●	●					●		Recognize and explain the meaning of idioms, adages, and proverbs
●			●		●	●	●		●	●		●	●		●	●	●		Demonstrate understanding of words by relating them to antonyms and synonyms
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																			
	●		●		●			●	●		●	●							Acquire and use general academic and domain-specific words and phrases

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Write the sentences correctly.

1. "I seen an giant balloon in the sky this morning," Ben said.

2. "It were shinny and shape like an egg," he say.

Rewrite the sentence so it is not a run-on sentence.

3. "That was a blimp you saw it was part of a parade," I told Ben.

Add punctuation to the sentence.

4. The blimp is named *Spirit of America* I said.

Write the sentences correctly.

1. A curcus is a group of much performers animals and clowns.

2. If you go at a circus you mite see clowns who is act silly.

Rewrite the sentences to make a compound sentence. Use a comma and the word *and*.

3. You will see colorful costumes at a circus. You will also hear loud music there.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. Circus **vendors** sell popcorn, peanuts, and drinks to the crowd.

Write the sentences correctly.

1. Americans eat much Ice Cream then anyone else in the world.

2. Vanilla, Chocolate, and Strawberry are popular flavors but the popularest is vanilla.

Identify the part of speech of the bold words. Explain what the words do in the sentence.

3. Ice cream is a **cold**, **sweet**, and **creamy** treat that tastes good on a hot summer day.

Part of speech: _____

Explain: _____

Complete the analogy.

4. ice cream : creamy :: popcorn : _____

Write the sentences correctly.

1. My mom don't eat no meet and that makes she a vegetarian.

2. Some times mom eat rice and beens or spagetti with tomatoe sauce.

Rewrite the sentences to make a compound sentence. Use a comma and the word *but*.

3. Mom eats lots of veggies. She doesn't get bored because they are so tasty.

Write the missing word.

4. The vegetable _____ Mom and I like best is broccoli.

who that which

Read the bold word and its different meanings.

- roll** a. bread that has been baked into a small piece
b. to move on wheels or rollers
c. to move one's body by turning over and over

Which meaning of **roll** is used in the sentence? Write the letter on the line.

1. In school we learned to stop, drop, and roll if there is a fire. _____
2. My skateboard rolled down the hill. _____
3. Every morning, Dad likes to have a cinnamon roll with his coffee. _____

Write a paragraph using two of the meanings of the word **roll**.

4. _____

