## Midland ISD ELAR Scope and Sequence

### Grade 4

#### Unit 3 - Reading to Learn - Informational Text

27 Days

Unit Dates: 11/12/12 – 12/21/12

Unit Assessment: by 12/21/12

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### Whole Group Reading

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<tr>
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<th>Day 1</th>
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<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Literary Text Collection</td>
<td>Informational/Expository Text</td>
<td>Informational/Expository Text</td>
<td>Informational/Expository Text</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Students identify similarities and differences between a biography and fictional work about the same person.</td>
<td>Students describe relationships among ideas in texts organized by description (classification scheme) text structure.</td>
<td>Students describe relationships among ideas in texts organized by description (classification scheme) text structure.</td>
<td>Students describe relationships among ideas in texts organized by sequential text structure.</td>
</tr>
<tr>
<td></td>
<td>- Establish purposes for reading selected texts based upon own or others desired outcome (Fig 19A)</td>
<td>- Monitor and adjust comprehension (Fig19C)</td>
<td>- Monitor and adjust comprehension (Fig19C)</td>
<td>- Monitor and adjust comprehension (Fig19C)</td>
</tr>
<tr>
<td></td>
<td>- Make inferences about text and use textual evidence to support thinking (Fig 19D)</td>
<td>- Make inferences about text and use textual evidence to support understanding (Fig19D)</td>
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<tr>
<td></td>
<td>- Identify similarities and differences between the events and characters' experiences described in a fictional work and the actual events/experiences in an author's biography/autobiography (4.7A)</td>
<td>- Explain the difference between a stated and an implied purpose for and expository text (4.10A)</td>
<td>- Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison (4.11C)</td>
<td>- Explain the difference between a stated and an implied purpose for and expository text (4.10A)</td>
</tr>
<tr>
<td></td>
<td>- Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding (4.18C)</td>
<td>- Describe explicit and implicit relationships among ideas in texts organized by description (classification scheme) text structure.</td>
<td>- Describe explicit and implicit relationships among ideas in texts organized by description (classification scheme) text structure.</td>
<td>- Use time-order transition words and transitions that indicate a conclusion (4.20Avii)</td>
</tr>
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**Note:** You will need to select a grade-appropriate procedural text with sequential text structure (class set). Please see the last page of this document for resources.

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### Resources

**ELPS**

**Teacher Notes**

**CSCOPE**

**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 1

http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 2

http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 3

http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 4

http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx

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**Resources**

**CSCOPE**

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 2

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 3

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**Unit 3, Exemplar Lesson 1**

Shared Reading, Day 4

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**Note:** You will need to select a grade-appropriate procedural text with sequential text structure (class set). Please see the last page of this document for resources.
<table>
<thead>
<tr>
<th>Word Study</th>
<th>Whole Group Word Study</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Students determine the meaning of unknown words by looking at prefixes, roots, suffixes, and context clues.</td>
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<td><strong>Focus</strong></td>
<td>• Determine the meaning of grade-level academic English words derived from Latin, Greek, or other roots and affixes (4.2A)</td>
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<td>• Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4.2E)</td>
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<td>• Spell base words and roots with affixes (e.g. –ion, -ment, -ly, dis-, pre-)(4.22B)</td>
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<tr>
<td><strong>ELPS</strong></td>
<td>ELPS 2B: Recognize English sound system in new vocabulary</td>
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<tr>
<td></td>
<td>ELPS 4A: Learn relationships between sounds and letters</td>
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<tr>
<td></td>
<td>ELPS 5A: Learn relationships between sounds and letters when writing</td>
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### Resources

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<tr>
<th>Unit 3, Exemplar Lesson 1 Word Study, Day 1</th>
<th>Unit 3, Exemplar Lesson 1 Word Study, Day 2</th>
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<td><a href="http://www.mycscope.us/module/content/search~/~item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search&lt;br/&gt;~/~item/673290/viewdetail.ashx</a></td>
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</table>

### Teacher Notes

- **R=Readiness Standard**
- **S=Supporting Standard**
<table>
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<tr>
<th>Writing Focus</th>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
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</thead>
</table>
| **Focus**: Students generate ideas/topics for an expository piece and consider an appropriate audience.  
  - Plan a first draft (4.15A) | **Focus**: Students plan and generate ideas using a graphic organizer.  
  - Plan a first draft (4.15A) | **Focus**: Students develop drafts by categorizing ideas and organizing them into paragraphs  
  - Plan a first draft (4.15A)  
  - Develop drafts by choosing an appropriate organizational structure (4.15B)  
  - Use adjectives and comparative and superlative forms (4.20Aii)  
  - Use adverbs (4.20Avi) | **Focus**: Students plan and generate ideas using a graphic organizer.  
  - Plan a first draft (4.15A)  
  - Use time-order transition words and transitions that indicate a conclusion (4.20Aviii) |

**ELPS**

**3A**: Practice using English sound system in new vocabulary  
**3C**: Speak using a variety of sentence structures  
**3G**: Express opinions, ideas, and feelings  
**4A**: Learn relationships between sounds and letters  
**5G**: Narrate, describe, and explain in writing

**Resources**

<table>
<thead>
<tr>
<th>CSCOPE</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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| Unit 3; Exemplar Lesson 1, Writing Day 1  
http://www.mycscope.us/module/content/search~/~/item/673290/viewdetail.ashx | Unit 3; Exemplar Lesson 1, Writing Day 2  
http://www.mycscope.us/module/content/search~/~/item/673290/viewdetail.ashx | Unit 3; Exemplar Lesson 1, Writing Day 3  
http://www.mycscope.us/module/content/search~/~/item/673290/viewdetail.ashx | Unit 3; Exemplar Lesson 1, Writing Day 4  
http://www.mycscope.us/module/content/search~/~/item/673290/viewdetail.ashx |

As you get the Texas Write Source materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.
## MIDLAND ISD Scope & Sequence Grade 4 ELA – Unit 3: Reading to Learn - Informational Text

### Whole Group Reading

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<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
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<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Informational/Expository</td>
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<td>Informational/Expository</td>
</tr>
</tbody>
</table>
| **Focus** | Students describe relationships among ideas in texts organized by sequential text structure.  
- Monitor and adjust comprehension (Fig19C)  
- Make inferences about text and use textual evidence to support understanding (Fig19D)  
- Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison (4.11C)  
Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)(4.13A) | Students describe relationships among ideas in texts organized by compare/contrast text structure.  
- Monitor and adjust comprehension (Fig19C)  
- Make inferences about text and use textual evidence to support understanding (Fig19D)  
- Explain the difference between a stated and an implied purpose for and expository text (4.10A)  
- Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison (4.11C) | Students describe relationships among ideas in texts organized by compare/contrast text structure.  
- Monitor and adjust comprehension (Fig19C)  
- Make inferences about text and use textual evidence to support understanding (Fig19D)  
- Explain the difference between a stated and an implied purpose for and expository text (4.10A)  
- Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison (4.11C) | Students describe relationships among ideas in texts organized by cause/effect text structure.  
- Monitor and adjust comprehension (Fig19C)  
- Make inferences about text and use textual evidence to support understanding (Fig19D)  
- Explain the difference between a stated and an implied purpose for and expository text (4.10A)  
- Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison (4.11C) |

### ELPS

<table>
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<tr>
<th>2D: Monitor understanding and seek clarification</th>
<th>4F: Use visual and textual supports to read text</th>
<th>2I: Demonstrate listening comprehension</th>
<th>4J: Show comprehension through inferential skills</th>
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### Resources

| CSCOPE | Unit 3, Exemplar Lesson 1  
Shared Reading, Day 5 | Unit 3, Exemplar Lesson 1  
Shared Reading, Day 6 | Unit 3, Exemplar Lesson 1  
Shared Reading, Day 7 | Unit 3, Exemplar Lesson 1  
Shared Reading, Day 8 |
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</tr>
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</table>

### Performance Indicator

*Note:* You will need to select a grade-appropriate procedural text with sequential text structure (class set). Please see the last page of this document for resources.

*Note:* You will need to select a grade-appropriate expository text with problem/solution text structure (class set). Please see the last page of this document for resources.

*Note:* You will need to select a grade-appropriate expository text with comparison text structure (class set). Please see the last page of this document for resources.

*Note:* You will need to select a grade-appropriate expository text with cause/effect text structure (class set). Please see the last page of this document for resources.

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<th>R=Readiness Standard</th>
<th>S=Supporting Standard</th>
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<tr>
<td></td>
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</tr>
<tr>
<td>Word Study</td>
<td>Whole Group Word Study</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Students determine the meaning of unknown words by looking at prefixes, roots, suffixes, and context clues</td>
</tr>
<tr>
<td><strong>Focus:</strong> Students determine the meaning of grade-level academic English words derived from Latin, Greek, or other roots and affixes (4.2A)</td>
<td>Complete analogies using knowledge of antonyms and synonyms (e.g. boy: girl and male:<strong>,or girl: woman as boy:</strong>). (4.2C)</td>
</tr>
<tr>
<td><strong>Focus:</strong> Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4.2E)</td>
<td>Spell base words and roots with affixes (e.g. –ion, -ment, -ly, dis-, pre-). (4.2B)</td>
</tr>
<tr>
<td><strong>Focus:</strong> Spell words with the /sh/ sound. Other ways to spell sh(e.g. –sion, -tion, -cian) (4.22A)</td>
<td></td>
</tr>
<tr>
<td><strong>ELPS:</strong> ELPS 2B: Recognize English sound system in new vocabulary 3A: Practice using English sound system in new vocabulary 4A: Learn relationships between sounds and letters 5A: Learn relationships between sounds and letters when writing</td>
<td></td>
</tr>
</tbody>
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| **Resources** | **Unit 3, Exemplar Lesson 1 Word Study, Day 5** [http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx) | **Unit 3, Exemplar Lesson 1 Word Study, Day 6** [http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx) | **Unit 3, Exemplar Lesson 1 Word Study, Day 7** [http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx) | **Unit 3, Exemplar Lesson 1 Word Study, Day 8** [http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~item/673290/viewdetail.ashx) |

| **Teacher Notes** | | | | |
**Whole Group Writing**

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<th>Day 7</th>
<th>Day 8</th>
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</thead>
</table>
| **Writing** Focus | Focus: Students develop drafts by categorizing ideas and organizing them into paragraphs  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Use time-order transition words and transitions that indicate a conclusion (4.20Aviii) | Focus: Students plan and generate ideas using a graphic organizer.  
- Plan a first draft (4.15A) | Focus: Students develop drafts by categorizing ideas and organizing them into paragraphs.  
- Develop drafts by choosing an appropriate organizational structure (4.15B) | Focus: Students plan and generate ideas using a graphic organizer  
- Plan a first draft (4.15A) |
| **ELPS** | ELPS 1G Use accessible language to learn new language  
3C Speak using a variety of sentence structures  
3G Express opinions, ideas, and feelings  
5D Edit writing for standard grammar and usage  
5E Employ complex grammatical structures  
5G Narrate, describe, and explain in writing | | | |
| **CSCOPE Resources** | Unit 3 Exemplar Lesson 1, Writing Day 5  
http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx | Unit 3; Exemplar Lesson 1, Writing Day 6  
http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx | Unit 3; Exemplar Lesson 1, Writing Day 7  
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<th>Whole Group Reading</th>
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<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
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<td><strong>Genre</strong></td>
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<td><strong>Focus</strong></td>
<td>Students describe relationships among ideas in texts organized by cause/effect text structure.</td>
<td>Students describe relationships among ideas in texts organized by problem/solution text structure.</td>
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<td>Students use text features to gain an overview of text.</td>
</tr>
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<td>- Monitor and adjust comprehension (Fig19C)</td>
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<td>2I: Demonstrate listening comprehension; 4I: Show comprehension through basic reading skills; 2G: Understand general meaning, main points, and details; 4J: Show comprehension through inferential skills;</td>
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<tr>
<td><strong>Notes</strong></td>
<td>You will need to select a grade-appropriate expository text with cause/effect text structure (class set). Please see the last page of this document for resources.</td>
<td>You will need to select a grade-appropriate expository text with problem/solution text structure (class set). Please see the last page of this document for resources.</td>
<td>You will need to select a grade-appropriate expository text with problem/solution text structure (class set). Please see the last page of this document for resources.</td>
<td>You will need to select a grade-appropriate expository text that includes a variety of text features. Please see the last page of this document for resources.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 9 <a href="http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx</a></td>
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<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 11 <a href="http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx</a></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 12 <a href="http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search/~/item/673290/viewdetail.ashx</a></td>
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<td><strong>Teacher Notes</strong></td>
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<td><strong>Focus:</strong></td>
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<td>Students spell words with the /sh/ sound. Other ways to spell sh(e.g. –sion, -tion, -cian)(4.22Aiv)</td>
<td>Students spell words with the /sh/ sound by adding the suffix –ion to base words. Other ways to spell sh(e.g. –sion, -tion, -cian)(4.22Aiv)</td>
<td>Students spell words with the /sh/ sound by adding the suffix –ian to base words. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other roots and affixes (4.2A) Other ways to spell sh(e.g. –sion, -tion, -cian)(4.22Aiv) Spell base words and roots with affixes (e.g. –ion, -ment, -ly, dis-, pre-)(4.22B)</td>
<td>Students understand and use reflexive pronouns (e.g. myself, ourselves) (4.20Avi) Use reflexive pronouns (e.g. myself, ourselves) (4.20Avi)</td>
<td></td>
</tr>
</tbody>
</table>

**ELPS 2B:** Recognize English sound system in new vocabulary  
**5A:** Learn relationships between sounds and letters when writing  
**3A:** Practice using English sound system in new vocabulary  
**4A:** Learn relationships between sounds and letters

**Resources**  
Unit 3, Exemplar Lesson 1  
Word Study, Day 9  
http://www.mycscope.us/module/content/search/-/item/673290/viewdetail.ashx

Unit 3, Exemplar Lesson 1  
Word Study, Day 10  
http://www.mycscope.us/module/content/search/-/item/673290/viewdetail.ashx

Unit 3, Exemplar Lesson 1  
Word Study, Day 11  
http://www.mycscope.us/module/content/search/-/item/673290/viewdetail.ashx

Unit 3, Exemplar Lesson 1  
Word Study, Day 12  
http://www.mycscope.us/module/content/search/-/item/673290/viewdetail.ashx

**Teacher Notes**  
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<th>Day 9</th>
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<th>Day 11</th>
<th>Day 12</th>
</tr>
</thead>
</table>
| Focus: Students develop drafts by categorizing ideas and organizing them into paragraphs.  
- Develop drafts by choosing an appropriate organizational structure (4.15B) | Focus: Students plan and generate ideas using a graphic organizer.  
- Plan a first draft (4.15A) | Focus: Students develop drafts by categorizing ideas and organizing them into paragraphs.  
- Develop drafts by choosing an appropriate organizational structure (4.15B) | Focus: Students determine the purpose and audience of a variety of letters and identify the conventions of a letter.  
- Write letters whose language is tailored to the audience and purpose (e.g. a thank you note to a friend) and that use appropriate conventions (e.g. date, salutation, closing) (4.18B) |

**ELPS**

| 3A: Practice using English sound system in new vocabulary  
| 3C: Speak using a variety of sentence structures  
| 3G: Express opinions, ideas, and feelings  
| 4A: Learn relationships between sounds and letters  
| 5G: Narrate, describe, and explain in writing |

**CSCOPE Resources**

| Unit 3, Exemplar Lesson 1, Writing Day 9  
http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1, Writing Day 10  
http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1, Writing Day 11  
http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1, Writing Day 12  
http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx |

As you get the Texas Write Source materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.

**Teacher Notes**

*Performance Indicator*
<table>
<thead>
<tr>
<th>Day 13</th>
<th>Whole Group Reading</th>
<th>Day 14</th>
<th>Day 15</th>
<th>Day 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Students use multiple text features to gain an overview of text.</td>
<td>Students explain factual information presented graphically to support understanding of text.</td>
<td>Students explain factual information presented graphically to support understanding of text.</td>
<td>Students explain how the author uses language to present information to influence what the reader thinks or does</td>
</tr>
<tr>
<td></td>
<td>• Monitor and adjust comprehension (Fig19C)</td>
<td>• Make inferences about text and use textual evidence to support understanding (Fig19D)</td>
<td>• Make inferences about text and use textual evidence to support understanding (Fig19D)</td>
<td>• Monitor and adjust comprehension (Fig19C)</td>
</tr>
<tr>
<td></td>
<td>• Make inferences about text and use textual evidence to support understanding (Fig19D)</td>
<td>• Use multiple text features (e.g. guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information (4.11D)</td>
<td>• Use multiple text features (e.g. guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information (4.11D)</td>
<td>• Make inferences about text and use textual evidence to support understanding (Fig19D)</td>
</tr>
<tr>
<td></td>
<td>• Use multiple text features (e.g. guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information (4.11D)</td>
<td>• Explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations) (4.13B)</td>
<td>• Explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations) (4.13B)</td>
<td>• Explain how an author uses language to present information to influence what the reader thinks or does (4.12A)</td>
</tr>
<tr>
<td></td>
<td>• Explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations) (4.13B)</td>
<td>• Write responses to literary or expository texts and provide evidence form the text to demonstrate understanding. (4.18C)</td>
<td>• Write responses to literary or expository texts and provide evidence form the text to demonstrate understanding. (4.18C)</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>Collection of grade-appropriate informational texts including procedural texts for student selection. Please see the last page of this document for resources.</td>
<td>Select a grade-appropriate expository text or procedural text. Please see the last page of this document for resources.</td>
<td>Select a grade-appropriate expository text or procedural text. Please see the last page of this document for resources.</td>
<td>Select a3 examples of grade-appropriate persuasive text. Please see the last page of this document for resources.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>CSCOPE</td>
<td>CSCOPE</td>
<td>CSCOPE</td>
<td>CSCOPE</td>
</tr>
<tr>
<td></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 13 <a href="http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx</a></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 14 <a href="http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx</a></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 15 <a href="http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx</a></td>
<td>Unit 3, Exemplar Lesson 1 Shared Reading, Day 16 <a href="http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx">http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx</a></td>
</tr>
<tr>
<td>Word Study Focus</td>
<td>Day 13</td>
<td>Day 14</td>
<td>Day 15</td>
<td>Day 16</td>
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</tbody>
</table>
| Students use a dictionary to find the pronunciation and syllabication of unknown words.  
  - Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4.2E) | Students use dictionaries as a resource to spell and edit.  
  - Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4.2E)  
  - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings (4.22D) | Students use adjectives and adverbs to provide more detail in their writing  
  - Use adjectives (4.20Aii)  
  - Use adverbs (4.20Aiv) | Students spell commonly used homophones.  
  - Differentiate between commonly confused terms (e.g. it’s, its; affect, effect) (4.22C) |

**ELPS 2B:** Recognize English sound system in new vocabulary  
**4A:** Learn relationships between sounds and letters  
**5A:** Learn relationships between sounds and letters when writing

**Teacher Notes**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
<th>Day 16</th>
</tr>
</thead>
</table>
| CSCOPE Unit 3, Exemplar Lesson 1  
Word Study, Day 13  
http://www.myscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1  
Word Study, Day 14  
http://www.myscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1  
Word Study, Day 15  
http://www.myscope.us/module/content/search~/item/673290/viewdetail.ashx | Unit 3, Exemplar Lesson 1  
Word Study, Day 16  
http://www.myscope.us/module/content/search~/item/673290/viewdetail.ashx |

*Performance Indicator*
# Whole Group Writing

<table>
<thead>
<tr>
<th>Day 13</th>
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</tr>
</thead>
</table>
| **Focus:** Students write letters for a specific audience and purpose using appropriate letter conventions.  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Revise drafts for coherence, organization, use of simple and compound sentences and audience (4.15C)  
- Write letters whose language is tailored to the audience and purpose (e.g. a thank you note to a friend) and that use appropriate conventions (e.g. date, salutation, closing) (4.18B) | **Focus:** Students write and edit letters for a specific audience and purpose using appropriate letter conventions  
- Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (4.15D)  
- Write letters whose language is tailored to the audience and purpose (e.g. a thank you note to a friend) and that use appropriate conventions (e.g. date, salutation, closing) (4.18B)  
- Use reflexive pronouns (e.g. myself, ourselves) (4.20Av)  
- Use adjectives (4.20Aii)  
- Use adverbs (4.20Aiv)  
- Use time-order transition words and transitions that indicate a conclusion (4.20Aviii)  
- Other ways to spell /sh/ (4.22Aiv)  
- Spell base words and roots with affixes (e.g. -ion, -ment, -ly, dis-, pre-)(4.22B) | **Focus:** Students publish and present their thank you letters.  
- Write letters whose language is tailored to the audience and purpose (e.g. a thank you note to a friend) and that use appropriate conventions (e.g. date, salutation, closing) (4.18B)  
- Plan a first draft (4.15A)  
- Create compositions that establish a central idea in a topic sentence (4.18Ai) | **Focus:** Students generate ideas in order to write an expository composition  
- Plan a first draft (4.15A)  
- Create compositions that establish a central idea in a topic sentence (4.18Ai) |

### ELPS

3A: Practice using English sound system in new vocabulary  
3C: Speak using a variety of sentence structures  
3G: Express opinions, ideas, and feelings  
4A: Learn relationships between sounds and letters  
5G: Narrate, describe, and explain in writing

### Resources

- **CSCOPE**  
  - Unit 3; Exemplar Lesson 1, Writing Day 13  
    - [http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx)  
  - Unit 3; Exemplar Lesson 1, Writing Day 14  
    - [http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx)  
  - Unit 3; Exemplar Lesson 1, Writing Day 15  
    - [http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx)  
  - Unit 3; Exemplar Lesson 1, Writing Day 16  
    - [http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx](http://www.mycscope.us/module/content/search~/item/673290/viewdetail.ashx)

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### Teacher Notes

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<table>
<thead>
<tr>
<th>Whole Group Reading</th>
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<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
<td>Informational/Expository</td>
</tr>
</tbody>
</table>
| **Focus**           | Focus: Students summarize the main idea and supporting details of text to maintain meaning.  
  - Monitor and adjust comprehension (Fig 19C)  
  - Make inferences about text and use textual evidence to support understanding (Fig 19D)  
  - Summarize information in text, maintaining meaning and logical order (Fig 19E)  
  - Summarize the main idea and supporting details in text in ways that maintain meaning (4.11A) | Focus: Students summarize the main idea and supporting details of text to maintain meaning.  
  - Monitor and adjust comprehension (Fig 19C)  
  - Make inferences about text and use textual evidence to support understanding (Fig 19D)  
  - Summarize information in text, maintaining meaning and logical order (Fig 19E)  
  - Summarize the main idea and supporting details in text in ways that maintain meaning (4.11A) | Focus: Students summarize information in text to maintain meaning and logical order.  
  - Monitor and adjust comprehension (Fig 19C)  
  - Make inferences about text and use textual evidence to support understanding (Fig 19D)  
  - Summarize information in text, maintaining meaning and logical order (Fig 19E)  
  - Summarize the main idea and supporting details in text in ways that maintain meaning (4.11A)  
  - Write responses to literary or expository texts and provide evidence form the text to demonstrate understanding (4.18C) | Focus: Students distinguish fact from opinion in a text and explain how to verify what a fact is.  
  - Monitor and adjust comprehension (Fig 19C)  
  - Distinguish fact from opinion in a text and explain how to verify what is a fact (4.11B) |

**ELPS**

2D: Monitor understanding and seek clarification;  
4F: Use visual and textual supports to read text;  
2I: Demonstrate listening comprehension;  
4I: Show comprehension through basic reading skills;  
2G: Understand general meaning, main points, and details;  
4J: Show comprehension through inferential skills;  
3B: Use new vocabulary in stories, descriptions, and classroom communication

**Resources**

CSCOPE

Unit 3, Exemplar Lesson 2 Shared Reading, Day 17  
http://www.mycscope.us/module/content/search?~/item/673291/viewdetail.ashx

Unit 3, Exemplar Lesson 2 Shared Reading, Day 18  
http://www.mycscope.us/module/content/search?~/item/673291/viewdetail.ashx

Unit 3, Exemplar Lesson 2 Shared Reading, Day 19  
http://www.mycscope.us/module/content/search?~/item/673291/viewdetail.ashx

Unit 3, Exemplar Lesson 2 Shared Reading, Day 20  
http://www.mycscope.us/module/content/search?~/item/673291/viewdetail.ashx

**Teacher Notes**
### Whole Group Word Study

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<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
</table>

#### Day 17
**Focus:** Students sort and spell words containing the silent letter patterns *tch*, *dg*, *wr* and *kn*.
- Spell words with silent letters (e.g. knee, wring) (4.22Av)

#### Day 18
**Focus:** Students sort and spell words containing the silent letter patterns *ps*, *gn*, *lk* and *mb*.
- Spell words with silent letters (e.g. knee, wring) (4.22Av)

#### Day 19
**Focus:** Students sort and spell words containing the silent letter patterns *rh*, *dj*, *wh* and *mn*.
- Spell words with silent letters (e.g. knee, wring) (4.22Av)

#### Day 20
**Focus:** Students use the context of sentences to determine the meaning of multiple meaning words.
- Use the context of the sentence (e.g. in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4.2B)

#### ELPS
**2B:** Recognize English sound system in new vocabulary **3A:** Practice using English sound system in new vocabulary **4A:** Learn relationships between sounds and letters **5A:** Learn relationships between sounds and letters when writing

### Resources
- CSCOPE Unit 2, Exemplar Lesson 2 Word Study, Day 17
  [http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx](http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx)

- CSCOPE Unit 2, Exemplar Lesson 2 Word Study, Day 18
  [http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx](http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx)

- CSCOPE Unit 2, Exemplar Lesson 2 Word Study, Day 19
  [http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx](http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx)

- CSCOPE Unit 2, Exemplar Lesson 2 Word Study, Day 20
  [http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx](http://www.mycscope.us/module/content/search~/item/673291/viewdetail.aspx)

### Teacher Notes
- *Performance Indicator
## Whole Group Writing

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<thead>
<tr>
<th>Focus</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
</table>
| **Writing** | **Focus:** Students determine the purpose and audience for writing and plan using a graphic organizer to organize information on their topic.  
- Plan a first draft (4.15A)  
- Create compositions that establish a central idea in a topic sentence (4.18A1) | **Focus:** Students develop an expository composition with a topic sentence.  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Create compositions that establish a central idea in a topic sentence (4.18A1)  
- Use the complete subject and the complete predicate in a sentence (4.20B) | **Focus:** Students develop compositions using correct capitalization and punctuation  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Create brief compositions that include supporting sentences with simple facts, details, and explanations (4.18A1i)  
- Use complete simple and compound sentences with correct subject-verb agreement (4.20C)  
- Use capitalization for historical events and documents (4.21B)i  
- Use commas in compound sentences (4.21Ci) | **Focus:** Students develop compositions by categorizing ideas and organizing them into paragraphs.  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Create brief compositions that include supporting sentences with simple facts, details, and explanations (4.18A1i)  
- Use correlative conjunctions (4.20Avii)  
- Use commas in compound sentences (4.21Ci) |

3A: Practice using English sound system in new vocabulary  
3C: Speak using a variety of sentence structures  
3G: Express opinions, ideas, and feelings  
4A: Learn relationships between sounds and letters  
5G: Narrate, describe, and explain in writing

### Resources

- Unit 2; Exemplar Lesson 2, Writing Day 17  
  [http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx](http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx)  
- Unit 2; Exemplar Lesson 2, Writing Day 18  
  [http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx](http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx)  
- Unit 2; Exemplar Lesson 2, Writing Day 19  
  [http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx](http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx)  
- Unit 2; Exemplar Lesson 2, Writing Day 20  
  [http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx](http://www.mycscope.us/module/content/search~/~item/673291/viewdetail.ashx)

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### Teacher Notes

*Performance Indicator*
| Day | Genre               | Focus                                                                 | Focus: Students generate research topics and formulate open-ended questions.  
|     |                     |                                                                      | Ask literal, interpretive, and evaluative questions (Fig 19B)  
|     |                     |                                                                      | Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open ended questions about the major research topic (4.23A) |
### MIDLAND ISD Scope & Sequence Grade 4 ELA –Unit 3-Reading to Learn-Informational Text

<table>
<thead>
<tr>
<th>ELPS</th>
<th>2D: Monitor understanding and seek clarification</th>
<th>4F: Use visual and textual supports to read text</th>
<th>4I: Show comprehension through inferential skills</th>
<th>2B: Use new vocabulary in stories, descriptions, and classroom communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong></td>
<td>Select a grade-appropriate topic for research</td>
<td>Select a grade-appropriate topic for research</td>
<td>Select grade-appropriate topic for research</td>
<td>Select grade-appropriate topic for research</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>CSCOPE</td>
<td>Note: Use notes taken on lessons 18-20 for this lesson.</td>
<td><strong>Note:</strong></td>
<td><strong>Note:</strong></td>
</tr>
<tr>
<td><strong>Unit 3, Exemplar Lesson 2</strong></td>
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<td><strong>Unit 3, Exemplar Lesson 2</strong></td>
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<td>Shared Reading, Day 22</td>
<td>Shared Reading, Day 23</td>
<td>Shared Reading, Day 24</td>
<td>Shared Reading, Day 25</td>
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*Performance Indicator*
## Whole Group Word Study

<table>
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<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
</table>
| **Focus:** Students use the context of sentences to determine the meaning of multiple meaning words.  
- Use the context of the sentence (e.g. in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4.2B) | **Focus:** Students spell commonly used homophones.  
- Differentiate between commonly confused terms (e.g. it’s, its; affect, effect) (4.22C) | **Focus:** Students learn to spell commonly used homophones.  
- Differentiate between commonly confused terms (e.g. it’s, its; affect, effect) (4.22C) | **Focus:** Students learn to spell commonly used homophones.  
- Differentiate between commonly confused terms (e.g. it’s, its; affect, effect) (4.22C) | **Focus:** Students learn to spell commonly used homophones.  
- Differentiate between commonly confused terms (e.g. it’s, its; affect, effect) (4.22C) |

### ELPS

- **2B:** Recognize English sound system in new vocabulary
- **3A:** Practice using English sound system in new vocabulary
- **4A:** Learn relationships between sounds and letters
- **5A:** Learn relationships between sounds and letters when writing

### Resources

- **CSCOPE Unit 3, Exemplar Lesson 2 Word Study, Day 21**  
http://www.mycscope.us/module/content/search/~/item/673291/viewdetail.ashx
- **CSCOPE Unit 3, Exemplar Lesson 2 Word Study, Day 22**  
http://www.mycscope.us/module/content/search/~/item/673291/viewdetail.ashx
- **CSCOPE Unit 3, Exemplar Lesson 2 Word Study, Day 23**  
http://www.mycscope.us/module/content/search/~/item/673291/viewdetail.ashx
- **CSCOPE Unit 3, Exemplar Lesson 2 Word Study, Day 24**  
http://www.mycscope.us/module/content/search/~/item/673291/viewdetail.ashx
- **CSCOPE Unit 3, Exemplar Lesson 2 Word Study, Day 25**  
http://www.mycscope.us/module/content/search/~/item/673291/viewdetail.ashx

### Teacher Notes

- **Performance Indicator**
### Whole Group Writing

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| **Focus:** Students develop an expository composition with a concluding statement.  
- Develop drafts by choosing an appropriate organizational structure (4.15B)  
- Create compositions that contain a concluding statement (4.18Aii) | **Focus:** Students revise drafts for coherence, organization, and use of simple and compound sentences.  
- Revise drafts for coherence, organization, use of simple and compound sentences and audience (4.15C)  
- Create compositions that establish a central idea in a topic sentence (4.18A)  
- Create brief compositions that include supporting sentences with simple facts, details, and explanations (4.18Aii)  
- Create compositions that contain a concluding statement (4.18Aii)  
- Use complete simple and compound sentences with correct subject-verb agreement (4.20C) | **Focus:** Students edit their compositions for punctuation and capitalization  
- Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (4.15D)  
- Use capitalization for historical events and documents (4.21Biii)  
- Use commas in compound sentences (4.21C) | **Focus:** Students edit their expository compositions for grammar and spelling.  
- Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (4.15D)  
- Create compositions that establish a central idea in a topic sentence (4.18A)  
- Create brief compositions that include supporting sentences with simple facts, details, and explanations (4.18Aii)  
- Create compositions that contain a concluding statement (4.18Aii)  
- Use reflexive pronouns (e.g., myself, ourselves) (4.20Avii)  
- Use adjectives (4.20Aiii)  
- Use adverbs (4.20Aiv)  
- Use correlative conjunctions (4.20Avii)  
- Use time-order transition words and transitions that indicate a conclusion (4.20Aviii)  
- Use the complete subject and the complete predicate in a sentence (4.20B)  
- Use complete simple and compound sentences with correct subject-verb agreement (4.20C)  
- Other ways to spell /sh/ (4.22Avii)  
- Spell words with silent letters (e.g., knee, wring) (4.22Aii)  
- Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) (4.22B)  
- Differentiate between commonly confused terms (e.g., it’s, its; affect, effect) (4.22C) | **Focus:** Students publish their expository compositions  
- Create compositions that establish a central idea in a topic sentence (4.18A)  
- Create brief compositions that include supporting sentences with simple facts, details, and explanations (4.18Aii)  
- Create compositions that contain a concluding statement (4.18Aii) |

**ELPS**

- **3A:** Practice using English sound system in new vocabulary  
- **3C:** Speak using a variety of sentence structures  
- **3G:** Express opinions, ideas, and feelings  
- **4A:** Learn relationships between sounds and letters  
- **5G:** Narrate, describe, and explain in writing

_R_=Readiness Standard  **S**=Supporting Standard
As you get the **Texas Write Source** materials, you may supplement the CSCOPE Writing lessons with those resources. Be sure to use the TEKS and form of writing from the Scope and Sequence to select resources.

### Teacher Notes

*Performance Indicator*
**Guided Reading/Small group lessons** are the individualized sessions in which you help children develop as readers based on their needs, challenges, and sometimes their preferences. Select text according to your children’s instructional level. You may use the books suggested in the teacher’s guide, select from the Leveled Readers Database (pages 112-123 of the CLLG), or your campus’ guided reading library.

**Independent Reading**: Independent literacy work includes meaningful and productive activities for children to do while you work with small groups. This is an opportunity for your students to build mileage as readers, to develop good independent work skills, to collaborate with others, and to work at their own pace. The Suggested Weekly Focus for each lesson provides options for independent work that expand on the week’s instruction. (Fountas, CLLG p6)

Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order. (4.9A)

See Independent Reading in CSCOPE Exemplar Daily Lessons for additional ideas. [http://www.mycscope.us](http://www.mycscope.us)

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**Ongoing TEKS for Reading**: 4.1A, 4.9A, 4.27A, 4.28A, 4.29A

**Ongoing TEKS for Word Study**:

**Ongoing TEKS for Writing**: 4.20A, 4.20Ai, 4.20Aii, 4.21A
**Text Resources:** You may use these resources to select texts, or use additional campus resources / texts.

**Grade-appropriate Expository/Informational Texts**

**Grade-appropriate expository texts**
- *Math Start Series* by Stuart J. Murphy
- Grade-appropriate magazines such as *Time for Kids* or *Weekly Reader*
- *Everglades* by Jean Craighead George (Description)
- *Dakota Dugout* by Ann Turner (Description)
- Magic School Series (Sequence)
- *Fireflies!* by Julie Brinckloe (Sequence)
- *The Sun, the Wind, and the Rain* by Lisa Westberg Peters (Comparison)
- *The Moon and You* by E. C. Krupp (Comparison)
- *I am a Dog, I am a Cat* by Donald Hall (Comparison)
- *In the Money* (Money Matters Series) by Nancy Loewen (Cause and Effect)
- *Animals Nobody Loves?* by Seymour Simon (Cause and Effect)
- *Garbage! Where it Comes From, Where it Goes* by Evan and Janet Hadingham (Problem/Solution)
- District-adopted resources

**Grade-appropriate procedural texts**
- *Paula Deen’s My First Cookbook* by Paula Deen
- *Children’s Quick and Easy Cookbook* by Angela Wilkes
- *Origami Paper Animals* by Didier Boursin
- *How to Have Fun with Paper* by Stewart Cowley
- *The Best Birthday Parties Ever! A Kid’s Do-It-Yourself Guide* by Kathy Ross
- *Crafts for Kids Who are Wild About Rainforests* by Kathy Ross
- *Planet Earth: 25 Environmental Projects You Can Build Yourself* by Kathleen M. Reilly
- *101 Great Science Experiments* by Neil Ardley
- *Experiments with Food* by Salvatore Tocci
- District-adopted resources

**Grade-appropriate texts with examples of letters**
- *Dear Mr. Henshaw* by Beverly Cleary
- The Jolly Postman: Or Other People’s Letters by Allan Ahlberg
- *Somebody Loves You, Mr. Hatch* by Eileen Spinelli
- In Your CSCOPE Book Collection

*You may use any of these texts with the CSCOPE lessons or other texts of your choice.*

**Daily Lesson 2&3:** HMH: Knowing Noses Unit 1, Lesson 4

**Daily Lesson 3:** HMH: Field Guide to Snakes of the Southwest Unit 2, Lesson 9

**Daily Lesson 4:** HMH: The Wonder of Animation Unit 1, Lesson 3

**Daily Lesson 5:** HMH: Pizza Pizzazz Unit 1, Lesson 3
Daily Lesson 6 & 7: HMH: Owen and Mzee Unit 5, Lesson 24

Daily Lesson 8: The Future Of Flight Unit 5, Lesson 25

Daily Lesson 9: HMH: Sea Sanctuary Unit 5, Lesson 25

Daily Lesson 10: HMH: Because of BookEnds, Unit 1, Lesson 1

Daily Lesson 11: HMH A Big Python Problem, Unit 6, Lesson 30

Daily Lesson 12: HMH: The Life and Times of the Ant, Unit 3, Lesson 14

Daily Lesson 13: HMH: Texas Twisters, Unit 3, Lesson 12

Daily Lesson 14: HMH: The Coolest Marathon, Unit 3, Lesson 13

Daily Lesson 15: HMH: Spindletop, Unit 4, Lesson 16

Daily Lesson 16: HMH: Make the Switch, Unit 5, Lesson 21

Daily Lesson 17: HMH: Amphibian Alert, Unit 6, Lesson 27

Daily Lesson 18: HMH: Ecology for Kids, Unit 5, Lesson 24

Daily Lesson 19: HMH: Ecology for Kids, Unit 5, Lesson 24

Daily Lesson 20: HMH: The Magic of Movies (level T) Levelled Reader

Daily Lesson 21: Text depends on student research topic

Daily Lesson 22: Text depends on student research topic

Daily Lesson 23: Text depends on student research topic

Daily Lesson 24: Text depends on student research topic

Daily Lesson 25: Text depends on student research topic