# Fourth Grade Dual Immersion

## Treasures

### Scope and Sequence At-A-Glance

#### 2017-18

**Dates**  
AUG 22-OCT 6  
OCT 9-NOV 17  
NOV 20-JAN 19  
JAN 22-MAR 2  
MAR 5-APR 20  
APR 23-MAY 31

<table>
<thead>
<tr>
<th>Instructional Days</th>
<th>33 days</th>
<th>27 days</th>
<th>31 days</th>
<th>29 days</th>
<th>29 days</th>
<th>29 days</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Selections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Week 1:** My Diary: From Here to There  
Week 2: The Adventures of Ali Baba Bernstein  
Week 3: Kida Reporters at Work |  
**Week 2:** Mighty Jackie  
**Week 3:** Making a Splash  
**Week 5:** Mystic Horse |  
**Week 1:** When I Went to the Library  
**Week 3:** Words Add Up to Success  
**Week 4:** Ranita |  
**Week 1:** The Cricket in Times Square  
**Week 3:** The Power of Oil  
**Week 5:** My Brothers’ Flying Machine |  
**Week 1:** A Walk in the Desert  
**Week 2:** Roadrunner’s Dance  
**Week 5:** Adelina’s Whales |  
**Week 2:** The Gold Rush Game  
**Week 3:** Taking the Lead  
**Week 4:** Snowflake Bentley |

<table>
<thead>
<tr>
<th><strong>Big Question</strong></th>
<th>What experiences can cause a person to change?</th>
<th>How do people make a difference in their communities?</th>
<th>How can words be powerful?</th>
<th>Why do people work in teams?</th>
<th>What makes a habitat unique?</th>
<th>How do we solve problems?</th>
</tr>
</thead>
</table>

| **Comprehension Skills and Strategies** |  
- Analyze Story Structure; Make Inferences  
- Analyze Story Structure; Character, Setting, Plot  
- Analyze Text Structure; Compare and Contrast |  
- Monitor Comprehension; Author’s Purpose  
- Monitor Comprehension; Main Idea and Details  
- Analyze Story Structure; Sequence |  
- Generate Questions; Make Inferences  
- Monitor Comprehension; Fact and Opinion  
- Monitor Comprehension; Theme |  
- Visualize; Theme  
- Generate Questions; Author’s Purpose  
- Visualize; Author’s Perspective |  
- Summarize; Main Idea and Details  
- Summarize; Problem and Solution  
- Analyze Text Structure; Sequence |  
- Analyze Story Structure; Cause and Effect  
- Generate Questions; Fact and Opinion  
- Generate Questions; Draw Conclusions |

| **Phonics/Word Study** |  
- Short vowels  
- Long a  
- Long e  
- Long i  
- Long o  
- Prefixes  
- Digraphs  
- Three-letter Blends  
- R-Controlled Vowels ar, or  
- Suffixes |  
- R-Controlled Vowels  
- Silent Letters  
- Soft c and g  
- Plurals  
- Compound Words |  
- Inflectional Endings  
- Inflectional Endings: Changing y to i  
- Word with /u/  
- Diphthongs oi, ou  
- Variant Vowel /a/ |  
- Closed Syllables  
- Open Syllables  
- Vowel Teams  
- R-Controlled Vowel Syllables  
- Consonant +ie Syllables |  
- Word with /an/  
- Homophones  
- Prefixes  
- Suffixes  
- Prefixes and Suffixes |

| **Writing Focus** |  
Personal Narrative  
Procedural Text: How-to Article  
Persuasive Essay |  
Fictional Narrative  
Expository Letter  
Research Report |