

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Washakie County School District # 1

Program Name	Washakie No. 1 Online	Content Area	LA
Course ID	WOL-MARK12-3	Grade Level	3-6
Course Name	WOL-MARK12 Reading III - Adaptive Remediation	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

### COURSE DESCRIPTION

The MARK12 courses are for students in the third to sixth grades who are struggling readers. MARK12 Reading III gives students who are reading approximately two grades below grade level the opportunity to master missed concepts in a way that accelerates them through the remediation process by incorporating adaptivity and online assessments. Students work independently and with a Learning Coach to develop oral reading, comprehension, phonics, spelling, and fluency skills. They also practice grammar, usage, mechanics, and composition.

The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.8	(Not applicable to literature)
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.a	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a	a. Read on-level text with purpose and understanding.
RF.4.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.a	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.b	b. Provide reasons that are supported by facts and details.
W.4.1.c	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).
W.4.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.a	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c	c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).
W.4.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e	e. Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.a	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c	c. Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9.a	a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9.b	b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.4.1.a	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.d	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
L.4.1.b	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
L.4.1.c	c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.
L.4.1.d	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).
L.4.1.e	e. Form and use prepositional phrases.
L.4.1.f	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.g	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a	a. Use correct capitalization.
L.4.2.b	b. Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.c	c. Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d	d. Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3.a	a. Choose words and phrases to convey ideas precisely.
L.4.3.b	b. Choose punctuation for effect.
L.4.3.c	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
L.4.4.a	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).
L.4.4.c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5.a	a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
L.4.5.b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Long Vowels and Prefixes 1: /ā/ and Prefix re- 2: /ā/ and Prefix un- 3: /ē/ and Prefix pre- 4: /ē/ and Prefix sub- 5: /ī/ and Prefix dis- 6: /ī/ and Prefix mis- 8: /ō/ and Prefix bi- 9: /ū/ and Prefix semi- 10: /ū/ and Prefix mid- 11: /ōō/ and Prefix fore- 12: /ōō/ and Prefix under- 13: /ōō/ and Prefix de- 14: /ōō/ and Prefix uni-	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RL.4.1-8, 10 SL.4.2, 4, 6	Unit 1: Long Vowels and Prefixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ā/, /ē/, /ī/, /ō/, /ū/ spelling patterns. Identify and use double o (oo) spelling patterns. Identify and use -ar, -or, -er, -ir, -ur, and -ear. Identify and use the prefix bi-, de-, dis-, fore-, in-, mid-, mis-, oct-, pre-, and quadr-. Identify and use the prefix re-, de-, uni-, un-, under-, semi-, and sub-. Understand and use graphic organizers.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
15: /er/ and Prefix quadr- 16: /er/ and Prefix oct-		
Unit 2: Spelling /k/, /f/, /g/, & /j/ and Prefixes 1: /k/ and Prefix kilo- 2: /k/ and Prefix tele- 3: /k/ and Prefix multi- 4: /f/ and Prefix micro- 5: /f/ and Prefix out- 6: /g/ and Prefix over- 7: /g/ and Prefix ir- 8: /j/ and Prefix im- 9: /j/ and Prefix il-	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 2: Spelling /k/, /f/, /g/, & /j/ and Prefixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Identify and use /i/ spelling patterns. Identify and use ch for the sound /k/. Identify and use definite and indefinite articles. Identify and use double o (oo) spelling patterns. Identify and use -dge for the sound /j/. Identify and use -ear, -er and -ir. Identify and use g for the sound /j/. Identify and use ph for the sound /f/. Identify and use the prefix il-, im-, ir-, kilo-, micro-, multi-, oct-, out-, over-, tele-, under-, and uni-. Identify compound subjects and compound predicates. Identify simple subjects, simple predicates, and direct objects in sentences. Identify the letters, given the sound /f/, /g/, /j/, /k/. Understand and use graphic organizers.
Unit 3: /s/ & /sh/ and Suffixes 1: /s/ and Suffix -ation 2: /s/ and Suffix -ist 3: /sh/ and Suffix -or 4: /sh/ and Suffix -ous 5: /s/ & /sh/ and Suffix -ship	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 3: /s/ & /sh/ and Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ē/ spelling patterns. Identify and use c for the sound /s/. Identify and use cial for the sound /shul/. Identify and use -dge for the sound /j/. Identify and use g for the sound /j/. Identify and use ph for the sound /f/. Identify and use sc for the sound /s/. Identify and use positive, comparative, and superlative adjectives. Identify and use the consonant suffix -ship. Identify and use the prefix il-, im-, ir-, out-. Identify and use the vowel suffix -ation, -ist, -or, -ous. Identify elements of story grammar. Identify the letters, given the sound /f/, /g/, /j/, /k/, /s/, /sh/. Understand and use graphic organizers.
Unit 4: /oi/, /ou/, & /us/ and Suffixes 1: /oi/ and Suffix -ology 2: /oi/ and Suffix -ive 3: /ou/ and Suffix -eer 4: /ou/ and Suffix -ess 5: /us/ and Suffix -ical 6: /us/ and Suffix -ary	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 4: /oi/, /ou/, & /us/ and Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use c for the sound /s/. Identify and use cial for the sound /shul/. Identify and use ice and ace for the sound /us/. Identify and use oi and oy spelling patterns. Identify and use ou and ow spelling patterns. Identify and use sc for the sound /s/. Identify and use the consonant suffix -ship. Identify and use the vowel suffix -ary, -eer, -ess, -ical, -ive, -ology, and -ous. Identify elements of story grammar.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Identify the letters, given the sound /s/ and /sh/. Understand and use graphic organizers. Use verbs that agree with their subject in person and number.
Unit 5: able/ible & /shun/ and Suffixes 1: able/ible and Suffix -ant 2: able/ible and Suffix -worthy 3: /shun/ and Suffix -ward 4: /shun/ and Suffix -some 5: /shun/ and Suffix -ish 6: /shun/ and Suffix -ern	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 5: able/ible & /shun/ and Suffixes Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use the consonant suffix –some, -ward, -worthy Identify and use the vowel suffix –able, -ant, -ary, -ern, -ible, -ical, and -ish. Identify and use tion and sion for the sound /shun/. Understand and use graphic organizers.
Unit 6: Plurals & Two Vowels, Two Sounds and Base Words 1: Plurals and Suffix -dom 2: Plurals and Base Word act 3: Plurals and Base Word port 4: Two Vowels, Two Sounds and Base Word flex 5: Two Vowels, Two Sounds and Root Word struct	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 6: Plurals & Two Vowels, Two Sounds and Base Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use the base word act, flex, port. Identify and use the consonant suffix –dom and -s. Identify and use the root struct. Identify and use the vowel suffix –ern, -es, -ish. Identify and use tion and sion for the sound /shun/. Identify and use unusual plural spellings. Identify and use vowels and vowel sounds. Understand and use graphic organizers.
Unit 7: Vowel Suffixes and Root Words 1: Vowel Suffixes and Root Word scrib 2: Vowel Suffixes and Root Word spec 3: Vowel Suffixes and Root Word val 4: Vowel Suffixes and Root Word rupt 5: Vowel Suffixes and Root Word dict 6: Vowel Suffixes and Root Word tract 7: Vowel Suffixes and Root Word fer 8: Vowel Suffixes and Root Word vis 9: Vowel Suffixes and Root Word cur 10: Vowel Suffixes and Root Word ven 11: Vowel Suffixes and Base Word script	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 7: Vowel Suffixes and Root Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use root words. Identify and use the base word flex and script. Identify and use the root cur, dict, fer, rupt, scrib, spec, struct, tract, val, ven, and vis. Identify and use the vowel suffix -es. Identify and use the unusual plural spellings. Identify and use vowel suffixes. Identify and use vowels and vowel sounds. Understand and use graphic organizers.
Unit 8: Contractions and Root Words 1: Contractions and Root Word cap 2: Contractions and Root Word cred 3: Contractions and Root Word sens	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 8: Contractions and Root Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use contractions. Identify and use root words. Identify and use the base word <i>script</i> . Identify and use the root cap, cred, cur, sens, ven, and vis. Identify and use vowel suffixes. Use conjunctions to form compound predicates. Use conjunctions to form compound subjects.
Unit 9: Compound Words and Root Words 1: Compound Words and Root Word aud 2: Compound Words and Base Word form 3: Compound Words and Root Word pend	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c	Unit 9: Compound Words and Root Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
4: Compound Words and Root Word ten 5: Words Within Words and Root Word lect 6: Words Within Words and Root Word vita	L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Demonstrate automaticity. Identify and use compound words. Identify and use contractions. Identify and use the base word form. Identify and use the root aud, cred, lect, pend, sens, ten, and vita. Understand and use graphic organizers.
Unit 10: Homophones and Root Words 1: Homophones and Root Word divi 2: Homophones and Base Word grace 3: Homophones and Base Word deficit 4: Homophones and Root Word grad 5: Homophones and Root Wordprehend	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 10: Homophones and Root Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use homophones. Identify and use the base words deficit and grace. Identify and use the root divi, grad,prehend, and vita. Understand and use graphic organizers.
Unit 11: /ə/ & Confusing Words and Root Words 1: /ə/ and Root Word tox 2: /ə/ and Root Word tech 3: Confusing Words and Root Word dent 4: Confusing Words and Root Word meter 5: Confusing Words and Root Word thermo 6: Confusing Words and Root Word brev	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 11: /ə/ & Confusing Words and Root Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use the base word grace. Identify and use the root brev, dent, divi, grad, meter, pend,prehend., tech, thermos, tox, and vita. Identify and use the schwa sound. Identify compound subjects and compound predicates. Understand and use graphic organizers.
Unit 12: Abbreviations and Root Words 1: Abbreviations and Root Word bell 2: Abbreviations and Root Word just 3: Abbreviations and Root Word ini	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 12: Abbreviations and Root Words Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use abbreviations. Identify and use the root bell, brev, ini, just, and thermo.
Unit 13: Word Relationships and Root Words 1: Word Relationships and Root Word liber 2: Word Relationships and Root Word cline 3: Word Relationships and Root Word cert 4: Word Relationships and Root Word astro 5: Word Relationships and Root Word domus 6: Word Relationships and Root Word mand 7: Word Relationships and Root Word min 8: Word Relationships and Root Word nov	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c L.4.6 RF.4.3.a RF.4.4.a-c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Unit 13: Word Relationships and Root Words Answer scriptal questions. Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use the root astro, cert, cline, domus, ini, just, liber,mand, min, and nov. Understand and use graphic organizers.
Unit 14: MARK12 Reading III Review	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.b-c	Unit 14: MARK12 Reading III Review Answer text-explicit and text-implicit questions. Complete composition workbook assignment. Demonstrate automaticity. Identify and use /ā/, /ē/, /ī/, /ō/, /ū/ spelling patterns.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	L.4.6 RF.4.3.a RF.4.4.a- c RI.4.1-10 RL.4.1-8, 10 SL.4.2, 4, 6	Identify and use abbreviations. Identify and use <i>c</i> for the sound /s/. Identify and use <i>cial</i> for the sound /shul/. Identify and use compound words. Identify and use contractions. Identify and use homophones. Identify and use <i>ice</i> and <i>ace</i> for the sound /us/. Identify and use <i>oi</i> and <i>oy</i> spelling patterns. Identify and use <i>ou</i> and <i>ow</i> spelling patterns. Identify and use <i>sc</i> for the sound /s/. Identify and use the base words <i>act, deficit, flex, grace, and port</i> . Identify and use the consonant suffix <i>-s</i> . Identify and use the prefix <i>pre-, re-, un-</i> . Identify and use the root <i>min, nov, scrib, spec, struct, val, and vict</i> . Identify and use the schwa sound. Identify and use the vowel suffix <i>-able, -ation, -es, -ist</i> . Identify and use vowel suffixes. Identify the letters, given the sound /s/ and /sh/.