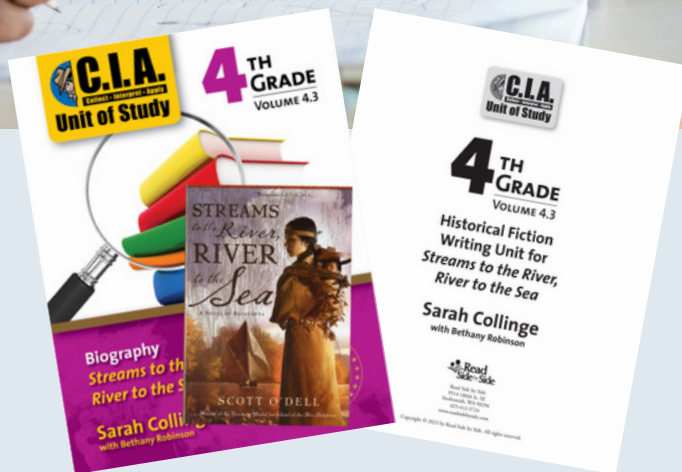


## Fourth Grade Scope & Sequence Grammar, Spelling and Writing



**Grammar, Usage,  
and Mechanics,  
by Zaner-Bloser**



**Writing Units  
by Read Side by Side**

# Introduction

Pair *Grammar Usage and Mechanics* units (Zaner-Bloser) with the *Read Side by Side* writing units to create a complete language arts program!

This **scope and sequence document** outlines how to combine these two programs to create five units (each thirty days). Start by

- teaching the grammar unit, and
- follow with the formal writing unit.

**Spelling** is incorporated into the G.U.M. lessons; each unit includes a spelling focus and word list. A must-do/may-do list provides additional spelling practice activities that students can participate in as they finish assignments early. Print this list and share it with your students. To download additional spelling activities, instructions, and word lists visit <https://www.readsidebyside.com/writing>.

**Assessment** opportunities include:

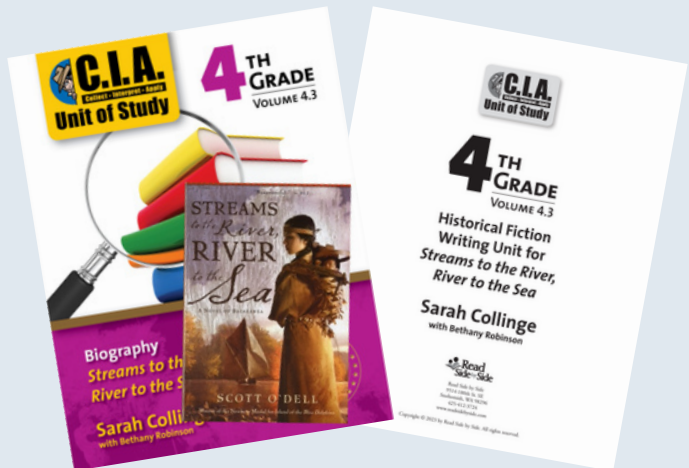
- Spelling Tests,
- Grammar Tests,
- Rubrics (for grading formal writing)

**Look for the transfer of spelling and grammar skill into students' formal writing!**



**Grammar, Usage, and Mechanics**  
by Zaner-Bloser

[Zaner-Bloser.com/grammar/grammar-usage-mechanics/index](http://Zaner-Bloser.com/grammar/grammar-usage-mechanics/index)



**Writing Units**  
by Read Side by Side

[Readsidebyside.com/writing](http://Readsidebyside.com/writing)

<b>Unit 4.1 - G.U.M.</b>	<b>Unit 4.1 - Writing</b>
<b>15 Lessons for Sentence Structure</b>	<b>15 Lessons for Realistic Fiction</b>
<b>1</b> Spelling Practice: r-controlled vowels (ir, ur)	<b>16</b> Brainstorm Ideas & Plan
<b>2</b> Kinds of Sentences	<b>17</b> Plan: Narrative Writing Map
<b>3</b> Complete Subject and Complete Predicate	<b>18</b> Plan: Narrative Writing Map
<b>4</b> The Simple Subject	<b>19</b> Plan: Narrative Writing Map
<b>5</b> The Simple Predicate	<b>20</b> Draft: Quadrant 1
<b>6</b> Direct Objects	<b>21</b> Draft: Quadrant 2
<b>7</b> Prepositional Phrases	<b>22</b> Draft: Quadrant 3
<b>8</b> Sentence Fragments	<b>23</b> Draft: Quadrant 4
<b>9</b> Making Sentences Say More	<b>24</b> Revise & Edit: Dialogue
<b>10</b> Simple and Compound Sentences	<b>25</b> Revise & Edit: Dialogue Tags
<b>11</b> Complex Sentences	<b>26</b> Revise & Edit
<b>12</b> Relative Pronouns and Relative Adverbs	<b>27</b> Publish & Share
<b>13</b> Avoiding Run-ons and Comma Splices	<b>28</b> Publish & Share
<b>14</b> Review	<b>29</b> Publish & Share
<b>15</b> Posttest	<b>30</b> Publish & Share

## Unit 4.2 - G.U.M.

### 15 Lessons for Parts of Speech

**1** Spelling Practice: r-controlled vowels (âr, ärr)

**2** Nouns

**3** Proper Nouns

**4** Concrete, Abstract, and Collective Nouns

**5** Singular & Plural Nouns

**6** Irregular Plural Nouns

**7** Personal & Possessive Pronouns

**8** Action Verbs and Linking Verbs

**9** Main Verbs and Helping Verbs

**10** Modal Auxiliaries

**11** Adjectives and Adverbs

**12** Coordinating Conjunctions

**13** Subordinating Conjunctions

**14** Review

**15** Posttest

## Unit 4.2 - Writing

### 15 Lessons for Fantasy

**16** Brainstorm Ideas & Plan

**17** Plan: Narrative Writing Map

**18** Plan: Narrative Writing Map

**19** Plan: Narrative Writing Map

**20** Draft: Quadrant 1

**21** Draft: Quadrant 2

**22** Draft: Quadrant 3

**23** Draft: Quadrant 4

**24** Revise & Edit: Dialogue

**25** Revise: Use the 5 Senses

**26** Revise & Edit

**27** Publish & Share

**28** Publish & Share

**29** Publish & Share

**30** Publish & Share



## Unit 4.3 - G.U.M.

### 15 Lessons for Usage

**1** Spelling Practice: Final -le, Final -en

**2** *Your* and *You're*

**3** *Their*, *There*, and *They're*

**4** *Its* and *It's*

**5** Forms of *Be*

**6** *Good* and *Well*

**7** *Doesn't* and *Don't*

**8** Articles

**9** *Two*, *Too* and *To*

**10** Irregular Verbs: *Throw* and *Catch*

**11** More Irregular Verbs

**12** Reflexive and Indefinite Pronouns

**13** Pronoun-Antecedent Agreement

**14** Review

**15** Posttest

## Unit 4.3 - Writing

### 15 Lessons for Historical Fiction

**16** Brainstorm Ideas & Plan

**17** Plan: Narrative Writing Map

**18** Plan: Narrative Writing Map

**19** Plan: Narrative Writing Map

**20** Draft: Quadrant 1

**21** Draft: Quadrant 2

**22** Draft: Quadrant 3

**23** Draft: Quadrant 4

**24** Revise: Transitions to Show Passage of Time

**25** Revise: Figures of Speech

**26** Revise & Edit: Historical Language

**27** Revise & Edit

**28** Publish & Share

**29** Publish & Share

**30** Publish & Share

## Unit 4.4 - G.U.M.

### 15 Lessons for Grammar

**1** Spelling Practice: Suffixes: *-er, -est*

**2** Subject Pronouns

**3** Object Pronouns

**4** Choosing Subject & Object Pronouns

**5** Using Demonstrative Adjectives

**6** Subject-Verb Agreement

**7** Verb Tenses

**8** Progressive Forms of Verbs

**9** Negatives

**10** Ordering Adjectives

**11** Comparative & Superlative Adjectives

**12** Comparative & Superlative Adverbs

**13** Comparing with Adjectives & Adverbs

**14** Review

**15** Posttest

## Unit 4.4 - Writing

### 15 Lessons for Argumentative

**16** Brainstorm Ideas & Plan: Introduction & Body 1

**17** Brainstorm Ideas & Plan: Body 1

**18** Brainstorm Ideas & Plan: Body 2

**19** Plan: Elaborate with facts & details

**20** Plan: Elaborate with facts & details

**21** Plan: Conclusion

**22** Plan: Title & Illustration

**23** Draft: Introduction & Body Paragraphs

**24** Draft: Body Paragraphs & Conclusion

**25** Revise

**26** Revise & Edit

**27** Publish & Share

**28** Publish & Share

**29** Publish & Share

**30** Publish & Share

<b>Unit 4.5 - G.U.M.</b>	<b>Unit 4.5 - Writing</b>
<b>15 Lessons for Mechanics</b>	<b>15 Lessons for Expository</b>
<b>1</b> Spelling Practice: Suffixes: -ful, -less	<b>16</b> Brainstorm Ideas & Plan: Introduction
<b>2</b> Proper Nouns and Titles of Respect	<b>17</b> Plan: Body Paragraphs 2 & 3
<b>3</b> Abbreviations and Initials	<b>18</b> Plan: Conclusion
<b>4</b> More Proper Nouns	<b>19</b> Plan: Titles, Subtitles & Illustration
<b>5</b> Titles	<b>20</b> Draft: Introduction
<b>6</b> Possessive Nouns and Contractions	<b>21</b> Draft: Body Paragraphs
<b>7</b> Commas in a Series	<b>22</b> Draft: Body Paragraphs
<b>8</b> Commas After Introductory Words	<b>23</b> Draft: Conclusion
<b>9</b> Commas in Compound Sentences	<b>24</b> Revise
<b>10</b> Commas in Friendly Letters	<b>25</b> Edit: Capitalize Proper Nouns
<b>11</b> Direct and Indirect Quotations	<b>26</b> Revise & Edit
<b>12</b> Writing Direct Quotations	<b>27</b> Publish & Share
<b>13</b> Quotations From a Text	<b>28</b> Publish & Share
<b>14</b> Review	<b>29</b> Publish & Share
<b>15</b> Posttest	<b>30</b> Publish & Share

# Spelling Must-Do:

\_\_\_\_\_ Sort words by spelling pattern.

\_\_\_\_\_ For each word: look, say, think, write, and check.

\_\_\_\_\_ Write a meaningful sentence for each word.

\_\_\_\_\_ Other:

# Spelling May-Do:

\_\_\_\_\_ Take a practice test.

Self-correct using the circle-dot method.

\_\_\_\_\_ Play spelling Tic-Tac-Toe.

\_\_\_\_\_ Circle the prefix, box the suffix.

\_\_\_\_\_ Other:



## Additional Spelling Activities for Home or School

### Circle - Dot

Use this strategy with students to help them check their spelling words after the pre-test. Students will check the spelling of each word, letter by letter. They will draw a dot under every correct letter. If they wrote an incorrect letter or left a letter out, they will draw a little circle. This allows them to see the parts of the word that gave them trouble. They then write the word a second time, this time correctly. (Blackline master can be found at [readsidebyside.com/writing](https://readsidebyside.com/writing))

### Circle the Prefix, Box the Suffix

This strategy helps students decode multisyllabic words by identifying word parts. For any words with affixes on their list, students will circle any prefixes, box any suffixes, and then underline the root word. It may also be helpful for them to place a dot above the vowels to help them identify the syllables.

### Find 5 NEW Words That Fit the Pattern

To encourage students to extend their understanding beyond the assigned list, have them find 5 words that are not already on their spelling list. These words can be from books, from words they hear, from signs in their environment, or from words they already know, but may not be able to spell. These words can be extension words to challenge students on the final test, or simply to practice working with the word pattern.

### Look, Say, Think, Write, Check

Provide students with a 3-column piece of paper that has the spelling words written in the left column. (Or provide a blank page that students can write their own words on - this would require teachers to check words for accuracy before students begin.) Have students fold the first column over the middle column before they begin. (Blackline master can be found at [readsidebyside.com/writing](https://readsidebyside.com/writing))

**Step 1: LOOK** carefully at the word on the left. **LOOK** closely at the letters to notice the visual details.

**Step 2: SAY** the word and notice the parts to remember.

**Step 3:** Cover the first column to hide the word. **THINK** about how the word looks.

**Step 4:** Say the word softly and then **WRITE** it from memory in the second column.

**Step 5:** Uncover the word and **CHECK** it with the word in the first column.

**Step 6: REPEAT** these steps in the last column.

**Step 7:** If the word is spelling wrong in the last column, add the word to the first column and try again.

**REPEAT THESE STEPS FOR EVERY WORD.**

# **Additional Spelling Activities for Home or School**

## **Phoneme Segmentation**

This activity allows students to see which letters and letter combinations make up the sounds in their spelling words. This will help them visualize their words.

Provide students with a piece of graph paper. They will segment each of their spelling words into their basic phoneme chunks, placing a different phonemic chunk in each box. **Example: p/ea/ce**

## **Spelling by Analogy**

This strategy encourages students to use words they know how to spell, to spell a word they don't know how to spell. Depending on the spelling word, it may be helpful for student to identify words they know to help them.

### **For example:**

government (Think: "I'll break it into syllables.")

gov/ern/ment (Think: "I'll think of words I know that look or sound like these.")

love/fern/tent (Think: "I need to remember that silent 'n' in the middle.")

'loveferntent' by analogy becomes government

## **Spelling Tic-Tac-Toe**

Students will play with a partner. They need one list between them. Decide who goes first. On each student's turn, the partner will give them a word off of the list. If they spell it correctly, they get to mark either an X or an O. They will continue to switch off giving a word and spelling a word. The first person to get 3 in a row, wins. If the student spells a word incorrectly, they lose their turn and the other partner gets to go.

## **Take a Practice Test**

Students will need a testing partner. The partner will give a word from the list for the other partner to write down. Once all the words have been given, students will self-correct their practice test. They should use the Circle-Dot Method to check their spelling to see what parts of the word they still need to learn.

## Additional Spelling Activities for Home or School

### **Word Sort**

Following an explicit lesson about the spelling pattern for the weekly spelling words, students should practice sorting them according to common spelling principles. This allows students to think about their words and identify patterns that will help them learn how to spell their words. They can also identify tricky parts that may make the words difficult to learn.

Have students create word cards, one word card for each spelling word. Encourage students to sort the words in at least **two** ways. Then have them identify a sorting rule and write their words in the corresponding columns. ALL the words should fit in a column; there should not be any leftover words. (Blackline master can be found at [readsidebyside.com/writing](https://readsidebyside.com/writing))

### **Write Meaningful Sentences**

In addition to learning the correct spelling of words, it is also important for students to understand how to use those words in their writing. This will encourage them to continue to use them which will help cement them into their spoken and written lexicon. It is important to teach students what makes a sentence meaningful. Sentences should include enough context clues to help demonstrate what the word means.

**Non-example:** I saw a stream.

**Example:** I saw a trout swimming in the clear waters of the stream.

# Appendix

## **Additional Word Lists**

- Additional r-controlled vowel words
- Additional r-controlled vowel words
- Additional 'le' and 'en' words
- Additional 'er' and 'est' words
- Additional -ful and -less words

## **Spelling Activity Resources**

- How Do You Use the Circle-Dot Method to Check Spelling?
- What Does it Mean to Circle the Prefix and Box the Suffix?
- What is Look, Say, Think, Write, Check?
- What is Phoneme Segmentation?
- What is Spelling by Analogy?
- What is a Word Study with Word Sorting?