

# Fourth Grade Skills: Scope and Sequence

Skill instruction comes from two sources: direct instruction by the classroom teacher on the new focus skill(s) each week, and the use of DLI daily tasks to provide guided practice for those skills. During 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable on skills for which mastery should be achieved.

## Capitals

Introduce

- proper nouns for landforms, bodies of water, organizations and product names

Review and Practice

- proper nouns: special places, each word in the name of a company, building or park
- first word of a sentence in a direct quotation
- titles of books + underlining

Hold Accountable

- in friendly/business letters ( greeting: **D**ear Sean and closing: **Y**our friend, )
- abbreviations/initials
- names of places
- first word of every sentence
- the pronoun **I**
- proper nouns for names of *people, streets, cities, states, countries, days of the week, months, and holidays*

## Commas

Introduce

- after introductory prepositional phrases of more than four words
- with a conjunction to form a compound sentence

Review and Practice

- in geographical locations ( **L**ondon, **E**ngland )
- after **Yes, No,** and other introductory words
- after sequence words ( **F**irst, take out a pan.)
- to separate a direct address (**M**ario, we are ready to go.)
- in conversation to separate the quotation (**J**ason said, "I was nine in June." )
- with words in a series (I ate **e**ggs, **b**acon, **a**nd pancakes.)

Hold Accountable

- between city and state
- between day and year
- after the greeting and closing on a friendly letter

## Apostrophes

Review and practice

- apostrophes in singular possessive nouns
- apostrophes in contractions

## Colons

Introduce: colon after a salutation in a business letter

## End Punctuation

Review and Practice

- recognizing the end of one sentence and the beginning of another
- exclamation mark after sentences showing excitement/commands
- exclamation mark after strong interjections (**Wow! No way!**)
- periods after abbreviations

Hold Accountable: period at the end of statements

- question mark after a direct question

## **Punctuate/Capitalize Dialogue Correctly**

(4<sup>th</sup>)

Introduce

- quotation at the beginning of the sentence
- paragraphing conversation

Review and Practice

- names of conversation elements: *the tag, the quotation, and quotation marks*
- easiest pattern of conversation: quotation at the end of the sentence
- quotation marks to surround the quotation
- end punctuation positioned inside quotation marks
- comma to separate the quotation from the tag
- capitalize the first word of a direct quotation

## **Spelling**

Introduce

- determine when to use a singular possessive noun vs. a plural noun
- correct spelling of comparative and superlative adjectives

Review and Practice

- correct spelling of regular and irregular plurals
- contractions
- correct use/ spelling of singular possessive nouns
- common homophones, homonyms

Hold Accountable

- correct spelling of high frequency words

## **Parts of Speech/Grammar**

Introduce: adverbs, order of adjectives, prepositions, conjunctions, interjections, pronoun-antecedent agreement

Review and Practice: *concrete/abstract nouns, common vs. proper nouns, pronouns, adjectives, comparative and superlative adjectives, action linking/helping verbs, subject/predicate, simple/compound subjects and predicates, subject/verb agreement, and verb tense agreement, pronouns, kinds of sentences*

## **Use of Modifiers**

Introduce: Adverbs

Review and Practice: adjectives, comparative and superlative adjectives

## **Use Correct Subject-Verb Agreement**

Review and Practice

- with collective nouns ( The children is / are in the lunch line)
- with compound subjects ( Megan and Stephanie is / are in choir )
- consistent verb tense agreement

## **Recognize Parts of a Sentence**

Review and Practice

- recognize the complete subject/predicate of a sentence
- recognize complete sentences
- recognize fragments and run-on sentences

## **Sentence Expansion/Combining**

Introduce: forming compound sentences using a comma and conjunction  
expanding simple sentences with prepositional phrases

Review and Practice: combine sentences by using a pronoun to take the place of a noun already introduced to the reader

## **Other:**

- Introduce: four reasons to start a new paragraph
- Practice: writing numbers 1-9 using words, numbers 10+ using numerals
- Practice: your own three-line postal address using appropriate abbreviations