

Grade 4

<p><b>Big Idea: Think It Through</b> How can a challenge bring out our best? (fable: "The Crow and the Pitcher")</p>	<p>Read Aloud</p>	<p>Reading/Writing Workshop Comprehension</p>	<p>Literature Anthology Main Selection, Paired Selection</p>	<p>Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level</p>	<p>Access Complex Text (ACT)</p>	<p>Vocabulary Words</p>	<p>Phonics</p>	<p>Fluency Skill</p>	<p>Writing</p>	<p>Research</p>
<p><b>Week 1</b> <b>Weekly Concept:</b> Clever Ideas</p> <p><b>Essential Question:</b> Where do good ideas come from?</p>	<p><b>Title:</b> "The Princess and the Pea" <b>Genre:</b> Fairy Tale <b>Strategy:</b> Make, Confirm, or Revise Predictions</p>	<p><b>Short Text:</b> "The Dragon Problem" <b>Lexile:</b> 740L <b>Genre:</b> Fairy Tale <b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Sequence</p>	<p><b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Sequence <b>Main Selection</b> <b>Genre:</b> Fairy Tale <b>Title:</b> <i>The Princess and the Pizza</i> <b>Lexile:</b> 780L <b>Paired Selection</b> <b>Genre:</b> Fable <b>Title:</b> "Tomás and His Sons" <b>Lexile:</b> 650L</p>	<p><b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Sequence <b>Main Selections</b> <b>Genre:</b> Fairy Tale <b>Titles:</b> A: <i>Clever Puss</i> O: <i>Jack and the Extreme Stalk</i> E: <i>Jack and the Extreme Stalk</i> B: <i>Charming Ella</i> <b>Paired Selections</b> <b>Genre:</b> Folktale <b>Titles:</b> A: "Rabbit and the Well" O: "Stone Soup" E: "Stone Soup" B: "Ivana and the Ogre" <b>Lexiles</b> A: 530L O: 750L E: 430L B: 860L</p>	<p><b>Reading/Writing Workshop:</b> Connections of Ideas; Specific Vocabulary <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Prior Knowledge; Sentence Structure; Organization; Connection of Ideas; Genre</p>	<p><b>Vocabulary Words:</b> brainstorm flattened frantically gracious muttered official original stale <b>Additional Academic Vocabulary:</b> sequence descriptive details <b>Vocabulary Strategy:</b> Context Clues: Synonyms <b>Build Vocabulary:</b> humble, surveying, processions, clung, snipped, wail, escorted, paced, fragrance, scrumptious, generous</p>	<p><b>Phonics/Spelling Skill:</b> Short Vowels <b>Structural Analysis:</b> Inflectional Endings</p>	<p><b>Fluency Skill:</b> Intonation</p>	<p><b>Writing Trait: Ideas:</b> Descriptive Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources: Reading/Writing Workshop:</b> "The Dragon Problem" <b>Literature Anthology:</b> <i>The Princess and the Pizza</i>, "Tomás and His Sons" <b>Grammar Skill:</b> Sentences <b>Grammar Mechanics:</b> Sentence Punctuation</p>	<p><b>Research and Inquiry</b> <b>Project:</b> Interview a Classmate <b>Product:</b> List of Ideas</p>

Grade 4

Unit 1										
<b>Big Idea: Think It Through</b>  How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 1 Writing Focus: Narrative Text  Unit 1 Writing Products: Friendly Letter; Personal Narrative	
<b>Week 2</b> <b>Weekly Concept:</b> Think of Others  <b>Essential Question:</b> How do your actions affect others?	Title: "Say Something"  Genre: Realistic Fiction  Strategy: Make, Confirm, or Revise Predictions	Short Text: "The Talent Show"  Lexile: 620L  Genre: Realistic Fiction  Strategy: Make, Confirm, or Revise Predictions  Skill: Character, Setting, Plot: Problem and Solution	Strategy: Make, Confirm, or Revise Predictions  Skill: Character, Setting, Plot: Problem and Solution  <u>Main Selection</u> Genre: Realistic Fiction  Title: <i>Experts, Incorporated</i>  Lexile: 730L  <u>Paired Selection</u> Genre: Informational Text: Expository  Title: "Speaking Out to Stop Bullying"  Lexile: 800L	Strategy: Make, Confirm, or Revise Predictions  Skill: Character, Setting, Plot: Problem and Solution  <u>Main Selections</u> Genre: Realistic Fiction  Titles: A: <i>The Dream Team</i> O: <i>Rosa's Garden</i> E: <i>Rosa's Garden</i> B: <i>Saving Grasshopper</i>  <u>Paired Selections</u> Genre: Informational Text: Expository  Titles: A: "Making a Difference" O: "Fresh from the City" E: "Fresh from the City" B: "Backyard Bird Habitats"  <u>Lexiles</u> A: 530L O: 710L E: 540L B: 810L	Reading/ Writing Workshop: Genre; Connection of Ideas  Literature Anthology: Genre; Purpose; Sentence Structure; Organization; Connection of Ideas; Specific Vocabulary	Vocabulary Words: accountable advise desperately hesitated humiliated inspiration self-esteem uncomfortably  Additional Academic Vocabulary: dialogue prediction  Vocabulary Strategy: Figurative Language: Idioms  Build Vocabulary: profession, blushed, shifted, snorted, tone, hyphenated	Phonics/Spelling Skill: Long a  Structural Analysis: Inflectional Endings	Fluency Skill: Expression and Rate	Writing Trait: Ideas: Focus on an Event  Write About the Text: Narrative Text  Write to Sources: Reading/Writing Workshop: "The Talent Show" Literature Anthology: <i>Experts, Incorporated</i> , "Speaking Out to Stop Bullying"  Grammar Skill: Subjects and Predicates  Grammar Mechanics: Punctuate Compound Subjects and Predicates	Research and Inquiry  Project: Research the Effects of Human Actions  Product: Chart
						prediction				

Grade 4

Unit 1										
<b>Big Idea: Think It Through</b> How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 1 Writing Focus: Narrative Text  Unit 1 Writing Products: Friendly Letter; Personal Narrative  Friendly Letter; Personal Narrative	
<b>Week 3</b> <b>Weekly Concept:</b> Take Action  <b>Essential Question:</b> How do people respond to natural disasters?  <b>Connect to Science:</b> Make observations on effects of weathering.	Title: "Avalanche!"  Genre: Informational Text: Expository  Strategy: Reread	Short Text: "A World of Change"  Lexile: 790L  Genre: Informational Text: Expository  Strategy: Reread  Skill: Text Structure: Compare and Contrast  Text Features: Diagrams; Headings	Strategy: Reread  Skill: Text Structure: Compare and Contrast  <u>Main Selection</u> Genre: Informational Text: Expository  Title: <i>Earthquakes</i>  Lexile: 870L  <u>Paired Selection</u> Genre: Informational Text: Expository  Title: "Tornado"  Lexile: 950L	Strategy: Reread  Skill: Text Structure: Compare and Contrast  <u>Main Selections</u> Genre: Informational Text: Expository  Titles: A: <i>Changing Landscapes</i> O: <i>Changing Landscapes</i> E: <i>Changing Landscapes</i> B: <i>Changing Landscapes</i>  <u>Paired Selections</u> Genre: Informational Text: Expository  Titles: A: "Students Save Wetlands" O: "Students Save Wetlands" E: "Students Save Wetlands" B: "Students Save Wetlands"  <u>Lexiles</u> A: 670L O: 840L E: 740L B: 920L	Reading/Writing Workshop: Specific Vocabulary; Purpose  Literature Anthology: Purpose; Genre; Connection of Ideas; Specific Vocabulary	Vocabulary Words: alter collapse crisis destruction hazard severe substantial unpredictable  Additional Academic Vocabulary: headings diagrams  Additional Domain Words: volcanic volcanoes inland air masses  Vocabulary Strategy: Context Clues: Multiple-Meaning Words  Build Vocabulary: enormous, precursor, engulfed, flexible, debris	Phonics/Spelling Skill: Long e  Structural Analysis: Plurals	Fluency Skill: Accuracy	Writing Trait: Ideas: Supporting Details  Write About the Text: Informative Text  Write to Sources: Reading/Writing Workshop: "A World of Change" Literature Anthology: <i>Earthquakes</i> , "Tornado"  Grammar Skill: Compound Sentences  Grammar Mechanics: Punctuating Compound Sentences	Research and Inquiry  Project: Research How to Prepare for a Natural Disaster  Product: Poster

Grade 4

Unit 1										
<b>Big Idea: Think It Through</b>  How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 1 Writing Focus:</b> Narrative Text  <b>Unit 1 Writing Products:</b> Friendly Letter; Personal Narrative	
<b>Week 4</b> <b>Weekly Concept:</b> Ideas in Motion  <b>Essential Question:</b> How can science help you understand how things work?  <b>Connect to Science:</b> Relate speed to energy of an object.	<b>Title:</b> "Look Out Below!"  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Reread	<b>Short Text:</b> "The Big Race"  <b>Lexile:</b> 690L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Headings; Speech Balloons	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>A Crash Course in Forces and Motion with Max Axiom, Super Scientist</i>  <b>Lexile:</b> 630L  <b>Paired Selection</b> <b>Genre:</b> Science Fiction  <b>Title:</b> "The Box-Zip Project"  <b>Lexile:</b> 620L	<b>Strategy:</b> Reread  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> <i>George's Giant Wheel</i> <b>O:</b> <i>George's Giant Wheel</i> <b>E:</b> <i>George's Giant Wheel</i> <b>B:</b> <i>George's Giant Wheel</i>  <b>Paired Selections</b> <b>Genre:</b> Science Fiction  <b>Titles:</b> <b>A:</b> "3001: A Space Mystery" <b>O:</b> "3001: A Space Mystery" <b>E:</b> "3001: A Space Mystery" <b>B:</b> "3001: A Space Mystery"  <b>Lexiles</b> <b>A:</b> 550L <b>O:</b> 810L <b>E:</b> 610L <b>B:</b> 910L	<b>Reading/Writing Workshop:</b> Genre; Organization  <b>Literature Anthology:</b> Organization; Purpose; Connection of Ideas; Genre; Specific Vocabulary	<b>Vocabulary Words:</b> accelerate advantage capabilities friction gravity identity inquiry thrilling  <b>Additional Academic Vocabulary:</b> realistic friction transitions  <b>Additional Domain Words:</b> warp level  <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements  <b>Build Vocabulary:</b> destined, schooled, field, physics	<b>Phonics/Spelling Skill:</b> Long <i>i</i>  <b>Structural Analysis:</b> Inflectional Endings	<b>Fluency Skill:</b> Phrasing and Rate	<b>Writing Trait:</b> <b>Organization:</b> Sequence  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The Big Race" <b>Literature Anthology:</b> <i>A Crash Course in Forces and Motion with Max Axiom, Super Scientist, "The Box-Zip Project"</i>  <b>Grammar Skill:</b> Clauses and Complex Sentences  <b>Grammar Mechanics:</b> Punctuate Complex Sentences	<b>Research and Inquiry</b>  <b>Project: Research a Topic</b>  <b>Product: Visual Display</b>

Grade 4

Unit 1										
<b>Big Idea: Think It Through</b>  How can a challenge bring out our best?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 1 Writing Focus: Narrative Text  Unit 1 Writing Products: Friendly Letter; Personal Narrative	
<b>Week 5 Weekly Concept:</b> Putting Ideas to Work  <b>Essential Question:</b> How can starting a business help others?  <b>Connect to Social Studies:</b> Research an important business in your state.	<b>Title:</b> "Kids Can Help"  <b>Genre:</b> Informational Text: Persuasive Article  <b>Strategy:</b> Reread	<b>Short Text:</b> "Dollars and Sense"  <b>Lexile:</b> 800L  <b>Genre:</b> Informational Text: Persuasive Article  <b>Strategy:</b> Reread  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Graph; Headings	<b>Strategy:</b> Reread  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Persuasive Article  <b>Title:</b> <i>Kids in Business</i>  <b>Lexile:</b> 790L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Procedural Text  <b>Title:</b> "Starting a Successful Business"  <b>Lexile:</b> 770L	<b>Strategy:</b> Reread  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Persuasive Text  <b>Titles:</b> <b>A:</b> <i>Start Small, Think Big</i> <b>O:</b> <i>Start Small, Think Big</i> <b>E:</b> <i>Start Small, Think Big</i> <b>B:</b> <i>Start Small, Think Big</i>  <b>Paired Selections</b> <b>Genre:</b> Procedural Text  <b>Titles:</b> <b>A:</b> "Spending and Saving" <b>O:</b> "Spending and Saving" <b>E:</b> "Spending and Saving" <b>B:</b> "Spending and Saving"  <b>Lexiles</b> <b>A:</b> 660L <b>O:</b> 780L <b>E:</b> 710L <b>B:</b> 890L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Organization  <b>Literature Anthology:</b> Specific Vocabulary; Sentence Structure; Connection of Ideas	<b>Vocabulary Words:</b> compassionate enterprise exceptional funds innovative process routine undertaking  <b>Additional Academic Vocabulary:</b> persuasive graphs  <b>Additional Domain Words:</b> entrepreneur profit  <b>Vocabulary Strategy:</b> Suffixes	<b>Phonics/Spelling Skill:</b> Long o  <b>Structural Analysis:</b> Compound Words	<b>Fluency Skill:</b> Phrasing and Rate	<b>Writing Trait: Sentence Fluency:</b> Sentence Length  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> "Dollars and Sense" <b>Literature Anthology:</b> <i>Kids in Business</i> , "Starting a Successful Business"  <b>Grammar Skill:</b> Run-On Sentences  <b>Grammar Mechanics:</b> Correcting Fragments and Run-Ons	<b>Research and Inquiry</b>  <b>Project:</b> Research a Famous Business Owner  <b>Product:</b> Poster

Grade 4

Unit 2										
<b>Big Idea: Amazing Animals</b>  What can animals teach us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 2 Writing Focus:</b> Informative Text  <b>Unit 2 Writing Products:</b> Explanatory Essay; How-To	
<b>Week 1</b> <b>Weekly Concept:</b> Literary Lessons  <b>Essential Question:</b> What are some messages in animal stories?  <b>Connect to Science:</b> Describe how animals receive information through their senses.	<b>Title:</b> "The Coyote and the Hen"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "The Fisherman and the Kaha Bird"  <b>Lexile:</b> 800L  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Folktale  <b>Title:</b> <i>The Secret Message</i>  <b>Lexile:</b> 820L  <b>Paired Selection</b> <b>Genre:</b> Fable  <b>Title:</b> "The Fox and the Goat"  <b>Lexile:</b> 790L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> <i>The Cockroach and the Mouse</i> <b>O:</b> <i>The Badger and the Fan</i> <b>E:</b> <i>The Badger and the Fan</i> <b>B:</b> <i>The Wings of the Butterfly</i>  <b>Paired Selections</b> <b>Genre:</b> Fable  <b>Titles:</b> <b>A:</b> "Fox and Crane" <b>O:</b> "Fox and Cat" <b>E:</b> "Fox and Cat" <b>B:</b> "The Fox and the Crow"  <b>Lexiles</b> <b>A:</b> 600L <b>O:</b> 530L <b>E:</b> 720L <b>B:</b> 770L	<b>Reading/Writing Workshop:</b> Genre; Prior Knowledge  <b>Literature Anthology:</b> Specific Vocabulary; Genre; Sentence Structure; Prior Knowledge; Connection of Ideas; Purpose; Organization	<b>Vocabulary Words:</b> attracted dazzling fabric greed honest requested soared trudged  <b>Additional Academic Vocabulary:</b> symbolism theme  <b>Vocabulary Strategy:</b> Root Words  <b>Build Vocabulary:</b> domed, longing, enchanted, exotic, caravan, dunes, purchases	<b>Phonics/Spelling Skill:</b> Prefixes  <b>Structural Analysis:</b> Inflectional Endings	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> <b>Organization:</b> Strong Openings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The Fisherman and the Kaha Bird" <b>Literature Anthology:</b> <i>The Secret Message</i> , "The Fox and the Goat"  <b>Grammar Skill:</b> Common and Proper Nouns  <b>Grammar Mechanics:</b> Capitalizing Proper Nouns	<b>Inquiry Space:</b> Informative Investigate: Sharks

Grade 4

Unit 2										
<b>Big Idea: Amazing Animals</b>  What can animals teach us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <b>A: Approaching Level</b> <b>O: On Level</b> <b>E: EL</b> <b>B: Beyond Level</b>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 2 Writing Focus:</b> Informative Text  <b>Unit 2 Writing Products:</b> Explanatory Essay; How-To	
<b>Week 2</b> <b>Weekly Concept:</b> Animals in Fiction  <b>Essential Question:</b> How do animal characters change familiar stories?	<b>Title:</b> "A Grasshopper's Sad Tale"  <b>Genre:</b> Dramatic Scene  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "The Ant and the Grasshopper"  <b>Lexile:</b> NP  <b>Genre:</b> Drama  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Drama  <b>Title:</b> <i>Ranita, The Frog Princess</i>  <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Mystery  <b>Title:</b> "The Moonlight Concert Mystery"  <b>Lexile:</b> 710L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Drama  <b>Titles:</b> <b>A:</b> <i>Saving the Green Bird</i> <b>O:</b> <i>The Prince Who Could Fly</i> <b>E:</b> <i>The Prince Who Could Fly</i> <b>B:</b> <i>Behind the Secret Trapdoor</i>  <b>Paired Selections</b> <b>Genre:</b> Mystery  <b>Titles:</b> <b>A:</b> "The Missing Pie Mystery" <b>O:</b> "The Mystery of the Spotted Dogs" <b>E:</b> "The Mystery of the Spotted Dogs" <b>B:</b> "The Mystery of the Messy Room"  <b>Lexiles</b> <b>A:</b> NP <b>O:</b> NP <b>E:</b> NP	<b>Reading/Writing Workshop:</b> Prior Knowledge; Genre  <b>Literature Anthology:</b> Prior Knowledge; Genre; Connection of Ideas; Sentence Structure; Organization	<b>Vocabulary Words:</b> annoyed attitude commotion cranky familiar frustrated selfish specialty  <b>Additional Academic Vocabulary:</b> drama stage directions  <b>Vocabulary Strategy:</b> Context Clues: Antonyms  <b>Build Vocabulary:</b> bumbling, fetches, scurry, muffles, famished, stunned, shrieks, stubbornly, smug, shrugs	<b>Phonics/Spelling Skill:</b> Digraphs  <b>Structural Analysis:</b> Possessives	<b>Fluency Skill:</b> Intonation	<b>Writing Trait: Voice:</b> Informal Voice  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The Ant and the Grasshopper" <b>Literature Anthology:</b> <i>Ranita, The Frog Princess</i> , "The Moonlight Concert Mystery"  <b>Grammar Skill:</b> Singular and Plural Nouns  <b>Grammar Mechanics:</b> Commas in a Series	<b>Inquiry Space:</b> Informative Investigate: Sharks

Grade 4

Unit 2										
<b>Big Idea: Amazing Animals</b> What can animals teach us? (three limericks)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 2 Writing Focus:</b> Informative Text  <b>Unit 2 Writing Products:</b> Explanatory Essay; How-To	
<b>Week 3</b> <b>Weekly Concept:</b> Natural Connections  <b>Essential Question:</b> How are all living things connected?  <b>Connect to Science:</b> Explain how living things affect the physical characteristics of their regions	<b>Title:</b> "Return of the Wolves"  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Rescuing Our Reefs"  <b>Lexile:</b> 810L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Headings; Flow Chart	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>The Buffalo Are Back</i>  <b>Lexile:</b> 800L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> "Energy in the Ecosystem"  <b>Lexile:</b> 790L	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> A: <i>Saving San Francisco Bay</i> O: <i>Saving San Francisco Bay</i> E: <i>Saving San Francisco Bay</i> B: <i>Saving San Francisco Bay</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: "The Great Estuary Ecosystem" O: "The Great Estuary Ecosystem" E: "The Great Estuary Ecosystem" B: "The Great Estuary Ecosystem"  <b>Lexiles</b> A: 690L O: 850L E: 820L B: 900L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Genre; Organization; Specific Vocabulary; Connection of Ideas; Purpose	<b>Vocabulary Words:</b> crumbled droughts ecosystem extinct flourished fragile imbalance ripples  <b>Additional Academic Vocabulary:</b> flow chart topic  <b>Additional Domain Words:</b> replanted eroded preserve  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues  <b>Build Vocabulary:</b> wallow, exotic, eons, swept, withered, secluded, longed, abandoned, native	<b>Phonics/Spelling Skill:</b> Three-Letter Blends  <b>Structural Analysis:</b> Words Ending in -er and -est	<b>Fluency Skill:</b> Accuracy	<b>Writing Trait: Ideas:</b> Supporting Details  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Rescuing Our Reefs" <b>Literature Anthology:</b> <i>The Buffalo Are Back</i> , "Energy in the Ecosystem"  <b>Grammar Skill:</b> Irregular Plural Nouns  <b>Grammar Mechanics:</b> Correct Plural Forms	<b>Inquiry Space:</b> Informative Investigate: Sharks



Grade 4

Unit 2										
<b>Big Idea: Amazing Animals</b>  What can animals teach us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 2 Writing Focus:</b> Informative Text	
									<b>Unit 2 Writing Products:</b> Explanatory Essay; How-To	
<b>Week 4</b> <b>Weekly Concept:</b> Adaptations  <b>Essential Question:</b> What helps an animal survive?  <b>Connect to Science:</b> Plants and animals have structures for growth and survival.	<b>Title:</b> "Adaptations at Work"  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Animal Adaptations"  <b>Lexile:</b> 850L  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photographs and Captions; Headings	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> <i>Spiders</i>  <b>Lexile:</b> 820L  <b>Paired Selection</b> <b>Genre:</b> Trickster Tale  <b>Title:</b> "Anansi and the Birds"  <b>Lexile:</b> 740L	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> <i>Extreme Animals</i> <b>O:</b> <i>Extreme Animals</i> <b>E:</b> <i>Extreme Animals</i> <b>B:</b> <i>Extreme Animals</i>  <b>Paired Selections</b> <b>Genre:</b> Trickster Tale  <b>Titles:</b> <b>A:</b> "Hare and the Water" <b>O:</b> "Hare and the Water" <b>E:</b> "Hare and the Water" <b>B:</b> "Hare and the Water"  <b>Lexiles</b> <b>A:</b> 590L <b>O:</b> 830L <b>E:</b> 680L <b>B:</b> 890L	<b>Reading/Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Genre; Connection of Ideas; Sentence Structure; Prior Knowledge	<b>Vocabulary Words:</b> camouflaged dribbles extraordinary poisonous pounce predator prey vibrations  <b>Additional Academic Vocabulary:</b> captions analyze  <b>Additional Domain Words:</b> spinnarets pedipalps  <b>Vocabulary Strategy:</b> Prefixes  <b>Build Vocabulary:</b> similar, contains, armor, stressful, fluffy, trails, nozzles, substance, draped, hedges	<b>Phonics/Spelling Skill:</b> <i>r</i> -Controlled Vowels /är/ and /ôr/  <b>Structural Analysis:</b> Suffixes <i>-ful</i> and <i>-less</i>	<b>Fluency Skill:</b> Rate	<b>Writing Trait:</b> <b>Organization:</b> Logical Order  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Animal Adaptations" <b>Literature Anthology:</b> <i>Spiders</i> , "Anansi and the Birds"  <b>Grammar Skill:</b> Possessive Nouns  <b>Grammar Mechanics:</b> Apostrophes	<b>Inquiry Space:</b> Informative Investigate: Sharks

Grade 4

Unit 2										
<b>Big Idea: Amazing Animals</b>  What can animals teach us?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 2 Writing Focus:</b> Informative Text  <b>Unit 2 Writing Products:</b> Explanatory Essay; How-To	
<b>Week 5</b> <b>Weekly Concept:</b> Animals All Around  <b>Essential Question:</b> How are writers inspired by animals?	<b>Title:</b> Animal Haiku <b>Genre:</b> Haiku  <b>Strategy:</b> Ask and Answer Questions	<b>Short Texts:</b> "Dog," "The Eagle," "Chimpanzee," "Rat"  <b>Lexile:</b> NP  <b>Genre:</b> Lyric Poetry and Haiku  <b>Skill:</b> Point of View  <b>Literary Elements:</b> Meter and Rhyme	<b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Lyric Poetry and Haiku  <b>Titles:</b> "The Sandpiper," "Bat," "The Grasshopper Springs," "Fireflies at Dusk"  <b>Lexile:</b> NP  <b>Paired Selections</b> <b>Genre:</b> Lyric Poetry and Haiku  <b>Titles:</b> "Fog", "White Cat Winter"  <b>Lexile:</b> NP	<b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Putting on an Act</i> O: <i>The Big One</i> E: <i>The Big One</i> B: <i>Dolphin Cove</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> A: Haiku O: Haiku E: Haiku B: Haiku  <b>Lexiles</b> A: 620L O: 690L E: 530L B: 780L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> Genre; Specific Vocabulary; Purpose	<b>Vocabulary Words:</b> brittle creative descriptive outstretched  <b>Poetry Terms:</b> metaphor meter rhyme simile  <b>Additional Academic Vocabulary:</b> creative haiku  <b>Vocabulary Strategy:</b> Figurative Language: Similes and Metaphors	<b>Phonics/Spelling Skill:</b> Suffixes  <b>Structural Analysis:</b> Contractions	<b>Fluency Skill:</b> Expression and Phrasing	<b>Writing Trait: Word Choice:</b> Precise Language  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "Dog," "The Eagle," "Chimpanzee," "Rat" Literature Anthology: "The Sandpiper," "Bat," "The Grasshopper Springs," "Fireflies at Dusk," "Fog", "White Cat Winter"  <b>Grammar Skill:</b> Combining Sentences  <b>Grammar Mechanics:</b> Phrases and Interjections	<b>Inquiry Space:</b> Informative Investigate: Sharks

Grade 4

Unit 3										
<b>Big Idea: That's the Spirit!</b> How can you show your community spirit? (Song: "My Country 'Tis of Thee")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 3 Writing Focus:</b> Opinion Writing  <b>Unit 3 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 1</b> <b>Weekly Concept:</b> Friendship  <b>Essential Question:</b> How can you make new friends feel welcome?  <b>Connect to Social Studies:</b> Find out about first settlers and explorers.	Title: "Samson's Advice"  Genre: Fantasy  Strategy: Visualize	Short Text: "At the Library"  Lexile: 800L  Genre: Fantasy  Strategy: Visualize  Skill: Point of View	Strategy: Visualize  Skill: Point of View  <u>Main Selection</u> Genre: Fantasy  Title: <i>The Cricket in Times Square</i>  Lexile: 780L  <u>Paired Selection</u> Genre: Legend  Title: "The Girl and the Chenoo"  Lexile: 880L	Strategy: Visualize  Skill: Point of View  <u>Main Selections</u> Genre: Fantasy  Titles: A: <i>A New Bear in the Forest</i> O: <i>Not from Around Here</i> E: <i>Not from Around Here</i> B: <i>Cara and the Sky Kingdom</i>  <u>Paired Selections</u> Genre: Legend  Titles: A: "The Beckoning Cat" O: "Kintaro, Friend of the Animals" E: "Kintaro, Friend of the Animals" B: "Robin Hood's Great Friend"  <u>Lexiles</u> A: 590L O: 650L E: 480L B: 780L	Reading/ Writing Workshop: Connection of Ideas; Genre  Literature Anthology: Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose	Vocabulary Words: acquaintance cautiously complementary jumble logical scornfully scrounging trustworthy  Additional Academic Vocabulary: visualize expression  Vocabulary Strategy: Context Clues: Paragraph Clues  Build Vocabulary: darted, scooted, wistfully, fates, exclaimed, cramped, shifted, forlornly, crouching, frantic, silky, refined, leery, venturing	Phonics/Spelling Skill: <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , and <i>ur</i>  Structural Analysis: Closed Syllables	Fluency Skill: Expression	Writing Trait: Sentence Fluency: Transitions  Write About the Text: Narrative Text  Write to Sources: Reading/Writing Workshop: "At the Library" Literature Anthology: <i>The Cricket in Times Square</i> , "The Girl and the Chenoo"  Grammar Skill: Action Verbs  Grammar Mechanics: Titles	Inquiry Space: Opinion Take a Stand: The Environment

Grade 4

Unit 3										
<p><b>Big Idea: That's the Spirit!</b></p> <p>How can you show your community spirit?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	<p>Leveled Reader Main Selection, Paired Selection</p> <p>A: Approaching Level O: On Level E: EL B: Beyond Level</p>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<p><b>Unit 3 Writing Focus:</b> Opinion Writing</p> <p><b>Unit 3 Writing Products:</b> Book Review; Opinion Essay</p>	
<p><b>Week 2 Weekly Concept:</b> Helping the Community</p> <p><b>Essential Question:</b> In what ways can you help your community?</p> <p><b>Connect to Science:</b> Understand where resources come from and how they affect the environment.</p>	<p>Title: "Books"</p> <p>Genre: Historical Fiction</p> <p>Strategy: Visualize</p>	<p>Short Text: "Remembering Hurricane Katrina"</p> <p>Lexile: 800L</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Point of View</p>	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p><b>Main Selection</b> Genre: Realistic Fiction</p> <p>Title: <i>Aguinaldo</i></p> <p>Lexile: 650L</p> <p><b>Paired Selection</b> Genre: Informational Text: Expository</p> <p>Title: "Partaking in Public Service"</p> <p>Lexile: 770L</p>	<p>Strategy: Visualize</p> <p>Skill: Point of View</p> <p><b>Main Selections</b> Genre: Realistic Fiction</p> <p><b>Titles:</b> A: <i>Playground Buddy</i> O: <i>Brick by Brick</i> E: <i>Brick by Brick</i> B: <i>Standing Guard</i></p> <p><b>Paired Selections</b> Genre: Informational Text: Expository</p> <p><b>Titles:</b> A: "Making a Difference" O: "A Big Heart" E: "A Big Heart" B: "The Great Big Birthday Bash"</p> <p><b>Lexiles</b> A: 590L O: 690L E: 500L B: 760L</p>	<p>Reading/Writing Workshop: Specific Vocabulary; Genre</p> <p><b>Literature Anthology:</b> Prior Knowledge; Sentence Structure; Genre; Connection of Ideas; Specific Vocabulary; Organization</p>	<p><b>Vocabulary Words:</b> assigned generosity gingerly mature organizations residents scattered selective</p> <p><b>Additional Academic Vocabulary:</b> flashback inferences</p> <p><b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements</p> <p><b>Build Vocabulary:</b> skip, rickety, polished, corridor, helpings, indigestion, clutching, hovering, medley, vivid, caressed, serenaded, textures</p>	<p><b>Phonics/Spelling Skill:</b> Words with Silent Letters</p> <p><b>Structural Analysis:</b> Open Syllables</p>	<p><b>Fluency Skill:</b> Expression</p>	<p><b>Writing Trait: Word Choice:</b> Strong Words</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> "Remembering Hurricane Katrina"</p> <p><b>Literature Anthology:</b> <i>Aguinaldo</i>, "Partaking in Public Service"</p> <p><b>Grammar Skill:</b> Verb Tenses</p> <p><b>Grammar Mechanics:</b> Subject-Verb Agreement</p>	<p><b>Inquiry Space:</b> Opinion Take a Stand: The Environment</p>

Grade 4

Unit 3										
<b>Big Idea: That's the Spirit!</b>  How can you show your community spirit?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 3 Writing Focus:</b> Opinion Writing  <b>Unit 3 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 3 Weekly Concept:</b> Liberty and Justice  <b>Essential Question:</b> How can one person make a difference?  <b>Connect to Science:</b> Understand where resources come from and how they affect the environment	Title: "Nelson Mandela: Working for Freedom"  Genre: Informational Text: Biography  Strategy: Reread	Short Text: "Judy's Appalachia"  Lexile: 830L  Genre: Informational Text: Biography  Strategy: Reread  Skill: Author's Point of View  Text Feature: Time line	Strategy: Reread  Skill: Author's Point of View  <u>Main Selections</u> Genre: Biography  Titles: A: <i>Jacob Riis: Champion of the Poor</i> O: <i>Jacob Riis: Champion of the Poor</i> E: <i>Jacob Riis: Champion of the Poor</i> B: <i>Jacob Riis: Champion of the Poor</i>  <u>Paired Selections</u> Genre: Biography  Titles: A: "The Fight for Equality" O: "The Fight for Equality" E: "The Fight for Equality" B: "The Fight for Equality"  Lexiles A: 610L O: 790L E: 650L	Strategy: Reread  Skill: Author's Point of View  <u>Main Selections</u> Genre: Biography  Titles: A: <i>Jacob Riis: Champion of the Poor</i> O: <i>Jacob Riis: Champion of the Poor</i> E: <i>Jacob Riis: Champion of the Poor</i> B: <i>Jacob Riis: Champion of the Poor</i>  <u>Paired Selections</u> Genre: Biography  Titles: A: "The Fight for Equality" O: "The Fight for Equality" E: "The Fight for Equality" B: "The Fight for Equality"  Lexiles A: 610L O: 790L E: 650L	Reading/Writing Workshop: Connection of Ideas; Specific Vocabulary  Literature Anthology: Prior Knowledge; Purpose; Connection of Ideas; Specific Vocabulary; Organization; Sentence Structure; Genre	Vocabulary Words: boycott encouragement fulfill injustice mistreated protest qualified registered  Additional Academic Vocabulary: time line evidence  Additional Domain Words: civil rights sit-in  Vocabulary Strategy: Synonyms and Antonyms  Build Vocabulary: lured, register, intended, regardless, suited, trace, staged, jeered, burly, disciplined	Phonics/Spelling Skill: Soft c and g  Structural Analysis: Final e Syllables	Fluency Skill: Accuracy	Writing Trait: Ideas: Relevant Evidence  Write About the Text: Opinion  Write to Sources: Reading/Writing Workshop: "Judy's Appalachia" Literature Anthology: <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> , "Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement"  Grammar Skill: Main and Helping Verbs  Grammar Mechanics: Punctuation in Contractions	Inquiry Space: Opinion Take a Stand: The Environment

Grade 4

Unit 3										
<b>Big Idea: That's the Spirit!</b>  How can you show your community spirit?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 3 Writing Focus:</b> Opinion Writing  <b>Unit 3 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 4</b> <b>Weekly Concept:</b> Powerful Words  <b>Essential Question:</b> How can words lead to change?	<b>Title:</b> "Bringing Words to the Deaf"  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread	<b>Short Text:</b> "Words for Change"  <b>Lexile:</b> 820L  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Text Features:</b> Captions; Primary Sources	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Informational Text: Biography  <b>Title:</b> <i>Abe's Honest Words: The Life of Abraham Lincoln</i>  <b>Lexile:</b> 780L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Speech  <b>Title:</b> "A New Birth of Freedom"  <b>Lexile:</b> 1240L	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Point of View  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> <i>Nellie Bly: Reporter for the Underdog</i> <b>O:</b> <i>Nellie Bly: Reporter for the Underdog</i> <b>E:</b> <i>Nellie Bly: Reporter for the Underdog</i> <b>B:</b> <i>Nellie Bly: Reporter for the Underdog</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> "Around the World" <b>O:</b> "Around the World" <b>E:</b> "Around the World" <b>B:</b> "Around the World"  <b>Lexiles</b> <b>A:</b> 680L <b>O:</b> 790L <b>E:</b> 730L	<b>Reading/Writing Workshop:</b> Purpose; Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Sentence Structure; Organization; Connection of Ideas; Purpose	<b>Vocabulary Words:</b> address divided haste opposed perish proclamation shattered tension  <b>Additional Academic Vocabulary:</b> biography author's point of view  <b>Additional Domain Words:</b> office inaugural federal Union  <b>Vocabulary Strategy:</b> Latin and Greek Suffixes  <b>Build Vocabulary:</b> prowling, lanky, spin, hideous, engaged, humble, relations, resolve, backwoods, rebellion	<b>Phonics/Spelling Skill:</b> Plurals  <b>Structural Analysis:</b> Suffixes -ment, -ness, -age, -ance, -ence	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> <b>Organization:</b> Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Words for Change" <b>Literature Anthology:</b> <i>Abe's Honest Words: The Life of Abraham Lincoln</i> , "A New Birth of Freedom"  <b>Grammar Skill:</b> Linking Verbs  <b>Grammar Mechanics:</b> Subject-Verb Agreement	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment

Grade 4

Unit 3										
<p><b>Big Idea: That's the Spirit!</b></p> <p>How can you show your community spirit?</p>	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<p><b>Unit 3 Writing Focus:</b> Opinion Writing</p> <p><b>Unit 3 Writing Products:</b> Book Review; Opinion Essay</p>	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Feeding the World</p> <p><b>Essential Question:</b> In what ways can advances in science be helpful or harmful?</p> <p><b>Connect to Science:</b> Research a problem before beginning a design solution.</p>	<p><b>Title:</b> "All About Organic"</p> <p><b>Genre:</b> Informational Text: Persuasive Article</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> "Food Fight"</p> <p><b>Lexile:</b> 870L</p> <p><b>Genre:</b> Informational Text: Persuasive Article</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Text Feature:</b> Maps</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text: Persuasive</p> <p><b>Title:</b> <i>A New Kind of Corn</i></p> <p><b>Lexile:</b> 880L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text: Procedural</p> <p><b>Title:</b> "The Pick of the Patch"</p> <p><b>Lexile:</b> 920L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Author's Point of View</p> <p><b>Main Selections</b> <b>Genre:</b> Persuasive Text</p> <p><b>Titles:</b> A: <i>The Battle Against Pests</i> O: <i>The Battle Against Pests</i> E: <i>The Battle Against Pests</i> B: <i>The Battle Against Pests</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Procedural Text</p> <p><b>Titles:</b> A: "Making an Organic Garden" O: "Making an Organic Garden" E: "Making an Organic Garden" B: "Making an Organic Garden"</p> <p><b>Lexiles</b> A: 750L O: 880L E: 770L B: 910L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Connection of Ideas</p> <p><b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> advancements agriculture characteristics concerns disagreed inherit prevalent resistance</p> <p><b>Additional Academic Vocabulary:</b> book review audience</p> <p><b>Additional Domain Word:</b> gourd</p> <p><b>Vocabulary Strategy:</b> Greek Roots</p>	<p><b>Phonics/Spelling Skill:</b> Compound Words</p> <p><b>Structural Analysis:</b> Roots and Related Words</p>	<p><b>Fluency Skill:</b> Rate</p>	<p><b>Writing Trait: Voice:</b> Audience and Purpose</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources: Reading/Writing Workshop:</b> "Food for Fight"</p> <p><b>Literature Anthology:</b> <i>A New Kind of Corn</i>, "The Pick of the Patch"</p> <p><b>Grammar Skill:</b> Irregular Verbs</p> <p><b>Grammar Mechanics:</b> Correct Verb Usage</p>	<p><b>Inquiry Space:</b> Opinion Take a Stand: The Environment</p>

Grade 4

Unit 4										
<b>Big Idea: Fact or Fiction?</b> How do different writers treat the same topic? (Nursery Rhyme: "Star Light, Star Bright")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 4 Writing Focus:</b> Narrative Text/Poetry  <b>Unit 4 Writing Products:</b> Friendly Letter; Poetry	
<b>Week 1</b> <b>Weekly Concept:</b> Our Government  <b>Essential Question:</b> Why do we need government?  <b>Connect to Social Studies:</b> Understand the structures and functions of state government.	<b>Title:</b> "Speaking Out Against Child Labor"  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "A World Without Rules"  <b>Lexile:</b> 830L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Boldface Words; Pronunciations	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>See How They Run</i>  <b>Lexile:</b> 870L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> "The Birth of American Democracy"  <b>Lexile:</b> 830L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> <i>A Day in the Senate</i> <b>O:</b> <i>A Day in the Senate</i> <b>E:</b> <i>A Day in the Senate</i> <b>B:</b> <i>A Day in the Senate</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> "A New President Takes Office" <b>O:</b> "A New President Takes Office" <b>E:</b> "A New President Takes Office" <b>B:</b> "A New President Takes Office"  <b>Lexiles</b> <b>A:</b> 680L <b>O:</b> 820L <b>E:</b> 800L <b>B:</b> 890L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Purpose  <b>Literature Anthology:</b> Connection of Ideas; Sentence Structure; Specific Vocabulary; Organization; Purpose; Prior Knowledge	<b>Vocabulary Words:</b> amendments commitment compromise democracy eventually legislation privilege version  <b>Additional Academic Vocabulary:</b> opinion topic  <b>Additional Domain Words:</b> ballots tallies  <b>Vocabulary Strategy:</b> Latin Roots  <b>Build Vocabulary:</b> prehistoric, conquering, declared, appoints, enforce, banned, proclaiming	<b>Phonics/Spelling Skill:</b> Inflectional Endings  <b>Structural Analysis:</b> Vowel Team Syllables	<b>Fluency Skill:</b> Phrasing and Rate	<b>Writing Trait:</b> <b>Organization:</b> Strong Paragraphs  <b>Write About the Text:</b> Opinion  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "A World Without Rules" <b>Literature Anthology:</b> <i>See How They Run</i> , "The Birth of American Democracy"  <b>Grammar Skill:</b> Pronouns and Antecedents  <b>Grammar Mechanics:</b> Pronoun Capitalization and Clarity	<b>Inquiry Space:</b> Narrative Write About: Bullying



Grade 4

Unit 4										
<b>Big Idea: Fact or Fiction?</b>  How do different writers treat the same topic?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 4 Writing Focus:</b> Narrative Text/Poetry  <b>Unit 4 Writing Products:</b> Friendly Letter; Poetry	
<b>Week 2</b> <b>Weekly Concept:</b> Leadership  <b>Essential Question:</b> Why do people run for public office?  <b>Connect to Social Studies:</b> Find out why people run for public office.	<b>Title:</b> "Elephant Versus Monkey"  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> "The TimeSpecs 3000"  <b>Lexile:</b> 910L  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Fantasy  <b>Title:</b> <i>LaRue for Mayor</i>  <b>Lexile:</b> 890L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> "Bringing Government Home: Understanding State and Local Government"  <b>Lexile:</b> 900L	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> <i>Floozle Dreams</i> <b>O:</b> <i>The Wolves of Yellowstone</i> <b>E:</b> <i>The Wolves of Yellowstone</i> <b>B:</b> <i>Krillville</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> "The Job of a Governor" <b>O:</b> "Who Wants to Be Mayor?" <b>E:</b> "Who Wants to Be Mayor?" <b>B:</b> "Running a Town"  <b>Lexiles</b> <b>A:</b> 670L <b>O:</b> 740L <b>E:</b> 610L <b>B:</b> 810L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Purpose; Specific Vocabulary; Organization; Prior Knowledge; Sentence Structure; Connection of Ideas; Genre	<b>Vocabulary Words:</b> accompanies campaign governor intend opponent overwhelming tolerate weary  <b>Additional Academic Vocabulary:</b> character dialogue  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> confined delinquency, persevere, plagued, capped, rambunctious, spirited, lurid, ravings, decry, envy, hooligans, chums, confront, dignified	<b>Phonics/Spelling Skill:</b> Inflectional Endings: Changing <i>y</i> to <i>i</i>  <b>Structural Analysis:</b> <i>r</i> -Controlled Vowel Syllables	<b>Fluency Skill:</b> Phrasing and Expression	<b>Writing Trait: Ideas:</b> Develop Character  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The TimeSpecs 3000" <b>Literature Anthology:</b> <i>LaRue for Mayor</i> , "Bringing Government Home: Understanding State and Local Government"  <b>Grammar Skill:</b> Types of Pronouns  <b>Grammar Mechanics:</b> Subject and Object Pronouns	<b>Inquiry Space:</b> Narrative Write About: Bullying

Grade 4

Unit 4										
<b>Big Idea: Fact or Fiction?</b>  How do different writers treat the same topic?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 4 Writing Focus:</b> Narrative Text/Poetry  <b>Unit 4 Writing Products:</b> Friendly Letter; Poetry	
<b>Week 3</b> <b>Weekly Concept:</b> Breakthroughs  <b>Essential Question:</b> How do inventions and technology affect your life?  <b>Connect to Science:</b> Develop solutions to problems.	<b>Title:</b> "Good-bye Icebox!"  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> "A Telephone Mix-Up"  <b>Lexile:</b> 950L  <b>Genre:</b> Historical Fiction  <b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selection</b> <b>Genre:</b> Historical Fiction  <b>Title:</b> <i>The Moon Over Star</i>  <b>Lexile:</b> 860L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> "3 ... 2 ... 1 We Have Spin-Off!"  <b>Lexile:</b> 900L	<b>Strategy:</b> Make, Confirm, or Revise Predictions  <b>Skill:</b> Point of View  <b>Main Selections</b> <b>Genre:</b> Historical Fiction  <b>Titles:</b> A: <i>Ron's Radio</i> O: <i>The Freedom Machine</i> E: <i>The Freedom Machine</i> B: <i>A Better Way</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: "Roosevelt's Fireside Chats" O: "The Interstate Highway System" E: "The Interstate Highway System" B: "A History of Washing Technology"  <b>Lexiles</b> A: 620L O: 690L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> Genre; Sentence Structure; Specific Vocabulary; Prior Knowledge; Connection of Ideas; Purpose; Organization	<b>Vocabulary Words:</b> decade directing engineering gleaming scouted squirmed technology tinkering  <b>Additional Academic Vocabulary:</b> historical fiction third-person  <b>Additional Domain Words:</b> launch ignition sequence liftoff  <b>Vocabulary Strategy:</b> Context Clues: Synonyms  <b>Build Vocabulary:</b> bowed, slipped, rumble, hollered, pell-mell, tranquility, pearly, bounding, harvest	<b>Phonics/Spelling Skill:</b> Words with /û/, /û/, and /û/  <b>Structural Analysis:</b> Consonant + /e/ Syllables	<b>Fluency Skill:</b> Expression	<b>Writing Trait: Ideas:</b> Develop Plot  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "A Telephone Mix-Up" <b>Literature Anthology:</b> <i>The Moon Over Star</i> , "3 ... 2 ... 1 We Have Spin-Off!"  <b>Grammar Skill:</b> Pronoun-Verb Agreement  <b>Grammar Mechanics:</b> Punctuation in Dialogue	<b>Inquiry Space:</b> Narrative Write About: Bullying

Grade 4

Unit 4										
<b>Big Idea: Fact or Fiction?</b>  How do different writers treat the same topic?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 4 Writing Focus:</b> Narrative Text/Poetry  <b>Unit 4 Writing Products:</b> Friendly Letter; Poetry	
<b>Week 4</b> <b>Weekly Concept:</b> Wonders in the Sky  <b>Essential Question:</b> How do you explain what you see in the sky?	<b>Title:</b> "Pictures in the Sky"  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "Wonders of the Night Sky"  <b>Lexile:</b> 880L  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Text Features:</b> Diagrams; Boldface Words; Pronunciations	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> <i>Why Does the Moon Change Shape?</i>  <b>Lexile:</b> 900L  <b>Paired Selection</b> <b>Genre:</b> Myths  <b>Titles:</b> "Why the Sun Travels Across the Sky" (Helios); "Why There Is Thunder and Lightning" (Thor)  <b>Lexile:</b> 910L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Text Structure: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> <i>Stargazing</i> <b>O:</b> <i>Stargazing</i> <b>E:</b> <i>Stargazing</i> <b>B:</b> <i>Stargazing</i>  <b>Paired Selections</b> <b>Genre:</b> Myth  <b>Titles:</b> <b>A:</b> "Orion the Hunter" <b>O:</b> "Orion the Hunter" <b>E:</b> "Orion the Hunter" <b>B:</b> "Orion the Hunter"  <b>Lexiles</b> <b>A:</b> 650L <b>O:</b> 450L <b>E:</b> 360L <b>B:</b> 860L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Organization  <b>Literature Anthology:</b> Genre; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> astronomer crescent phases rotates series sliver specific telescope  <b>Additional Academic Words:</b> pronunciation caption  <b>Additional Domain Words:</b> asteroid dwarf planet comet  <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues  <b>Build Vocabulary:</b> bodies, boiling, gases, gradually, original, exists	<b>Phonics/Spelling Skill:</b> Diphthongs /oi/ and /ou/  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Fluency Skill:</b> Accuracy	<b>Writing Trait: Word Choice:</b> Figurative Language  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "Wonders of the Night Sky" <b>Literature Anthology:</b> <i>Why Does the Moon Change Shape?</i> , "Why the Sun Travels Across the Sky" (Helios); "Why There Is Thunder and Lightning" (Thor)  <b>Grammar Skill:</b> Possessive Pronouns  <b>Grammar Mechanics:</b> Possessive Nouns and Pronouns	<b>Inquiry Space:</b> Narrative Write About: Bullying

Grade 4

Unit 4										
<b>Big Idea: Fact or Fiction?</b>  How do different writers treat the same topic?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 4 Writing Focus:</b> Narrative Text/Poetry  <b>Unit 4 Writing Products:</b> Friendly Letter; Poetry	
	<b>Title:</b> "Sam's Box"  <b>Genre:</b> Narrative Poem  <b>Strategy:</b> Visualize	<b>Short Texts:</b> "Sing to Me," "The Climb"  <b>Lexile:</b> NP  <b>Genre:</b> Narrative Poem  <b>Skill:</b> Theme  <b>Literary Elements:</b> Stanza; Repetition	<b>Skill:</b> Theme  <b>Main Selection</b> <b>Genre:</b> Narrative Poem  <b>Titles:</b> "Swimming to the Rock," "The Moondust Footprint"  <b>Lexile:</b> NP  <b>Paired Selection</b> <b>Genre:</b> Narrative Poem  <b>Titles:</b> "Genius," "Winner"  <b>Lexile:</b> NP	<b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> <i>Try, Try Again</i> <b>O:</b> <i>The Math-lete</i> <b>E:</b> <i>The Math-lete</i> <b>B:</b> <i>The Final</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> <b>A:</b> "Sunlight Sparkling on Chrome" <b>O:</b> "Cross-Country Race" <b>E:</b> "Cross-Country Race" <b>B:</b> "Talent Show"  <b>Lexiles</b> <b>A:</b> 600L <b>O:</b> 740L <b>E:</b> 510L <b>B:</b> 800L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Genre  <b>Literature Anthology:</b> Sentence Structure; Organization	<b>Vocabulary Words:</b> attain dangling hovering triumph  <b>Poetry Terms:</b> connotation denotation repetition stanza  <b>Additional Academic Words:</b> sensory stanza  <b>Vocabulary Strategy:</b> Connotation and Denotation	<b>Phonics/Spelling Skill:</b> Variant Vowel /ð/  <b>Structural Analysis:</b> Frequently Confused Words	<b>Fluency Skill:</b> Rate	<b>Writing Trait: Word Choice:</b> Sensory Language  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "Sing to Me," "The Climb" Literature Anthology: "Swimming to the Rock," "The Moondust Footprint," "Genius," "Winner"  <b>Grammar Skill:</b> Pronouns and Homophones  <b>Grammar Mechanics:</b> Contractions and Possessives	<b>Inquiry Space:</b> Narrative Write About: Bullying

Grade 4

Unit 5										
<b>Big Idea: Figure It Out</b> What helps you understand the world around you? (Myth: "Persephone")	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 5 Writing Focus: Informative Text	
									Unit 5 Writing Products: Expository Letter; Research Report	
<b>Week 1</b> <b>Weekly Concept:</b> Making It Happen	<b>Title:</b> "A Special Birthday Hug"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>Short Text:</b> "Sadie's Game"  <b>Lexile:</b> 850L  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> <i>Mama, I'll Give You the World</i>  <b>Lexile:</b> 970L  <b>Paired Selection</b> <b>Genre:</b> Realistic Fiction  <b>Title:</b> "What If It Happened to You?"  <b>Lexile:</b> 890L	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: <i>Saving Stolen Treasure</i> O: <i>The Perfect Present</i> E: <i>The Perfect Present</i> B: <i>First Edition</i>  <b>Paired Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> A: "Miguel's Amazing Shyness Cure" O: "Fly Me to the Moon" E: "Fly Me to the Moon" B: "Magnolia Leaves"  <b>Lexiles</b> A: 560L O: 690L E: 560L B: 750L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary  <b>Literature Anthology:</b> Prior Knowledge; Sentence Structure; Connection of Ideas; Organization; Specific Vocabulary	<b>Vocabulary Words:</b> bouquet emotion encircle express fussy portraits sparkles whirl  <b>Additional Academic Words:</b> foreshadowing metaphor  <b>Vocabulary Strategy:</b> Figurative Language: Similes and Metaphors  <b>Build Vocabulary:</b> radiance, soother, snippets, spare, twinkling,	<b>Phonics/Spelling Skill:</b> Closed Syllables  <b>Structural Analysis:</b> Latin Prefixes	<b>Fluency Skill:</b> Expression	<b>Writing Trait:</b> <b>Organization:</b> Strong Openings  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Sadie's Game" <b>Literature Anthology:</b> <i>Mama, I'll Give You the World</i> , "What If It Happened to You?"  <b>Grammar Skill:</b> Adjectives  <b>Grammar Mechanics:</b> Punctuation	<b>Research and Inquiry</b>  <b>Project:</b> Research an Aid Organization  <b>Product:</b> Poster

Grade 4

Unit 5										
<b>Big Idea: Figure It Out</b>  What helps you understand the world around you?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 5 Writing Focus: Informative Text	
									Unit 5 Writing Products: Expository Letter; Research Report	
<b>Week 2</b> <b>Weekly Concept:</b> On the Move  <b>Essential Question:</b> What are some reasons people moved west?  <b>Connect to Social Studies:</b> Explain why people moved to the West.	<b>Title:</b> "Horse-Tamer Hattie Heads West"  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Visualize	<b>Short Text:</b> "My Big Brother, Johnny Kaw"  <b>Lexile:</b> 850L  <b>Genre:</b> Tall Tale  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selection</b> <b>Genre:</b> Tall Tale  <b>Title:</b> <i>Apples to Oregon</i>  <b>Lexile:</b> 840L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> "Westward Bound: Settling the American West"  <b>Lexile:</b> 830L	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Cause and Effect  <b>Main Selections</b> <b>Genre:</b> Tall Tale  <b>Titles:</b> A: <i>The Adventures of Sal Fink</i> O: <i>The Great Man of Nebraska</i> E: <i>The Great Man of Nebraska</i> B: <i>The Tale of John Henry</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> A: "Traveling on the Mississippi" O: "Westward Ho!" E: "Westward Ho!" B: "The Transcontinental Railroad"  <b>Lexiles</b> A: 650L O: 730L E: 650L B: 800L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Genre  <b>Literature Anthology:</b> Genre; Purpose; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> plunging prospector scoffed settlement shrivel territories topple withered  <b>Additional Academic Words</b> hyperbole tall tale  <b>Vocabulary Strategy:</b> Homographs  <b>Build Vocabulary:</b> sturdy, daring, fluttering, brow, slinking, numb, swanky	<b>Phonics/Spelling Skill:</b> Open Syllables  <b>Structural Analysis:</b> Irregular Plurals	<b>Fluency Skill:</b> Intonation and Phrasing	<b>Writing Trait: Sentence Fluency:</b> Vary Sentence Types  <b>Write About the Text:</b> Narrative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "My Big Brother, Johnny Kaw"  <b>Literature Anthology:</b> <i>Apples to Oregon</i> , "Westward Bound: Settling the American West"  <b>Grammar Skill:</b> Articles  <b>Grammar Mechanics:</b> Articles and Demonstrative Adjectives	<b>Research and Inquiry</b>  <b>Project:</b> Map the Oregon Trail  <b>Product:</b> Map

Grade 4

Unit 5										
<b>Big Idea: Figure It Out</b>  What helps you understand the world around you?	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
									<b>Unit 5 Writing Focus:</b> Informative Text  <b>Unit 5 Writing Products:</b> Expository Letter; Research Report	
<b>Week 3 Weekly Concept:</b> Inventions  <b>Essential Question:</b> How can inventions solve problems?  <b>Connect to Science:</b> Understand that energy can be transferred by sound, light, heat and electric currents.	<b>Title:</b> "George Washington Carver: Scientist and Inventor"  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Stephanie Kwolek: Inventor"  <b>Lexile:</b> 830L  <b>Genre:</b> Informational Text: Biography  <b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Problem and Solution  <b>Text Features:</b> Time Lines; Photographs and Captions	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Problem and Solution  <b>Main Selection</b> <b>Genre:</b> Informational Text: Biography  <b>Title:</b> <i>How Ben Franklin Stole the Lightning</i>  <b>Lexile:</b> 970L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> "Energy Is Everywhere!"  <b>Lexile:</b> 890L	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Problem and Solution  <b>Main Selections</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> <i>The Inventive Lewis Latimer</i> <b>O:</b> <i>The Inventive Lewis Latimer</i> <b>E:</b> <i>The Inventive Lewis Latimer</i> <b>B:</b> <i>The Inventive Lewis Latimer</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> "The Nature of Light" <b>O:</b> "The Nature of Light" <b>E:</b> "The Nature of Light" <b>B:</b> "The Nature of Light"  <b>Lexiles</b> <b>A:</b> 630L <b>O:</b> 800L <b>E:</b> 710L <b>B:</b> 900L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> Genre; Sentence Structure; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge	<b>Vocabulary Words:</b> dizzy experiment genuine hilarious mischief nowadays politician procedure  <b>Additional Domain Words:</b> polymer charted Gulf Stream  <b>Additional Academic Words:</b> sources transition  <b>Vocabulary Strategy:</b> Greek Roots  <b>Build Vocabulary:</b> tame, brewing, celebrated, cords, attract, shed, handy	<b>Phonics/Spelling Skill:</b> Vowel Teams  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Fluency Skill:</b> Rate and Accuracy	<b>Writing Trait:</b> Sentence Fluency: Transitions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "Stephanie Kwolek: Inventor"  <b>Literature Anthology:</b> <i>How Ben Franklin Stole the Lightning</i> , "Energy Is Everywhere!"  <b>Grammar Skill:</b> Adjectives That Compare  <b>Grammar Mechanics:</b> Punctuation in Letters	<b>Research and Inquiry</b>  <b>Project:</b> Research an Inventor  <b>Product:</b> Online Report

Grade 4

Unit 5										
<b>Big Idea: Figure It Out</b>  What helps you understand the world around you?	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
									<b>Unit 5 Writing Focus:</b> Informative Text	
									<b>Unit 5 Writing Products:</b> Expository Letter; Research Report	
<b>Week 4 Weekly Concept:</b> Zoom In  <b>Essential Question:</b> What can you discover when you look closely at something?  <b>Connect to Science:</b> Learn that waves can be made in water when the surface is disturbed.	<b>Title:</b> "Stick Like a Gecko"  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Your World Up Close"  <b>Lexile:</b> 860L  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Photographs and Captions	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> <i>A Drop of Water</i>  <b>Lexile:</b> 870L  <b>Paired Selection</b> <b>Genre:</b> Fantasy  <b>Title:</b> "The Incredible Shrinking Potion"  <b>Lexile:</b> 980L	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> <i>Secrets of the Ice</i> <b>O:</b> <i>Secrets of the Ice</i> <b>E:</b> <i>Secrets of the Ice</i> <b>B:</b> <i>Secrets of the Ice</i>  <b>Paired Selections</b> <b>Genre:</b> Fantasy  <b>Titles:</b> <b>A:</b> "Super-vision" <b>O:</b> "Super-vision" <b>E:</b> "Super-vision" <b>B:</b> "Super-vision"  <b>Lexiles</b> <b>A:</b> 650L <b>O:</b> 850L <b>E:</b> 780L <b>B:</b> 900L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Connection of Ideas  <b>Literature Anthology:</b> Purpose; Organization; Specific Vocabulary; Sentence Structure; Connection of Ideas; Genre	<b>Vocabulary Words:</b> cling dissolves gritty humid magnify microscope mingle typical  <b>Additional Academic Words:</b> summarize formal voice  <b>Additional Domain Words:</b> molecules particles vapor  <b>Vocabulary Strategy:</b> Context Clues: Antonyms  <b>Build Vocabulary:</b> still, swirl, accumulate, expands, coats, intricate, clumps, vanish, evident, spherical, replenishing, roam	<b>Phonics/Spelling Skill:</b> <i>r</i> -Controlled Vowel Syllables  <b>Structural Analysis:</b> Frequently Misspelled Words	<b>Fluency Skill:</b> Rate	<b>Writing Trait: Voice:</b> Formal Voice  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> "Your World Up Close" <b>Literature Anthology:</b> <i>A Drop of Water</i> , "The Incredible Shrinking Potion"  <b>Grammar Skill:</b> Comparing With <i>More</i> and <i>Most</i>  <b>Grammar Mechanics:</b> Combining Sentences	<b>Research and Inquiry</b>  <b>Project:</b> Research the Hubble Space Telescope  <b>Product:</b> Illustrated Summary



Grade 4

Unit 5										
<b>Big Idea: Figure It Out</b>  What helps you understand the world around you?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 5 Writing Focus:</b> Informative Text  <b>Unit 5 Writing Products:</b> Expository Letter; Research Report	
<b>Week 5</b> <b>Weekly Concept:</b> Digging Up the Past  <b>Essential Question:</b> How can learning about the past help you understand the future?  <b>Connect to Social Studies:</b> Describe the Spanish exploration and colonization of what is now the United States.	<b>Title:</b> "Pictures From Long Ago"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Summarize	<b>Short Text:</b> "Where It All Began"  <b>Lexile:</b> 930L  <b>Genre:</b> Informational Text: Informational Article  <b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Text Features:</b> Sidebar; Map	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Main Selection</b> <b>Genre:</b> Informational Text: Informational Article  <b>Title:</b> <i>Rediscovering Our Spanish Beginnings</i>  <b>Lexile:</b> 940L  <b>Paired Selection</b> <b>Genre:</b> Informational Text: Informational Article  <b>Title:</b> "History's Mysteries"  <b>Lexile:</b> 890L	<b>Strategy:</b> Summarize  <b>Skill:</b> Text Structure: Sequence  <b>Main Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: <i>History Detectives</i> O: <i>History Detectives</i> E: <i>History Detectives</i> B: <i>History Detectives</i>  <b>Paired Selections</b> <b>Genre:</b> Informational Text  <b>Titles:</b> A: "Uncovering the Past" O: "Uncovering the Past" E: "Uncovering the Past" B: "Uncovering the Past"  <b>Lexiles</b> A: 690L O: 740L E: 810L B: 880L	<b>Reading/Writing Workshop:</b> Sentence Structure  <b>Literature Anthology:</b> Prior Knowledge; Purpose; Specific Vocabulary	<b>Vocabulary Words:</b> archaeology document era evidence expedition permanent tremendous uncover  <b>Additional Academic Vocabulary:</b> sidebar text structure  <b>Additional Domain Word:</b> excavating  <b>Vocabulary Strategy:</b> Figurative Language: Proverbs and Adages	<b>Phonics/Spelling Skill:</b> Consonant + /e Syllables  <b>Structural Analysis:</b> Latin Suffixes	<b>Fluency Skill:</b> Rate and Expression	<b>Writing Trait:</b> <b>Organization:</b> Strong Conclusions  <b>Write About the Text:</b> Informative Text  <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Where It All Began" <b>Literature Anthology:</b> <i>Rediscovering Our Spanish Beginnings</i> , "History's Mysteries"  <b>Grammar Skill:</b> Comparing With <i>Good</i> and <i>Bad</i>  <b>Grammar Mechanics:</b> Combining Sentences	<b>Research and Inquiry</b>  <b>Project:</b> Research the Job of an Archaeologist  <b>Product:</b> Poster

Grade 4

Unit 6										
<b>Big Idea: Past, Present, and Future</b>  How can you build on what came before?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 6 Writing Focus:</b> Opinion Writing  <b>Unit 6 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 1 Weekly Concept:</b> Old and New  <b>Essential Question:</b> How do traditions connect people?	Title: "Reading the Sky"  Genre: Historical Fiction  Strategy: Reread	Short Text: "A Surprise Reunion"  Lexile: 650L  Genre: Historical Fiction  Strategy: Reread  Skill: Theme	Strategy: Reread  Skill: Theme  <u>Main Selection</u> Genre: Historical Fiction  Title: <i>The Game of Silence</i>  Lexile: 900L  <u>Paired Selection</u> Genre: Informational Text: Expository  Title: "Native Americans: Yesterday and Today"  Lexile: 900L	Strategy: Reread  Skill: Theme  <u>Main Selections</u> Genre: Historical Fiction  Titles: A: <i>The Visit</i> O: <i>Our Teacher, the Hero</i> E: <i>Our Teacher, the Hero</i> B: <i>Continuing On</i>  <u>Paired Selections</u> Genre: Informational Text: Expository  Titles: A: "Native American Boarding Schools" O: "The Life of Sarah Winnemucca" E: "The Life of Sarah Winnemucca" B: "Behind the Trail of Tears"  <u>Lexiles</u> A: 620L O: 700L E: 600L	Reading/Writing Workshop: Prior Knowledge; Connection of Ideas  Literature Anthology: Prior Knowledge; Specific Vocabulary; Connection of Ideas; Sentence Structure; Genre	Vocabulary Words: ancestors despised endurance forfeit honor intensity irritating retreated  Additional Academic Vocabulary: strong words conclusion  Vocabulary Strategy: Connotation and Denotation  Build Vocabulary: blurt, scorch, deranged, absurd, ladle, rangy, ferocious, warily, coveted, serene	Phonics/Spelling Skill: Words with /en/  Structural Analysis: Number Prefixes	Fluency Skill: Rate and Accuracy	Writing Trait: Word Choice: Strong Words  Write About the Text: Narrative Text  Write to Sources: Reading/Writing Workshop: "A Surprise Reunion" Literature Anthology: <i>The Game of Silence</i> , "Native Americans: Yesterday and Today"  Grammar Skill: Adverbs  Grammar Mechanics: <i>Good vs. Well</i>	Research and Inquiry  Project: Research a Traditional Festival  Product: Research Presentation

Grade 4

Unit 6										
<b>Big Idea: Past, Present, and Future</b> How can you build on what came before? (Chinese Proverb)	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									Unit 6 Writing Focus: Opinion Writing  Unit 6 Writing Products: Book Review; Opinion Essay	
<b>Week 2</b> <b>Weekly Concept:</b> Notes from the Past  <b>Essential Question:</b> Why is it important to keep a record of the past?  <b>Connect to Social Studies:</b> Describe daily lives for people who occupied missions	Title: "Waiting for Battle Orders"  Genre: Historical Fiction  Strategy: Reread	Short Text: "Freedom at Fort Mose"  Lexile: 1000L  Genre: Historical Fiction  Strategy: Reread  Skill: Theme	Strategy: Reread  Skill: Theme  <u>Main Selection</u> Genre: Historical Fiction  Title: <i>Valley of the Moon</i>  Lexile: 880L  <u>Paired Selection</u> Genre: Informational Text: Expository  Title: "One Nation, Many Cultures"  Lexile: 1050L	Strategy: Reread  Skill: Theme  <u>Main Selections</u> Genre: Historical Fiction  Titles: A: <i>Mabuhay!</i> O: <i>Nonna's Recipes</i> E: <i>Nonna's Recipes</i> B: <i>Song and Dance</i>  <u>Paired Selections</u> Genre: Informational Text: Expository  Titles: A: "The Pensionados" O: "Little Italy" E: "Little Italy" B: "In Search of a Better Life"  <u>Lexiles</u> A: 580L O: 740L E: 510L B: 780L	Reading/Writing Workshop: Genre; Connection of Ideas  Literature Anthology: Purpose; Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary; Genre	Vocabulary Words: depicts detested discarded eldest ignored obedience refuge treacherous  Additional Academic Vocabulary: diary intonation  Vocabulary Strategy: Homophones  Build Vocabulary: resentment, headstrong, ravaged, plot, bleak, remnants, sparse, treacherous, tolerant, quills	Phonics/Spelling Skill: Homophones  Structural Analysis: Latin Suffixes	Fluency Skill: Intonation	Writing Trait: Organization: Sequence  Write About Reading: Narrative Text  Write to Sources: Reading/Writing Workshop: "Freedom at Fort Mose" Literature Anthology: <i>Valley of the Moon</i> , "One Nation, Many Cultures"  Grammar Skill: Comparing with Adverbs  Grammar Mechanics: Review Punctuation and Capitalization	Research and Inquiry  Project: Fictional Journal Entry  Product: Journal Entry

Grade 4

Unit 6										
<b>Big Idea: Past, Present, and Future</b>  How can you build on what came before?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 6 Writing Focus:</b> Opinion Writing  <b>Unit 6 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 3 Weekly Concept:</b> Resources  <b>Essential Question:</b> How have our energy resources changed over the years?  <b>Connect to Science:</b> Develop possible solutions through engineering design.	<b>Title:</b> "Light Through the Ages"  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "The Great Energy Debate"  <b>Lexile:</b> 910L  <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Sidebars	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Narrative Nonfiction  <b>Title:</b> <i>Energy Island</i>  <b>Lexile:</b> 840L  <b>Paired Selection</b> <b>Genre:</b> Myths  <b>Title:</b> "The Gift of Fire" (Prometheus); "Water vs. Wisdom" (Poseidon and Athena)  <b>Lexile:</b> 910L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> A: <i>Planet Power</i> O: <i>Planet Power</i> E: <i>Planet Power</i> B: <i>Planet Power</i>  <b>Paired Selections</b> <b>Genre:</b> Myth  <b>Titles:</b> A: "Helios and Phaeton" O: "Helios and Phaeton" E: "Helios and Phaeton" B: "Helios and Phaeton"  <b>Lexiles</b> A: 700L O: 850L E: 770L B: 920L	<b>Reading/Writing Workshop:</b> Organization; Genre  <b>Literature Anthology:</b> Genre; Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose	<b>Vocabulary Words:</b> coincidence consequences consume converted efficient incredible installed renewable  <b>Additional Domain Words:</b> resource nonrenewable energy  <b>Additional Academic Vocabulary:</b> Venn diagram transition words  <b>Vocabulary Strategy:</b> Latin and Greek Prefixes  <b>Build Vocabulary:</b> ideal, fiercer, secondhand, invest, enormous, whizzes, emissions	<b>Phonics/Spelling Skill:</b> Prefixes  <b>Structural Analysis:</b> Words from Mythology	<b>Fluency Skill:</b> Expression	<b>Writing Trait: Word Choice:</b> Transition Words  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> "The Great Energy Debate"  <b>Literature Anthology:</b> <i>Energy Island</i> , "The Gift of Fire" (Prometheus); "Water vs. Wisdom" (Poseidon and Athena)  <b>Grammar Skill:</b> Negatives  <b>Grammar Mechanics:</b> Correcting Double Negatives	<b>Research and Inquiry</b>  <b>Project:</b> Research Energy Sources  <b>Product:</b> Venn Diagram

Grade 4

<b>Unit 6</b>										
<b>Big Idea: Past, Present, and Future</b>  How can you build on what came before?	<b>Read Aloud</b>	<b>Reading/Writing Workshop Comprehension</b>	<b>Literature Anthology Main Selection, Paired Selection</b>	<b>Leveled Reader Main Selection, Paired Selection</b> <b>A: Approaching Level</b> <b>O: On Level</b> <b>E: EL</b> <b>B: Beyond Level</b>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>	<b>Research</b>
									<b>Unit 6 Writing Focus:</b> Opinion Writing  <b>Unit 6 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 4 Weekly Concept:</b> Money Matters  <b>Essential Question:</b> What has been the role of money over time?  <b>Connect to Social Studies:</b> Describe the development of state industries such as commercial agriculture.	<b>Title:</b> "All About Money"  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Ask and Answer Questions	<b>Short Text:</b> "The History of Money"  <b>Lexile:</b> 900L  <b>Genre:</b> Informational Text: Expository  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Headings; Glossary	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository  <b>Title:</b> <i>The Big Picture of Economics</i>  <b>Lexile:</b> 970L  <b>Paired Selection</b> <b>Genre:</b> Fiction: Folktale  <b>Title:</b> "The Miller's Good Luck"  <b>Lexile:</b> 830L	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Main Selections</b> <b>Genre:</b> Informational Text: Expository  <b>Titles:</b> <b>A:</b> <i>The Bike Company</i> <b>O:</b> <i>The Bike Company</i> <b>E:</b> <i>The Bike Company</i> <b>B:</b> <i>The Bike Company</i>  <b>Paired Selections</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> "The Shirt of Happiness" <b>O:</b> "The Shirt of Happiness" <b>E:</b> "The Shirt of Happiness" <b>B:</b> "The Shirt of Happiness"  <b>Lexiles</b> <b>A:</b> 600L <b>O:</b> 790L <b>E:</b> 710L <b>B:</b> 860L	<b>Reading/Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b> Genre; Specific Vocabulary; Purpose; Connection of Ideas	<b>Vocabulary Words:</b> currency economics entrepreneur global invest marketplace merchandise transaction  <b>Additional Domain Words:</b> scarcity opportunity cost  <b>Additional Academic Vocabulary:</b> scanning skimming  <b>Vocabulary Strategy:</b> Figurative Language: Proverbs and Adages  <b>Build Vocabulary:</b> self-sufficient, exchanged, anxious, determined, increase, product, determined, increase, product, emissions	<b>Phonics/Spelling Skill:</b> Suffixes  <b>Structural Analysis:</b> Greek and Latin Roots	<b>Fluency Skill:</b> Accuracy	<b>Writing Trait: Word Choice:</b> Content Words  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: Reading/Writing Workshop:</b> "The History of Money" <b>Literature Anthology:</b> <i>The Big Picture of Economics</i> , "The Miller's Good Luck"  <b>Grammar Skill:</b> Prepositions  <b>Grammar Mechanics:</b> Review Using Quotations	<b>Research and Inquiry</b>  <b>Project:</b> Research World Currencies  <b>Product:</b> Research Board Presentation

Grade 4

Unit 6										
<b>Big Idea: Past, Present, and Future</b>  How can you build on what came before?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: EL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing	Research
									<b>Unit 6 Writing Focus:</b> Opinion Writing  <b>Unit 6 Writing Products:</b> Book Review; Opinion Essay	
<b>Week 5</b> <b>Weekly Concept:</b> Finding My Place  <b>Essential Question:</b> What shapes a person's identity?	<b>Title:</b> "Papa's Pastry Shop," "One Day"  <b>Genre:</b> Free Verse Poetry  <b>Strategy:</b> Reread	<b>Short Texts:</b> "Climbing Blue Hill," "My Name Is Ivy," "Collage"  <b>Lexile:</b> NP  <b>Genre:</b> Free Verse Poetry  <b>Skill:</b> Theme  <b>Literary Elements:</b> Imagery; Personification	<b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Free Verse Poetry  <b>Titles:</b> "The Drum," "Birdfoot's Grampa," "My Chinatown"  <b>Lexile:</b> NP  <b>Paired Selections</b> <b>Genre:</b> Free Verse Poetry  <b>Titles:</b> "Growing Up," "My People"  <b>Lexile:</b> NP	<b>Skill:</b> Theme  <b>Main Selections</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> <i>Hooked</i> <b>O:</b> <i>Homesick for American Samoa</i> <b>E:</b> <i>Homesick for American Samoa</i> <b>B:</b> <i>Saving Snowdrop</i>  <b>Paired Selections</b> <b>Genre:</b> Poetry  <b>Titles:</b> <b>A:</b> "Let's Make Music" <b>O:</b> "Piecing It All Together" <b>E:</b> "Piecing It All Together" <b>B:</b> "I Can Do It!"  <b>Lexiles</b> <b>A:</b> 620L <b>O:</b> 740L <b>E:</b> 570L <b>B:</b> 810L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Specific Vocabulary  <b>Literature Anthology:</b> Purpose; Prior Knowledge	<b>Vocabulary Words:</b> gobble individuality mist roots  <b>Poetry Terms:</b> free verse imagery metaphor personification  <b>Additional Academic Vocabulary:</b> meter supporting details  <b>Vocabulary Strategy:</b> Figurative Language: Metaphors	<b>Phonics/Spelling Skill:</b> Prefixes and Suffixes  <b>Structural Analysis:</b> Words from Around the World	<b>Fluency Skill:</b> Phrasing	<b>Writing Trait: Ideas:</b> Supporting Details  <b>Write About the Text:</b> Opinion  <b>Write to Sources: Reading/Writing Workshop:</b> "Climbing Blue Hill," "My Name is Ivy," "Collage" Literature Anthology: "The Drum," "Birdfoot's Grampa," "My Chinatown," "Growing Up," "My People"  <b>Grammar Skill:</b> Using Prepositions  <b>Grammar Mechanics:</b> Using Commas with Phrases	<b>Research and Inquiry</b>  <b>Project:</b> Conduct Peer Interviews  <b>Product:</b> Free Verse Poem