



# Grade 4 • Unit 1 • Scope and Sequence

Big Idea: Think It Through	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
How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)				<b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level					Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: Friendly Letter; Personal Narrative	
<b>Week 1</b> <b>Weekly Concept:</b> Clever Ideas <b>Essential Question:</b> Where do good ideas come from?	<b>Title:</b> “The Princess and the Pea” <b>Genre:</b> Fairy Tale <b>Strategy:</b> Make, Confirm, or Revise Predictions	<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	<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>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	<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>Titles:</b> <b>A:</b> <i>Clever Puss</i> <b>O:</b> <i>Jack and the Extreme Stalk</i> <b>E:</b> <i>Jack and the Extreme Stalk</i> <b>B:</b> <i>Charming Ella</i> <b>Paired Selection</b> <b>Genre:</b> Folktale <b>Titles:</b> <b>A:</b> “Rabbit and the Well” <b>O:</b> “Stone Soup” <b>E:</b> “Stone Soup” <b>B:</b> “Ivana and the Ogre” <b>Lexiles:</b> <b>A:</b> 530L <b>O:</b> 750L <b>E:</b> 430L <b>B:</b> 860L	<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	<b>Vocabulary Words:</b> <i>brainstorm, flattened, frantically, gracious, muttered, official, original, stale</i> <b>Additional Academic Vocabulary:</b> <i>sequence, descriptive details</i> <b>Vocabulary Strategy:</b> Context Clues: Synonyms <b>Build Vocabulary:</b> <i>humble, surveying, processions, clung, snipped, wail, escorted, paced, fragrance, scrumptious, generous</i>	<b>Phonics/Spelling Skill:</b> Short Vowels <b>Structural Analysis:</b> Word Inflectional Endings	Intonation	<b>Writing Trait: Ideas:</b> Descriptive Details <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>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	<b>Research and Inquiry</b> <b>Project:</b> Interview a Classmate <b>Product:</b> List of Ideas
<b>Week 2</b> <b>Weekly Concept:</b> Think of Others <b>Essential Question:</b> How do your actions affect others?	<b>Short Text:</b> “Say Something” <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Make, Confirm, or Revise Predictions	<b>Short Text:</b> “The Talent Show” <b>Lexile:</b> 620L <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Title:</b> <i>Experts, Incorporated</i> <b>Lexile:</b> 730L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “Speaking Out to Stop Bullying” <b>Lexile:</b> 800L	<b>Strategy:</b> Make, Confirm, or Revise Predictions <b>Skill:</b> Character, Setting, Plot: Problem and Solution <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> <i>The Dream Team</i> <b>O:</b> <i>Rosa’s Garden</i> <b>E:</b> <i>Rosa’s Garden</i> <b>B:</b> <i>Saving Grasshopper</i> <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <b>A:</b> “Making a Difference” <b>O:</b> “Fresh from the City” <b>E:</b> “Fresh from the City” <b>B:</b> “Backyard Bird Habitats” <b>Lexiles:</b> <b>A:</b> 530L <b>O:</b> 710L <b>E:</b> 540L <b>B:</b> 810L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas <b>Literature Anthology:</b> Genre; Purpose; Sentence Structure; Organization; Connection of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</i> <b>Additional Academic Vocabulary:</b> <i>dialogue, prediction</i> <b>Vocabulary Strategy:</b> Figurative Language: Idioms <b>Build Vocabulary:</b> <i>profession, blushed, shifted, snorted, tone, hyphenated</i>	<b>Phonics/Spelling Skill:</b> Long <i>a</i> <b>Structural Analysis:</b> Inflectional Endings	Expression and Rate	<b>Writing Trait: Ideas:</b> Focus on an Event <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “The Talent Show” <b>Literature Anthology:</b> <i>Experts, Incorporated</i> , “Speaking Out to Stop Bullying” <b>Grammar Skill:</b> Subjects and Predicates <b>Grammar Mechanics:</b> Punctuate Compound Subjects and Predicates	<b>Research and Inquiry</b> <b>Project:</b> Research the Effects of Human Actions <b>Product:</b> Chart



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Big Idea: Think It Through	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
How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)				<b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level					Unit 1 Writing Focus: Narrative Text Unit 1 Writing Products: 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.	<b>Title:</b> “Avalanche!” <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Reread	<b>Short Text:</b> “A World of Change” <b>Lexile:</b> 790L <b>Genre:</b> Informational Text: Expository <b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Compare and Contrast <b>Text Features:</b> Diagrams; Headings	<b>Strategy:</b> Reread <b>Skill: Text Structure:</b> Compare and Contrast <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> <i>Earthquakes</i> <b>Lexile:</b> 870L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> “Tornado” <b>Lexile:</b> 950L	<b>Strategy:</b> Reread <b>Skill:</b> Text Structure: Compare and Contrast <b>Main Selection</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <b>A:</b> <i>Changing Landscapes</i> <b>O:</b> <i>Changing Landscapes</i> <b>E:</b> <i>Changing Landscapes</i> <b>B:</b> <i>Changing Landscapes</i> <b>Paired Selection</b> <b>Genre:</b> Expository <b>Titles:</b> <b>A:</b> “Students Save Wetlands” <b>O:</b> “Students Save Wetlands” <b>E:</b> “Students Save Wetlands” <b>B:</b> “Students Save Wetlands” <b>Lexiles:</b> <b>A:</b> 670L <b>O:</b> 840L <b>E:</b> 740L <b>B:</b> 920L	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose <b>Literature Anthology:</b> Purpose; Genre; Connection of Ideas; Specific Vocabulary	<b>Vocabulary Words:</b> <i>alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</i> <b>Additional Academic Vocabulary:</b> <i>headings, diagrams</i> <b>Additional Domain Words:</b> <i>volcanic, volcanoes, inland, air masses</i> <b>Vocabulary Strategy:</b> Context Clues: Multiple-Meaning Words <b>Build Vocabulary:</b> enormous, precursor, engulfed, flexible, debris	<b>Phonics/Spelling Skill:</b> Long e <b>Structural Analysis:</b> Plurals	Accuracy	<b>Writing Trait: Ideas:</b> Supporting Details <b>Write About the Text:</b> Informative Text <b>Write to Sources: Reading/Writing Workshop:</b> “A World of Change” <b>Literature Anthology:</b> <i>Earthquakes, “Tornado”</i> <b>Grammar Skill:</b> Compound Sentences <b>Grammar Mechanics:</b> Punctuating Compound Sentences	<b>Research and Inquiry</b> <b>Project:</b> Research How to Prepare for a Natural Disaster <b>Product:</b> Poster
<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>Short Text:</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> <i>accelerate, advantage, capabilities, friction, gravity, identity, inquiry, thrilling</i> <b>Additional Academic Vocabulary:</b> <i>realistic friction, transitions</i> <b>Additional Domain Words:</b> <i>level, warp</i> <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements <b>Build Vocabulary:</b> <i>destined, schooled, field, physics</i>	<b>Phonics/Spelling Skill:</b> Long i <b>Structural Analysis:</b> Inflectional Endings	Phrasing and Rate	<b>Writing Trait: Organization:</b> Sequence <b>Write About the Text:</b> Informative Text <b>Write to Sources: 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:</b> Research a Topic <b>Product:</b> Visual Display



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<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Putting Ideas to Work</p> <p><b>Essential Question:</b> How can starting a business help others?</p> <p><b>Connect to Social Studies:</b> Research an important business in your state.</p>	<p><b>Title:</b> “Kids Can Help”</p> <p><b>Genre:</b> Informational Text: Persuasive Article</p> <p><b>Strategy:</b> Reread</p>	<p><b>Short Text:</b> “Dollars and Sense”</p> <p><b>Lexile:</b> 800L</p> <p><b>Genre:</b> Informational Text: Persuasive Article</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Graph; Headings</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text: Persuasive Article</p> <p><b>Title:</b> <i>Kids in Business</i></p> <p><b>Lexile:</b> 790L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text: Procedural Text</p> <p><b>Title:</b> “Starting a Successful Business”</p> <p><b>Lexile:</b> 770L</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Persuasive Text</p> <p><b>Titles:</b> A: <i>Start Small, Think Big</i> O: <i>Start Small, Think Big</i> E: <i>Start Small, Think Big</i> B: <i>Start Small, Think Big</i></p> <p><b>Paired Selection</b> <b>Genre:</b> Procedural Text</p> <p><b>Titles:</b> A: “Spending and Saving” O: “Spending and Saving” E: “Spending and Saving” B: “Spending and Saving”</p> <p><b>Lexile:</b> A: 660L O: 780L E: 710L B: 890L</p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Organization</p> <p><b>Literature Anthology:</b> Specific Vocabulary; Sentence Structure; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>compassionate, enterprise, exceptional, funds, innovative process, routine, undertaking</i></p> <p><b>Additional Academic Vocabulary:</b> <i>persuasive, graphs</i></p> <p><b>Additional Domain Words:</b> <i>entrepreneur, profit</i></p> <p><b>Vocabulary Strategy:</b> Suffixes</p>	<p><b>Phonics/Spelling Skill:</b> Long o</p> <p><b>Structural Analysis:</b> Compound Words</p>	<p><b>Phrasing and Rate</b></p>	<p><b>Writing Trait: Sentence Fluency:</b> Sentence Length</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Dollars and Sense”</p> <p><b>Literature Anthology:</b> <i>Kids in Business</i>, “Starting a Successful Business”</p> <p><b>Grammar Skill:</b> Run-On Sentences</p> <p><b>Grammar Mechanics:</b> Correcting Fragments and Run-Ons</p>	<p><b>Research and Inquiry</b></p> <p><b>Project:</b> Research a Famous Business Owner</p> <p><b>Product:</b> Poster</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>										➔



# Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals 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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Literary Lessons</p> <p><b>Essential Question:</b> What are some messages in animal stories?</p> <p><b>Connect to Science:</b> Describe how animals receive information through their senses.</p>	<p><b>Title:</b> "The Coyote and the Hen"</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> "The Fisherman and the Kaha Bird"</p> <p><b>Lexile:</b> 800L</p> <p><b>Genre:</b> Folktale</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Folktale</p> <p><b>Title:</b> <i>The Secret Message</i></p> <p><b>Lexile:</b> 820L</p> <p><b>Paired Selection</b> <b>Genre:</b> Fable</p> <p><b>Title:</b> "The Fox and the Goat"</p> <p><b>Lexile:</b> 790L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selections</b> <b>Genre:</b> Folktale</p> <p><b>Titles:</b> A: <i>The Cockroach and the Mouse</i> O: <i>The Badger and the Fan</i> E: <i>The Badger and the Fan</i> B: <i>The Wings of the Butterfly</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Fable</p> <p><b>Titles:</b> A: "Fox and Crane" O: "Fox and Cat" E: "Fox and Cat" B: "The Fox and the Crow"</p> <p><b>Lexiles:</b> A: 600L O: 530L E: 720L B: 770L</p>	<p><b>Reading/Writing Workshop:</b> Genre; Prior Knowledge</p> <p><b>Literature Anthology:</b> Specific Vocabulary; Genre; Sentence Structure; Prior Knowledge; Connection of Ideas; Purpose; Organization</p>	<p><b>Vocabulary Words:</b> <i>attracted, dazzling, fabric, greed, honest, requested, soared, trudged</i></p> <p><b>Additional Academic Vocabulary:</b> <i>symbolism, theme</i></p> <p><b>Vocabulary Strategy:</b> Root Words</p> <p><b>Build Vocabulary:</b> <i>domed, longing, enchanted, exotic, caravan, dunes, purchases</i></p>	<p><b>Phonics/Spelling Skill:</b> Prefixes</p> <p><b>Structural Analysis:</b> Inflectional Endings</p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Organization: Strong Openings</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The Fisherman and the Kaha Bird"</p> <p><b>Literature Anthology:</b> <i>The Secret Message</i>, "The Fox and the Goat"</p> <p><b>Grammar Skill:</b> Common and Proper Nouns</p> <p><b>Grammar Mechanics:</b> Capitalizing Proper Nouns</p>	<p><b>Inquiry Space:</b> <b>Informative Investigate:</b> Sharks</p>
<p><b>Week 2</b></p> <p><b>Weekly Concept:</b> Animals in Fiction</p> <p><b>Essential Question:</b> How do animal characters change familiar stories?</p>	<p><b>Title:</b> "A Grasshopper's Sad Tale"</p> <p><b>Genre:</b> Dramatic Scene</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> "The Ant and the Grasshopper"</p> <p><b>Lexile:</b> NP</p> <p><b>Genre:</b> Drama</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Drama</p> <p><b>Title:</b> <i>Ranita, The Frog Princess</i></p> <p><b>Lexile:</b> NP</p> <p><b>Paired Selection</b> <b>Genre:</b> Mystery</p> <p><b>Title:</b> "The Moonlight Concert Mystery"</p> <p><b>Lexile:</b> 710L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Theme</p> <p><b>Main Selection</b> <b>Genre:</b> Drama</p> <p><b>Titles:</b> A: <i>Saving the Green Bird</i> O: <i>The Prince Who Could Fly</i> E: <i>The Prince Who Could Fly</i> B: <i>Behind the Secret Trapdoor</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Mystery</p> <p><b>Titles:</b> A: "The Missing Pie Mystery" O: "The Mystery of the Spotted Dogs" E: "The Mystery of the Spotted Dogs" B: "The Mystery of the Messy Room"</p> <p><b>Lexiles:</b> A: NP O: NP E: NP B: NP</p>	<p><b>Reading/Writing Workshop:</b> Purpose; Prior Knowledge; Genre</p> <p><b>Literature Anthology:</b> Prior Knowledge; Genre; Connection of Ideas; Sentence Structure; Organization</p>	<p><b>Vocabulary Words:</b> <i>annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</i></p> <p><b>Additional Academic Vocabulary:</b> <i>drama, stage directions</i></p> <p><b>Vocabulary Strategy:</b> Context Clues: Antonyms</p> <p><b>Build Vocabulary:</b> <i>bumbling, fetches, scurry, muffles, famished, stunned, shrieks, stubbornly, smug, shrugs</i></p>	<p><b>Phonics/Spelling Skill:</b> Digraphs</p> <p><b>Structural Analysis:</b> Possessives</p>	<p><b>Intonation</b></p>	<p><b>Writing Trait: Voice:</b> Informal Voice</p> <p><b>Write About the Text:</b> Narrative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "The Ant and the Grasshopper"</p> <p><b>Literature Anthology:</b> <i>Ranita, The Frog Princess</i>, "The Moonlight Concert Mystery"</p> <p><b>Grammar Skill:</b> Singular and Plural Nouns</p> <p><b>Grammar Mechanics:</b> Commas in a Series</p>	<p><b>Inquiry Space:</b> <b>Informative Investigate:</b> Sharks</p>




# Grade 4 • Unit 2 • Scope and Sequence

Big Idea: Amazing Animals 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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	Research
<b>Week 3</b>  <b>Weekly Concept:</b> Natural Connections  <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 Reef"  <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 Selection</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> <i>Saving San Francisco Bay</i> <b>O:</b> <i>Saving San Francisco Bay</i> <b>E:</b> <i>Saving San Francisco Bay</i> <b>B:</b> <i>Saving San Francisco Bay</i>  <b>Paired Selections:</b> <b>Genre:</b> Expository  <b>Titles:</b> <b>A:</b> "The Great Estuary Ecosystem" <b>O:</b> "The Great Estuary Ecosystem" <b>E:</b> "The Great Estuary Ecosystem" <b>B:</b> "The Great Estuary Ecosystem"  <b>Lexiles:</b> <b>A:</b> 690L <b>O:</b> 850L <b>E:</b> 820L <b>B:</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> <i>crumbled, droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples</i>  <b>Additional Academic Vocabulary:</b> <i>flow chart, topic</i>  <b>Additional Domain Words:</b> <i>replanted, eroded, preserve</i>  <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues  <b>Build Vocabulary:</b> <i>wallow, exotic, eons, swept, withered, secluded, longed, abandoned, native</i>	<b>Phonics/Spelling Skill:</b> Three-Letter Blends  <b>Structural Analysis:</b> Words Ending in -er and -est	<b>Accuracy</b>	<b>Writing Trait:</b> Ideas: 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
<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>Short Text:</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> Spiders  <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> <i>camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</i>  <b>Additional Academic Vocabulary:</b> <i>captions, analyze</i>  <b>Additional Domain Words:</b> <i>spinnarets, pedipalps</i>  <b>Vocabulary Strategy:</b> Prefixes  <b>Build Vocabulary:</b> <i>similar, contains, armor, stressful, fluffy, trails, nozzles, substance, draped, hedges</i>	<b>Phonics/Spelling Skill:</b> r-Controlled Vowels /är/ and /ôr/  <b>Structural Analysis:</b> Suffixes -ful and -less	<b>Rate</b>	<b>Writing Trait: Organization:</b> Logical Order  <b>Write About the Text:</b> Informative Text  <b>Write to Sources: 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 • Scope and Sequence

<b>Big Idea:</b> <b>Amazing Animals</b> What can animals teach us? (three limericks)	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> <b>Comprehension</b>	<b>Literature Anthology</b> <b>Main Selection, Paired Selection</b>	<b>Leveled Reader</b> <b>Main Selection, Paired Selection</b> A: Approaching Level O: On Level E: ELL B: Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 2 Writing Focus: Informative Text Unit 2 Writing Products: Explanatory Essay; How-To	<b>Research</b>
<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 Selection</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> <i>brittle, creative, descriptive, outstretched</i> <b>Poetry Terms:</b> <i>metaphor, meter, rhyme, simile</i> <b>Additional Academic Vocabulary:</b> <i>creative, haiku</i> <b>Vocabulary Strategy:</b> Figurative Language: Similes and Metaphors	<b>Phonics/Spelling Skill:</b> Suffixes <b>Structural Analysis:</b> Contractions	<b>Expression and Phrasing</b>	<b>Writing Trait:</b> Word Choice: Precise Language <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Dog," "The Eagle," "Chimpanzee," "Rat" <b>Literature Anthology:</b> "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
<b>Week 6</b> <b>Review and Assessment</b>										



# Grade 4 • Unit 3 • Scope and Sequence

Big Idea: That's the Spirit! 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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	Research
<p><b>Week 1</b></p> <p><b>Weekly Concept:</b> Friendship</p> <p><b>Essential Question:</b> How can you make new friends feel welcome?</p> <p><b>Connect to Social Studies:</b> Find out about first settlers and explorers.</p>	<p><b>Title:</b> "Samson's Advice" <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "At the Library" <b>Lexile:</b> 800L <b>Genre:</b> Fantasy <b>Strategy:</b> Visualize <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selection</b> <b>Genre:</b> Fantasy <b>Title:</b> <i>The Cricket in Times Square</i> <b>Lexile:</b> 780L <b>Paired Selection</b> <b>Genre:</b> Legend <b>Title:</b> "The Girl and the Chenoo" <b>Lexile:</b> 880L</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selections</b> <b>Genre:</b> Fantasy <b>Titles:</b> 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> <b>Paired Selections</b> <b>Genre:</b> Legend <b>Titles:</b> A: "The Beckoning Cat" O: "Kintaro, Friend of the Animals" E: "Kintaro, Friend of the Animals" B: "Robin Hood's Great Friend" <b>Lexiles:</b> A: 590L O: 650L E: 480L B: 780L</p>	<p><b>Reading/Writing Workshop:</b> Connection of Ideas; Genre <b>Literature Anthology:</b> Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose</p>	<p><b>Vocabulary Words:</b> <i>acquaintance, cautiously, complementary, jumble, logical, scornfully, scrounging, trustworthy</i> <b>Additional Academic Vocabulary:</b> <i>visualize, expression</i> <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues <b>Build Vocabulary:</b> <i>darted, scooted, wistfully, fates, exclaimed, cramped, shifted, forlornly, crouching, frantic, silky, refined, leery, venturing</i></p>	<p><b>Phonics/Spelling Skill:</b> r-Controlled Vowels <i>er, ir, and ur</i> <b>Structural Analysis:</b> Closed Syllables</p>	<p><b>Expression</b></p>	<p><b>Writing Trait: Sentence Fluency:</b> Transitions <b>Write About the Text:</b> Narrative Text <b>Write to Sources: Reading/Writing Workshop:</b> "At the Library" <b>Literature Anthology:</b> <i>The Cricket in Times Square</i>, "The Girl and the Chenoo" <b>Grammar Skill:</b> Action Verbs <b>Grammar Mechanics:</b> Titles</p>	<p><b>Inquiry Space:</b> Opinion Take a Stand: The Environment</p>
<p><b>Week 2</b></p> <p><b>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><b>Title:</b> "Books" <b>Genre:</b> Historical Fiction <b>Strategy:</b> Visualize</p>	<p><b>Short Text:</b> "Remembering Hurricane Katrina" <b>Lexile:</b> 800L <b>Genre:</b> Realistic Fiction <b>Strategy:</b> Visualize <b>Skill:</b> Point of View</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selection</b> <b>Genre:</b> Realistic Fiction <b>Title:</b> <i>Aguinaldo</i> <b>Lexile:</b> 650L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> "Partaking in Public Service" <b>Lexile:</b> 770L</p>	<p><b>Strategy:</b> Visualize <b>Skill:</b> Point of View <b>Main Selections</b> <b>Genre:</b> Realistic Fiction <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> <b>Paired Selections</b> <b>Genre:</b> Expository <b>Titles:</b> A: "Making a Difference" O: "A Big Heart" E: "A Big Heart" B: "The Great Big Birthday Bash" <b>Lexiles:</b> A: 590L O: 690L E: 500L B: 760L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Genre <b>Literature Anthology:</b> Prior Knowledge; Sentence Structure; Genre; Connection of Ideas; Specific Vocabulary; Organization</p>	<p><b>Vocabulary Words:</b> <i>assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</i> <b>Additional Academic Vocabulary:</b> <i>flashback, inferences</i> <b>Vocabulary Strategy:</b> Context Clues: Definitions and Restatements <b>Build Vocabulary:</b> <i>skip, rickety, polished, corridor, helpings, indigestion, clutching, hovering, medley, vivid, caressed, serenaded, textures</i></p>	<p><b>Phonics/Spelling Skill:</b> Words with Silent Letters <b>Structural Analysis:</b> Open Syllables</p>	<p><b>Expression</b></p>	<p><b>Writing Trait: Word Choice:</b> Strong Words <b>Write About the Text:</b> Narrative Text <b>Write to Sources: Reading/Writing Workshop:</b> "Remembering Hurricane Katrina" <b>Literature Anthology:</b> <i>Aguinaldo</i>, "Partaking in Public Service" <b>Grammar Skill:</b> Verb Tenses <b>Grammar Mechanics:</b> Subject-Verb Agreement</p>	<p><b>Inquiry Space:</b> Opinion Take a Stand: The Environment</p>



# Grade 4 • Unit 3 • Scope and Sequence

<b>Big Idea:</b> <b>That's the Spirit!</b> How can you show your community spirit? (Song: "My Country 'Tis of Thee")	<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> A: Approaching Level O: On Level E: ELL B: Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	<b>Research</b>
<b>Week 3</b> <b>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	<b>Title:</b> "Nelson Mandela: Working for Freedom" <b>Genre:</b> Informational Text: Biography <b>Strategy:</b> Reread	<b>Short Text:</b> "Judy's Appalachia" <b>Lexile:</b> 830L <b>Genre:</b> Informational Text: Biography <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Feature:</b> Time line	<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>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> <b>Lexile:</b> 830L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Autobiography <b>Title:</b> "Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement" <b>Lexile:</b> 940L	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Main Selections</b> <b>Genre:</b> Biography <b>Titles:</b> A: Jacob Riis: Champion of the Poor O: Jacob Riis: Champion of the Poor E: Jacob Riis: Champion of the Poor B: Jacob Riis: Champion of the Poor <b>Paired Selections</b> <b>Genre:</b> Biography <b>Titles:</b> A: "The Fight for Equality" O: "The Fight for Equality" E: "The Fight for Equality" B: "The Fight for Equality" <b>Lexiles:</b> A: 610L O: 790L E: 650L B: 870L	<b>Reading/Writing Workshop:</b> Connection of Ideas; Specific Vocabulary <b>Literature Anthology:</b> Prior Knowledge; Purpose; Connection of Ideas; Specific Vocabulary; Organization; Sentence Structure; Genre	<b>Vocabulary Words:</b> <i>boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered,</i> <b>Additional Academic Vocabulary:</b> <i>time line, evidence</i> <b>Additional Domain Words:</b> <i>sit-in, civil rights</i> <b>Vocabulary Strategy:</b> Synonyms and Antonyms <b>Build Vocabulary:</b> <i>lured, register, intended, regardless, suited, trace, staged, jeered, burly, disciplined</i>	<b>Phonics/Spelling Skill:</b> Soft c and g <b>Structural Analysis:</b> Final e Syllables	<b>Accuracy</b>	<b>Writing Trait: Ideas:</b> Relevant Evidence <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Judy's Appalachia" <b>Literature Anthology:</b> <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" <b>Grammar Skill:</b> Main and Helping Verbs <b>Grammar Mechanics:</b> Punctuation in Contraction	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment
<b>Week 4</b> <b>Weekly Concept:</b> Powerful Words <b>Essential Question:</b> How can words lead to change?	<b>Short Text:</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> A: <i>Nellie Bly: Reporter for the Underdog</i> O: <i>Nellie Bly: Reporter for the Underdog</i> E: <i>Nellie Bly: Reporter for the Underdog</i> B: <i>Nellie Bly: Reporter for the Underdog</i> <b>Paired Selections</b> <b>Genre:</b> Expository <b>Titles:</b> A: "Around the World" O: "Around the World" E: "Around the World" B: "Around the World" <b>Lexiles:</b> A: 680L O: 790L E: 730L B: 880L	<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> <i>address, divided, haste, opposed, perish, proclamation, shattered, tension</i> <b>Additional Academic Vocabulary:</b> <i>biography, author's point of view</i> <b>Additional Domain Words:</b> <i>office, inaugural, federal, Union</i> <b>Vocabulary Strategy:</b> Latin and Greek Suffixes <b>Build Vocabulary:</b> <i>prowling, lanky, spin, hideous, engaged, humble, relations, resolve, backwoods, rebellion</i>	<b>Phonics/Spelling Skill:</b> Plurals <b>Structural Analysis:</b> Suffixes <i>-ment, -ness, -age, -ance, -ence</i>	<b>Expression</b>	<b>Writing Trait: 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 • Scope and Sequence

<b>Big Idea:</b> <b>That's the Spirit!</b>  How can you show your community spirit? (Song: "My Country 'Tis of Thee")	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> <b>Comprehension</b>	<b>Literature Anthology</b> <b>Main Selection, Paired Selection</b>	<b>Leveled Reader</b> <b>Main Selection, Paired Selection</b>  A: Approaching Level O: On Level E: ELL B: Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>  Unit 3 Writing Focus: Opinion Writing Unit 3 Writing Products: Book Review; Opinion Essay	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Feeding the World  <b>Essential Question:</b> In what ways can advances in science be helpful or harmful?  <b>Connect to Science:</b> Research a problem before beginning a design solution.	<b>Title:</b> "All About Organic" <b>Genre:</b> Informational Text; Persuasive Article <b>Strategy:</b> Reread	<b>Short Texts:</b> "Food Fight" <b>Lexile:</b> 870L <b>Genre:</b> Informational Text; Persuasive Article <b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View <b>Text Feature:</b> Maps	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View  <b>Main Selection</b> <b>Genre:</b> Informational Text; Persuasive <b>Title:</b> <i>A New Kind of Corn</i> <b>Lexile:</b> 880L <b>Paired Selection</b> <b>Genre:</b> Informational Text; Procedural <b>Title:</b> "The Pick of the Patch" <b>Lexile:</b> 920L	<b>Strategy:</b> Reread <b>Skill:</b> Author's Point of View  <b>Main Selections</b> <b>Genre:</b> Persuasive Text  <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>  <b>Paired Selection</b> <b>Genre:</b> Poetry  <b>Titles:</b> A: "Making an Organic Garden" O: "Making an Organic Garden" E: "Making an Organic Garden" B: "Making an Organic Garden"  <b>Lexiles:</b> A: 750L O: 880L E: 770L B: 910L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Sentence Structure; Specific Vocabulary	<b>Vocabulary Words:</b> <i>advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</i>  <b>Additional Academic Vocabulary:</b> <i>book review, audience</i>  <b>Additional Domain Words:</b> <i>gourd</i>  <b>Vocabulary Strategy:</b> Greek Roots	<b>Phonics/Spelling Skill:</b> Compound Words  <b>Structural Analysis:</b> Roots and Related Words	<b>Rate</b>	<b>Writing Trait: Voice:</b> Audience and Purpose <b>Write About the Text:</b> Opinion <b>Write to Sources:</b> "Food for Fight" <b>Literature Anthology:</b> <i>A New Kind of Corn</i> , "The Pick of the Patch" <b>Grammar Skill:</b> Irregular Verbs <b>Grammar Mechanics:</b> Correct Verb Usage	<b>Inquiry Space:</b> Opinion Take a Stand: The Environment
<b>Week 6</b>  <b>Review and Assessment</b>										



# Grade 4 • Unit 4 • Scope and Sequence

<b>Big Idea:</b> <b>Fact or Fiction?</b> How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> <b>Comprehension</b>	<b>Literature Anthology</b> <b>Main Selection,</b> <b>Paired Selection</b>	<b>Leveled Reader</b> <b>Main Selection,</b> <b>Paired Selection</b> <small>A: Approaching Level            O: On Level            E: ELL            B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	<b>Research</b>
<b>Week 1</b>  <b>Weekly Concept:</b> Our Government  <b>Essential Question:</b> Why do we need 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: Text Structure:</b> 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> <i>amendments, commitment, compromise, democracy, eventually, legislation, privilege, version</i>  <b>Additional Academic Vocabulary:</b> <i>opinion, topic</i>  <b>Additional Domain Words:</b> <i>ballots, tallies</i>  <b>Vocabulary Strategy:</b> Latin Roots  <b>Build Vocabulary:</b> <i>prehistoric, conquering, declared, appoints, enforce, banned, proclaiming</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings  <b>Structural Analysis:</b> Vowel Team Syllables	<b>Phrasing and Rate</b>	<b>Writing Trait:</b> Organization: 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
<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> <i>accompanies, campaign, governor, intend, opponent, overwhelming, tolerate, weary</i>  <b>Additional Academic Vocabulary:</b> <i>character, dialogue</i>  <b>Vocabulary Strategy:</b> Figurative Language: Idioms  <b>Build Vocabulary:</b> <i>prehistoric, conquering, declared, appoints, enforce, banned, proclaiming</i>	<b>Phonics/Spelling Skill:</b> Inflectional Endings: Changing y to i  <b>Structural Analysis:</b> r-Controlled Vowel Syllables	<b>Phrasing and Expression</b>	<b>Writing Trait:</b> Ideas: 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

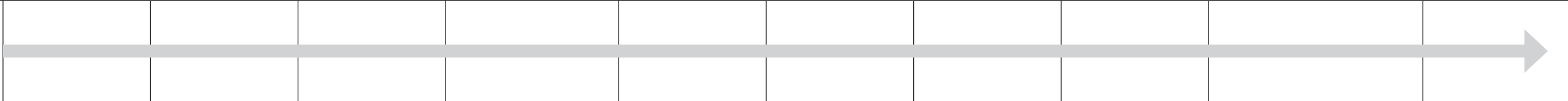


# Grade 4 • Unit 4 • Scope and Sequence

<b>Big Idea:</b> <b>Fact or Fiction?</b> How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> <b>Comprehension</b>	<b>Literature Anthology</b> <b>Main Selection,</b> <b>Paired Selection</b>	<b>Leveled Reader</b> <b>Main Selection,</b> <b>Paired Selection</b> A: <i>Approaching Level</i> O: <i>On Level</i> E: <i>ELL</i> B: <i>Beyond Level</i>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	<b>Research</b>
<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> The Moon Over Star <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 Chat” O: “The Interstate Highway System” E: “The Interstate Highway System” B: “A History of Washing Technology” <b>Lexiles:</b> A: 620L O: 690L E: 540L B: 790L	<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> <i>decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering,</i> <b>Additional Academic Vocabulary:</b> <i>historical fiction, third-person</i> <b>Additional Domain Words:</b> <i>launch, ignition sequence, liftoff</i> <b>Vocabulary Strategy:</b> Context Clues: Synonyms <b>Build Vocabulary:</b> <i>bowed, slipped, rumble, hollered, pell-mell, tranquility, pearly, bounding, harvest</i>	<b>Phonics/Spelling Skill:</b> Words with /ü/, /û/, and /û/ <b>Structural Analysis:</b> Consonant + le Syllables	<b>Expression</b>	<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, “3 ... 2 ... 1 We Have Spin-Off!”</i> <b>Grammar Skill:</b> Pronoun-Verb Agreement <b>Grammar Mechanics:</b> Punctuation in Dialogue	<b>Inquiry Space:</b> Narrative Write About: Bullying
<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> A: <i>Stargazing</i> O: <i>Stargazing</i> E: <i>Stargazing</i> B: <i>Stargazing</i> <b>Paired Selections</b> <b>Genre:</b> Myth <b>Titles:</b> A: “Orion the Hunter” O: “Orion the Hunter” E: “Orion the Hunter” B: “Orion the Hunter” <b>Lexiles:</b> A: 650L O: 450L E: 360L 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> <i>astronomer, crescent, phases, rotates, series, sliver, specific, telescope</i> <b>Additional Academic Words:</b> <i>pronunciation, caption</i> <b>Additional Domain Words:</b> <i>asteroid, dwarf planet, comet,</i> <b>Vocabulary Strategy:</b> Context Clues: Paragraph Clues <b>Build Vocabulary:</b> <i>bodies, boiling, gases, gradually, original, exists</i>	<b>Phonics/Spelling Skill:</b> Diphthongs /oi/ and /ou/ <b>Structural Analysis:</b> Greek and Latin Roots	<b>Accuracy</b>	<b>Writing Trait: Word Choice:</b> Figurative Language <b>Write About the Text:</b> Informative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Wonders of the Night Sky” <b>Literature Anthology:</b> <i>Why Does the Moon Change Shape?, “Why the Sun Travels Across the Sky” (Helios); “Why There Is Thunder and Lightning” (Thor)</i> <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 • Scope and Sequence

<b>Big Idea: Fact or Fiction?</b>  How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)	<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:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b>  Unit 4 Writing Focus: Narrative Text/ Poetry Unit 4 Writing Products: Friendly Letter; Poetry	<b>Research</b>
<b>Week 5</b>  <b>Weekly Concept:</b> Achievements  <b>Essential Question:</b> How do writers look at success in different ways?	<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 Selection</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> <i>attain, dangling, hovering, triumph</i> <b>Poetry Terms:</b> <i>connotation, denotation, repetition, stanza</i> <b>Additional Academic Vocabulary:</b> <i>sensory, stanza</i> <b>Vocabulary Strategy:</b> Connotation and Denotation	<b>Phonics/Spelling Skill:</b> Variant Vowel /ô/  <b>Structural Analysis:</b> Frequently Confused Words	<b>Rate</b>	<b>Writing Trait: Word Choice:</b> Sensory Language <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> “Sing to Me,” “The Climb” <b>Literature Anthology:</b> “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
<b>Week 6</b>  <b>Review and Assessment</b>										



# Grade 4 • Unit 5 • Scope and Sequence

<b>Big Idea:</b> <b>Figure It Out</b> What helps you understand the world around you? (Myth: "Persephone")	<b>Read Aloud</b>	<b>Reading/Writing Workshop</b> <b>Comprehension</b>	<b>Literature Anthology</b> <b>Main Selection,</b> <b>Paired Selection</b>	<b>Leveled Reader</b> <b>Main Selection,</b> <b>Paired Selection</b> <small>A: Approaching Level</small> <small>O: On Level</small> <small>E: ELL</small> <small>B: Beyond Level</small>	<b>Access Complex Text (ACT)</b>	<b>Vocabulary Words</b>	<b>Phonics</b>	<b>Fluency Skill</b>	<b>Writing</b> Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	<b>Research</b>
<b>Week 1</b> <b>Weekly Concept:</b> Making It Happen <b>Essential Question:</b> In what ways do people show they care about each other?	<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> <small>A:</small> <i>Saving Stolen Treasure</i> <small>O:</small> <i>The Perfect Present</i> <small>E:</small> <i>The Perfect Present</i> <small>B:</small> <i>First Edition</i> <b>Paired Selections</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <small>A:</small> "Miguel's Amazing Shyness Cure" <small>O:</small> "Fly Me to the Moon" <small>E:</small> "Fly Me to the Moon" <small>B:</small> "Magnolia Leaves" <b>Lexiles:</b> <small>A:</small> 560L <small>O:</small> 690L <small>E:</small> 560L <small>B:</small> 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> <i>bouquet, emotion, encircle, express, fussy, portraits, sparkles, whirl</i> <b>Additional Academic Words:</b> <i>foreshadowing, metaphor</i> <b>Vocabulary Strategy:</b> <i>Figurative Language: Similes and Metaphors</i> <b>Build Vocabulary:</b> <i>radiance, soother, snippets, spare, twinkling</i>	<b>Phonics/Spelling Skill:</b> Closed Syllables <b>Structural Analysis:</b> Latin Prefixes	<b>Expression</b>	<b>Writing Trait: 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>Project:</b> Research an Aid Organization <b>Product:</b> Poster
<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> "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> <small>A:</small> <i>The Adventures of Sal Fink</i> <small>O:</small> <i>The Great Man of Nebraska</i> <small>E:</small> <i>The Great Man of Nebraska</i> <small>B:</small> <i>The Tale of John Henry</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <small>A:</small> "Traveling on the Mississippi" <small>O:</small> "Westward Ho!" <small>E:</small> "Westward Ho!" <small>B:</small> "The Transcontinental Railroad" <b>Lexiles:</b> <small>A:</small> 650L <small>O:</small> 730L <small>E:</small> 650L <small>B:</small> 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> <i>plunging, prospector, scoffed, settlement, shrivel, territories, topple, withered</i> <b>Additional Academic Words:</b> <i>hyperbole, tall tale</i> <b>Vocabulary Strategy:</b> Homographs <b>Build Vocabulary:</b> <i>sturdy, daring, fluttering, brow, slinking, numb, swanky</i>	<b>Phonics/Spelling Skill:</b> Open Syllables <b>Structural Analysis:</b> Irregular Plurals	<b>Intonation and Phrasing</b>	<b>Writing Trait: Sentence Fluency:</b> Vary Sentence Types <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> <b>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>Project:</b> Map the Oregon Trail <b>Product:</b> Map



# Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out	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 Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report	Research
<p>What helps you understand the world around you? (Myth: "Persephone")</p>				<p><b>Legend:</b>  <span style="color: red;">A</span>: Approaching Level  <span style="color: blue;">O</span>: On Level  <span style="color: green;">E</span>: ELL  <span style="color: purple;">B</span>: Beyond Level</p>						
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Inventions</p> <p><b>Essential Question:</b> How can inventions solve problems?</p> <p><b>Connect to Science:</b> Understand that energy can be transferred by sound, light, heat and electric currents.</p>	<p><b>Title:</b> "George Washington Carver: Scientist and Inventor"</p> <p><b>Genre:</b> Informational Text: Biography</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> "Stephanie Kwolek: Inventor"</p> <p><b>Lexile:</b> 830L</p> <p><b>Genre:</b> Informational Text: Biography</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Text Features:</b> Time Lines; Photographs and Captions</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text: Biography</p> <p><b>Title:</b> <i>How Ben Franklin Stole the Lightning</i></p> <p><b>Lexile:</b> 970L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository</p> <p><b>Title:</b> "Energy Is Everywhere!"</p> <p><b>Lexile:</b> 890L</p>	<p><b>Strategy: Summarize</b></p> <p><b>Skill:</b> Text Structure: Problem and Solution</p> <p><b>Main Selections</b> <b>Genre:</b> Biography</p> <p><b>Titles:</b>  <span style="color: red;">A</span>: <i>The Inventive Lewis Latimer</i>  <span style="color: blue;">O</span>: <i>The Inventive Lewis Latimer</i>  <span style="color: green;">E</span>: <i>The Inventive Lewis Latimer</i>  <span style="color: purple;">B</span>: <i>The Inventive Lewis Latimer</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Expository</p> <p><b>Titles:</b>  <span style="color: red;">A</span>: "The Nature of Light"  <span style="color: blue;">O</span>: "The Nature of Light"  <span style="color: green;">E</span>: "The Nature of Light"  <span style="color: purple;">B</span>: "The Nature of Light"</p> <p><b>Lexiles:</b>  <span style="color: red;">A</span>: 630L  <span style="color: blue;">O</span>: 800L  <span style="color: green;">E</span>: 710L  <span style="color: purple;">B</span>: 900L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization</p> <p><b>Literature Anthology:</b> Genre; Sentence Structure; Organization; Specific Vocabulary; Connection of Ideas; Prior Knowledge</p>	<p><b>Vocabulary Words:</b> <i>dizzy, experiment, genuine, hilarious, mischief, nowadays, politician, procedure</i></p> <p><b>Additional Domain Words:</b> <i>polymer, charted, Gulf Stream</i></p> <p><b>Additional Academic Words:</b> <i>sources, transition</i></p> <p><b>Vocabulary Strategy:</b> Greek Roots</p> <p><b>Build Vocabulary:</b> <i>tame, brewing, celebrated, cords, attract, shed, handy</i></p>	<p><b>Phonics/Spelling Skill:</b> Vowel Teams</p> <p><b>Structural Analysis:</b> Greek and Latin Roots</p>	<p><b>Rate and Accuracy</b></p>	<p><b>Writing Trait:</b> Sentence Fluency: Transitions</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Stephanie Kwolek: Inventor"</p> <p><b>Literature Anthology:</b> <i>How Ben Franklin Stole the Lightning</i>, "Energy Is Everywhere!"</p> <p><b>Grammar Skill:</b> Adjectives That Compare</p> <p><b>Grammar Mechanics:</b> Punctuation in Letters</p>	<p><b>Project:</b> Research an Inventor</p> <p><b>Product:</b> Online Report</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Zoom In</p> <p><b>Essential Question:</b> What can you discover when you look closely at something?</p> <p><b>Connect to Science:</b> Learn that waves can be made in water when the surface is disturbed.</p>	<p><b>Title:</b> "Stick Like a Gecko"</p> <p><b>Genre:</b> Informational Text: Expository</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Text:</b> "Your World Up Close"</p> <p><b>Lexile:</b> 860L</p> <p><b>Genre:</b> Informational Text: Expository</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Text Features:</b> Photographs and Captions</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text: Expository</p> <p><b>Title:</b> <i>A Drop of Water</i></p> <p><b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> <b>Genre:</b> Fantasy</p> <p><b>Title:</b> "The Incredible Shrinking Potion"</p> <p><b>Lexile:</b> 980L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text: Expository</p> <p><b>Titles:</b>  <span style="color: red;">A</span>: <i>Secrets of the Ice</i>  <span style="color: blue;">O</span>: <i>Secrets of the Ice</i>  <span style="color: green;">E</span>: <i>Secrets of the Ice</i>  <span style="color: purple;">B</span>: <i>Secrets of the Ice</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Fantasy</p> <p><b>Titles:</b>  <span style="color: red;">A</span>: "Super-vision"  <span style="color: blue;">O</span>: "Super-vision"  <span style="color: green;">E</span>: "Super-vision"  <span style="color: purple;">B</span>: "Super-vision"</p> <p><b>Lexiles:</b>  <span style="color: red;">A</span>: 650L  <span style="color: blue;">O</span>: 850L  <span style="color: green;">E</span>: 780L  <span style="color: purple;">B</span>: 900L</p>	<p><b>Reading/Writing Workshop:</b> Specific Vocabulary; Connection of Ideas</p> <p><b>Literature Anthology:</b> Purpose; Organization; Specific Vocabulary; Sentence Structure; Connection of Ideas; Genre</p>	<p><b>Vocabulary Words:</b> <i>cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</i></p> <p><b>Additional Academic Words:</b> <i>summarize, formal voice</i></p> <p><b>Additional Domain Words:</b> <i>molecules, particles, vapor</i></p> <p><b>Vocabulary Strategy:</b> Context Clues: Antonyms</p> <p><b>Build Vocabulary:</b> <i>still, swirl, accumulate, expands, coats, intricate, clumps, vanish, evident, spherical, replenishing, roam</i></p>	<p><b>Phonics/Spelling Skill:</b> r-Controlled Vowel Syllables</p> <p><b>Structural Analysis:</b> Frequently Misspelled Words</p>	<p><b>Rate</b></p>	<p><b>Writing Trait:</b> Voice: Formal Voice</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Your World Up Close"</p> <p><b>Literature Anthology:</b> <i>A Drop of Water</i>, "The Incredible Shrinking Potion"</p> <p><b>Grammar Skill:</b> Comparing With <i>More</i> and <i>Most</i></p> <p><b>Grammar Mechanics:</b> Combining Sentences</p>	<p><b>Project:</b> Research the Hubble Space Telescope</p> <p><b>Product:</b> Illustrated Summary</p>



# Grade 4 • Unit 5 • Scope and Sequence

Big Idea: Figure It Out	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
<p>What helps you understand the world around you? (Myth: "Persephone")</p>				<p><b>A:</b> Approaching Level <b>O:</b> On Level <b>E:</b> ELL <b>B:</b> Beyond Level</p>					<p>Unit 5 Writing Focus: Informative Text Unit 5 Writing Products: Expository Letter; Research Report</p>	
<p><b>Week 5</b></p> <p><b>Weekly Concept:</b> Digging Up the Past</p> <p><b>Essential Question:</b> How can learning about the past help you understand the future?</p> <p><b>Connect to Social Studies:</b> Describe the Spanish exploration and colonization of what is now the United States.</p>	<p><b>Title:</b> "Pictures From Long Ago"</p> <p><b>Genre:</b> Informational Text</p> <p><b>Strategy:</b> Summarize</p>	<p><b>Short Texts:</b> "Where It All Began"</p> <p><b>Lexile:</b> 930L</p> <p><b>Genre:</b> Informational Text; Informational Article</p> <p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Text Features:</b> Sidebar; Map</p>	<p><b>Skill:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text; Informational Article</p> <p><b>Title:</b> <i>Rediscovering Our Spanish Beginnings</i></p> <p><b>Lexile:</b> 940L</p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text; Informational Article</p> <p><b>Title:</b> "History's Mysteries"</p> <p><b>Lexile:</b> 890L</p>	<p><b>Strategy:</b> Summarize</p> <p><b>Skill:</b> Text Structure: Sequence</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> <b>A:</b> <i>History Detectives</i> <b>O:</b> <i>History Detectives</i> <b>E:</b> <i>History Detective</i> <b>B:</b> <i>History Detective</i></p> <p><b>Paired Selection</b> <b>Genre:</b> Informational Text</p> <p><b>Titles:</b> <b>A:</b> "Uncovering the Pas" <b>O:</b> "Uncovering the Pas" <b>E:</b> "Uncovering the Pas" <b>B:</b> "Uncovering the Pas"</p> <p><b>Lexiles:</b> <b>A:</b> 690L <b>O:</b> 740L <b>E:</b> 810L <b>B:</b> 880L</p>	<p><b>Reading/Writing Workshop:</b> Sentence Structure</p> <p><b>Literature Anthology:</b> Prior Knowledge; Purpose; Specific Vocabulary</p>	<p><b>Vocabulary Words:</b> <i>archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</i></p> <p><b>Additional Academic Vocabulary:</b> <i>sidebar, text structure</i></p> <p><b>Additional Domain Words:</b> <i>excavating</i></p> <p><b>Vocabulary Strategy:</b> Figurative Language: Proverbs and Adages</p>	<p><b>Phonics/Spelling Skill:</b> Consonant + le Syllables</p> <p><b>Structural Analysis:</b> Latin Suffixes</p>	<p><b>Rate and Expression</b></p>	<p><b>Writing Trait:</b> Organization: Strong Conclusions</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> <b>Reading/Writing Workshop:</b> "Where It All Began"</p> <p><b>Literature Anthology:</b> <i>Rediscovering Our Spanish Beginnings</i>, "History's Mysteries"</p> <p><b>Grammar Skill:</b> Comparing With Good and Bad</p> <p><b>Grammar Mechanics:</b> Combining Sentences</p>	<p><b>Project:</b> Research the Job of an Archaeologist</p> <p><b>Product:</b> Poster</p>
<p><b>Week 6</b></p> <p><b>Review and Assessment</b></p>										➔



# Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future  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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	Research
<b>Week 1</b>  <b>Weekly Concept:</b> Old and New  <b>Essential Question:</b> How do traditions connect people?	<b>Title:</b> "Reading the Sky" <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread	<b>Short Text:</b> "A Surprise Reunion" <b>Lexile:</b> 650L <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Historical Fiction <b>Title:</b> <i>The Game of Silence</i> <b>Lexile:</b> 900L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> "Native Americans: Yesterday and Today" <b>Lexile:</b> 900L	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>Titles:</b> <b>A:</b> <i>The Visit</i> <b>O:</b> <i>Our Teacher, the Hero</i> <b>E:</b> <i>Our Teacher, the Hero</i> <b>B:</b> <i>Continuing On</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <b>A:</b> "Native American Boarding School" <b>O:</b> "The Life of Sarah Winnemucca" <b>E:</b> "The Life of Sarah Winnemucca" <b>B:</b> "Behind the Trail of Tears" <b>Lexiles:</b> <b>A:</b> 620L <b>O:</b> 700L <b>E:</b> 600L <b>B:</b> 790L	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connection of Ideas  <b>Literature Anthology:</b> Prior Knowledge; Specific Vocabulary; Connection of Ideas; Sentence Structure; Genre	<b>Vocabulary Words:</b> <i>ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</i>  <b>Additional Academic Vocabulary:</b> <i>strong words, conclusion</i>  <b>Vocabulary Strategy:</b> Connotation and Denotation  <b>Build Vocabulary:</b> <i>blurt, scorch, deranged, absurd, ladle, rangy, ferocious, warily, coveted, serene</i>	<b>Phonics/Spelling Skill:</b> Words with / n/  <b>Structural Analysis:</b> Number Prefixes	<b>Rate and Accuracy</b>	<b>Writing Trait:</b> Word Choice: Strong Words <b>Write About the Text:</b> Narrative Text <b>Write to Sources:</b> "A Surprise Reunion"  <b>Literature Anthology:</b> <i>The Game of Silence</i> , "Native Americans: Yesterday and Today" <b>Grammar Skill:</b> Adverbs <b>Grammar Mechanics:</b> Good vs. Well	<b>Project:</b> Research a Traditional Festival <b>Product:</b> Research Presentation
<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	<b>Title:</b> "Waiting for Battle Orders" <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread	<b>Short Text:</b> "Freedom at Fort Mose" <b>Lexile:</b> 1000L <b>Genre:</b> Historical Fiction <b>Strategy:</b> Reread <b>Skill:</b> Theme	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selection</b> <b>Genre:</b> Historical Fiction <b>Title:</b> <i>Valley of the Moon</i> <b>Lexile:</b> 880L <b>Paired Selection</b> <b>Genre:</b> Informational Text: Expository <b>Title:</b> "One Nation, Many Cultures" <b>Lexile:</b> 1050L	<b>Strategy:</b> Reread <b>Skill:</b> Theme <b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>Titles:</b> <b>A:</b> <i>Mabuhay!</i> <b>O:</b> <i>Nonna's Recipes</i> <b>E:</b> <i>Nonna's Recipes</i> <b>B:</b> <i>Song and Dance</i> <b>Paired Selections</b> <b>Genre:</b> Informational Text: Expository <b>Titles:</b> <b>A:</b> "The Pensionado" <b>O:</b> "Little Italy" <b>E:</b> "Little Italy" <b>B:</b> "In Search of a Better Life" <b>Lexiles:</b> <b>A:</b> 580L <b>O:</b> 740L <b>E:</b> 510L <b>B:</b> 780L	<b>Reading/Writing Workshop:</b> Genre; Connection of Ideas  <b>Literature Anthology:</b> Purpose; Organization; Sentence Structure; Connection of Ideas; Prior Knowledge; Specific Vocabulary; Genre	<b>Vocabulary Words:</b> <i>depicts, detested, discarded, eldest, ignored, obedience, refuge, treacherous,</i>  <b>Additional Academic Vocabulary:</b> <i>diary, intonation</i>  <b>Vocabulary Strategy:</b> Homophones  <b>Build Vocabulary:</b> <i>resentment, headstrong, ravaged, plot, bleak, remnants, sparse, treacherous, tolerant, quills</i>	<b>Phonics/Spelling Skill:</b> Homophones  <b>Structural Analysis:</b> Latin Suffixes	<b>Intonation</b>	<b>Writing Trait:</b> Organization: Sequence <b>Write About Reading:</b> Narrative Text <b>Write to Sources:</b> "Freedom at Fort Mose"  <b>Literature Anthology:</b> <i>Valley of the Moon</i> , "One Nation, Many Cultures" <b>Grammar Skill:</b> Comparing with Adverbs <b>Grammar Mechanics:</b> Review Punctuation and Capitalization	<b>Project:</b> Fictional Journal Entry <b>Product:</b> Journal Entry





# Grade 4 • Unit 6 • Scope and Sequence

Big Idea: Past, Present, and Future  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: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6 Writing Focus: Opinion Writing Unit 6 Writing Products: Book Review; Opinion Essay	Research
<p><b>Week 3</b></p> <p><b>Weekly Concept:</b> Resources</p> <p><b>Essential Question:</b> How have our energy resources changed over the years?</p> <p><b>Connect to Science:</b> Develop possible solutions through engineering design.</p>	<p><b>Title:</b> "Light Through the Ages"</p> <p><b>Genre:</b> Informational Text; Narrative Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions Summarize</p>	<p><b>Short Text:</b> "The Great Energy Debate"</p> <p><b>Lexile:</b> 910L</p> <p><b>Genre:</b> Informational Text; Narrative Nonfiction</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Sidebars</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text; Narrative Nonfiction</p> <p><b>Title:</b> <i>Energy Island</i></p> <p><b>Lexile:</b> 840L</p> <p><b>Paired Selection</b> <b>Genre:</b> Myths</p> <p><b>Title:</b> "The Gift of Fire" (Prometheus); "Water vs. Wisdom" (Poseidon and Athena)</p> <p><b>Lexile:</b> 910L</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction</p> <p><b>Titles:</b> A: <i>Planet Power</i> O: <i>Planet Power</i> E: <i>Planet Power</i> B: <i>Planet Power</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Myth</p> <p><b>Titles:</b> A: "Helios and Phaeton" O: "Helios and Phaeton" E: "Helios and Phaeton" B: "Helios and Phaeton"</p> <p><b>Lexiles:</b> A: 700L O: 850L E: 770L B: 920L</p>	<p><b>Reading/Writing Workshop:</b> Organization; Genre</p> <p><b>Literature Anthology:</b> Genre; Prior Knowledge; Connection of Ideas; Sentence Structure; Specific Vocabulary; Purpose</p>	<p><b>Vocabulary Words:</b> <i>coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</i></p> <p><b>Additional Domain Words:</b> <i>resource, nonrenewable energy</i></p> <p><b>Additional Academic Vocabulary:</b> <i>Venn diagram, transition words</i></p> <p><b>Vocabulary Strategy:</b> Latin and Greek Prefixes</p> <p><b>Build Vocabulary:</b> <i>ideal, fiercer, secondhand, invest, enormous, whizzes</i></p>	<p><b>Phonics/Spelling Skill:</b> Prefixes</p> <p><b>Structural Analysis:</b> Words from Mythology</p>	<p><b>Expression</b></p>	<p><b>Writing Trait:</b> Word Choice: Transition Words</p> <p><b>Write About the Text:</b> Opinion</p> <p><b>Write to Sources:</b> "The Great Energy Debate"</p> <p><b>Literature Anthology:</b> <i>Energy Island</i>, "The Gift of Fire" (Prometheus); "Water vs. Wisdom" (Poseidon and Athena)</p> <p><b>Grammar Skill:</b> Negatives</p> <p><b>Grammar Mechanics:</b> Correcting Double Negatives</p>	<p><b>Project:</b> Research Energy Sources</p> <p><b>Product:</b> Venn Diagram</p>
<p><b>Week 4</b></p> <p><b>Weekly Concept:</b> Money Matters</p> <p><b>Essential Question:</b> What has been the role of money over time?</p> <p><b>Connect to Social Studies:</b> Describe the development of state industries such as commercial agriculture.</p>	<p><b>Title:</b> "All About Money"</p> <p><b>Genre:</b> Informational Text; Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Short Text:</b> "The History of Money"</p> <p><b>Lexile:</b> 900L</p> <p><b>Genre:</b> Informational Text; Expository</p> <p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Text Features:</b> Headings; Glossary</p>	<p><b>Strategy:</b> Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selection</b> <b>Genre:</b> Informational Text; Expository</p> <p><b>Title:</b> The Big Picture of Economics</p> <p><b>Lexile:</b> 970L</p> <p><b>Paired Selection</b> <b>Genre:</b> Fiction: Folktale</p> <p><b>Title:</b> "The Miller's Good Luck"</p> <p><b>Lexile:</b> 830L</p>	<p><b>Strategy:</b> Strategy: Ask and Answer Questions</p> <p><b>Skill:</b> Main Idea and Key Details</p> <p><b>Main Selections</b> <b>Genre:</b> Informational Text; Expository</p> <p><b>Titles:</b> A: <i>The Bike Company</i> O: <i>The Bike Company</i> E: <i>The Bike Company</i> B: <i>The Bike Company</i></p> <p><b>Paired Selections</b> <b>Genre:</b> Folktale</p> <p><b>Titles:</b> A: "The Shirt of Happiness" O: "The Shirt of Happiness" E: "The Shirt of Happiness" B: "The Shirt of Happiness"</p> <p><b>Lexiles:</b> A: 600L O: 790L E: 710L B: 860L</p>	<p><b>Reading/Writing Workshop:</b> Prior Knowledge</p> <p><b>Literature Anthology:</b> Genre; Specific Vocabulary; Purpose; Connection of Ideas</p>	<p><b>Vocabulary Words:</b> <i>currency, economics, entrepreneur, global, invest, marketplace, merchandise, transaction</i></p> <p><b>Additional Domain Words:</b> <i>scarcity, opportunity cost</i></p> <p><b>Additional Academic Vocabulary:</b> <i>scanning, skimming</i></p> <p><b>Vocabulary Strategy:</b> Figurative Language: Proverbs and Adages</p> <p><b>Build Vocabulary:</b> <i>self-sufficient, exchanged, anxious, determined, increase, product</i></p>	<p><b>Phonics/Spelling Skill:</b> Suffixes</p> <p><b>Structural Analysis:</b> Greek and Latin Roots</p>	<p><b>Accuracy</b></p>	<p><b>Writing Trait:</b> Word Choice: Content Words</p> <p><b>Write About the Text:</b> Informative Text</p> <p><b>Write to Sources:</b> "The History of Money"</p> <p><b>Literature Anthology:</b> <i>The Big Picture of Economics</i>, "The Miller's Good Luck"</p> <p><b>Grammar Skill:</b> Prepositions</p> <p><b>Grammar Mechanics:</b> Review Using Quotations</p>	<p><b>Project:</b> Research World Currencies</p> <p><b>Product:</b> Research Board Presentation</p>



# Grade 4 • Unit 6 • Scope and Sequence

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