Park Hill School District

Building Successful Futures • Each Student • Every Day

4th Grade ELA Curriculum 2026-2027

Scope and Sequence:

Quarter	Knowledge Strand	Instructional Units
		Unit 0: Review and Routines
	Life Science	Unit 1: Observing Nature
	Character Matters	Unit 2: Characters' Actions and Reactions
	Government and Citizenship	Unit 3: Government in Action
	Perspectives in Literature	Unit 4: Understanding Different Points of View
	Technology and Society	Unit 5: Technology for Tomorrow
	Themes Across Cultures	Unit 6: Confronting Challenges
	History, Culture, and Geography	Unit 7: The Transcontinental Railroad
	Earth Science	Unit 8: Earth Changes
	Economics	Unit 9: Resources and Their Impact
	Physical Science	Unit 10: The Power of Electricity

Unit 0: Review and Routines

Subject: Reading, Writing, Phonics and Word Study
Grade: 4th Grade
Name of Unit: Review and Routines
Length of Unit: 10 Days
This unit should be used in place of the Foundations and Routines in Benchmark Advance.

Overview of Unit:
In this unit, students will learn routines, procedures, and protocols they will use all year in reading, writing, and phonics and word study. Students will begin building the foundation of their class literacy community.

Topic 1 (Week 1)
In week 1, students will learn expectations for active listening, partner and discussion protocols, and how to preview and choose books. Students will also work to make connections to text and begin to broaden their vocabulary. In writing, students will work with sentences, the foundation of all writing. These lessons are adapted from *The Writing Revolution 2.0* by Judith C. Hochman and Natalie Wexler. According to the book, "The importance of spending plenty of instructional time working with sentences can't be stressed enough. Students need to move from writing the way they speak to using the structures of written language." Students will learn to distinguish between sentences and fragments, correct run-ons, and expand sentences to include more information. In word study, students will review types of syllables and use that knowledge to read and spell.

Topic 2 (Week 2)
In week 2, students will focus on author's purpose, questioning, and making predictions in reading. They will also continue to build their stamina for independent reading. In writing, students will continue to work with sentences, learning to combine sentences with coordinating conjunctions. Students will also work on writing a reading response and a book recommendation. In word study, students will continue to review types of syllables, including the Schwa syllable. They will also review homophones, review inflectional endings that require spelling changes, and learn how to take the cumulative spelling assessment and dictation they will take each week throughout the year. Students will end their 10 days of phonics and word study by learning the Reading Big Words Strategy they will use all year long.

Getting Ready for the Unit:

- Create the procedure for calling students to the lesson meeting area.
- Create the routine you want to use for students to select independent reading books. Will students access your classroom library, the school library, or both? When is an appropriate time for students to browse and select new books?
- Gather fiction and nonfiction books you'd like to read to your class in the first 10 days.
- Familiarize yourself with your online Benchmark Advance platform. Scroll through all of the resources. You will be directed to access some of these resources in this unit.
- Find both the online and the physical copy of your Read-Aloud Handbook from Benchmark Advance.
- Consider what materials students will need for Reading, Writing, and Phonics and Word Study and how they will be organized.

Essential Question:

- How does understanding words, sentences, and text help us become stronger readers and writers?

Enduring Understandings:

- Strong readers use strategies to understand words, ideas, and texts.
- Readers think deeply about texts by making connections, asking questions, and making predictions.
- Understanding syllable patterns and word parts helps readers decode unfamiliar words.
- Writers use complete sentences, details, and conventions to communicate clearly.
- Listening, speaking, and collaboration help build a successful community of readers and writers.

<u>DESE Priority Standards for Unit:</u>

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
    - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (e.g. discuss the meaning of the common Greek root *graph*, to help students understand the meaning of the words telegraph, photograph, autograph)
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 4.R.1.D.a reading text that is developmentally appropriate
- **4.RF.3.A** Develop phonics in the reading process by:

    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.A** Write opinion texts that:
    - 4.W.2.A.a introduce a topic or text being studied, using an introductory paragraph
    - 4.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position supported by fact and details
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand the complete simple and compound four types of sentences
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
    - 4.L.1.B.e use correct capitalization
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text Draw logical conclusions based only on what the text clearly says Select specific text evidence to support	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		conclusions Explain how the evidence supports the conclusion	
4.R.1.B.a	Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words	Recognize common Greek and Latin roots (e.g., graph, port, struct, vis) Identify common prefixes and suffixes (e.g., re-, un-, dis-, -ful, -less, -tion) Break unfamiliar words into meaningful parts (root + prefix + suffix) Explain the meaning of the root word (e.g., graph = write) Use the meanings of roots and affixes to determine the meaning of unfamiliar academic words Apply this strategy independently when encountering new vocabulary in text Use context clues to confirm or refine words meaning Explain how different prefixes or suffixes change the meaning of a base word Use newly learned words accurately in speaking or writing	2
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.1.D.a	Read independently for multiple purposes over sustained periods of	Select developmentally appropriate texts	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
	time	that match reading level and stamina Read independently Sustain reading for extended periods of time appropriate to grade level Read for multiple purposes such as enjoyment, learning, completing a task, building knowledge Apply reading skills and strategies independently	
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately Identify and read common prefixes Identify and read common suffixes Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization, punctuation and spelling	2
4.W.2.A.a, b	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide reasons that support that opinion Support each reason with relevant facts and details	3
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for, and, nor, but, or yet, so) Determine where two complete ideas are joined	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	
4.L.1.B.e	Use correct capitalization	Capitalize the first word of a sentence Capitalize proper nouns Capitalize titles of books, stories, and other works Capitalize geographic names and specific historical events Capitalize the pronoun "I" Avoid unnecessary capitalization of common nouns Edit writing to correct capitalization errors	1
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
• Foundational Skills Screeners (Found under Intervention: Teacher Guides and Quick Checks in the online platform) • Phonological Awareness Assessment • Interim Assessment 1 (preassessment for the year)	

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
community predict/prediction preview identify analyze response rationale protocol stamina genre	syllable schwa digraph diphthong grapheme phoneme decode prefix suffix fragment conjunction

Week 1

Day 1

Phonics and Word Study	Reading	Writing
3. Review the Closed Syllable Pattern	1. Creating a Community of Readers/Independent Reading 2. Choosing a Good Book for Independent Reading and Practicing Independent Reading	4. Fragments or Sentences?

Engaging Experience 1 (Reading -1):
Teaching Point: *Today we are going to learn what it means to be part of a community of readers and identify the skills we need to be successful during reading instruction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to begin by transitioning students to the whole-group meeting area. If students sit at tables or in groups, call one table at a time using a signal of your choosing. Remind students to push in their chairs quietly and walk silently to the meeting area. As students come to the meeting area, set expectations for active listening and respectful discussion behaviors during whole-group conversations.

  Once students are gathered, introduce the idea of a **community of readers**. Ask students to turn and talk with a partner about what comes to mind when they hear the phrase **community of readers**. After a few minutes of discussion, invite students back to the whole group. Ask volunteers to share ideas they discussed with their partners.

  Create a two-column anchor chart. Label one side **Community of Readers** and the other side **Needed Skills**. See possible answers in your Teacher Resource System (TRS) page RR2. Review the **Needed Skills** column with students and explain that these are the behaviors and expectations that will help everyone succeed during reading instruction.

Suggestions: *Consider creating the Community of Readers anchor chart with students so they feel ownership of the expectations. Post the anchor chart in a visible area of the classroom and refer back to it during reading instruction throughout the year. Encourage students to add additional ideas to the chart as the reading community develops.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to learn how readers choose books for independent reading by thinking about their interests, favorite authors, genres, and recommendations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.D.a, 4SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to introduce a book you'd like to read aloud. Show students the cover of the book and say the title and author/illustrator. Ask students to make predictions about the book by asking questions such as: *What do you think this book will be about? Why do you think I selected this book to read to you today?*

  Allow students to share their thinking. After hearing a few responses, explain your reasoning for choosing the book. Read the selected book aloud to students. Explain that students will now have the opportunity to select a book for independent reading. Give students a few minutes to choose a book from the classroom library, book bins, or another designated area.

  After students have selected a book, signal for attention and ask students to share with a partner the reason they chose their book. Use the structure **Stand-Up, Hand-Up, Pair-Up** to help students find a partner. Instruct students to stand up, raise their hand, and pair up with the first person they make eye contact with. Once partners are formed, students should share their book title and explain why they chose it.

  Show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes. Stop early if any students are not meeting expectations. If students make it to 5 minutes, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions:

- *Consider creating a "How Readers Choose Books" anchor chart using student ideas generated during the lesson. Refer to the anchor chart throughout the unit when students select books for independent reading. Model thinking aloud about why you chose the read-aloud book to demonstrate how readers make book choices. If students struggle to select a book, guide them toward books related to their interests, favorite genres, or previously enjoyed authors.*
- *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Phonics and Word Study-3):
Teaching Point: *Today we are going to read and divide words with Closed syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound

and that a **Closed Syllable** ends in a consonant and has a short vowel sound. Say that because the vowel is closed in, it doesn't feel confident to say its name. Write the word **hit** and underline the **t** to show that the syllable ends in a consonant, which closes in the vowel **i**. The **i** uses its short sound in **hit**.

Write the words **mitten**, **dentist,** and **rabbit**. Model dividing the words into syllables and reading them, using what you know about closed syllables. Remind students that when two consonants appear in the middle of a word, the syllable is usually divided between the consonants.

Write the syllables **nap kin**, **cab in**, **kit ten**, and **in sect**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (They are all closed syllables, and you know because the vowel is closed in by the consonant and is making the short sound.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Have partners take turns reading additional words such as **contest**, **fabric**, **muffin**, and **plastic**. Ask students to identify the closed syllables in each word. Invite students to skim classroom books for other words with closed syllables and add them to a class chart.

Suggestions:

- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Consider starting an anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 4 (Writing-4):
Teaching Point: *Today we are going to learn to tell fragments from sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to understand sentences, because they are the building blocks for all of the writing we do. In order to be a sentence, there needs to be a SUBJECT (naming part) and a VERB (action or state of being). If you are missing one of those, no matter whether there are only a few words or a lot of words, it is a fragment. Write or display these examples and ask students to tell you if it's a sentence or a fragment. Students can use white boards, response cards, or a hand signal (for instance 1 finger for sentence and 2 fingers for fragment) so that everyone has an opportunity to respond. Write all examples with a capital and punctuation so as not to give away the answer. Talk about the correct answer with each example and why that is the correct answer. Identify the subject and/or verb.

- In the book. (no)
- He ate. (yes)
- Around the corner and across the street two boys. (no)
- The baby cried. (yes)
- The teacher exhaled slowly, then smiled. (yes)
- Over the bridge. (no)
- She jumped. (yes)

Have partners work together to complete the Sentence or Fragment practice sheet. If there were students who struggled with the examples earlier, work with them in a small group to provide more guidance and immediate feedback.

Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
6. Review the Open Syllable Pattern	5. Previewing Books/ Independent Reading	7. Unscrambling Sentences

Engaging Experience 5 (Reading-5):
Teaching Point: *Today we are going to talk about ways to preview a book.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they selected a book to read during independent reading time. Ask students to share how they knew which book to select. As students share, teach the class a hand signal to agree without blurting out (such as a motion where students point to themselves with their thumb and outward with their pinkie). This will help to establish an expectation that students need to be good listeners and not interrupt during instruction or sharing.

  Show students a book you plan to read to them today and think aloud about how you previewed the book and decided to choose it for today's reading. See the ideas for a possible anchor chart in your TRS on page RR12.

  After you read aloud, send students into independent reading time. Like on Day 1, show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes or more if the students met this benchmark previously. Stop early if any students are not meeting expectations. If students make it to their goal, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions: *Create a stamina graphic: a funnel, bar graph, or line graph for the class to see their growing independent reading stamina.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Phonics and Word Study-6):
Teaching Point: *Today we are going to read and divide words with Open syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that an **open syllable** ends in a vowel and usually has a long vowel sound. Say that because the vowel is not closed in, it feels confident to say its name. Write the word **so** and underline the **o** to show that the syllable ends in a vowel, which makes its long sound.

  Write the words **even**, **frozen, moment**, and **music**. Model dividing the words into syllables and reading them, using what you know about open syllables. Remind students that when one consonant appears in the middle of a word, the syllable is divided before the consonant most of the time, but if reading the word that way does not make sense, students need to be flexible and move the consonant to the first syllable, creating a closed syllable, such as with the word **lemon**.

  Write the word parts **ba sic**, **mi nus**, **se cret**, and **si lent**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (The first syllables are all open, and you know because the vowel is not closed in by the consonant and is making the long sound. The second syllables are all closed.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

  Have partners take turns reading additional words such as **human**, **open**, **pilot**, and **pupil.** Ask students to identify the syllables in each word as closed or open. Invite students to skim classroom books for other words with open syllables and add them to a class chart.

Suggestions:

- *You can use the third of these Syllable Division Posters with this lesson if you'd like. "When I bump into one, you get one, and I get none!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 7 (Writing-7):
Teaching Point: *Today we are going to put scrambled sentences into the correct order.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.L.1.A.h, 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to let students know that as we continue to work with our building blocks of writing—sentences—today we are going to put jumbled sentences in order. In doing this work, students will be deepening their understanding of syntax, rules of punctuation, and capitalization.

  Pass out the Scrambled Sentences sheet. Model thinking aloud and fixing the first jumbled sentence. Use the next two or three sentences for guided practice. Then, let students do the remaining sentences on their own or with a partner. Come back together to go over the correct answers, discuss misconceptions, and underscore the need for correct capitalization and punctuation.

Suggestions:

- *If students do not capitalize "Missouri" in sentence #2, make sure to talk about the importance of capitalizing proper nouns as well as the beginnings of sentences.*

Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
9. Review the VCe Syllable Pattern	8. Good Listening Habits/ Read Aloud Expectations	10. Correcting Run-On Sentences

Engaging Experience 8 (Reading-8):
Teaching Point: *Today we are going to build good listening habits.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to let students know that listening is a crucial skill for school. Students need to listen to you and to each other in order to learn. It is also important to listen to others to let them know they are an important part of the class community.

  Refer to your read aloud time yesterday. Remind students what went well in their listening behavior. Set your expectations for today's read-aloud (and for all lessons in the future). Some possible items for an anchor chart could include:
  - Stay in your seat/carpet spot
  - Keep your body safe
  - Keep your eyes on the speaker
  - Only speak if it's your turn
  - Keep your mind on what is being said

  As you read aloud, stop and pause to ask questions.

Introduce the **Turn and Talk: Why Do You Think That?** protocol from Benchmark. Emphasize that students need to turn so that they can look at each other when talking with their partner.

- **Partner A:** States their idea
- **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
- **Partner A:** Provides rationale "I think that because_____"
- **Partner B:** Responds "I agree because _____ or I disagree because _____.
- **Partner A:** Asks for Partner B's idea.

Circulate to support and prompt deeper thinking. Close by giving feedback on the students' first time to use the **Why Do You Think That?** protocol as well as their ability to show good listening habits.

Suggestions: *See the lesson in your TRS pages RR6-7 for more ideas to practice listening.*
Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 9 (Phonics and Word Study-9):</u>
Teaching Point: *Today we are going to read and divide words with VCe syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **VCe (vowel-consonant-e) syllable** ends in the "magic e" or "say your name e." Say that because of the **e**, the vowel says its long sound. Write the words **tap** and **tape**. Point out that the **final e** in tape is silent. The vowel **a** and the **final e** work together as a team so that the vowel says its name, the long vowel sound /ā/.

  Create and display a **final e** chart. Write the words: **brave**, **smile**, **stone**, **cube**, **concrete**. Read aloud the words and have students repeat. Model identifying the **final e** spelling (underline or highlight it). Place each word in the correct column on the chart.

a_e	e_e	i_e	o_e	u_e

Provide additional words for students to read and sort: **these**, **mistake**, **explode**, **translate**, **inside**, **complete**, **mule**, **cute**, **twice**, **inmate**, **compete**, **invade, membrane, useful**. Have partners read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **final e** syllables to add to the class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, and VCe syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 10 (Writing-10):</u>
Teaching Point: *Today we are going to learn to identify and correct run-on sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.b, 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to tell students that a run-on sentence is kind of the opposite of a fragment and that neither is appropriate in written communication. Run-on sentences have multiple subjects and verbs and need to be separated into individual or compound sentences.

  Put this run-on sentence (or another that you create) on the board or chart paper: *Leslie showed Jess the kingdom of Terabithia, and it was a magical place in the woods where they could be themselves, they were king and queen of this land, it was their escape from the real world.*

  Ask a student to read the sentence aloud, without pausing, and then ask the class what's wrong with it. Allow students to help you fix this run-on into individual complete sentences.

  Pass out the Run-On Repair sheet. Either work through these together or release students to work with a partner or on their own if they are ready.

Suggestions:

- *If you find that your students struggle with run-on sentences, you could incorporate a daily sentence for morning work until you see students start correcting them in their own writing.*
- *Run-on sentences are often connected with many "ands." Having students investigate the "ands" in their sentences, will help them see if they have run-on sentences in their writing.*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
12. Review the Vowel-r Syllable Pattern	11. Making Connections	13. Sentence Expansion

Engaging Experience 11 (Reading-11):
Teaching Point: *Today we are going to learn about making connections as we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to make connections as we read. Making connections helps us to think about our reading, reminding us what we might already know about the topic and helping us connect to other things we have read. Let students know that they can make connections to themselves, to other texts, and to the world.

  Model making connections with the first few pages of a read-aloud book. After you have made a few connections, tell the class that they are going to be thinking of their own connections throughout the rest of the book. Stop every few pages to allow students to share their connections. Use your agreed upon hand signal from EE5 when students agree with each other so that you continue to establish your expectation that there is no blurting out during instruction or sharing.

  After the read-aloud, ask students to think about the importance of making connections. Introduce the **Share and Reflect** protocol from Benchmark. Tell students that you are going to model this protocol today.
  - **Step 1: What did I do?** "*When reading I …"*
  - **Step 2: How did I feel?** *"When I was reading, I felt …"*
  - **Step 3: What do I think?** "*The _____ connections I made helped me because _____."*
  - **Step 4: What next?** "*I have a better understanding of _____."*

  Give students feedback on how well they followed your expectations for listening during a lesson. Even if the feedback includes things to continue to work on, make sure to give plenty of positive specific feedback. If time, allow students to practice the **Share and Reflect** protocol with a partner.

Suggestions:
- *If you find yourself running out of read-aloud books, you can also use readings from your Read-Aloud Handbook. You have a physical copy, and it is also online in your Benchmark Advance platform.*
- *Find the Read-Aloud Professional Guide in your online Benchmark Advance platform and under Reproducible Bookmarks, print the Make Connections bookmark for students.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Phonics and Word Study-12):
Teaching Point: *Today we are going to read and divide words with Vowel-r syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel-r syllable** includes an r-controlled vowel /är/, /ôr/, /ûr/. Words with the /är/ sound, as in car, are spelled with -ar. Words with the /ôr/ sound can be spelled with -or as in fork, -oar as in soar, or -ore as in more. Words with the /ûr/ sound can be spelled with -er as in verb, -ir as in girl, and -ur as in burn.

  Create and display **a Vowel-r syllable** chart. Write the words: **corn**, **part**, **soar**, **more**, **verb**, **burn**, **girl**. Read aloud the words and have students repeat. Model identifying the r-controlled vowel spellings (underline or highlight them), and place each word in the appropriate column on the chart.

ar	or	oar	ore	er	ir	ur

  Provide additional words for students to read and sort: **scoring, monster, arctic, disarm, hornet, roaring, boarded, orbit, tarnish, conserve, immerse, disturb, burden, current, birthday, confirm**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel-r** syllables to add to a class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, and Vowel-r syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. You may not know that while there are 5 vowels (sometimes 6), there are 18 different vowel sounds! Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Writing-13):
Teaching Point: *Today we are going to expand sentences to give our readers more information.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to let students know that when they are writing, it is important to give their readers enough information so that they can understand what we want to tell them. Answering the questions *who, what, when, where, why*, and *how* in our writing will help us to do that. Tell students that we are going to expand kernel sentences (very short sentences) to practice this.

  Give students this kernel sentence: **It sprouts**. Let students help you to answer these questions about the kernel sentence. Don't add the possible answers in the parentheses unless students need the help.

  What? (seed)
  When? (after it gets water and sunlight)
  Where? (soil)

  Model how you can take the answers to those questions to create a sentence with important details: **After it gets water and sunlight, a seed sprouts in the soil**. (This sentence starts with a dependent clause, which needs to be followed by a comma. You could also write **A seed sprouts in the soil after it gets water and sunlight**.)

  Hand out the Expanding Kernels sheet and work through the other examples together or allow students to work with a partner or on their own, depending on your assessment of their ability to do this work. Share the results if students did partner or independent work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
15. Review the Vowel Team Syllable Pattern	14. Developing Vocabulary and the Define/Example/Ask Routine	16. The Four Sentence Types

Engaging Experience 14 (Reading-14):
Teaching Point: *Today we are going to develop vocabulary as we read an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to let students know that it is important to learn new words to

understand what we read. Tell students that this year they will be using the **Define/Example/Ask Routine** every time we read a new text.

Use the text *A Famous Secret Valley* from your Read-Aloud Handbook. You can choose to display the text on your screen or make copies for students from your physical book. Display the following words one at a time: **carved, glaciers, sheer, staggering abandon, scenic, monolith**. For each word, you will give the definition and an example. Then you will ask students to Turn and Talk to give an example or answer a question. This is an oral routine. Students do not need to write these words. When students write definitions, the cognitive work shifts from thinking about the word to writing and copying.

Word	**Definition**	**Example**	**Ask (Turn and Talk)**
carved	To **carve** means to cut, scrape, or shape a solid material like stone.	Some people like to **carve** figures out of wood. The knife is sharp and can cut away the wood.	Could you **carve** a rock with a feather? What kind of thing would you need to **carve** a rock?
glacier	A **glacier** is a huge, very slow-moving river of ice. This ice is extremely thick. Glaciers formed over hundreds of years.	**Glaciers** act like giant bulldozers, scraping away rock and dirt to create valleys and lakes.	Where in the world might you see a **glacier**? Would you expect to find a **glacier** in Missouri?
sheer	**Sheer** describes something extremely steep. It can also mean transparent or see through.	A **sheer** drop just past the edge of a trail would mean that you could be in danger if you got too close to the edge!	Have you ever been somewhere high and seen a **sheer** drop? If you were looking up at a huge mountain that went straight up, would you describe it as **sheer**?
staggering	Something that is so huge, shocking, or unbelievable it leaves you completely amazed or overwhelmed.	There were a **staggering** number of people at the Taylor Swift concert.	Do you think our slide on the playground is a **staggering** height? Have you seen something that was staggering in height?
abandon	To leave something	If I start reading a	What is something

Word	Definition	Example	Ask (Turn and Talk)
	behind or stop doing something with no plan to continue.	book but it doesn't turn out to be as good as I thought, I might **abandon** it.	you have had to **abandon**?
scenic	A place, view, our route that is beautiful and pleasing to look at.	The US Highway 101 is a **scenic** way to drive from California to Oregon. The road goes along the ocean, up mountains, and past amazing forests.	Would you call a trash dump a **scenic** place? Imagine being on vacation and looking out your window at the most beautiful flowers and mountains. Would you call that **scenic**?
monolith	A huge, solid block of stone. A single, inflexible unit that is slow to change.	The ancient standing stones at Stonehenge are **monoliths**. El Capitan, the extremely tall mountain at Yosemite, is a **monolith**.	Do we have any **monoliths** on our playground?

Suggestions: *The Read-Aloud Handbook is available as a physical book in your Benchmark Advance Materials and is also available on your online platform.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 15 (Phonics and Word Study-15):
Teaching Point: *Today we are going to read and divide words with Vowel Team syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel Team syllable** includes two vowels (vowel digraphs) that work together to create a single vowel sound. Vowel digraphs include common teams such as **ai** in **rain**, **ee** as in **free**, and **oa** as in **boat**. They also include diphthongs such as /oi/ spelled **oi** as in **coin** or **oy** as in **boy** and /ou/ spelled **ou** as in **loud** or **ow** as in **cow**.

  Create and display a **Vowel Team syllable** chart. Write the words: **contain, ointment, blackout**, **towel**, **freedom**, **upload**, **cowboy**. Read aloud the words and

have students repeat. Model how you identify the Vowel Team spellings (underline or highlight them), and place each word in the appropriate column on the chart. Also ask students what type of syllable the other syllable is to continue to review.

ai	ee	oa	oi	oy	ou	ow

Provide additional words for students to read and sort: **explain, indeed, poison**, **downtown**, **maintain**, **enjoy**, **account**, **mountain**, **raincoat**, **overload**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel Team** syllables to add to a class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the second of these Syllable Division Posters with this lesson if you'd like. "When I bump into three, blends and digraphs I must see!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Writing-16):
Teaching Point: *Today we are going to learn about the four types of sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to tell students that all sentences, no matter how long or short, are one of four types of sentences. **Declarative** sentences are statements and are the most common type of sentence. **Imperative** sentences are commands, instructions, or advice. Sometimes imperative sentences have an implied subject, such as "Visit a national park." The implied subject is "you." **Interrogative** sentences are questions, and **exclamatory** sentences are exclamations.

Show students these sentence examples and ask them to use white boards or hand signals to give you an answer on what type of sentence each example is.

Tony doesn't want to go. (Declarative)

Don't go, Tony! (Exclamation)

Does Tony want to go? (Question)

Go now. (Command)

Use one of the vocabulary words from your reading lesson today and ask students to help you write a sentence of each type with that word in it. Choose a second word from your reading lesson and ask students to work in partnerships to create one of each type of sentence with that word in it. Ask students to display their completed sentences on their desks and let the class do a gallery walk to look at each others' work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review the Consonant-le Syllable Pattern	1. Author's Purpose - Inform	3. Because, But, So

Engaging Experience 17 (Reading-1):
Teaching Point: *Today we are going to understand Author's Purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to prepare a three-column chart on chart paper to fill in after the read-aloud. Leave enough space at the bottom of the chart for students to add sticky notes with the names of the books students are reading as examples of the different purposes. This will become your Author's Purpose Anchor Chart (see your TRS page RR11 for an example). Tell students that authors write for different purposes. We can usually put a book or article in one of three different purposes.

  Display or ask students to get out their copies of *A Famous Secret Valley*, the text you used in yesterday's reading lesson. Allow students a few minutes to review the text and then tell students that they are going to use the **Turn and Talk: Why Do**

You Think That? protocol again. Students will be answering the question, "What do you think the author's purpose is for *A Famous Secret Valley"*

- **Partner A:** States their idea
- **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
- **Partner A:** Provides rationale "I think that because_____"
- **Partner B:** Responds "I agree because _____ or I disagree because _____.
- **Partner A:** Asks for Partner B's idea.

Circulate to support and prompt deeper thinking. Close by giving feedback on the students' use of the **Why Do You Think That?** protocol as well as their ability to show good listening habits.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 18 (Phonics and Word Study-2):
Teaching Point: *Today we are going to read and divide words with Consonant-le syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Consonant-le syllable** includes syllables that end with a consonant followed by the letters "**l**" and "**e**."

  Write the words **bubble**, **battle, fizzle**, and **dimple**. Model dividing the words into syllables and reading them, using what you know about Consonant-le syllables. Ask students to help you identify the syllable type for each syllable in each word (they are all Closed syllables + Consonant-le).

  Have partners take turns reading additional words such as **dangle**, **crumple**, **humble**, **grumble, huddle, mantle, meddle, nozzle, speckle.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Consonant-le syllables and add them to a class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*

- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 19 (Writing-3):
Teaching Point: *Today we are going to learn another strategy to help us expand our sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to remind students of the kernel sentences they worked with earlier that they expanded to give their readers more information. Tell students that today we are going to use conjunctions to help us expand sentences.

  Tell students that the words **because, but, so** are all conjunctions that help us to combine ideas in sentences. Tell students that you are going to give them sentence stems with one of these conjunctions that they will use to help them to expand the sentence to give more information. Do these examples together:

  Seeds need light to grow because _____.
  Seeds need light to grow, but _____.
  Seeds need light to grow, so _____.

  Have students work with a partner to complete the Because, But, So sheet. Circulate as students work in order to give feedback and help as needed. Have students come back together to share their sentences.

Suggestions:

- *Tomorrow's lesson will focus on coordinating conjunctions that combine two complete sentences and need to include a comma. But and So are coordinating conjunctions. There needs to be a comma before the conjunction that is combining the two sentences. Because is a subordinating conjunction. It does not require a comma.*
- *When students do the Because, But, So activity with a sentence stem that relates to content, it helps students deepen their understanding of the topic, gives you a formative assessment of their understanding, and allows practice with vocabulary.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Learn About the Schwa Syllable Pattern	4. Author's Purpose - Entertain	6. Combining Simple Sentences with FANBOYS #1

Engaging Experience 20 (Reading-4):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the author's purpose was to inform. Show students your anchor chart from yesterday and tell students that today we will read another text and decide which purpose it should be included with.

  Read aloud any fiction text that you'd like to read. When you have finished reading, ask students to do **Stand-Up, Hand-Up, Pair-Up** again. Precorrect any behavior that did not meet expectations from Day 1 when students first used this structure. Students often have to be reminded that "drivebys" are not acceptable and make others feel rejected. Once students have their partner, they should talk about what they think the author's purpose was and why they think that. Circulate to hear student answers to gauge student understanding.

  Once students are back on the carpet, have them reflect on why knowing the author's purpose is helpful in understanding the text. Talk about how you would read a text for entertainment differently from a text for information.

Suggestions: *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 21 (Phonics and Word Study-5):
Teaching Point: *Today we are going to read and divide words with Schwa syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Schwa** syllable is the trickiest and most common type of syllable. Tell students that the word Schwa comes from Hebrew and German and means "emptiness." Explain that we often refer to a Schwa sound as a "lazy" sound, because we aren't fully saying the vowel sound someone would expect to be there according to the spelling. The Schwa sound also occurs in the unstressed syllable(s) of a multisyllabic word.

  Let students know that the Schwa sound can be spelled with any vowel or vowel team and either makes the short i sound /ĭ/ or the short u sound /ŭ/.

  You can use this video to explain Schwa further if you would like.

  Write the words **amount**, **formal, lemon**, and **reason**. Model dividing the words into syllables and reading them, trying to pronounce them the way you would expect. For instance, for **amount**, instead of saying /u/-mount say /ā/-mount. Ask if this sounds like a word anyone has heard. Point out that when students are sounding out a word,

and either the short or long sound does not create a word they have heard, they should try the Schwa sound /ŭ/ or /ĭ/. Do the same with the other words.

Have partners take turns reading additional words such as **thousand**, **telephone**, **animal**, **parrot, command, focus, syringe, pleasant, comma.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Schwa syllables and add them to a class chart.

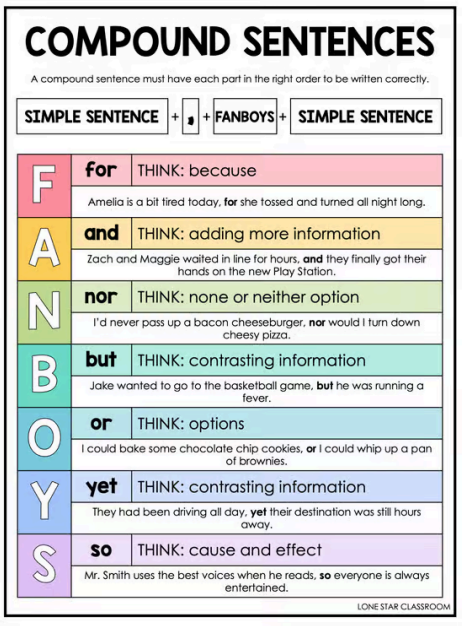
Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, Vowel Team, and Schwa syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. This is our last day of syllable types review.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 22 (Writing-6):
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.L.1.A.h, 4.L.1.B.c
Detailed Description/Instructions:



- **One way to do this** is to remind students of EE 10 where they worked to correct run-on sentences. They might have chosen to correct the run-ons with a compound sentence, which is when two sentences are joined by a comma and a coordinating conjunction. When we have two sentences, we have choices as a writer. We can leave them as two separate sentences, or we can combine them. Combining sentences adds interest and rhythm to our writing.

  Introduce students to FANBOYS, a fun way to remember the coordinating conjunctions (For, And, Nor, But, Or, Yet, So). Show the Let's Bring It All Together (Conjunctions) video from Discovery Education on your portal to show a short video about coordinating conjunctions if you'd like. Stop at 1:33 to give the focus on coordinating conjunctions.
  Pass out the FANBOYS #1 sheet. Do one or two of the sentences together and then

let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
8. Review Homophones	7. Author's Purpose - Persuade	9. Combining Simple Sentences with FANBOYS #2

Engaging Experience 23 (Reading-7):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the author's purpose was to entertain and before that they read a text where the author's purpose was to inform. Show students the Author's Purpose anchor chart and tell students that today we will read a text meant to persuade.

  Display or pass out copies of *Let Your Voice Be Heard* from your Read-Aloud Handbook or use any other persuasive text you'd like to use. As you read, stop to point out words or sentences that show the author's opinion. For instance, look at sentences 2, 3, and 4 in paragraph 5. Point out the call to action in the last sentence.

  When you have finished reading, discuss the difference between a strictly informative text and one that is persuasive.

Suggestions: *The Read-Aloud Handbook is available as a physical book in your Benchmark Advance Materials and is also available on your online platform.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics and Word Study-8):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.b, 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that homophones are words that sound the same but have different meanings and spellings. Remind students that it is important to know the spellings of homophones to distinguish these words when reading and writing. Using context will also provide clues to the word's meaning and usage.

  Write the following words: **flower, flour, piece, peace**. Pronounce each word. Work with students to create context sentences for each word. Prompt them to use a dictionary, if necessary. Distinguish each word's meaning and highlight the spelling.

Continue by having partners create context sentences for the following homophones: **cite, sight; need, knead; lone, loan; scent, cent; wait, weight; their, there, they're**. Provide time for students to share their sentences by writing them on a chart or the board. Confirm correct usage with students. Review each word's meaning and spelling.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-9):
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.L.1.A.h, 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to remind students of the work they did with coordinating conjunctions yesterday.

  Talk about how when combining sentences, it is important to choose a coordinating conjunction that makes sense. Write the sentence "Marcus wanted to buy the basketball, so he did not have enough money." Ask students if this sentence makes sense or not. Have students Turn and Talk about what coordinating conjunction they would use instead.

  Pass out the FANBOYS #2 sheet. Do one or two of the sentences together and then let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
11. Review Inflectional Endings and take a Cumulative Spelling Assessment and Dictation	10. Questioning	12. Writing a Response to Reading

Engaging Experience 26 (Reading-10):
Teaching Point: *Today we are going to use questioning to understand what we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the lesson in your TRS on page RR39 to teach about thick and thin questions. If your school has learned about Costa's Levels of Thinking

from AVID, use the three levels of questions instead.

Read a text of your choosing and model asking either thick and thin questions or Costa's Level 1, 2, and 3 questions, explaining which level each question is and why. Explain that asking questions before, during, and after reading helps you to think deeply about what you read. As you find answers, it helps you to draw conclusions supported by text evidence.

As students go to do some independent reading, ask them to write at least one question of each type from their reading today.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Phonics and Word Study-11):
Teaching Point: *Today we are going to read and spell words with inflectional endings (with spelling changes).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students that a suffix is a word part added to the end of a base word. Write the words **stop**, **stopped**, and **stopping**. Point out that the spelling changes when the suffixes ‑ed and ‑ing are added to stop (double final consonant). Repeat with the words t**race**, t**raced**, and t**racing** (drop the e before adding the ending).

  Write base words for students to add the suffixes ‑ed and ‑ing to: **drop**, **like**. Have students write the new words and explain the spelling change needed.

  Provide a list of additional words for students to add the suffixes ‑ed and ‑ing to: **slip**, **trap**, **drip**, **pin**, **rake**, **race**, **slice**, **bake**, **joke**. Have partners take turns adding the suffixes and explaining the spelling change. Have students skim classroom books for other words with suffixes that require a spelling change when added. List these words on a chart based on spelling changes.

  Tell students that throughout the year, they will take a short spelling assessment and write a dictation sentence on day 4 or 5 of a week in each three-week unit (this is called the Cumulative Spelling Assessment and Dictation and can be found in the Phonics & Word Study Resource e-book under Word Study Resources in your Benchmark Advance platform. Tell students that you are going to practice this now.

  Spelling Procedure
  1. Say each spelling word in the chart below.
  2. Have students repeat the word.
  3. Use the word in a sentence.
  4. Say the word again.
  5. Have students write the word.

Dictation Procedure

1. Instruct students to listen carefully as you read the sentence.
2. Read the sentence.
3. Have students repeat the sentence.
4. Have students count how many words are in the sentence.
5. Read the sentence again.
6. Instruct students to write the sentence.

Spelling Words (from lessons this week)	**Dictation Sentence**
dripping lamb wrist dimple lemon	I have said a thousand times that fourth grade is the best.

Suggestions:

- *You can choose to collect the work "as is" to gauge students' abilities, or you can give immediate feedback as students write the sentence and ask, "what kind of letters goes at the beginning of the sentence?" or "what do you need to do at the end of a sentence?" or point out words that are incorrect and ask students to correct them if they can.*
- *There are two kinds of suffixes: inflectional and derivational. Inflectional suffixes tell the tense (when something happened) or how many. Derivational suffixes often change the part of speech of the base word. In third grade, students will not encounter Derivational suffixes until Unit 10.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Writing-12):
Teaching Point: *Today we are going to practice writing a response to our reading.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, b, 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to ask students to think back to one of the read-alouds shared earlier. Explain that readers sometimes write responses to their reading that include ideas, facts, events, or opinions from the text. Choose one of the questions from your TRS page RR9. Model restating the question in order to start your response.

  Allow two or three students an opportunity to share their ideas. Use these ideas to begin crafting a shared response to the read-aloud book. Point out that you are using proper punctuation and complete sentences when writing.

  Share the other questions from page RR9 that fit your read-aloud and allow students to choose a question to write their own writing response.

Suggestions:

- *Think about where you would like students to do their writing this year. Will you have a dedicated notebook? Will students keep writing in a folder?*
- *Students will need to keep their finished pieces throughout the year somewhere safe. In*

Unit 10, they will choose a favorite piece from each writing genre to share with the class.

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
14. Learn the Reading Big Words Strategy	13. Making Predictions	15. Writing a Book Recommendation

Engaging Experience 29 (Reading-13):
Teaching Point: *Today we are going to make predictions to deepen our comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to introduce students to the **Preview. Predict. Prove.** protocol from Benchmark. Let students know that making predictions based on previewing a text gets the reader ready to read and develops comprehension as we use the text to see if our predictions were right or wrong. Model each step of the protocol with a text that you choose to read.

- **Step 1 Preview:** Model looking at the cover. Read the back cover. Flip through the pages of the text, noticing text features and illustrations.
- **Step 2 Predict:** Make predictions about what the text is about, what might happen, or what you might learn. Model making one prediction but then allow students to also make predictions.
- **Step 3 Prove:** As you read your text, stop as you find evidence that proves or disproves your prediction. Let students know that even if a prediction turns out to be wrong, it is still important to make it. Making the prediction gets us interested in finding out if we are right or wrong and helps us to pay attention to what we are reading.
- **Step 4 Discuss:** Have a class discussion on how making predictions helped you pay attention to and understand the text. Ask students to turn and talk about how their predictions changed or shaped their understanding of the book.

Suggestions: *If you want to start this lesson with a fun activity that makes clear what a prediction is, see your TRS page RR47.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 30 (Phonics and Word Study-14):
Teaching Point: *Today we are going to learn how to use the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to let students know that they will use the Reading Big Words Strategy all year as they encounter long words they do not know. Tell students that

you are going to create this anchor chart together so that they can refer to this chart throughout the year. Begin an anchor chart with the heading "Reading Big Words Strategy." As you add items to the chart, read them aloud.

1. Look at the word parts (prefixes) at the beginning of the word.

Step away from the anchor chart and write: **disadvantages.** Read the word aloud. Underline the base word (advantage). Circle the prefix (dis). Think aloud about how this helps you: *dis is a prefix that means not.*

2. Look at the word parts (suffixes) at the end of the word.

Draw a box around the suffix(s). Think aloud about how this helps you: *I know that adding the suffix s means that there is more than one.*

3. In the base word, look for familiar spelling patterns to help you figure it out. Think about syllable patterns you have learned.

Look at the underlined base word (advantage). Find the three syllables: ad-van-tage. The first two syllables are both closed, so they use the short vowel sound. The last syllable is a Schwa syllable using the /ĭ/ sound. ("ge" is a spelling for the /j/ sound, which is listed on the consonants from the K-2 sound walls. See slide 12 for a close up for the spellings for /j/).

4. Sound out and blend together the word parts.

Dis-advantage-s

5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in this sentence?"

Think aloud about the meaning: *I know that advantage means something that puts someone or something in a favorable position. Dis means not and s means more than one, so disadvantages must mean "more than one thing that puts someone or something in a less favorable position than someone else."* Give an example such as "The mangy shelter dog had several disadvantages to being adopted" or "Not listening in class and not doing her work gave Anna several disadvantages on the math test." Ask students to think of some examples of disadvantages.

Have student pairs select 2 or 3 unfamiliar words from class or independent reading and use the strategy to read them. Remind students to refer to the anchor chart you just created together.

Bloom's Level: Apply
DOK: 2

Engaging Experience 31 (Writing-15):
Teaching Point: *Today we are going to write a book recommendation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, b, 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to let students know that today they will recommend a book or genre to their community of readers. Ask students to use the **Turn and Talk: Why Do You Think That?** protocol again. Students will answer the question, "What is a book that you loved that you can recommend?" If students struggle with that question, another question could be, "What is your favorite genre of book?" Quickly review genres such as Historical Fiction, Realistic Fiction, Adventure, Animal Fiction, Biography, Science Fiction, Fantasy, Informational, Graphic Novel.

    - **Partner A:** States their idea
    - **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
    - **Partner A:** Provides rationale "I think that because_____"
    - **Partner B:** Responds "I agree because _____ or I disagree because _____.
    - **Partner A:** Asks for Partner B's idea.

    Ask a few students to share what their partners said. Give students the sentence starter, "A book/genre I'd like to recommend is" _____ because _____. Model filling out the sentence starter yourself and then giving several reasons to support your opinion.

    Send students off to do their own book/genre recommendation. If there is time, allow students to share with partners or do a gallery walk when they are finished writing.

Bloom's Level: Create
DOK: 3

Unit 1: Observing Nature

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Observing Nature
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read firsthand accounts of writers' interactions with nature and novel excerpts in which characters encounter nature. Students will learn and take notes about where we can encounter nature, what living and nonliving things we can observe, and how we use our senses to interact with nature.

Topic 1 (Week 1)
In week 1, students will work on identifying key details and determining main idea as well as comparing and contrasting narrative points of view. In writing, students will analyze an Informative/Explanatory Essay mentor text and take notes from source text and video. They will also pay attention to ordering adjectives within sentences. For word study, students will review spellings for Long and Short a, as well as learn a strategy for Reading Big Words.

Topic 2 (Week 2)
In week 2, students will continue to work on identifying key details and determining main idea. They will also work on summarizing and integrating information from multiple sources. In writing, students will plan their own informative essay. They will also work on recognizing and correcting sentence fragments. For word study, students will review Long and Short e spellings and continue using the strategy for Reading Big Words.

Topic 3 (Week 3)
In week 3, students will continue to work on integrating information from multiple sources. They will also compare and contrast narrative points of view. In writing, students will write their informative essay and evaluate it based on the rubric. For word study, students will review Long and Short o spellings and continue to apply the strategy for Reading Big Words.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
    - Mentor Informative/ Explanatory Essay
- Consider creating bookshelves for Unit 1 materials
- Prepare a blank idiom chart for students to add to for lesson 7

Essential Question:

- How do we respond to nature?

Enduring Understandings:

- Knowledge of the natural world is based on observation and inquiry.
- Plants and animals, including humans, interact with and depend upon each other and their environment.
- Interactions with the natural world bring up strong feelings and emotions in people.
- Nature's beauty and encounters with nature are recurring themes in literature. Characters reveal themselves through their responses to nature.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
  - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
  - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
  - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
  - 4.R.1.B.d identify the meaning of common idioms and figurative language
  - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.2.A** Read, infer, analyze, and draw conclusions to:
  - 4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
  - 4.R.2.A.e compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person
- **4.R.3.A** Read, infer, and draw conclusions to:
  - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
- **4.RF.3.A** Develop phonics in the reading process by:
  - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
  - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound
  - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
  - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
  - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
  - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas),

focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.B** Write informative/explanatory texts that:
    - 4.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 4.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 4.W.2.B.c use specific, relevant and accurate words that are suited to the topic, audience, and purpose
    - 4.W.2.B.d contain information using student's original language except when using direct quotations from a source
    - 4.W.2.B.f use text structures when useful
    - 4.W.2.B.g create a concluding paragraph related to the information
- **4.W.3.A** Apply research process to:
    - 4.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand the complete simple and compound four types of sentences
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text Draw logical conclusions based only on what the text clearly says Select specific text evidence to support	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		conclusions Explain how the evidence supports the conclusion	
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans, time flew) Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	2
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.2.A.a	Summarize and identify the theme	Identify the major events of the plot, focusing on the most important moments Sequence events accurately Summarize using key events only Explain how earlier events affect later events Identify the theme	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Explain how events in the story support the theme Use evidence from across the text to support ideas	
4.R.2.A.e	Compare and contrast point of view; identify first- and third-person narration	Identify the narrator or speaker of a story Determine whether the story is told in first-person or third-person Explain how they know the point of view Describe what the reader knows and does not know based on the point of view Compare points of view between two stories Use text evidence to support explanations and comparisons	3
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	
4.W.1.B.a-d	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex Write a clear introductory paragraph that introduces the topic with an overall topic sentence. Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization, punctuation and spelling	2
4.W.2.B.a, b, c, d, f, g	Write information/explanatory texts	Introduce a topic clearly with a topic sentence in an introductory paragraph	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Develop the topic in supporting paragraphs with topic sentences and facts, details, examples, and quotations that explain the topic Use specific, relevant, and accurate vocabulary suited to the topic, audience, and purpose Use the student's own words except when quoting from a source Use appropriate text structures Create a concluding paragraph that brings closure to the text	
4.W.3.A.g	Differentiate between paraphrasing and plagiarism	Paraphrase information accurately by restating ideas using their own words and sentence structure Avoid copying key words or phrases unless quoting Use direct quotations appropriately and sparingly Use quotation marks correctly Credit the source when using ideas or information from others	2
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Interim Assessment 1 (preassessment for the year)	● Unit 1 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 1 Cumulative Spelling Assessment and Dictation ● Unit 1 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
alight solitary appreciate encounter interact nature observe sense/sensory haughty vast shield shimmering strolls winding jaunt scrawny vegetation	stationary

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1- Introduce the Blueprint for Observing Nature 2-"A Bird's Free Lunch" First Reading: Ask Questions to Build Knowledge About Observing Nature	3-Write an Informative/ Explanatory Essay: Read a Mentor Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore how, when, where, and why people observe and respond to the natural world.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the Essential Question. Explain that as we explore the topic of *Observing Nature*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2):
Teaching Point: *Today, we're going to ask questions to build knowledge about observing nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text using the Define/Example/Ask Routine. Model asking questions before, during, and after reading. Model how you answer your questions during and after reading, using the text as evidence.

Suggestions:

- *Show students how to use the flap of their Observing Nature Texts for Close Reading to be a bookmark. A space to record learning goals is on the front of the flap, and annotation symbols are on the inside.*
- *Consider printing the Readers Ask Questions anchor chart and pasting it into a demonstration notebook to access throughout the unit as well as with small groups. You can also create a partial Readers Ask Questions anchor chart that you finish with your students. Co-creating anchors the lesson and makes it more likely students will use the anchor chart as a resource.*
- *Consider using the Integrated ELD box. The digital Multilingual Glossary is also good for supporting meaning.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today, we're going to analyze a mentor text for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.a, b, c, d, f, g
Detailed Description/Instructions:

- **One way to do this** is to hand out copies of the Mentor Writing Prompt and Mentor Text. Model noticing the key features of the text. Co-construct the Informative/Explanatory Essays anchor chart that you will use throughout Unit 1.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Review Long and Short a spellings and the Reading Big Words Strategy	4-"A Bird's Free Lunch" Identify Key Details and Determine a Main Idea	6-Write an Informative/ Explanatory Essay: Find Facts and Details

Engaging Experience 4 (Reading-4):
Teaching Point: *Today, we're going to identify key details and determine a main idea.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to co-create the Determine the Central Idea anchor chart you will use throughout this unit. Guide students in rereading parts of "A Bird's Free Lunch" to underline key details. As a group, brainstorm a possible main idea sentence, checking that it is supported by the key details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students complete the Identify Main Idea Quick Check A or B.*
- *Consider having students complete the Explain How Key Details Support the Main*

Idea of a Text Quick Check A or B.
- *All Comprehension Quick Checks can be found in the online Comprehension Quick Checks.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 5 (Word Study-5):
Teaching Point: *Today, we're going to use the Reading Big Words Strategy to read words containing Long a or Short a.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to pronounce words with Long a and Short a syllable patterns. Start to co-construct the Reading Big Words Strategy anchor chart with your students, focusing on numbers 3, 4, and 5.

Suggestions:
- *Consider using the Integrated ELD box for support.*
- *Here is another format for the Reading Big Words Strategy anchor chart. You can print this as 11 x 8.5 or 11 x 17. You can cover boxes you are not actively using in each lesson.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today, we're going to gather relevant information from a print source for informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.d, 4.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to model how to use "A Bird's Free Lunch" to take notes about woodpeckers using a 3-column chart.

Suggestions: *Consider using the Integrated ELD box for support.*
Bloom's Level: Apply
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"A Bird's Free Lunch" Build Vocabulary: Recognize and Explain the meaning of Idioms Begin the Blueprint	8-Grammar in Context: Sentences with Prepositional Phrases 9-Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details

Engaging Experience 7 (Reading-7):
Teaching Point: *Today, we're going to recognize idioms and use context to help us explain their meaning.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to identify idioms from the text "A Bird's Free Lunch." Model how you recognize the non-literal meaning. Begin an Idioms Chart that students can add to. Answer question 1 for the *Build-Reflect-Write e-Notebooks* (page 10 of Observing Nature).

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may also wish to have students complete the Idioms, Adages, and Proverbs Quick Check A or B in the online Grade 4 Language Quick Checks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today, we're going to identify prepositional phrases and see how they help with description.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud a list of prepositions. Review the definition of prepositions and provide examples. Review that speakers and writers use pronouns in prepositional phrases to indicate locations. Provide oral sentences as examples and invite students to generate additional sentences. Model using paragraph 3 of a "A Bird's Free Lunch."

Suggestions:

- *Consider using the Integrated ELD box.*
- *You can complete the Week 1 Build Grammar and Language activity in the Unit 1 Build-Reflect-Write e-Notebook. Students can also type their responses in Schoology or hand write answers in a notebook.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to work on spellings for Long a and Short a sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling*

patterns rather than specific words.
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to listen and view to find facts and details for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.d, 4.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the Appearance and Behavior Chart you used to model taking notes about woodpeckers from Lesson 6. Play the video "The World of Woodpeckers." Model how you listen and view to find facts and details about the appearance and behavior of woodpeckers and add this information to your notes.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"The Reeds and the River" First Reading: Create Mental Images of Characters' Interactions with Nature 12-Explain How Similes and Metaphors Contribute to Meaning Add to the Blueprint	11-Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to create mental images of characters' interactions with nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "The Reeds and the River." Encourage students to note features of the text and draw before-reading inferences based on the illustrations. Model creating a mental image based on the author's description.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the digital Multilingual Glossary.*
- *During independent time, have students read the Vocabulary Practice Text on page 9*

of Observing Nature
- *Complete the vocabulary practice activities in their Build-Reflect-Write e-Notebooks or in their notebooks.*
- *Make Connections through Collaborative Conversation: Use the discussion prompts on pages 6–7 of the Teacher Resource System (TRS) to engage students and make connections to their experiences.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to learn how similes and metaphors contribute to meaning.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to notice and analyze a simile and a metaphor so students can identify and analyze figurative language on their own. Have students practice finding examples of similes and metaphors in their Text for Close Reading.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the Turn and Talk: Why Do You Think That? protocol found in the Additional Materials Bank.*
- *Consider using the Similes and Metaphors Quick Check A or B in the online Grade 4 Language Quick Checks.*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to work on spellings for Long a and Short a sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to analyze how an informative/explanatory mentor text is organized.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display a two-column planning chart with the heads "Paragraph" and "Information." Model how you plan and organize your ideas for what should go in each part of your essay.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can draw their own two-column chart or you can print one from the Additional Materials Bank.*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13- Cross-Text Analysis: Compare and Contrast Narrative Points of View 15-Discuss the Blueprint	14-Grammar: Order Adjectives Within Sentences

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to compare and contrast texts with first-person and third-person points of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to display and have students turn to "A Bird's Free Lunch" and "The Reeds and the River." Model how you analyze the point of view.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may wish to have students complete the Compare and Contrast Points of View Quick Check A or B in the Grade 4 online Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss what we have learned about nature observations and interactions from this week's readings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about how people respond to nature in the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Complete the first step in preparing for your nature log entry, this unit's culminating task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to work on spellings for Long a and Short a sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing/Grammar-14)
Teaching Point: *Today, we're going to identify and order adjectives within sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to display the modeling text. Read the first sentence aloud, and model how you order the adjectives. If appropriate, use the reference Adjective Order Chart in the sidebar to create an anchor chart. Use as many of the various adjective types as suits your classroom needs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Review Long e (VCe, ea, ee, ey, y, ie, e) and Short e and Reading Big Words Strategy	1-"Starting Off" First Reading: Ask Questions About Interactions with Nature	3-Write an Informative/ Explanatory Essay: Analyze the Prompt

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and ask questions about interactions with nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model asking questions before, during, and after.

Suggestions: *Co-Create the Ask Questions anchor chart- Before, During, and After Reading*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Word Study-2)
Teaching Point: *Today, we're going to use the Reading Big Words Strategy to read words containing Long and Short e.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the words included in the TRS and model the flexible use of dividing syllables. Model how you can tell by the syllable division whether the e is a short or long sound.

Suggestions: *Refer to the Big Word Strategy Chart- steps 3, 4, and 5. Consider modeling on the board for students.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to read and analyze an informative/explanatory writing prompt.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essay Anchor Chart from last week, and review the key elements of the genre. Analyze the prompt.

Suggestions: *Refer to the Anchor Chart titled, An Informative/Explanatory Essay.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Starting Off" Reread to Identify Key Details, Determine a Main Idea, and Explain How Details Support it 5-"Starting Off" and "A Bird's Free Lunch" Summarize the text	6-Write an Informative/ Explanatory Essay: Find Facts and Details in a Print Source

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to reread to identify key details in text, determine a main idea, and explain how details support it.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.a, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how you distinguish between the relevant and less relevant details and underline the important ones. Model how you use the key details to state a main idea in a sentence.

Suggestions:

- *Refer to the Determine the Main Idea Anchor Chart (from Week 1, Lesson 4).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Identify Main Idea and/or Explain How Key Details Support the Main Idea of a Text*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to use key details and the main idea to summarize a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.a, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display your Determine the Main Idea Anchor Chart from Week 1, Lesson 4. Model how you develop a summary of "The Lake Where the River Starts" from the main idea.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to work on spellings for Long and Short e.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to find facts and details in a print source for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and reread the writing prompt with students. Display a three-column chart and model how you find facts and details about chipmunks.

Bloom's Level: Apply
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Starting Off" Close Reading: Explain the Meaning of Similes and Metaphors	7-"Starting Off" Grammar in Context: Appropriate vs. Inappropriate Fragments 9-Write an Informative/ Explanatory Essay: Gather Information from a Digital Source

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to identify sentence fragments and distinguish between appropriate and inappropriate fragments.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model what inappropriate fragments look like and how to find the difference between sentence fragments that serve a purpose and those that are inappropriate and need to be corrected.

Bloom's Level: Understand
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to identify and explain the meaning of similes and metaphors in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how you would pose a close reading question and show how you would answer it while reading and annotating the text.

Suggestions:

- *Consider using the Close Reading Questions Speaking and Writing Response Frames in the Additional Materials Bank.*

- *Students can use their notebooks or Build-Reflect-Write e-Notebooks to answer question 1 on page 18 of Observing Nature.*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to work on ways to spell Long and Short e sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to gather information from a digital source for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to model how you listen to and view a video to find relevant facts and details, organizing your observations on the chart you used yesterday. Use the video "The World of Chipmunks" found in the Additional Materials Bank.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Starting Off" Close Reading: Analyze First-Person, Point of View Add to the Blueprint	11-Write and Informative/Explanatory Essay: Plan and Organize Your Ideas

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to explain the author's point of view about observing and interacting with nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question in your Unit 1 Teacher Resource System (TRS). Model how you would answer the question

while annotating the text.

Suggestions:

- *In the Build-Reflect-Write e-Notebooks: Answer question 2 on page 18 of Observing Nature, and students will add new information to their Knowledge Blueprint.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe a Firsthand Account*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to work on ways to spell Long and Short e sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to plan and organize your ideas for your informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model how you organize your ideas by combining and categorizing similar information from your notes from both the print source and video source.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Multiple Texts 14- Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar: Recognize and Correct Inappropriate Fragments

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from multiple texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the close reading question from your Teacher Resource System (TRS). Model how you would answer the question while annotating the text.

Suggestions:

- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Observing Nature.*
- *Consider using the online Grade 4 Comprehension Quick Checks, Informational Text, Integrate Information From Two Texts.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss the knowledge we have gained about nature observations and interactions from the readings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about how people respond to nature in your Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Complete the second step in preparing for your nature log entry, this unit's culminating task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13)
Teaching Point: *Today, we're going to recognize and correct inappropriate sentence fragments.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to identify and correct inappropriate fragments in your writing.

Suggestions:

- *Grade 4 Language Quick Checks, pages 14–15 in the e-book.*
- *For additional practice, consult your Grammar and Spelling Activity Book, Unit 1, Week 2. This book is available online, and you also have a hard copy Teacher's Edition.*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2- Review Long o (Vce, oa, ow, oe, o) and Short o and Reading Big Words Strategy	1-"The Secret Spring" First Reading: Create Mental Images of Characters' Interactions with Nature	3-Write an Informative/ Explanatory Essay: Introduce the Topic Clearly

Engaging Experience 36 (Reading 1)
Teaching Point: *Today, we're going to create mental images of characters' interaction with nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary.

Suggestions: *Consider using the Vocabulary Practice Text in the students' Texts for Close Reading page 25.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2):
Teaching Point: *Today, we're going to use the Reading Big Words Strategy to read words containing Long and Short o sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to identify a Long o or Short o syllable in a multisyllabic word. Use knowledge of long o and short o syllable patterns to decode and pronounce the words correctly.

Suggestions: *Refer to Big Word Strategy Chart- steps 3, 4, and 5. Consider modeling on the board for students.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to write an introduction for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.b, 4.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to read aloud the Mentor Informative/Explanatory Essay introduction as students follow along, reading from their copies. Explain why it is a strong introduction.

Suggestions:

- *In order to help students stay engaged as you read aloud, consider teaching students that you will pause every so often and that when you do that, they should chorally read the next word.*
- *Refer to the Informative/Explanatory Essay Writing Checklist from Week 2.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"The Secret Spring" Close Reading: Explain the Meaning of Similes	5-Grammar in Context: Prepositional Phrases 6-Write an Informative/ Explanatory Essay: Incorporate Relevant Information and Provide a Conclusion

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to identify and explain the meaning of a simile to answer a close reading question.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the close reading question from your TRS. Remind students that they are expected to annotate their copy of the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Observation Checklist for Constructive Conversation*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of Observing Nature.*
- *Use Similes and Metaphors Quick Check A or B in Grade 4 Language Quick Checks e-book.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to identify prepositional phrases in a complex sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review and model the definition and function of prepositional phrases in a sentence. Draw attention to the sentence from "The Secret Spring" highlighted in your TRS that contains two prepositional phrases put together.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with the Long o and Short o sound.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to write a conclusion for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 2 of the Mentor Informative/Explanatory Essay as students follow along in their copies. Model how you incorporate facts and details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Informative/Explanatory Essay Writing Checklist (from Week 2 Lesson 9)*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7- Close Reading: Identify and Explain Perspectives About Encounters with Nature Add to the Blueprint	8-Write an Informative/ Explanatory Essay: Order Adjectives to Add Detail

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to identify and explain perspectives about encounters with nature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to compare the encounters with nature in "The Secret Spring" and "Starting Off." Then contrast the narrative points of view in the two texts.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of Observing Nature.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with Long o and Short o sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to review the rules for ordering adjectives before a noun.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.b, 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the draft text in your TRS. Model adding more detail to your writing. Then display and read aloud a model sentence asking the students to revise it by adding in two adjectives.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students refer to their Informative Essay Writing Checklist.*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9- Close Reading: Compare and Contrast the Treatment of Themes in Literature 10-Build Knowledge: Discuss the Blueprint and Build toward the Culminating Task	11-Write an Informative/ Explanatory Essay: Edit to Correct Inappropriate Fragments

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to compare and contrast themes in literature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread parts of "The Secret Spring" and "The Reeds and the River" and use evidence you find there to answer the question from the TRS. Use the Speaking and Writing Response Frames in the Additional Materials Bank for modeling support.

Suggestions:

- *Consider using the Integrated ELD box.*
- *For additional support, use the Reinforce or Reaffirm the Strategy chart in your TRS.*
- *Determine Theme Quick Check A or B in Grade 4 Comprehension Quick Checks online book*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of Observing Nature.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about nature observations and interactions from the reading.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about observing nature and better understand the unit's Enduring Understandings. Students will create a Nature Log Entry they will use on Day 5.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Make a Plan for Observing Nature Strategy*
- *Observation Checklist for Constructive Conversation*

- *Step 3 in preparing for your nature log entry, this unit's culminating task*
- *For homework, students can create their nature log entry by observing nature in their chosen place, using their plan, for 15 minutes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Long and Short o*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11):
Teaching Point: *Today, we're going to edit our informative/explanatory essay to correct inappropriate fragments.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.b, 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to display the unedited text from your TRS. Model how you identify and edit fragments so that they are complete sentences with a subject and verb.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students who need further support with recognizing and correcting inappropriate fragments can be assigned additional practice from the Grammar and Spelling Activity Book.*
- *Review the Informative/Explanatory Essay Writing Checklists (row 7).*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"Delight in Nature" Read a Poem: Explain Differences Between Poetry and Prose 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13- Write and Informative/ Explanatory Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to explain differences between poetry and prose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to play the Poetry Out Loud audio recording of "Delight in Nature" by Ty Defoe, allowing students to close their eyes and listen to the language. Then reread the poem and have students compare and contrast the two.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students may also listen to and read along with the audio-assisted e-book and listen to the interpretive Poetry Out Loud audio recording by Ty Defoe*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to reflect on the Nature Log Entry they created on Day 4. Discuss how this task, the readings in this unit, and the Blueprint help to answer the unit's Essential Question and Enduring Understandings. Read the "Real-World Perspectives: Constructive Conversation" section on page 30 of Observing Nature.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversation Anchor Chart*
- *Real-World Perspectives: Supporting Constructive Conversation chart*
- *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening*
- *"Write to Demonstrate Knowledge" section of the Culminating Task on page 30 of Observing Nature.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to apply criteria to evaluate our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.a, b, c, d, f, g
Detailed Description/Instructions:

- **One way to do this** is to display and make sure that students have their copies of the Mentor Text and display the rubric and review it with students, along with the scoring key. Then refer to the Modeling Evaluation Criteria as you model how you evaluate the text. Work with students to evaluate their writing based on each rubric criterion and identify specific ways in which it can be improved.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.d, 4.R.3.A.c, 4.L.1.A.h, 4.W.2.B.a, b, c, d, f, g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standard Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to create a Nature Log Entry

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Observing Nature.

Unit 2: Characters' Actions and Reactions

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Characters' Actions and Reactions
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read a prose version and a play version of two stories with iconic characters. Students will learn and take notes about characters' words and actions and the end result. Students will study how characters reveal themselves to others through their words and actions.

Topic 1 (Week 1)
In week 1, students will work on summarizing, describing characters in depth, and making connections between a story and an oral presentation of the text. In writing, students will analyze an opinion mentor text and take notes to determine and support their opinion. They will also pay attention to using words and phrases for effect. For word study, students will focus on spellings for long and short i. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work on summarizing and describing characters in depth. They will also work on comparing and contrasting the treatment of similar themes in stories and understanding words that signal actions, emotions, and states of being. In writing, students will continue to take notes for their opinion essay and will make a plan to write it in week 3. For word study, students will focus on spellings for long and short u. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to summarize and compare and contrast themes. They will also continue making connections between a story and an oral presentation of text. In writing, students will write their opinion essay, drafting, revising, editing, and evaluating all in one week. For word study, students will focus on the closed syllable pattern.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
    - Mentor Opinion Essay
- Consider creating bookshelves for Unit 2 materials

Essential Question:

- How do we reveal ourselves to others?

Enduring Understandings:

- Writers can tell the same story in more than one genre, such as a drama and a novel or short story.
- Characters' actions and reactions influence a story's plot, as well as other characters.
- Real-life actions and reactions have effects on real events and people.
- Writers intentionally choose characters' words and actions to reveal the characters to the reader.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
  - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
  - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
  - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
  - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.2.A** Read, infer, analyze, and draw conclusions to:
  - 4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
  - 4.R.2.A.c describe the interaction of characters, including relationships and how they change
- **4.RF.3.A** Develop phonics in the reading process by:
  - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
  - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound
  - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
  - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
  - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
  - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **4.W.2.A** Write opinion texts that:

    - 4.W.2.A.a introduce a topic or text being studied, using an introductory paragraph
    - 4.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position supported by fact and details
    - 4.W.2.A.c use specific and accurate words that are related to the topic, audience, and purpose
    - 4.W.2.A.d contain information using student's original language except when using direct quotations from a source
    - 4.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 4.W.2.A.f use transitions to connect opinion and reason
    - 4.W.2.A.g organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand complete simple and compound sentences of all four types
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text Draw logical conclusions based only on what the text clearly says Select specific text evidence to support conclusions Explain how the evidence supports the conclusion	2
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.2.A.a	Summarize and identify the theme	Identify the major events of the plot, focusing on the most important moments Sequence events accurately Summarize using key events only Explain how earlier events affect later events Identify the theme Explain how events in the story support the theme Use evidence from across the text to support ideas	3
4.R.2.A.c	Describe character interactions, relationships, and how they change	Identify how characters interact (what they say, do, think) Describe the relationship between characters (friends, family, allies, rivals, etc.) Explain how relationships develop or change from the beginning to the end of the story Use evidence from the text to support descriptions of interactions and relationships Explain why relationships change,	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		connecting changes to the plot Recognize cause-and-effect relationships between events and character interactions Differentiate between short-term feelings and long-term relationship changes	
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.W.1.B.a-d	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex Write a clear introductory paragraph that introduces the topic with an overall topic sentence. Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a	Revise drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre	
4.W.2.A.a-g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide reasons that support that opinion Support each reason with relevant facts and details Use specific, accurate vocabulary Write primarily in the student's own words Use direct quotations appropriately Reference the author or source name Use transitions to clearly connect opinions and reasons (e.g., because, for example, another reason) Organize the writing into clear paragraphs including a concluding paragraph	3
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for,	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		and, nor, but, or yet, so) Determine where two complete ideas are joined Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 2 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 2 Cumulative Spelling Assessment and Dictation ● Unit 2 Cumulative Word Fluency ● Narrative Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
encounter tumbling actions communicate connect interact reactions relationships tedious earnestly mischievous flutters dejectedly rankling appalled sinking feeling contemptuously overrated	

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint for Characters' Actions and Reactions 2-First Reading "Dorothy Meets the Scarecrow" Draw Inferences About Characters'Actions	3-Write an Opinion Essay: Read a Mentor Text

Engaging Experience 1 (Reading-1) (Unit Introduction)
Teaching Point: *For the next three weeks, we are going to read about characters. We'll meet the same characters depicted in two different genres and see how the authors portray them in each genre.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the Essential Question. Explain that as we explore the topic of *Characters' Actions and Reactions*, we will use some key vocabulary. Use the *Define/Example/ Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience-2 (Reading-2)
Teaching Point: *Today, we're going to draw inferences about characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model how you draw an inference about the text using dialogue and text evidence. Encourage students to underline details and examples in the text to help them draw inferences about the story.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Create a "Draw Inferences" anchor chart and include what you modeled.*
- *Complete Draw Inferences from Text Quick Check A or B in Grade 4 Comprehension Quick Checks, pages 4-5*
- *Use the discussion prompts on pages 120–121 in your TRS to engage students and make connections to their experiences.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today, we're going to read and analyze a mentor writing prompt and mentor opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Text-Based Mentor Writing Prompt and the Mentor Opinion Essay. Read aloud the writing prompt. Model how you analyze the prompt. Create an Opinion Essay Anchor Chart as you discuss key features of an opinion essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Long i (VCe, igh, y, ie, i) and Short i	4-"Dorothy Meets the Scarecrow" Summarize the Text	6-Write an Opinion Essay: Read to Find Facts and Details

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how you summarize the text of the drama, "Dorothy Meets the Scarecrow," looking at its plot and theme, and also comparing and contrasting its features to those of stories and poems.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 5 (Word Study-5):
Teaching Point: *Today, we're going to identify a Long i or Short i syllable in a multisyllabic word.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use knowledge of Long i and Short i patterns to decode and pronounce words correctly. Model the flexible use of syllable division, pronouncing each word and annotating the Long and Short i syllables. Display the Reading Big Words Strategy Anchor Chart and review the steps guiding the class to read each word using the strategies

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grades 3–6 Phonics and Word Recognition Quick Checks, pages 8–9 and 18–19*
- *On subsequent days, use lessons 1–5 in the Phonics & Word Study Resource Book found online for explicit instruction and practice with this week's focus skill.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today, we're going to read to find relevant facts and details for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the mentor writing prompt. Model how you would read and analyze the two source texts, form an opinion, identify logical reasons for your opinion, and then find relevant details in the source texts as support for your claim. Reference the Opinion Essay Anchor Chart as you summarize what you've modeled.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Considering co-creating the Opinion Essay Anchor Chart.*

Bloom's Level: Apply
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Dorothy Meets the Scarecrow" Explain How Character Development Contributes to Plot Drama Begin the Blueprint	8-"Dorothy Meets the Scarecrow" Grammar in Context: Use Words and Phrases for Effect 9-Write an Opinion Essay: Use Text Evidence to Form an Opinion

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to explain how character development contributes to plot in a drama.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how you use relevant details from the drama to understand more about character development and how it contributes to the plot. Drawing on details, such as a character's thoughts, words, and actions, can help you understand the character and his or her influence on the drama's plot.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 10 of Characters' Actions and Reactions. (In a notebook or online)*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Grammar-8)
Teaching Point: *Today, we're going to examine words and phrases and their effect.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how you analyze how the playwright who wrote "Dorothy Meets the Scarecrow" used several words and phrases for effect.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with the Long i and Short i.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9):
Teaching Point: *Today, we're going to use text evidence to make a claim for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to create and display a three-column Develop an Opinion Chart showing text excerpts from the play and the narrative. Read aloud from "Doing What Comes Gnaturally" and model writing your Thoughts and Opinion into the Develop an Opinion Chart. Ask partners to consider the evidence from the narrative version of Aesop's "The Gnat and the Bull" and draw a conclusion about the

development of the gnat's character from that evidence. Add students' ideas to the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"How Dorothy Saved the Scarecrow" Make Connections to Characters' Actions 12-"How Dorothy Saved the Scarecrow" Build Vocabulary: Understand and Use Words That Signal Precise Actions, Emotions, and States of Being	11-Write an Opinion Essay: Analyze the Writer's Concluding Statement

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to develop academic vocabulary and make connections between text details and personal experiences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model making cross-text and text-to-self connections, paying attention to how a narrative is different from a drama. Work with students to create a "Make Connections" anchor chat. Remind students that readers can use fix-up strategies when they come to a part of a story they don't understand. One strategy they can use is to stop and think about the author's purpose in writing the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Vocabulary Practice Text on page 9 of Characters' Actions and Reactions as needed*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to identify and use words that explain precise actions, emotions, and states of being in a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model and explain that authors choose precise words to signal to readers what characters do and how they feel as well as their state of being, or their mental or physical condition. Provide real-world examples, emphasizing the signal word or words each time.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Precise Words and Phrases Quick Check A or B in Grade 4 Language Quick Checks.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of Characters' Actions and Reactions. (In their physical notebook or online).*

Bloom's Level: Understand
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with Long i and Short i*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11):
Teaching Point: *Today, we're going to analyze how a conclusion is formed in an opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the mentor text and read aloud your first paragraph, pointing out how the first sentence states your opinion. Then read aloud the last paragraph, pointing out how the first sentence restates your opinion. Model how you formed the concluding statement. Have students analyze the concluding statement and the reasons that support the statement. Then bring students together to share their findings

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Make Connections Between a Story an Oral Presentation of a Story 15-Build Knowledge: Discuss the Blueprint	14-Language: Correct Comma Usage

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to summarize a story after hearing it read aloud.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to summarize what you've heard and analyze what you gain from reading the story and what you gain from listening to it. Bring students together and ask them to share their new understandings about the characters and events in the story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 10 of Characters' Actions and Reactions (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about characters' actions and reactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask the students to "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings. Review the Culminating Task and introduce the steps they will need to do this week to prepare for it.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Observation Checklist for Constructive Conversation*
- *Complete Step 1 of the Culminating Task by thinking of two ways that a play is different from traditional prose. Then, on page 10 of their Texts for Close Reading, students can write the two ways.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to spell and sort words with Long i and Short i*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14):
Teaching Point: *Today, we're going to use a comma correctly before the coordinating conjunctions and, but, so, or yet in a compound sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model and explain what a compound sentence is focusing on coordinating conjunctions. Have partners work together to write three sentences—about a play and a fable, a cat and a dog, and a chicken and a goat—that each contain two independent clauses joined by a coordinating conjunction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Commas in Compound Sentences A or B in Grade 4 Language Quick Checks, pages 22–23.*
- *Use the Grammar and Spelling Activity Book as needed.*
- *You may wish to have students complete the Week 1 Assessment.*

Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Long u (VCe, ue, ew, u) and Short U and Reading Big Words Strategy	1-First Reading: "Peter Meets Wendy" Draw Inferences About Characters' Actions	3-Write an Opinion Essay: Read and Analyze the Prompt

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and draw inferences in a drama to understand characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model how to use explicit details from the stage directions to draw an inference about Peter. Then encourage students to use the details to draw inferences about Wendy's character and personality.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the digital Multilingual Glossary.*
- *Consider the Vocabulary Practice Text on page 17 of the Texts for Close Reading and completing vocabulary activities in students' Build-Reflect-Write e-Notebooks.*
- *Complete Draw Inferences from Text Quick Check A or B in Grades 4 Comprehension Quick Checks as needed.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Word Study-2):
Teaching Point: *Today, we're going to use knowledge of closed syllable patterns to decode and pronounce words correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Reading Big Words Strategy to decode words, focusing on those with Long u and Short u syllable patterns and spellings. Model dividing each word into syllables to sound it out. Guide the students to read each word.

Suggestions:

- *Consider using the Integrated ELD box.*
- *On subsequent days, use lessons 1–5 in the Phonics & Word Study Resource Book for explicit instruction and practice with this week's focus skill.*
- *Complete Short vowel u Quick Checks on pages 14–15 in Grades 3–6 Phonics and Word Recognition Quick Checks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today, we're going to begin planning an opinion essay and discuss the need to support the opinion with reasons and information.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay anchor chart from Week 1 and review the key elements of an opinion essay with students. Display and distribute copies of the Student Writing Prompt and the Opinion Essay Writing Checklist. Read

aloud the writing prompt, and then model analyzing the prompt for students.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Peter Meets Wendy" Summarize the Text 5-"Peter Meets Wendy" Build Vocabulary: Understand and Use Words that Signal Precise Actions, Emotions, and States of Being	6-Write an Opinion Essay: Develop Reasons Based on Facts and Details

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to review the features of a drama (cast of characters, stage directions) and the text features (images with captions) that are characteristics of this excerpt. Model how to identify key details that will be helpful when summarizing. Encourage students to underline important details in the stage directions as well as in the dialogue.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to compare words that signal precise actions, emotions, and states of being.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to use the verbs *flies*, *flutter*s, and *wafts* in the text and guide students to underline context clues in sentences and in nearby sentences to help them figure out the similar meanings of these words. Have students work together to write definitions for these words and then compare and contrast them, focusing on their mental images.

Suggestions: *Use the Precise Words and Phrases Quick Check A or B in Grade 4 Language Quick Checks as necessary.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to spell and sort words with Long u and Short u*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to develop reasons for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the writing prompt and reread it with the class. Highlight that the prompt asks students to express an opinion about the text selections and to support it with information from the selections. Model how to identify relevant details in the selections they can use to form and support their claim.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Peter Meets Wendy" Close Reading: Draw Inferences to Describe Characters	7-"Peter Meets Wendy" Grammar in Context: Use Modal Auxiliaries to Convey Conditions 9-Write an Opinion Essay: Use Text Evidence to Form an Opinion

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to find and explain modal auxiliary verbs in context.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to look at how authors use modal auxiliary verbs to express how likely something is to happen. Display and read aloud the list of common modal auxiliary verbs provided in your TRS. Discuss what they contribute to the meaning of a sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand

DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe characters and explain how they contribute to plot.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how you closely reread part of "Peter Meets Wendy" to find details about Peter and Wendy and then use those details to explain how the characters contribute to the plot.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Confirm students' understanding that a fantasy being is a character who is not human. Ask them to point to details in the text that illustrate Peter doing something a human being cannot do.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 18 of Characters' Actions and Reactions (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to read accountable text and spell and sort words with Long u and Short u.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to use text evidence to make a claim for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how you evaluate the text evidence you noted earlier and either confirm or change your initial claim. The evidence you evaluate will help you to elaborate on your claim. Display the Character and Details Chart. Model using the information from "Dorothy Meets the Scarecrow" to begin re-examining your initial claim. Write and display your notes as you compare the types of information. Model how you begin to form a claim about which selection better helped you understand the Scarecrow and why.

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Peter Meets Wendy" Close Reading: Make Connections Between a Drama an Oral Presentation of the Drama Add to the Blueprint	11-Write an Opinion Essay: Plan and Organize Your Opinion Essay

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to make connections between a drama and an oral presentation of the drama.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to review that stage directions provide information about how characters feel and how the actors should speak and behave while they perform. However, stage directions are for the reader's benefit as well. Model how you would examine how readers and actors bring their own interpretation and emotional understanding of characters and events to a drama.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 18 of Characters' Actions and Reactions (In their physical notebook or online).*
- *Have students add new information to their Knowledge Blueprint.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read, spell, and sort words with Long u and Short u*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to plan and organize our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.g

Detailed Description/Instructions:

- **One way to do this** is to model how to plan and organize the opinion essay you'll write. Display the Character and Details Chart and display an Opinion Essay Planning Guide. Model how you organize your ideas by combining and categorizing evidence and reasons that support your claim. Model selecting facts and details from the Character and Details Chart and categorizing them on your planning guide.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students read step 3 on their Opinion Essay Writing Checklists and share how they addressed this step.*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Compare and Contrast the Treatment of Similar Themes in Dramas 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar: Use Modal Auxiliaries

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to compare and contrast the treatment of similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to look back at "How Dorothy Meets the Scarecrow" along with "Peter Meets Wendy" to compare and contrast their themes. Use the Speaking and Writing Response Frames for modeling support.

Suggestions:

- *Consider using the Integrated ELD box.*
- *To provide additional support or extend the experience, use the Reinforce or Reaffirm the Strategy in your TRS.*
- *Use the Close Reading Question Speaking and Writing Response Frames*
- *Compare/Contrast Themes and Topics from Different Cultures Quick Check A or B in Grade 4 Comprehension Quick Checks, pp. 38–41*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Characters' Actions and Reactions (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)

Teaching Point: *Today, we're going to discuss knowledge gained about the drama genre and about characters' actions and reactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask students to turn to page 18 in Characters' Actions and Reactions and focus on "Discuss Your Knowledge Blueprint" in the Build Knowledge section to discuss what they learned. Reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings. Point out that reading about characters' interactions in stories and dramas will help them learn how people interact with one another.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Observation Checklist for Constructive Conversation*
- *Direct students' attention to the "Step 2: Choose a Character" part of the Build Knowledge section.*
- *Review the Culminating Task and introduce the steps they will complete this week to prepare for the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 35 (Writing-13)</u>
Teaching Point: *Today, we're going to understand and use modal auxiliary verbs in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to read, discuss, and analyze different modal auxiliary verbs. Display the Opinion Essay Writing Rubric and read it with students. Point out that the rubric reflects the key points on the Opinion Essay Anchor Chart and Writing Checklist.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may wish to have students complete the Week 2 Assessment or you may wish to use this assessment at the end of the unit (see Day 6 in Week 3).*
- *Students who need additional support identifying and using modal auxiliaries can be assigned additional practice from the Grammar and Spelling Activity Book.*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Closed Syllable Patterns	1-First Reading: "Peter's Shadow" Make Connections to Characters' Actions	3-Write an Opinion Essay: Create an Effective Opening Paragraph

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and use details in a text to make connections to understand characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model making connections between the characters' and our own experiences, to other texts we've read, and to the world. Display the Make Connections Anchor Chart.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may support meaning visually using the digital Multilingual Glossary.*
- *Use the discussion prompts on pp. 120–121 in your TRS to engage students and make connections to their experiences.*
- *Use the Vocabulary Practice Text on page 25 of the Texts for Close Reading as needed.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2):
Teaching Point: *Today, we're going to use knowledge of closed syllable patterns to decode words and pronounce them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Reading Big Words Strategy to decode words, focusing on those with closed syllables. Model dividing each word into syllables and sounding it out. Model using Context Clues to determine word meanings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Grades 3–6 Phonics and Word Recognition Quick Checks, pp. 46–47 as needed.*
- *On subsequent days, use lessons 1–5 in the Phonics & Word Study Resource Book online for explicit instruction and practice with this week's focus skill.*
- *Use Closed Syllable Pattern Quick Check A or B in Grades 3–6 Phonics and Word Recognition Quick Checks, pp. 46–47 as needed.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to create an effective opening paragraph for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.a, 4.W.1.B.b, 4.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Mentor Writing Prompt. Then read aloud the Mentor Opinion Essay introductory paragraph. Explain ways in which the mentor introductory paragraph is effective.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider modeling the process of writing your own introduction in addition to using the mentor text.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Peter's Shadow" Close Reading: Make Connections Between a Story and an Oral Presentation	5-"Peter's Shadow" Grammar in Context: Review Agreement (Subject-Verb, Pronoun-Antecedent) 6-Write an Opinion Essay: Incorporate Text Evidence to Support an Opinion and Provide a Concluding Statement

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to make connections between a story and an oral presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.a, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students listen to the oral narration of "Peter's Shadow." Then have them listen once again to the drama "Peter Meets Wendy." Remind them to annotate their texts, noting the unique experience of listening to "Peter's Shadow" as well as differences they notice between the narrative and the dramatic presentations.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Observation Checklist for Constructive Conversation*
- *To provide additional support or extend the experience, use "Reinforce or Reaffirm the*

Strategy" in your TRS.
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of Characters' Actions and Reactions (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to review subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud a list of singular nouns and singular verbs, as well as singular and plural pronouns. Review the definition of a pronoun and provide examples. Review that writers use correct subject-verb agreement so their writing makes sense. Then point out that writers use pronouns to refer to noun phrases so that they are not repeating the noun phrases over and over again. Model how you think about subject-verb and pronoun-antecedent agreement.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to incorporate text evidence to support an opinion and provide a conclusion in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.c, 4.W.2.A.b, g
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay Anchor Chart and go over the elements of an opinion essay. Display and read aloud paragraph 2 of the Mentor Essay as students refer to their copies. Describe how this mentor essay incorporated text evidence to support the claim. Monitor and offer assistance with analyzing the evidence, showing how it supports each reason

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students can use their Opinion Essay Writing Checklists.*

Bloom's Level: Analyze

DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Peter's Shadow" Close Reading: Summarize the Text Add to the Blueprint	8-Write an Opinion Essay: Revise to Insert Words and Phrases for Effect

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to summarize a text, using relevant details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students reread part of the excerpt "Peter's Shadow," and summarize that part to answer a Close Reading question. Remind students to annotate their texts as they work.

Suggestions:

- *Consider using the Integrated ELD box.*
- *To provide additional support or extend the experience, use "Reinforce or Reaffirm the Strategy" in your TRS.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of Characters' Actions and Reactions. (In their physical notebook or online)*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to revise to insert words and phrases for effect in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 5 of the Mentor Opinion Essay as students refer to their copies. Then read aloud the Modeling Text one example at a time and use it to point out three instances in which you revised to add a

word or phrase for a specific effect. Work with students to analyze and evaluate their drafts and to identify opportunities to insert words and phrases for effect.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Compare and Contrast the Treatment of Similar Themes in a Story and a Drama 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write and Opinion Essay: Edit to Ensure Agreement (Subject-Verb, Pronoun-Antecedent)

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to compare and contrast the treatment of similar events and themes in a story and a drama.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that earlier in the unit they compared how similar events are shown in drama and narrative fiction, and explain that today they will do this again through a Close Reading Prompt.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of Characters' Actions and Reactions (In their physical notebook or online).*
- *Use a compare and contrast graphic organizer to help students organize their ideas. There are many to choose from in the Grades 2-6 Additional Materials Graphic Organizers book online.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about the characters.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.c, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask students to turn to page 26 in Characters' Actions and Reactions and focus on the "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Have students work together to record and discuss what they have learned about how characters (and people) reveal themselves to others.

Suggestions:

- *Consider using the Integrated ELD box.*
- *"Plan Your Dramatic Scene" Direct students' attention to the "Step 3: Plan Your Dramatic Scene" part of the Build Knowledge section. Introduce the step they will need to do today to prepare for completing the Culminating Task.*
- *Consider using the Observation Checklist for Constructive Conversation.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to spell and sort words with Closed Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to edit our opinion essay to ensure subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to review that students previously practiced subject-verb and pronoun-antecedent agreement, then explain that today they will edit their essays for these errors. Model how to identify and correct mistakes in an unedited text, and have partners practice fixing errors together while discussing how agreement mistakes affect clarity.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students who need additional support with subject-verb agreement and pronoun-antecedent agreement can be assigned additional practice from the Grammar and Spelling Activity Book.*
- *Invite partners to share something that they edited or revised. Invite one or two students to share an example of subject-verb agreement or pronoun-antecedent agreement that they were able to correct in their writing.*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"You Are Old, Father William" Read a Poem:	13-Write an Opinion Essay: Evaluate and Reflect on

	Analyze Author's Use of Descriptive Language 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	Writing

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to identify and understand a poet's use of descriptive language.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to read the first two stanzas of the poem "You Are Old, Father William." Model how you identify literal descriptions and imagery to infer the poet's purpose, then have students work with a partner to continue reading, annotate imagery and word choice, and explain how the poet feels about Father William.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can also listen to and read along with the audio-assisted e-book and listen to the interpretive Poetry Out Loud audio recording by Nora Dunn.*
- *Display the Features of Poetry anchor chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to guide students to use the Real-World Perspectives questions, review conversation norms, encourage reference to texts and annotations, and monitor group discussions to provide support as needed.

Suggestions:

- *Remind students of their completed dramatic scene and explain that the lesson will focus on reflecting through constructive conversations about character interactions.*
- *Consider using the "Write to Demonstrate Knowledge" section of the Culminating Task on page 30 of Characters' Actions and Reactions.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to apply criteria from the Opinion Writing Rubric to evaluate our Opinion Essay.*
Suggested Length of Time: 1 lesson

Priority Standards Addressed: 4.W.1.B.d, 4.W.1.C.a, 4.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to have students evaluate their final draft using the Opinion Essay Writing Rubric to decide if their essay is ready to turn in. You will model how to review the rubric criteria and scoring guide, reread a mentor text, and demonstrate how to assess writing and determine whether revisions are needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may also wish to have students answer one or both of these self-reflection questions:*
    - *How do you feel this assignment helped your writing develop?*
    - *What was the most challenging part of writing the essay? What strategies did you use to overcome the challenges?*

Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b, 4.R.2.A.a, 4.R.2.A.c, 4.R.2.A.e, 4.L.1.A.h, 4.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to write a Short Dramatic Scene.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Characters' Actions and Reactions.

Unit 3: Government in Action

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Government in Action
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts and fictional stories about the interactions between citizens and government. Students will learn and take notes about problems that governments can help solve and what role different levels of government play in our lives.

Topic 1 (Week 1)
In week 1, students will work with nonfiction texts with a problem/solution text structure as well as using text features to interpret information presented visually. In writing, students will have their first self-selected writing rather than writing to a text-based prompt. Students will choose a topic related to government and will use facts and details from research sources to write an Informative/Explanatory Essay. This essay will take all three weeks. In week one students will be researching, planning, and organizing their essay. For word study, students will focus on open syllables. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work on problem/solution text structure and nonfiction text features. They will also work on integrating information from two texts and identifying key details that determine the main idea. In writing, students will be drafting their Informative/Explanatory Essay. For word study, students will review vowel team syllables. They will also continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to integrate information from two texts. They will also work on drawing inferences and using context clues. In writing, students will revise, edit, and publish their Informative/Explanatory Essay. For word study, students will focus on the vowel-r syllable pattern and continue using the Reading Big Words Strategy.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 3 materials

Essential Question:

- How can the government influence the way we live?

Enduring Understandings:

- Local, state, and federal governments have and share different powers and responsibilities.
- All levels of government provide services that promote the wellbeing of society, such as education, transportation, and the protection of people's health and safety.
- Elected representatives, government officials, and volunteers work together at all levels of government to solve problems in times of crisis.
- We can learn about power and the role of government not just through nonfiction but also through fiction and fictional scenarios.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
  - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **4.R.1.B** Develop an understanding of vocabulary by:
  - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
  - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.2.A** Read, infer, analyze, and draw conclusions to:
  - 4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
  - 4.R.2.A.c describe the interaction of characters, including relationships and how they change
- **4.R.3.A** Read, infer, and draw conclusions to:
  - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
  - 4.R.3.A.c interpret and explain factual information presented graphically
- **4.R.3.C** Read, infer, and draw conclusions to:
  - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
  - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
  - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound
  - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
  - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
  - 4.W.1.B.d addressing an appropriate audience

- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.B** Write informative/explanatory texts that:
    - 4.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 4.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 4.W.2.B.c use specific, relevant and accurate words that are suited to the topic, audience, and purpose
    - 4.W.2.B.d contain information using student's original language except when using direct quotations from a source
    - 4.W.2.B.e use transitions to connect categories of information
    - 4.W.2.B.f use text structures when useful
    - 4.W.2.B.g create a concluding paragraph related to the information
- **4.W.3.A** Apply research process to
    - 4.W.3.A.c identify a variety of relevant sources, literary and informational
    - 4.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand complete simple and compound sentences of all four types
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.2.A.a	Summarize and identify the theme	Identify the major events of the plot, focusing on the most important moments Sequence events accurately Summarize using key events only Explain how earlier events affect later events Identify the theme Explain how events in the story support the theme Use evidence from across the text to support ideas	3
4.R.2.A.c	Describe character interactions, relationships, and how they change	Identify how characters interact (what they say, do, think) Describe the relationship between characters (friends, family, allies, rivals, etc.) Explain how relationships develop or change from the beginning to the end of the story Use evidence from the text to support descriptions of interactions and relationships Explain why relationships change,	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		connecting changes to the plot Recognize cause-and-effect relationships between events and character interactions Differentiate between short-term feelings and long-term relationship changes	
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.R.3.A.c	Interpret and explain information in graphic text features	Identify the type of graphic (chart, graph, table, diagram, map, timeline) Read the graphic accurately Extract factual information from the graphic Explain the information in their own words	3
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g.,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	
4.W.1.B.a -d	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex Write a clear introductory paragraph that introduces the topic with an overall topic sentence. Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a , b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		punctuation and spelling	
4.W.2.B.a -g	Write information/explanatory texts	Introduce a topic clearly with a topic sentence in an introductory paragraph Develop the topic in supporting paragraphs with topic sentences and facts, details, examples, and quotations that explain the topic Use specific, relevant, and accurate vocabulary suited to the topic, audience, and purpose Use the student's own words except when quoting from a source Organize information into clear categories and connect those categories with transitions Use appropriate text structures Create a concluding paragraph that brings closure to the text	3
4.W.3.A.c	Identify a variety of relevant literary and informational sources	Identify a clear research topic or question Determine what information is needed to learn about the topic Identify a variety of source types Select sources that are relevant Use text features and search tools to locate sources (e.g. table of contents, index, headings, keywords)	3
4.W.3.A.g	Differentiate between paraphrasing and plagiarism	Paraphrase information accurately by restating ideas using their own words and sentence structure Avoid copying key words or phrases unless quoting Use direct quotations appropriately and sparingly Use quotation marks correctly Credit the source when using ideas or information from others	2
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for, and, nor, but, or yet, so) Determine where two complete ideas are joined Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	1
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 3 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 3 Cumulative Spelling Assessment and Dictation ● Unit 3 Cumulative Word Fluency ● Interim Assessment 2 (assesses standards taught in Units 1-3)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
crisis function levels shared resolve society feeble adversity delegated indispensable liberties anxious comprehend tyrannical urgency	relief funds infrastructure powers

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint for Government in Action 2-First Read "Solving Problems" Distinguish Between Important and Unimportant Information to Learn About Solving Problems	3-Write an Informative/Explanatory Essay: Develop Your Focus

Engaging Experience 1 (Reading-1)
Teaching Point: *For the next three weeks, we are going to explore the responsibilities of the different levels of government (federal, state, and local) and how elected officials at all levels work together to solve problems.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the Essential Question. Explain that as we explore the topic of *Government in Action*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to distinguish between important and unimportant information to learn about solving problems.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. You will model how to pick out key details versus interesting but unimportant ones, create an anchor chart to summarize your thinking, and then have students work in pairs or groups to annotate the text and share their findings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Ways to Scaffold the First Reading" as needed.*
- *Use the discussion prompts on pages 6–7 of your TRS to engage students and make connections to their experiences.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to brainstorm ideas for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Informative/Explanatory Essay Writing Checklist. As you read it together, explain that students will use this checklist at each step in their writing. Model the brainstorming process using a chart with the headings of Problems/How Does the Government Help?

Suggestions:

- *Consider using the Integrated ELD box.*
- *Conduct a small-group session to brainstorm ideas with students who need support. Create a shared brainstorming chart.*
- *Consider giving students 5 topics to choose from if needed.*
- *If you have a few students that need extra support, consider giving them all the same topic or use the topic you are modeling.*

Bloom's Level: Apply
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
5-Review Open Syllables and Reading Big Words Strategy	4-"Solving Problems" Describe the Structure of a Text (Problem/Solution)	6-Write an Informative/ Explanatory Essay: Select Knowledgeable and Credible Sources

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to describe the structure of a problem/solution text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to have students analyze how the author structures an informational text using a problem/solution framework. Model identifying problems and solutions in the text, sidebar, and photo, then have students work in pairs to underline problems, circle solutions, and mark key words and phrases that support their understanding.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Describe Problem and Solution Text Structure Quick Check A or B in the Grade 4 Comprehension Quick Checks book.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to use knowledge of open syllable patterns to break words into syllables and pronounce them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to review the Reading Big Words Strategy, model dividing words into syllables, and show how open and closed syllables affect pronunciation. Model decoding unfamiliar words using syllabication. Model figuring out the word meaning by showing how word parts and sentence clues help determine definitions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *On subsequent days, use lessons 1–5 in the Phonics & Word Study Resource Book online for explicit instruction and practice with this week's focus skill. Continue this instruction during both whole- and small-group time, as needed.*
- *Read "Saving Yellowstone" in students' My Word Study book to develop fluency and automaticity with open syllable words.*
- *You may also wish to have students complete Open Syllable Pattern Quick Checks 47 and 48 in Grades 3–6 Phonics and Word Recognition Quick Checks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to identify and evaluate credible sources for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to set a purpose for gathering information, model how to use a Sources Checklist to identify reliable and credible sources, and explain key criteria like expertise, sponsorship, and currency. Then have students work in pairs to find and evaluate print or online sources for their topics using the checklist.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Make a folder in Schoology with approved search engines from your library or applications like PebbleGo or DiscoveryEducation on our portal.*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-Interpret Information Presented Visually and Quantitatively in a Text about Government Begin the Blueprint	8-"Solving Problems" Grammar in Context: Use Modal Auxiliaries to Express Possibilities 9-Write an Informative/Explanatory Essay: Take Notes from Sources

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to interpret information presented visually and quantitatively in a text to build knowledge of state government.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.a, c
Detailed Description/Instructions:

- **One way to do this** is to model analyzing the pie chart in "Solving Problems" and showing how it relates to specific paragraphs. Then have students work in pairs to identify and annotate connections between the sidebar and the text, sharing their findings and discussing how the features add to understanding.

Suggestions:

- *Consider using the Integrated ELD box.*
- *During independent time, students will add information to their Knowledge Blueprints using information from the text.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 10 of Government in Action (In their physical notebook or online).*
- *You may wish to have students work on the Interpret and Explain Graphic Information, Quick Check A or B, in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Grammar-8)
Teaching Point: *Today, we're going to use modal auxiliary verbs to express possibilities.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to review modal auxiliary verbs, model how they add meaning to main verbs, and explain how modal auxiliary verbs like *may*, *can*, and *might* express possibility.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to take notes from credible print and online sources for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.2.B.d, 4.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to model how to take research notes using a chart, showing how to summarize information in students' own words and record source details like URLs or publication info.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing with students the steps of paraphrasing.*
- *Distribute blank Research Notes Charts and have students work on taking notes from their sources.*
- *Small groups may need help taking notes and summarizing facts in their own words.*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"The First Town Meeting" First Reading: Summarize and Synthesize to Build Knowledge about Government 12-Build Vocabulary: Use Context Clues to Determine the Meaning of Words and Phrases in a Story Add to the Blueprint	11-Write an Informative/Explanatory Essay: Plan and Organize Your Essay

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to summarize and synthesize to build knowledge about government in a fictional story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model summarizing and synthesizing information by reading the introduction and early paragraphs of the story, creating a chart to combine key ideas, and explaining how details reveal characters and events.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Ways to Scaffold the First Reading as needed.*
- *Consider co-creating the Summarize and Synthesize anchor charts with your students.*
- *Use the discussion prompts on pages 6–7 of your TRS to engage students and make connections to their experiences.*
- *Have students read the text during independent time and complete the vocabulary practice activities in their Build-Reflect-Write e-Notebooks.*
- *Consider the Summarize Text Quick Check A or B in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to use context clues to determine the meaning of words or phrases in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model using context clues to determine the meaning of unfamiliar words, showing how nearby words, sentence structure, and restatements provide hints. Then confirm meanings with a dictionary.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the "Possible Response" box to model how you would write the response.*
- *Consider teaching how to use a printed dictionary.*
- *Consider having students complete the Determine the Meaning of Words and Phrases Quick Check A or B in Grade 4 Comprehension Quick Checks.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of Government in Action (In their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to plan and organize our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model organizing your research notes into a logical order using the Planning Guide from the Additional Materials, showing how to decide what information comes first, next, and last.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the "Independent and Small-Group Writing and Conferring" questions given as needed.*
- *Consider using a two-column chart. One side for copied research and the other side for paraphrased information. This can help inform you of the quality of your students' paraphrasing.*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-"The First Town Meeting": Refer to Details and Examples in a Text to Draw Inferences 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Grammar: Use Modal Auxiliaries to Express Possibilities

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to refer to details and examples in a text to draw inferences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model drawing inferences about characters by examining their words, actions, and behaviors in the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 10 of Government in Action (In their physical notebook or online).*
- *You may also want students to complete the Draw Inferences from Text Quick Check A or B in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about governments and participate in a constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss knowledge gained about governments. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Considering using the Observation Checklist for Constructive Conversation.*
- *Direct students' attention to the "Step 1: Choose a Problem" part of the Build Knowledge section. Complete Step 1 of the Culminating Task by choosing a problem to help solve. Then, on page 10 of their Texts for Close Reading, students should write down their problem and explain why they chose it.*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Grammar-14)
Teaching Point: *Today, we're going to use modal auxiliary verbs to express possibilities.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to review modal auxiliary verbs and explain how they affect the meaning of the main verb. Explain how modal auxiliary verbs like *may/might* and *can/could* express possibility.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may wish to have students complete the Week 1 Assessment.*
- *Students who need further support with using modal auxiliaries can be assigned additional practice from the Grammar and Spelling Activity Book.*
- *You may also wish to have students complete the Use Modal Auxiliaries A or B in Grade 4 Language Quick Checks.*

Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Review Vowel Teams and Reading Big Words Strategy	1-First Reading: "The State Government and Its Citizens" Distinguish Between Important and Unimportant Information to Build Knowledge About State Government	3-Write an Informative/Explanatory Essay: Introduce Your Topic

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to distinguish between important and unimportant information to build knowledge about state government.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model distinguishing important and unimportant details in a text, showing how to underline key ideas and circle less relevant information, and explain why each detail matters to the main idea.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Ways to Scaffold the First Reading" as needed.*
- *Consider using Vocabulary Practice Text on page 17 of the Texts for Close Reading.*
- *Consider using different colored pencils to underline important and unimportant instead of circling.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 20 (Word Study-2)</u>
Teaching Point: *Today, we're going to review vowel teams and the Reading Big Words Strategy to break words into syllables and then read and pronounce them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model the flexible use of syllable division, keeping the vowel team in the same syllable, as in mean/ing/ful. Model pronouncing each word, using knowledge of vowel teams.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Complete the Vowel Team Syllable Pattern Quick Check A or B in Grades 3–6 Phonics and Word Recognition Quick Checks as needed.*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 21 (Writing-3)</u>
Teaching Point: *Today, we're going to introduce the topic in our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.b, 4.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to model writing a clear and engaging essay introduction using the Planning Guide included in the Additional Materials, showing how to hook the reader and introduce the topic.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider sharing students' examples and asking the class to critique them- start with positives and then feedback for revision.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"The State Government and Its Citizens" Identify Key Details and Determine the Main Idea 5-"The State Government and Its Citizens" Use Context Clues to Determine the Meaning of Words and Phrases	6-Write an Informative/Exploratory Essay: Develop Your Topic with Specific Details

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to identify key details and determine the main idea, and annotate and analyze key details.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.3.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display your Determine the Main Idea anchor chart you may have already co-created with students. Model using titles and subheads to help you identify topics and main ideas. Model how to look for the main idea and key details in each paragraph and then model how to identify the overall main idea.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may wish to have students complete Explain How Key Details Support the Main Idea Quick Check A or B in the Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to use context clues to determine the meaning of words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model using context clues to define difficult words, showing how examples, definitions, restatements, synonyms, or nearby words can reveal meaning.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may also have students complete Use Context Clues Quick Check A or B in the Grade 4 Language Quick Checks.*
- *You can use a three-column chart to collect word, context clue, and meaning. A four-column chart that includes word, context clue, our definition, and revised definition is included in the Additional Materials.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with Vowel Team Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to develop the topic for our informative/explanatory essay with specific details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b, d
Detailed Description/Instructions:

- **One way to do this** is to model how to develop body paragraphs that connect to the introduction, showing how to organize notes into a logical order and include specific details with sources.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Remind students to develop their topic with specific details and to refer to their Planning Guide and Informative/Explanatory Essay Writing Checklist as they work.*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"The State Government and Its Citizens" Close Reading: Describe the Structure of a Text (Problem/Solution)	7-"The State Government and Its Citizens" Grammar in Context: Form and Use the Present Progressive Tense 9-Write an Informative/ Explanatory Essay: Use Linking Words and Phrases to Connect Your Ideas

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to form and use verbs in the present progressive tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model the use of present progressive verbs, showing how they describe ongoing actions and comparing them to simple present verbs. Have students discuss with partners how changing the verb tense would affect the meaning of sentences in the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe the structure of a problem/solution text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that they previously practiced analyzing problem/solution text structure when they read "Solving Problems." Then have students reread part of "The State Government and Its Citizens" and use problem/solution text structure to answer a close reading question.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the "Reinforce or Reaffirm the Strategy" box in the TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 18 of Government in Action (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to read accountable text and spell and sort words with Vowel Team Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to use linking words and phrases to connect your ideas in your informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.2.B.d, 4.W.2.B.e
Detailed Description/Instructions:

- **One way to do this** is to model how linking words and phrases connect ideas within and between paragraphs to make writing flow smoothly. Then have students review each other's drafts, identifying places where connections could be clearer, and practicing adding appropriate linking words to improve cohesion.

Suggestions: *Have students glue in the Linking Words and Phrases Chart from the Additional Materials into their notebook.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"The State Government and Its Citizens" Close Reading: Interpret Visual and Quantitative Information in a Text About State Government Add to the Blueprint	11-Write an Informative/Explanatory Essay: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to interpret visual and quantitative information in a text to build knowledge of state government.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.3.A.a, c
Detailed Description/Instructions:

- **One way to do this** is to model how to analyze text features—like sidebars, charts, and captions—to determine how they add meaning to a text. Then have students work with a partner to identify which features best support their understanding, using specific evidence from the text to explain their reasoning.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the "Reinforce or Reaffirm the Strategy" box in the TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 18 of Government in Action (In their physical notebook or online).*
- *Add new information into students' Knowledge Blueprints.*
- *You may also wish to have students complete the Interpret and Explain Graphic Information and Interpret and Explain Illustrations Quick Check A or B in the Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Vowel Team Syllables and sort words by common features.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to write a concluding statement or section for our informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.g
Detailed Description/Instructions:

- **One way to do this** is to model how to write a strong concluding statement that ties back to the introduction, reviews key ideas, and leaves the reader with something to think about.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Remind students to use their Informative/Explanatory Essay Writing Planning Guide as a reference.*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably About a Topic 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar in Context: Form and Use the Present Progressive Tense

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to integrate information from multiple texts to support an opinion. Use the texts "Solving Problems" and "The State Government and Its Citizens" to show students how to gather evidence and record exact details from the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the "Reinforce or Reaffirm the Strategy" box in the TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Government in Action (In their physical notebook or online).*
- *You may wish to have students complete Integrate Information from Two Texts Quick Check A or B in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about state governments, and discuss the Knowledge Blueprint.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask students to turn to page 18 in Government in Action and focus on "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Direct students' attention to the "Step 2: Think About State Government" part of the Build Knowledge section. Review the culminating task and introduce the step they will need to do this week to prepare for the culminating task.*
- *If students have trouble figuring out if the state government will be helpful, offer them the "Think About State Government" strategy from the Additional Materials.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Grammar-13)
Teaching Point: *Today, we're going to form and use the present progressive verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how the present progressive tense shows ongoing actions, using examples from government activities students have read about. Then

have students practice identifying and analyzing present progressive verbs in sentences. Introduce the Informative/Explanatory Essay Rubric so students can use it to revise and evaluate their own writing before submitting their final essays.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students who need further support identifying and using progressive tenses can be assigned additional practice from the Grammar and Spelling Activity Book.*
- *You may also wish to have students complete Use Progressive Verb Tenses Quick Check A or B in Grade 4 Language Quick Checks.*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Review Vowel-r Syllable Pattern and Reading Big Words Strategy	1-"Stanley's Release" First Reading: Summarize and Synthesize to Build Knowledge About Government Authority	3-Write an Informative/Explanatory Essay: Revise to Improve Sentence Fluency by Varying Sentence Beginnings

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to summarize and synthesize to build knowledge about Government Authority.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Display the Summarize and Synthesize Anchor Charts from previous lessons. Read aloud the introduction on page 20 as students follow along. Refer to the chart as you model summarizing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Ways to Scaffold the First Reading"*
- *Use the discussion prompts on pages 6–7 in the TRS to engage students and make connections to their experiences.*
- *Use the five-line summary strategy*
- *Point out the Vocabulary Practice Text on page 25 of the Texts for Close Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2)
Teaching Point: *Today, we're going to identify the Vowel-r Syllable Pattern and Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model the Reading Big Words Strategy by breaking multisyllabic words into syllables and identifying Vowel-r patterns to help students decode them.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Spend a few minutes reading "Go, Botaño!" in the Word Study e-book to develop fluency and automaticity with Vowel-r Syllable words.*
- *You may also wish to have students complete quick check assessments for the different Vowel-r Syllable Patterns that can be found in Grades 3–6 Phonics and Word Recognition Quick Checks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to revise our informative/explanatory essay to vary sentence beginnings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model how revising sentence beginnings and combining ideas can improve fluency and make writing more engaging. Show students how to use linking words and phrases to vary sentence structure, then have them work with a partner to review their drafts and revise places where sentences sound repetitive or begin the same way.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Stanley's Release" Close Reading: Determine the Meaning of Words and Phrases to Explain Story Events	5-Grammar in Context: Use Commas and Quotation Marks to Identify Direct Speech 6-Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to use context clues to determine the meanings of words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to have students use context clues to determine the meaning of an unfamiliar phrase before answering a close reading question. Model how to figure out the meaning of "under the Warden's jurisdiction," then have partners discuss what it means for Stanley and support their thinking with evidence from the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Observation Checklist for Constructive Conversation*
- *Use "Reinforce or Reaffirm the Strategy" as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of Government in Action (In their physical notebook or online).*
- *You may also wish to have students complete Use Context Clues Quick Check A or B in Grade 4 Language Quick Checks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to identify the author's use of commas and quotation marks to identify direct speech.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model how commas and quotation marks signal dialogue and help readers identify who is speaking and to whom. Analyze a sample sentence together, showing how punctuation marks indicate the beginning and end of spoken words and how dialogue tags clarify the speaker.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students could complete the Week 3 Build Grammar and Language activity in the Unit 3 Build-Reflect-Write e-Notebook.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today we're going to read and spell words with Vowel-r Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to revise our informative/explanatory essay to include domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.c
Detailed Description/Instructions:

- **One way to do this** is to model how revising writing to include domain-specific vocabulary (social studies and science words) makes explanations more precise and formal. Show students how to replace general words with more specific academic terms, using a dictionary to ensure correct meaning and spelling.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have print or digital dictionaries available to students as they work*
- *Work with a small group of students who need support and show them how to best incorporate science or social studies terms into their essays.*
- *At the end of the lesson, have students mark the appropriate item on their Informative/Explanatory Essay Writing Checklist.*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Stanley's Release" Close Reading: Use Details About Characters in a Text to Draw Inferences about Government Add to the Blueprint	8-Write an Informative/ Explanatory Essay: Edit for Correct Use of Commas and Quotations

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to use details about characters in a text to draw inferences about Government.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students reread key paragraphs and use dialogue and character actions to make inferences about how a character truly feels. Model how to underline clues in the text, then have partners discuss how a character's words may differ from their actions and what those differences reveal about feelings or personality.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Reinforce or Reaffirm the Strategy"*
- *Extend the discussion by asking students to infer what a character's behavior suggests about power and the role of government in the story.*

- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of Government in Action (In their physical notebook or online).*
- *Add new information to their Blueprint*
- *You may wish to have students complete Draw Inferences from Text Quick Check A or B in Grade 4 Reading Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today we're going to spell and sort words with Vowel-r Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to edit our informative/explanatory essay for correct use of commas and quotations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.L.1.B.c, 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to review how commas are used in compound sentences and how quotation marks are used to cite information from sources in nonfiction writing. Model correct punctuation in a sample text, then have students work with a partner to identify and explain how commas and quotation marks are used in selected sentences.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider gluing in an anchor chart that shows the rules and examples of commas to put in students' writing notebook.*
- *At the end of the lesson, have students mark the appropriate item on their Informative/Explanatory Essay Writing Checklist.*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Integrate Information from Two Texts to Speak Knowledgably 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write an Informative/ Explanatory Essay: Edit for Correct Use of Verb Tenses

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to integrate information from two texts to compare and contrast the treatment of similar topics in both fiction and nonfiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to have students reread portions of both a fiction and a nonfiction text and work with a partner to compare and contrast how each portrays the role of state government. Model how to identify whether information is stated directly or revealed through inference.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Possible Responses" to model how you would write out your answer.*
- *Use "Reinforce or Reaffirm the Strategy"*
- *Create a two-column chart, and help students list ideas, both positive and negative, as you page through the texts (or two colored pencils to underline).*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of Government in Action (In their physical notebook or online).*
- *You may also assign Compare Two Texts on the Same Topic Informational Text Quick Check A or B in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about how governments solve problems.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about governments and better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Observation Checklist for Constructive Conversation*
- *Direct students' attention to the "Step 3: Choose a Level of Government" part of the Build Knowledge section. Students should complete Step 3 of the Culminating Task by writing down the solution to their problem and the level of government that can help.*
- *If students have trouble choosing a level of government, offer them the "Choose a Level of Government" strategy or model using the strategy.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today we're going to read and spell words with Vowel-r Syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to edit our informative/explanatory essay for correct use of verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to edit writing by checking verb tenses and using time clues in sentences to determine whether verbs should be in the past, present, or future tense. Demonstrate correcting verbs that are in the wrong tense, including progressive forms when appropriate.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students who need further support identifying and using progressive tenses can be assigned additional practice from the Grammar and Spelling Activity Book.*
- *Provide additional review of verb tenses for students who have difficulty determining the correct tenses for their sentences.*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"A Nation's Strength" Identify a Poem's Rhyme Scheme 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectivities	13-Publish the Writing: Include Illustrations to Aid Comprehension

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to identify a poem's rhyme scheme.*
Suggested Length of Time: 1 lesson
Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to identify rhyming words and the rhyme scheme in a poem. Show students how to underline and circle rhyming words, assign letters (A, B, etc.) to indicate the pattern, and notice how the rhyme creates rhythm and emphasizes meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to reflect on unit learning by connecting ideas from texts, annotations, and writing. Guide students to revisit prior work and use it as evidence during discussion. Demonstrate how to participate in constructive conversations by building on peers' ideas and clarifying thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *As needed, distribute the Real-World Perspectives: Supporting Constructive Conversation reproducible.*
- *Students can complete the "Write to Demonstrate Knowledge" section of the Culminating Task on page 30 of Government in Action.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to publish our informative/explanatory essay, including illustrations to aid comprehension.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.d, 4.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to Display the Modeling Text and read it aloud. Model deciding on illustrations to include with the writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b, 4.R.2.A.a, 4.R.3.C.b, 4.R.3.A.a, 4.R.3.A.c, 4.L.1.A.h, 4.W.2.B.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standard Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to solve a Community Problem.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Government in Action.

Unit 4: Understanding Different Points of View

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Understanding Different Points of View
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read a variety of fictional stories told from different points of view and perspectives—both human and animal. Students will learn and take notes about narrators and the point of view in four different stories. They will focus on the strengths and limits of each narrator's perspective and what they can learn from each narrator.

Topic 1 (Week 1)
In week 1, students will work on drawing inferences about characters, analyzing first-person point of view, and using context clues. In writing, students will analyze a narrative mentor text and take notes about characters they could use to write another scene in the story. They will also pay attention to forming and using the past progressive tense. For word study, students will review compound words. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work on drawing inferences about characters. They will also work on comparing and contrasting points of view and similar themes in stories. They will also work to summarize. In writing, students will take notes and begin to plan to write a new scene for a different story than in week one. For word study, students will review Vowel-Consonant-e syllable patterns. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to compare and contrast similar themes. They will also continue drawing inferences about characters and will analyze a free verse poem. In writing, students will write their new fictional scene, drafting, revising, editing, and evaluating all in one week. Students will focus on using dialogue to dramatize events. For word study, students will focus on the Consonant -le syllable pattern and continue to use the Reading Big Words Strategy.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
    - Mentor Text and Fictional Scene Anchor Chart
- Consider creating bookshelves for Unit 4 materials

Essential Question:

- What do we learn when we look at the world through the eyes of others?

Enduring Understandings:

- Realistic fiction stories contain characters that could exist in the real world and events that could really happen.
- Every story is narrated from a distinctive literary point of view and offers a unique perspective on events.
- Authors intentionally use point of view and perspective to influence what a reader knows and feels about both the characters and the events in a story.
- People's unique perspectives influence the way they understand both other people and events in the world around them.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.d identify the meaning of common idioms and figurative language
    - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.2.A** Read, infer, analyze, and draw conclusions to:
    - 4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
    - 4.R.2.A.c describe the interaction of characters, including relationships and how they change
    - 4.R.2.A.e compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 4.W.2.C.a establish a setting and situation/topic and introduce a narrator and/or characters

    - 4.W.2.C.b use narrative techniques, such as dialogue, motivation, and descriptions
    - 4.W.2.C.c organize an event sequence that unfolds naturally to establish a beginning/middle/end
    - 4.W.2.C.d use a variety of transitions to manage the sequence of events
    - 4.W.2.C.e use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand the complete simple and compound four types of sentences
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans, time flew) Use context clues in the sentence or	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		passage to determine the intended meaning Explain the figurative meaning in their own words.	
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.2.A.a	Summarize and identify the theme	Identify the major events of the plot, focusing on the most important moments Sequence events accurately Summarize using key events only Explain how earlier events affect later events Identify the theme Explain how events in the story support the theme Use evidence from across the text to support ideas	3
4.R.2.A.c	Describe character interactions, relationships, and how they change	Identify how characters interact (what they say, do, think) Describe the relationship between characters (friends, family, allies, rivals, etc.) Explain how relationships develop or change from the beginning to the end of the story Use evidence from the text to support descriptions of interactions and relationships Explain why relationships change, connecting changes to the plot Recognize cause-and-effect relationships between events and character interactions Differentiate between short-term feelings and long-term relationship changes	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.2.A.e	Compare and contrast point of view; identify first- and third-person narration	Identify the narrator or speaker of a story Determine whether the story is told in first-person or third-person Explain how they know the point of view Describe what the reader knows and does not know based on the point of view Compare points of view between two stories Use text evidence to support explanations and comparisons	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.W.1.B.a	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex	3
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization, punctuation and spelling	
4.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters, making it clear who is telling the story Use narrative techniques such as dialogue, descriptions, character thoughts, feeling, and motivations Organize events in a natural sequence with a clear beginning, middle, end Use a variety of transitions to manage the sequence of events Choose specific, relevant, and accurate words that fit the topic, audience, and purpose	3
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 4 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 4 Cumulative Spelling Assessment and Dictation ● Unit 4 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
concerned skidded contraption involuntarily influence distinctive dangled dank rein taken down a peg accustomed breaking in weariness coaxing	point of view perspective narrator realistic fiction

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Knowledge Focus: Understanding Different Points of View Introduce the Blueprint 2-"Here, Boy" First Reading: Ask Questions About Characters and Events to Understand Point of View	3-Write a New Fictional Scene: Read a Prompt and Mentor Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to read texts narrated from different points of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to introduce the Essential Question. Explain that as we explore the topic of *Understanding Different Points of View*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to develop vocabulary, and ask questions about characters and events to learn about point of view.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.b, 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital

Multilingual Glossary. Display and ask students to open to "Here, Boy." Guide students to note the illustrations and the author biography. Explain that events in a story are what happen to a story's characters. This combination of characters and events creates the plot.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Ways to Scaffold First Reading"*

Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to prepare to write a new fictional scene that continues a narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to review prior learning and introduce the writing task. Display, read, and analyze the prompt while modeling thinking. Show how to plan and develop a new scene that follows the story. Demonstrate, highlight, and explain key features of strong writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Mentor Text, "Here Boy" Continued" in the Additional Materials*
- *Co-Create the A New Fictional Scene anchor chart to use throughout this unit.*

Bloom's Level: Apply
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Review Compound Words and Reading Big Words Strategy	4-"Here, Boy" Analyze First-Person Narrative Point of View	6-Write a New Fictional Scene: Analyze Characters and Events

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to analyze first-person narrative point of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to model how to analyze the story's first-person point of view. Explain how this point of view helps readers understand a character. Demonstrate how to identify what is revealed and what must be inferred. Show how point of view shapes understanding of characters. Guide, prompt, and support students to discuss and share observations.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Explain First-Person Narration Quick Check Narration Quick Check A or B in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to review compound words and the Reading Big Words strategy.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to introduce the Reading Big Words Strategy with a focus on decoding compound words. Model how to read and break apart compound words using syllables and smaller word meanings. Guide practice by reading examples aloud and identifying types of compound words. Use decoding and context clues to determine word meanings and practice fluency.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grades 3–6 Phonics and Word Recognition Quick Checks*
- *On subsequent days, use lessons 1–3 in the Phonics & Word Study Resource Book online for explicit instruction and practice with this week's focus skill. Use the two Extra Support Lessons as needed.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to analyze characters and events to prepare to write a new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and review features of a new fictional scene using the anchor chart. Explain the purpose of organizing character and event details before writing. Guide partners to reread the story and add details about the dog and narrator using dialogue correctly. Model how to record characters' actions, thoughts, feelings, and dialogue in a chart.

Suggestions: *Consider using the Integrated ELD box*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Here, Boy" Draw Inferences About Characters in a First-Person Narrative Begin the Blueprint	8-"Here, Boy" Grammar in Context: Use the Past Progressive Tense 9-Write a New Fictional Scene: Read to Find Character Traits in a Source Text

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to draw inferences about characters in a first-person narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to use text evidence to make inferences about characters' feelings and actions. Read selected paragraphs aloud and demonstrate thinking aloud while connecting dialogue and events to your inferences. Highlight how observations of character behavior, rather than direct thoughts, guide inference. Continue modeling inference-making across multiple paragraphs to reinforce the process.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Draw Inferences from Text Quick Check A or B, in Grade 4 Comprehension Quick Checks.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to identify verbs in the past progressive tense in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review the present progressive tense and explain its purpose. Model identifying past progressive verbs in text and thinking aloud about their use. Demonstrate how to recognize patterns in verb forms.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grade 4 Language Quick Checks, pages 6-7 in Additional Materials*

Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson1)
Teaching Point: *Today, we're going to read and spell closed, open, and hyphenated compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing- 9)
Teaching Point: *Today, we're going to read to find character traits in a source text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to explain how to use text details to identify character traits. Model how to record specific character traits in a two-column chart while reading aloud. Demonstrate connecting observations from the text to traits on the chart.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Character and Events Chart (from Week 1, Lesson 6)*
- *Two Column Chart in Additional Materials*

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"Something Uneasy in the Air" First Reading: Create Mental Images of Characters and Events to Understand Point of View 12-"Something Uneasy in the Air" Analyze Third-Person Narrative Point of View in Story	11-Write a new Fictional Scene: Develop the Character's Voice

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to develop vocabulary and create mental images of characters to understand point of view.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text using the Define/Example/Ask Routine. Read the title and introduction and preview illustrations to infer characters and setting. Display the anchor chart and set the purpose for visualizing the story. Model noticing descriptive details, action verbs, figurative language, and sensory language. Demonstrate annotating text and recording mental images.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Vocabulary Practice activities in student Build-Reflect-Write e-Notebooks.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to analyze third-person narrative point of view in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.c, e
Detailed Description/Instructions:

- **One way to do this** is to explain how to analyze a third-person point of view. Identify pronouns and details that reveal the character's identity and perspective. Use text evidence to infer feelings, motivations, and reactions. Show how third-person narration maintains distance while revealing a character's outlook. Compare limited and omniscient third-person perspectives.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Three-Column Chart in Additional Materials*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort closed, open, and hyphenated compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to develop the character's voice in our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to explain how to use text details to understand a character's voice. Model adding details to a Character's Voice Chart while reading aloud. Demonstrate connecting text evidence to the narrator's personality and storytelling style.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Draw Inferences About Characters in a Third-Person Narrative 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Grammar: Use the Past and Present Progressive Tenses

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to draw inferences about characters in a third-person narrative.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to reread the story and explain how to draw inferences in a third-person narrative. Underline text details that show characters' actions, feelings, or reactions. Use these details to infer what might happen next in the story. Record inferences in the margins with supporting evidence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grade 4 Comprehension Quick Checks, pages 4-5*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about points of view and narration.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.2.A.e, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about the narrators' perspective and points of view in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Direct students' attention to the "Step 1: Consider Different Points of View" part of the Build Knowledge section. Students should complete Step 1 of the Culminating Task by considering different points of view.*
- *If students have trouble considering the two points of view, offer them the "Consider Different Points of View for a Scene" strategy (in TRS).*
- *On page 10 of their Texts for Close Reading, students can write down pros and cons for each point of view.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell closed, open, and hyphenated compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Grammar-14)
Teaching Point: *Today, we're going to identify verbs in the past and present progressive tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review past and present progressive tenses and explain how they show ongoing actions. Display and distribute the modeling text underlining the verb combinations and identifying which progressive tense is used.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Online Grade 4 Language Quick Checks/Use Progressive Verb Tenses Quick Check*

Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Review Vowel-Consonant-e Syllable Patterns and the Reading Big Words Strategy	1-"Ready to Race" First Reading: Ask Questions about Characters and Events to Understand Point of View	3-Write a New Fictional Scene: Read the Prompt and Checklist

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to ask questions about character and events to understand point of view and develop vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text and write down a before-reading question based on the title, illustrations, and introduction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Ask Questions Anchor Chart*
- *Build-Reflect-Write e-Notebook: Students answer Vocabulary Practice Text on page 17 of the Texts for Close Reading (in their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Word Study-2)
Teaching Point: *Today, we're going to review Vowel-Consonant-e Syllable Pattern and the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how you would identify the vowel-consonant-e syllable pattern in words, use knowledge of the vowel-consonant-e syllable pattern to pronounce unfamiliar words, and use context to confirm the meanings of unfamiliar words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to read and analyze a writing prompt, and write a new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.a, 4.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to introduce the new text-based writing prompt and explain the two-week task. Display and review the completed New Fictional Scene Anchor Chart to highlight key elements of a successful scene. Then display the New Fictional Scene Writing Checklist and point out that its key features come from the anchor chart. Distribute the Student Writing Prompt and model thinking about how to approach it.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Ready to Race" Summarize the Text 5-"Ready to Race" Demonstrate Understanding of Figurative Language: Similes	6-Write a New Fictional Scene: Find Character Details in the Source Text

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to show how summarizing key events and details helps determine the theme of a text. Model reading paragraphs and underlining or numbering key details while skipping less important examples. Write a short summary of what has happened so far and use it to think about a possible theme. Have students annotate, summarize, and use their notes to identify the theme in a later section of the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grade 4 Comprehension Quick Checks, pages 8-9 in the Additional Materials.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to demonstrate understanding of similes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model noticing clue words like "like" and explaining the comparison and how it can reveal character traits. Demonstrate how analyzing a simile helps create a mental image and deepens understanding of the story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Grade 4 Language Quick Checks, pages 38-39*

Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)

Teaching Point: *Today, we're going to read and spell words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to find character details for our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b, 4.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to show how to gather story details to help write a continuation of a text. Distribute the New Fictional Scene Planning Guide and model noting details that reveal character traits. Demonstrate how Cracker's actions and behavior show her feelings and personality. Have partners review the text, add details to their guides, and discuss what they reveal about the character.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Planning Guide*
- *New Fictional Scene Writing Checklist*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Ready to Race" Close Reading: Draw Inferences About a Character	7-"Ready to Race" Analyze Grammar in Context: Recognize Frequently Confused Words 9-Write a New Fictional Scene: Find Story Events in a Source Text

Engaging Experience 26 (Grammar-7)
Teaching Point: *Today, we're going to identify frequently confused words, such as to/too/two and their/there, in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to model using context clues in a sentence to determine which homophone is correct. Demonstrate checking the word in a dictionary to confirm the meaning and spelling. Show the same process for other commonly confused homophones in the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to draw inferences about a character.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students apply inference skills from a third-person narrative to answer a close reading question. Display the question and model using response frames to organize thinking and cite evidence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Compare and Contrast Point of View*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to find story events to help us plan our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to continue planning fictional scenes by focusing on key story events. Display the New Fictional Scene Planning Guide and model noting important events from the text. Demonstrate how each event can inform a character's behavior or choices in the continuation.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Planning Guide (from Week 2, Lesson 6)*
- *New Fictional Scene Writing Checklist*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-Close Reading: Compare First-Person and Third-Person Point of View Add to Blueprint	11-Write a New Fictional Scene: Plan Your Scene

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to compare and contrast first-person and third-person point of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to have students compare first-person and third-person points of view using a close reading question. Display the question and model using

response frames to cite text evidence. Give partners time to discuss and annotate their texts while observing and supporting their conversations as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Compare and Contrast Point Of View*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)</u>
Teaching Point: *Today, we're going to read and spell words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 32 (Writing-11)</u>
Teaching Point: *Today, we're going to plan our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.a, 4.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to remind students of the characters and events they've analyzed. Model using text details from the Planning Guide to make decisions about character interactions. Demonstrate noting predictions about how characters might behave in the continuation and how to record these ideas in the New Fictional Scene Planning Guide to guide writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Planning Guide (from Week 2, Lessons 6 and 9)*
- *New Fictional Scene Writing Checklist*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Compare and Contrast First-Person and Third-Person Narratives 14-Build Knowledge: Discuss the Blueprint And Build Toward the Culminating Task	13-Grammar: Recognize Frequently Confused Words/Use Reference Materials to Check Spelling

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to compare and contrast first-person and third-person narratives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a, 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to have students work with a partner to compare how theme is revealed in two texts with different points of view. Display the close reading question and model using response frames to organize thinking and cite evidence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/ Literature / Compare and Contrast Point of View.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about points of view and perspective.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about the narrator's point of view and perspective in the Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Students answer question 2 on page 18 of Texts for Close Reading (in their physical notebook or online)*
- *Students could complete Step 2 on page 18 of their Texts for Close Reading, they should choose a perspective and explain why they chose this perspective.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Grammar-13)
Teaching Point: *Today, we're going to analyze frequently confused words and confirm that they are used correctly in sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to review homophones and explain why using the correct word is important for clear writing. Display the modeling text and read aloud the first sentence, identifying the frequently confused word. Model using context clues and a dictionary to confirm the correct word choice. Demonstrate the process with additional examples from the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Language Quick Checks/Use Spelling Reference Materials*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Review Consonant -le Syllable Patterns and Reading Big Words Strategy	1-"Training" First Reading: Create Mental Images of Characters and Events to Understand Point of View	3-Write a New Fictional Scene: Use Dialogue to Dramatize Events

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to create mental images of characters and events to understand point of view.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text looking for text features and review the Create Mental Images Anchor Chart. Remind or model for students how to use details in the text and the illustrations to help them create mental images of characters and events and to underline strong verbs, sensory language, and other descriptive details that help them visualize characters and events.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Build-Reflect-Write e-Notebook: Students answer the vocabulary practice on page 25 of Texts for Close Reading. (In their physical notebook or online)*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2):
Teaching Point: *Today, we're going to review Consonant -le syllable patterns and the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Reading Big Words Strategy Anchor Chart and review the steps. Display words with the consonant-le syllable pattern and model dividing them into syllables and sounding them out. Show how to use the consonant-le pattern to decode unfamiliar words, like bridle.

Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to use dialogue to dramatize events in our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to model how dialogue makes a fictional scene more engaging than simply telling what happens. Display and read a scene without dialogue, modeling how it feels flat and distant to the reader. Read a version with dialogue, demonstrating how it draws readers in and reflects characters' personalities and emotions. Highlight the use of adverbs to show how characters speak and react.

Suggestions:
- *Consider using the Integrated ELD box.*
- *You may want to model adding in dialogue instead of displaying it corrected.*
- *New Fictional Scene Planning Guide (from Week 2, Lesson 1)*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Training" Close Reading: Analyze and Compare First-Person and Third-Person Points of View	5-Grammar in Context: Recognize and Understand Prepositional Phrases 6-Write a New Fictional Scene: Use Descriptions and Transitional Language to Develop Events

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to analyze and compare the first-person and third-person point of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to display the close reading question and model using response frames to cite evidence from the texts. Have students reread and annotate the relevant paragraphs independently before discussing with a partner. Observe conversations and provide additional support as needed to reinforce understanding of how point of view affects readers' experiences.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Students answer question 1 on page 26 of Understanding Different Points of View (in their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Grammar-5)
Teaching Point: *Today, we're going to recognize and understand prepositional phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to display a list of prepositions and explain how prepositional phrases function as adjectives or adverbs. Model how prepositional phrases answer questions like *where, when*, or *why*. Provide examples using different prepositions and model how you annotate the prepositional phrases and analyze their meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with Consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to use description to develop events in our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.d, e
Detailed Description/Instructions:

- **One way to do this** is to show how vivid, descriptive language and clear transitional words make writing more engaging and easy to follow. Display a flat version of the text and model how it feels dull without descriptive details or transitions. Read an improved version aloud, highlighting sensory details, character actions, and transitional phrases that clarify the sequence of events.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Writing Checklist*
- *New Fictional Scene Anchor Chart*
- *Consider adding to the flat version with them instead of just displaying it corrected*

Bloom's Level: Apply
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Training" Close Reading: Draw Inferences About Characters and How They Contribute to Plot Add to the Blueprint	8-Write a New Fictional Scene: Revise to Include More Detail

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to draw inferences about characters and how they contribute to plot.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model using response frames to organize thinking and draw

inferences from text details and prior knowledge. Give students time to read, analyze, and jot down notes before discussing with a partner. Pose a Turn and Talk question that connects inference skills to understanding characters.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Draw Inferences from Text.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)</u>
Teaching Point: *Today, we're going to read and spell words with Consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 45 (Writing-8)</u>
Teaching Point: *Today, we're going to strengthen our new fictional scene by revising to include more detail.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model revising sentences by adding phrases like *at the man* or *in the soldier's uniform* to clarify actions. Demonstrate using phrases like *around his neck* or *under his tail* to make descriptions of objects clearer and to help readers form mental images of the scene.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Anchor Chart*
- *Consider using the online Grade 4 Language Quick Checks/Use Prepositional Phrases.*

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Compare and Contrast the Treatment of Similar Topics in Two Texts 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write a New Fictional Scene: Edit to Correct Frequently Confused Words

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to compare and contrast the treatment of similar topics in two texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students compare and contrast two texts to explore how each text shows that animals have thoughts, feelings, and personalities. Display the close reading question and model annotating texts to gather evidence for comparison.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Compare/ Contrast Themes and Topics from Different Cultures*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about perspectives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.e, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about perspective and point of view in your Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *On page 26 in Understanding Different Points of View, review the section "Discuss Your Knowledge Blueprint"*
- *Students could complete Step 3 on page 26 of Understanding Different Points of View by writing down their plan.*
- *Build-Reflect-Write e-Notebook: Students answer question 3 on page 26 of Understanding Different Points of View (in their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to edit to correct frequently confused words in our new fictional scene.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that using the correct homophones is important to avoid confusing readers. Display the modeling text and model identifying homophones in sentences and using context clues or a dictionary to confirm the correct spelling of the word.

Suggestions:

- *Consider using the Integrated ELD box.*
- *New Fictional Scene Anchor Chart*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"The Drum" Analyze Point of View in Free Verse Poetry 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Write a New Fictional Scene: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze point of view in free verse poetry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model reading aloud and analyzing the poem's free verse structure. Demonstrate identifying the first-person point of view through pronouns and how it communicates the narrator's perspective. Explain figurative language and idioms found in the poem.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Allow students to listen and follow along with the interactive e-book and Poetry Out Loud audio recording by Alfre Woodward.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in Real-World Perspectives constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students engage in small-group constructive conversations about point of view. Review conversation rules and model sharing, clarifying, and building on others' ideas. Encourage students to reference their text annotations, unit selections, and Blueprint to support their thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversion Anchor Chart*
- *Students could complete the "Write to Demonstrate Knowledge" section of the Culminating Task on page 30 of Understanding Different Points of View.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to evaluate our new fictional scene by using a rubric.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to have students use the New Fictional Scene Writing Rubric to evaluate their final drafts. Model evaluating a mentor text, focusing on two criteria and showing how to justify scores with examples from the text. Review the rubric criteria and scoring key to ensure students understand how to apply them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b, 4.R.1.B.d, 4.R.2.A.a, 4.R.2.A.c, 4.R.2.A.e, 4.L.1.A, 4.L.1.A.f, 4.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standard Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to write a Brief Sequel Scene.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Understanding Different Points of View.

Unit 5: Technology for Tomorrow

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Technology for Tomorrow
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about the changes in society related to advancements in technology. Students will learn and take notes about the positive and negative impacts of technology.

Topic 1 (Week 1)
In week 1, students will focus on the nonfiction text structure of cause and effect. They will also work on integrating information from two texts to speak knowledgably. In writing, students will tackle their second self-selected writing. They will write an opinion essay about the impacts of technology. Students will work on this essay all three weeks. In week one, students will be researching, planning, and organizing their opinion essay. For word study, students will review hard and soft c and g. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work with nonfiction texts with a cause and effect text structure. They will also continue to work on integrating information from two texts on the same topic. They will also use context clues. In writing, students will be drafting their opinion essay. For word study, students will review r-Controlled vowels. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to integrate information from two texts and use context clues. They will also explain how an author uses reasons and evidence to support points in a text. In writing, students will revise, edit, and publish their opinion essay. For word study, students will continue to review r-Controlled vowels and continue to use the Reading Big Words Strategy.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 5 materials

Essential Question:
- How do we make decisions about developing new technology?

Enduring Understandings:

- Technology can be controversial and have both positive and negative impacts on society.
- We design and develop robots to do many jobs efficiently.
- Automation continues to change how we live and work.
- Society's needs, as well as other motivations, drive the development of new technologies.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
    - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.d identify the meaning of common idioms and figurative language
    - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 4.R.1.D.a reading text that is developmentally appropriate
    - 4.R.1.D.b producing evidence of reading
- **4.R.3.A** Read, infer, and draw conclusions to:
    - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
- **4.R.3.B** Read, infer and draw conclusions to:
    - 4.R.3.B.b analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
    - 4.R.3.B.c explain how an author uses language to present information to influence what the reader thinks or does
- **4.R.3.C** Read, infer, and draw conclusions to:
    - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
    - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
    - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas),

focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.A** Write opinion texts that:
    - 4.W.2.A.a introduce a topic or text being studied, using an introductory paragraph
    - 4.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position supported by fact and details
    - 4.W.2.A.c use specific and accurate words that are related to the topic, audience, and purpose
    - 4.W.2.A.d contain information using student's original language except when using direct quotation from a source
    - 4.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 4.W.2.A.f use transitions to connect opinion and reason
    - 4.W.2.A.g organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
- **4.W.3.A** Apply research process to
    - 4.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text Draw logical conclusions based only on what the text clearly says Select specific text evidence to support conclusions	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Explain how the evidence supports the conclusion	
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans, time flew) Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	2
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.1.D.a, b	Read independently for multiple purposes over sustained periods of time	Select developmentally appropriate texts that match reading level and stamina Read independently Sustain reading for extended periods of time appropriate to grade level Read for multiple purposes such as enjoyment, learning, completing a task, building knowledge Demonstrate understanding of the text through evidence such as written responses, reading logs, summaries, annotations or notes, discussions or	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		conferences Apply reading skills and strategies independently	
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.R.3.B.b	Analyze persuasive text and explain the author's purpose using evidence	Identify that a text is persuasive and recognize its purpose to influence the reader's thinking or actions Determine the author's claim Analyze the author's reasons or arguments to support the claim Identify persuasive language or techniques Use specific evidence from the texts to explain how the author supports their purpose	3
4.R.3.B.c	Explain how an author uses language to influence the reader	Identify the author's purpose (inform, persuade, explain) Notice specific language choices Identify persuasive or descriptive language meant to influence the reader Explain how the author's language affects the reader Use examples from the text to support explanations Distinguish between neutral language and language meant to persuade or influence	3
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.W.1.B.b, c, d	Draft from prewriting according to genre type	Write a clear introductory paragraph that introduces the topic with an overall topic sentence that establishes a main idea Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization, punctuation and spelling	
4.W.2.A.a-g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide reasons that support that opinion Support each reason with relevant facts and details Use specific, accurate vocabulary Write primarily in the student's own words Use direct quotations appropriately Reference the author or source name Use transitions to clearly connect opinions and reasons (e.g., because, for example, another reason) Organize the writing into clear paragraphs including a concluding paragraph	3
4.W.3.A.g	Differentiate between paraphrasing and plagiarism	Paraphrase information accurately by restating ideas using their own words and sentence structure Avoid copying key words or phrases unless quoting Use direct quotations appropriately and sparingly Use quotation marks correctly Credit the source when using ideas or information from others	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 5 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 5 Cumulative Spelling Assessment and Dictation ● Unit 5 Cumulative Word Fluency ● Informative/Explanatory Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
retrieve efficiency efficient/efficiently salary specialized develop impact impaired precautions pedestrian beneficial outweigh inevitably	sensors regulated automation society technology

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint: Technology for Tomorrow 2-"Humans and Robots Can Work Together" First Reading: Draw Inferences to Build Knowledge of Technology	3-Write an Opinion Essay: Brainstorm Your Initial Opinion

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to explore the ways people use technology and the ways people's lives are affected by different types of technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the Essential Question. Explain that as we explore the topic of *Technology for Tomorrow*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace. Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to develop vocabulary and draw inferences to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.f, 4.R.1.D.a, 4.R.1.D.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text together noticing text features and model using key details and text features to make inferences about ideas the author doesn't state explicitly.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Co-create the Draw Inferences Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to brainstorm initial ideas for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to Introduce the Opinion Essay Anchor Chart and Checklist. Model brainstorming several topics on a two-column chart, showing how to list ideas that spark interest and passion. Demonstrate how to develop an opinion statement for each topic and narrow choices to select the strongest one.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Co-create the Opinion Essay Anchor Chart to use for the unit.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Review Hard and Soft c, g and Reading Big Words Strategy	4-"Humans and Robots Can Work Together" Determine the Meaning of Domain-Specific Words and Phrases	6-Write an Opinion Essay: Select Knowledgeable and Credible Online Sources

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to determine the meaning of domain-specific words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b, f
Detailed Description/Instructions:

- **One way to do this** is to model looking for examples in the text, showing how known words like EZPass, self-checkouts, and ATMs clarify the meaning of automation. Demonstrate how understanding a technical term helps make sense of the author's ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Determine the Meaning of General Academic Vocabulary*

Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to review the hard and soft c and g in syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write the words suggested in your TRS on the board. Model the flexible use of syllable division, such as dividing a word between two consonants when they appear in the middle of a word as in per/cent. Circle the syllable containing hard or soft c or g in each word (com, cent, gre, gen). Explain that the letters c and g before the vowels a, o, or u always have hard sounds, as in gold, and cat. The soft c and g sounds, as in the words city and gel, occur when the letters come before e, i, and y. Point out that there are exceptions such as get and gift.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to select knowledgeable and credible online sources for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.e
Detailed Description/Instructions:

- **One way to do this** is to display the Sources Checklist and review how each question helps determine if a source is reliable and useful. Model evaluating websites by examining features like the URL, source, date, and type of information provided. Demonstrate comparing strong and weak sources, explaining how bias and lack of evidence affect usefulness.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Opinion Essay Writing Checklist*
- *Opinion Essay Anchor Chart*

Bloom's Level: Evaluate
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Humans and Robots Can Work Together" Describe the Overall Structure of Events in a Text (Cause/Effect) Begin the Blueprint	8-Grammar in Context: Use the Future Progressive 9-Write an Opinion Essay: Take Notes from Online Sources

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to identify a cause/effect text structure.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.D.a, b, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to review the purpose of a letter to the editor and introduce cause/effect as the focus. Explain how identifying text structure helps readers understand important ideas and relationships. Model reading and marking causes and effects using clues from the text. Demonstrate looking for signal words to find additional cause/effect relationships.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Students answer Question 1 on page 10 of Technology for Tomorrow (in their physical notebook or online).*
- *Begin the Knowledge Blueprint*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to use the future progressive verb tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review present and past progressive tenses and introduce the future progressive. Model identifying verb phrases that show ongoing actions in the future. Guide students to underline the helping verb and circle the ‑ing form to determine the tense.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with hard and soft c, g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to take notes from credible sources and then categorize them.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.c, 4.W.3.A.g
Detailed Description/Instructions:

- **One way to do this** is to preview the text features and predict what the selection will be about. Display the anchor chart and explain how to identify important and unimportant information when evaluating an author's ideas. Model rereading aloud to clarify confusing parts and support comprehension.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Opinion Essay Writing Chart*
- *Make Connections through Collaborative Conversation*
- *Use the discussion prompts on pages 6–7 in the TRS to engage students and make connections to their experiences.*

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"Robots Will Take Professional Jobs" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology 12-"Robots Will Take Professional Jobs" Describe the Overall Structure of an Opinion Text (Cause/ Effect) Add to the Blueprint	11-Write an Opinion Essay: Organize Your Essay

Engaging Experience 11 (Reading-10)

Teaching Point: *Today, we're going to develop vocabulary and distinguish between important and unimportant information to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to underline key ideas and circle details that are less relevant while reading. Guide students to evaluate whether the author supports claims with facts and to use strategies like asking questions or making connections.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12)

Teaching Point: *Today, we're going to describe the overall cause/effect structure of an opinion text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model identifying causes and their effects in a paragraph, using signal words and summarizing the relationship. Guide partners to practice marking causes and effects and summarizing them in their own words.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Cause and Effect Text Structure.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Words Study-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with hard or soft c, g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing- 11)
Teaching Point: *Today, we're going to organize the notes you've been gathering and plan your opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to review the Opinion Essay Anchor Chart and model organizing ideas and evidence in a planning guide. Show how to start with an opinion, list reasons, and pair each reason with supporting evidence. Demonstrate planning the paragraph order to make the essay flow logically.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Cross-Text Analysis: Explain How an Author Uses Reasons and Evidence to Support Points in a Text 15-Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	14-Grammar: Review Progressive Tenses

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b, c
Detailed Description/Instructions:

- **One way to do this** is to remind students they have practiced identifying text evidence that supports ideas in their reading. Explain that opinion writers supply reasons for why they believe something is true. They support those reasons with evidence. Explain that readers should anticipate and search for evidence that supports the development of a writer's opinion or point.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to explain and discuss knowledge gained about automation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about automation in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Words Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with hard and soft c, g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)

Teaching Point: *Today, we're going to review progressive tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that progressive verb tenses indicate an action that is ongoing. The tense is formed using the past, present, or future form of the verb *to be* plus a present participle, or -ing form of a verb. Model identifying the entire verb phrase in a sentence and then naming the progressive tense.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Practice Using Progressive Verb Tenses in the Additional Materials as needed.*
- *Additional practice can be found in the Grammar and Spelling Activity book.*

Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Review r-Controlled Vowels (ar, or, oar, ore) and Reading Big Words Strategy	1-"Who's Driving?"First Reading: Draw Inferences About an Author's Point of View to Build Knowledge of Technology	3-Write an Opinion Essay: State Your Opinion

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to draw inferences about an author's point of view to build knowledge of technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text and images, and set a purpose for reading. Explain that students will make connections to deepen understanding. Model annotating connections in the margins. Have students read independently or with support using strategies like context clues.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Ways to Scaffold the First Reading in TRS*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to review the r-controlled vowels (ar, or, oar, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write the words on the board from your TRS. Model the flexible use of syllable division, such as dividing a word before a consonant when the consonant appears between two vowels, as in re/gard. Pronounce each word, using knowledge of the r-controlled vowels ar, or, oar, ore. Circle the syllable containing an r-controlled vowel in each word (large, for, board, plore, roar). Review that r-controlled vowels are vowels followed by the letter r, which creates a new vowel sound. Both the vowel and the r will be part of the same syllable. Point out the different sounds, using the words cable and carpet.

Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to state a clear opinion supported by reasons in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.b, 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to remind students they've begun organizing their ideas and research into an Opinion Essay Planning Guide to prepare for drafting their essay. Revisit the Opinion Essay Anchor Chart. Display and distribute the Modeling Text. Point out the features of a strong introduction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Opinion Writing Checklist*
- *Opinion Essay Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Who's Driving?" Summarize the Text 5-"Who's Driving?" Determine the Meaning of Domain-Specific Words and Phrases	6-Write an Opinion Essay: Incorporate Research to Support Your Opinion

Engaging Experience 22 (Reading-4)

Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.b, 4.R.1.D.a, b, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model identifying key details in a text and show how to underline them. Demonstrate jotting notes in the margins to track important events. Guide summarizing sections of the story using the key details collected. Point out how to condense multiple events into a clear summary.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)

Teaching Point: *Today, we're going to determine the meaning of words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model using context clues to determine the meaning of an unknown word. Demonstrate making inferences from surrounding text and then confirming with a dictionary. Show how to record the word, context clues, and a tentative definition in a chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Words Study Resource Book-Lesson 1)

Teaching Point: *Today, we're going to read and spell words with r-controlled vowels ar, or, oar, ore.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing- 6)
Teaching Point: *Today, we're going to incorporate research to support the opinion in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b, d, e, f
Detailed Description/Instructions:

- **One way to do this** is to model ways to incorporate research into writing, showing how to quote sources or paraphrase ideas. Demonstrate choosing facts that support an opinion and linking them with other details in a paragraph. Show proper use of quotation marks and crediting sources. Guide partners to review their essay plans and discuss which research details will support their first paragraph.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Who's Driving?" Close Reading: Describe the Overall Structure of an Opinion Text (Cause/Effect)	7-Grammar in Context: Use Relative Adverbs 9-Write an Opinion Essay: Link Opinion and Reasons, Using Words and Phrases

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to use relative adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how relative adverbs (where, when, why) connect ideas between clauses. Demonstrate how each word signals place, time, or reason. Explain how to identify the clause it introduces and what ideas it links. Analyze sentences to determine the function of the relative adverb.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Create a small anchor chart together for students to refer to in their notebook*

Bloom's Level: Apply
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe the overall structure of a cause/effect opinion text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to compare text structures by focusing on cause/effect and identifying supporting evidence. Demonstrate how to closely reread, annotate, and underline relevant details. Explain how to use a guiding question to focus thinking and discussion. Analyze how different texts use structure and evidence to support ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/ Describe Cause and Effect Text Structures*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Words Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with r-controlled vowels ar, or, oar, ore.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to use linking words and phrases to connect ideas.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to model how linking words and phrases connect ideas and improve flow. Demonstrate how to use them to add information, show cause/effect, or introduce examples. Explain how transitions clarify reasoning and strengthen writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Opinion Essay Anchor Chart*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Who's Driving?" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint	11-Write an Opinion Essay: Provide a Conclusion

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b, c
Detailed Description/Instructions:

- **One way to do this** is to model how to identify an author's claim and locate evidence that supports it. Demonstrate how to reread and annotate text to evaluate the strength of evidence. Analyze how authors develop positions using specific

details and examples.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Explain How an Author Uses Evidence to Support Points*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Words Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with r-controlled vowels ar, or, oar, ore.*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to provide a conclusion for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.c, g
Detailed Description/Instructions:

- **One way to do this** is to model how to write a concluding statement that restates the opinion with new language. Demonstrate how to briefly summarize key ideas without adding new information.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Opinion Essay Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgably 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar: Use Relative Adverbs (where, when, why)

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from two texts to speak knowledgably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to compare multiple texts using evidence to support an opinion. Demonstrate how to locate and annotate relevant details across sources. Explain how authors use facts, examples, and visuals to strengthen arguments. Analyze similarities and differences in how each text presents and supports ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Technology for Tomorrow (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about driverless cars and automation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about technology and automation in your Blueprint. Point out that technology changes the way people live and work, and people make decisions about which technology to develop.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students could complete Step 2 of the Culminating Task by forming opinions about driverless cars. Then, on page 18 of their Texts for Close Reading, they should write down their opinion and two facts to support their opinion.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13)
Teaching Point: *Today, we're going to use relative adverbs in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how relative adverbs connect clauses and add detail in writing. Demonstrate how to identify where, when, and why in sentences and what they describe.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You may wish to have students complete the Week 2 Assessment.*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Review r-Controlled Vowels (er, ir, ur) and Reading Big Words Strategy	1-"Rise of the Drones" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology	3-Write an Opinion Essay: Revise to Include Domain-Specific Vocabulary

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and annotate the text to distinguish between important and unimportant information to learn about technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.B.b, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview text structure and identify subheads and authorship. Demonstrate how to distinguish important from unimportant information while reading. Guide students to read, annotate, and evaluate evidence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Point out the Vocabulary Practice Text on page 25 of the Texts for Close Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2)
Teaching Point: *Today, we're going to review r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to use syllable division to decode words with r-controlled vowels (er, ir, ur). Demonstrate how to break words into manageable chunks and identify vowel patterns. Analyze words by isolating and pronouncing the r-controlled syllables. Guide students to apply the strategy to read and decode unfamiliar words using context clues for meaning as well.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to revise our opinion essay to include domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to strengthen writing by adding domain-specific vocabulary to increase precision. Demonstrate how revising word choice can clarify meaning and better match the topic. Analyze how specific terms improve accuracy and reader understanding. Guide students to identify and generate topic-related vocabulary for their own writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider giving students a list of domain words for their topic and challenge them to add them into their writing.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Rise of the Drones" Close Reading: Describe the Overall Structure of an Opinion Text (Problem/ Solution)	5-Grammar in Context: Use Relative Pronouns 6-Write an Opinion Essay: Revise to Strengthen Reasons and Evidence

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to describe the structure of a text and identify signal words for problem/solution text structure.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to identify problem/solution structure in a text. Guide students to locate and annotate evidence that shows the problem and proposed solutions. Demonstrate how to analyze how the author develops ideas through examples and details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Problem and Solution Text Structure*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of Technology for Tomorrow (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to use relative pronouns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how relative pronouns connect ideas by linking clauses to nouns. Guide students to identify who, whom, whose, which, and that within sentences. Demonstrate how to determine what noun each relative pronoun refers to and what information the clause adds.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider making an anchor chart about relative pronouns together with students so they can reference it in their notebooks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Words Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to revise to strengthen reasons and evidence in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text, showing the draft and revised version to highlight changes. Model how to strengthen writing by identifying ideas that need additional support. Facilitate partner rehearsal and revision of writing to provide stronger support or evidence for the opinions and arguments.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students mark the appropriate item on their Opinion Essay Writing Checklist.*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Rise of the Drones" Close Reading: Evaluate How Authors Use Reasons and Evidence to Support Points in a Text Add to the Blueprint	8-Write an Opinion Essay: Revise to Add Detail by Including Relative Pronouns and Relative Adverbs

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to evaluate how authors use reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to evaluate whether a timeline strengthens an author's claim. Guide students to reread closely and annotate evidence that supports their thinking. Demonstrate how to analyze how reasons and evidence are used to support an argument. Facilitate partner discussion as students justify their evaluation with text evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Engaging Experience 44 (Phonics & Words Study-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to revise to add detail by including relative pronouns and relative adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud your draft. Then refer to the Relative Pronoun Chart and the Relative Adverb Chart (both in the Additional Materials), and

model how you used both relative pronouns and relative adverbs to add details.
Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider modeling how to add revisions instead of showing the modeling text*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 10-Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	11-Write an Opinion Essay: Edit for Correct Use of Verb Tenses

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to integrate information from two texts to speak and write knowledgeably on a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to interpret a prompt and connect ideas across multiple texts. Guide students to select relevant texts and locate supporting evidence for a claim. Demonstrate how to annotate while rereading to track useful details. Analyze how evidence from different sources can be combined to support an opinion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about drones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about the positive and negative impacts of drones in your Blueprint.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students can complete Step 3 on page 26 to identify facts from the reading that support their opinions.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Words Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to edit our opinion essay for correct use of verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to identify progressive verb tenses using "to be" + -ing verbs. Demonstrate how to locate and correct incorrect verb forms in context. Analyze how tense must match when actions occur in the past, present, or future. Facilitate student practice correcting verb tenses using sentence evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"Sun Tracks" Analyze Metaphors in Poetry 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Write an Opinion Essay: Choose a Font Style and Size

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze metaphors in poetry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to read poetry closely by identifying figurative language and key imagery. Guide students to analyze metaphors by comparing unlike things and interpreting meaning. Highlight how poetic structure and free verse contribute to meaning and emphasis.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives constructive conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to reflect on unit learning by connecting ideas from texts, annotations, and writing. Guide students to revisit prior work and use it as evidence during discussion. Demonstrate how to participate in constructive conversations by building on peers' ideas and clarifying thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students could complete the "Write to Demonstrate Knowledge" section of the Culminating Task on page 30 of Technology for Tomorrow.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to choose a font style and size for publishing our opinion essay electronically.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.d, 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model how to prepare a final draft for publication by considering font style and size for readability and appropriateness for the purpose and audience of the writing. Demonstrate how to evaluate layout choices for headings, body text, and spacing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Guide students to compare different text presentations using a checklist for clarity and appropriateness.*

Bloom's Level: Apply
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b, 4.R.3.C.b, 4.L.1.A, 4.W.2.A.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standard Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to write a Letter to the Editor.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Technology for Tomorrow.

Unit 6: Confronting Challenges

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Confronting Challenges
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read a range of fictional stories, including a legend, folktale, and myth, that feature characters facing and overcoming challenges. Students will learn and take notes about the genre of each story and what culture is represented. Students will also determine the quest or challenge in each story as well as the universal message or theme.

Topic 1 (Week 1)
In week 1, students will work on describing characters, inferring the theme, and comparing and contrasting similar themes. In writing, students will analyze a narrative source text and take notes about characters, setting, and key events in the original narrative they could use to write another scene in the story. They will draft this scene by the end of the week. They will also pay attention to using punctuation for effect. For word study, students will focus on adverb suffixes -ly, -ily, -ways, and -wise.

Topic 2 (Week 2)
In week 2, students will continue to work on describing characters, inferring, and comparing themes. Students will also work on summarizing and using context clues. In writing, students will plan and write an informative/explanatory response to a mentor writing prompt and source text. For word study, students will focus on spellings for long and short /oo/.

Topic 3 (Week 3)
In week 3, students will continue to describe characters, infer, and compare themes, and use context clues. In writing, students will plan and write an opinion response to a mentor writing prompt and source text. For word study, students will focus on adjective suffixes -ful, -ous, -ible, -able, and -some.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 6 materials

Essential Question:
- How do we overcome obstacles?

Enduring Understandings:

- A quest is a story in which the main character goes on a difficult journey to accomplish a mission or goal. Many traditional tales are quest tales.
- Each character responds to challenges in different ways, and these actions often reveal the character's traits.
- Different cultures present and explore universal themes and human experiences in their own unique ways.
- Analyzing how characters confront challenges helps reveal a story's theme.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.d identify the meaning of common idioms and figurative language
    - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.2.A** Read, infer, analyze, and draw conclusions to:
    - 4.R.2.A.a summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
    - 4.R.2.A.c describe the interaction of characters, including relationships and how they change
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **4.W.2.A** Write opinion texts that:
    - 4.W.2.A.a introduce a topic or text being studied, using an introductory paragraph
    - 4.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position supported by fact and details
    - 4.W.2.A.g organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
- **4.W.2.B** Write informative/explanatory texts that:
    - 4.W.2.B.b develop the topic into supporting paragraphs from sources, using topic

sentences with facts, details, examples, and quotations
    - 4.W.2.B.c use specific, relevant and accurate words that are suited to the topic, audience, and purpose
    - 4.W.2.B.e use transitions to connect categories of information (e.g., in addition, in summary, in other words, in conclusion)
- **4.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 4.W.2.C.a establish a setting and situation/topic and introduce a narrator and/or characters
    - 4.W.2.C.b use narrative techniques, such as dialogue, motivation, and descriptions
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
    - 4.L.1.B.e use correct capitalization
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		expressions in text (e.g., spill the beans, time flew) Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	
4.R.1.B.f	Develop an understanding of vocabulary	Use conversational words and phrases to develop a reading vocabulary Use general academic words and phrases to develop a reading vocabulary Use domain-specific words and phrases to develop a reading vocabulary	2
4.R.2.A.a	Summarize and identify the theme	Identify the major events of the plot, focusing on the most important moments Sequence events accurately Summarize using key events only Explain how earlier events affect later events Identify the theme Explain how events in the story support the theme Use evidence from across the text to support ideas	3
4.R.2.A.c	Describe character interactions, relationships, and how they change	Identify how characters interact (what they say, do, think) Describe the relationship between characters (friends, family, allies, rivals, etc.) Explain how relationships develop or change from the beginning to the end of the story Use evidence from the text to support descriptions of interactions and relationships Explain why relationships change, connecting changes to the plot Recognize cause-and-effect relationships between events and character	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		interactions Differentiate between short-term feelings and long-term relationship changes	
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately Identify and read common prefixes Identify and read common suffixes Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	1
4.W.1.B.a	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex	3
4.W.1.C.a	Revise drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre	
4.W.2.A.a -g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide reasons that support that opinion Support each reason with relevant facts and details Use specific, accurate vocabulary Write primarily in the student's own words Use direct quotations appropriately Reference the author or source name Use transitions to clearly connect opinions and reasons (e.g., because, for example, another reason) Organize the writing into clear paragraphs including a concluding paragraph	3
4.W.2.A.a, b, g	Write opinion texts	Write an introductory paragraph that clearly introduces the topic Clearly state an opinion Provide reasons that support that opinion Support each reason with relevant facts and details Organize the writing into clear paragraphs including a concluding paragraph	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.W.2.B.b, c, e	Write information/explanatory texts	Develop the topic in supporting paragraphs with topic sentences and facts, details, examples, and quotations that explain the topic Use specific, relevant, and accurate vocabulary suited to the topic, audience, and purpose Organize information into clear categories and connect those categories with transitions	3
4.W.2.C.a, b	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters, making it clear who is telling the story Use narrative techniques such as dialogue, descriptions, character thoughts, feeling, and motivations	3
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for, and, nor, but, or yet, so) Determine where two complete ideas are joined Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	1
4.L.1.B.e	Use correct capitalization	Capitalize the first word of a sentence Capitalize proper nouns Capitalize titles of books, stories, and other works Capitalize geographic names and specific historical events Capitalize the pronoun "I" Avoid unnecessary capitalization of common nouns Edit writing to correct capitalization errors	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 6 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 6 Cumulative Spelling Assessment and Dictation ● Unit 6 Cumulative Word Fluency ● Interim Assessment 3 (assesses standards taught in Units 1-6)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
bored fatigue valor challenge obstacles confront quest mission wrathfully undertaking stride subsided animated attentive lustrous glimpse	sap theme

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint: Confronting Challenges 2-"Sugar Maple and Woodpecker" First Reading: Make Connections to Build Knowledge of Legends	3-Write a Narrative Response: Read and Analyze a Narrative Source Text

Engaging Experience 1 (Unit Introduction):
Teaching Point: *For the next three weeks, we are going to read selections in which characters must confront challenges and overcome obstacles. Reading about these characters will help us learn how people overcome obstacles in real life.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 6 multimedia video. Use the Unit 6 Opener to introduce the Essential Question. Explain that as we explore the topic of *Confronting Challenges*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace. Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to develop vocabulary and make connections to build knowledge of legends.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview a text by skimming key features and identifying context. Guide students to make personal, text, and world connections to a legend and how to use annotations to record thinking while reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using "Ways to Scaffold the First Reading"*
- *Co-Create the Make Connections Anchor Chart with your students to use in the unit.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to read and analyze a narrative source text to start planning our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to closely read a source text by identifying key details and events. Guide students to annotate important information while distinguishing less relevant details. Demonstrate how to summarize characters, setting, events, and feelings from the narrative.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Details and Events Chart*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Adverb Suffixes -ly, -ily, -ways, -wise	4-"Sugar Maple and Woodpecker" Describe the Characters, Setting, and Events in a Quest Story	6-Write a Narrative Response: Read and Analyze a Prompt

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to describe the characters, setting, and events in a quest story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to identify characters, setting, and events in a story. Guide students to distinguish descriptions of characters from information about setting and plot events. Demonstrate how to track a character's problem and how it leads to a sequence of events. Analyze how events connect to form the plot of a quest story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Describe Characters Drawing on Text Details*

Bloom's Level: Analyze

DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to use knowledge of adverb suffixes to decode words and pronounce them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model how to use suffixes to decode and understand word meaning. Demonstrate how suffixes change base words to show manner or direction. Analyze how different suffixes alter meaning across examples.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to analyze our mentor writing prompt.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Planning Guide, and read aloud the prompt. Model for students how you analyze the prompt to find out exactly what it is asking you to do.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Mentor Planning Guide*
- *Student Planning Guide*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Sugar Maple and Woodpecker" Determine the Theme of a Legend Begin the Blueprint	8-"Sugar Maple and Woodpecker" Grammar in Context: Use Modal Auxiliaries (can) 9-Write a Narrative Response: Read Closely to Find Details and Events

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to determine the theme of a legend.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to use text evidence to infer a theme from key details and events. Guide students to closely reread and annotate interactions between characters that reveal meaning. Demonstrate how to connect character actions and outcomes to a possible life lesson.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Determine Theme*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to use modal auxiliary verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review modal auxiliary verbs and model how to examine the verb to determine how it contributes different meanings. Display and model examples and show how they add to the sentence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider making a modal auxiliary verb anchor chart with students to keep in their notebooks to reference.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with adverb suffixes -ly, -ily, -ways, -wise.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing 9)
Teaching Point: *Today, we're going to read closely to find details and events to use in our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to model how to closely reread a narrative to gather relevant details for writing. Guide students to use a planning chart to organize information about characters, setting, and events. Demonstrate how to pull evidence from prior annotations and reread for additional details.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Mentor Writing Prompt*
- *Student Writing Prompt*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"The Valiant Little Tailor" First Reading: Summarize and Synthesize to Build Knowledge of Folktales 12-"The Valiant Little Tailor" Build Vocabulary: Determine the Meaning of Words and Phrases in a Folktale Add to the Blueprint	11-Write a Narrative Response: Draft a Response

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to summarize and synthesize to build knowledge of folktales.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text features and predict what the selection will be about. Display the anchor chart and model how to identify important and unimportant information when evaluating an author's ideas. Model rereading aloud to clarify confusing parts and support comprehension.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Summarize Text*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to determine the meaning of words and phrases in a folktale.*
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to demonstrate how to use context clues in a text to determine the meaning of unfamiliar words. Model how to analyze nearby words, synonyms, and illustrations to infer meaning.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/ Literature Text/ Determine the Meanings of Words and Phrases*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of Confronting Challenges (In their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with adverb suffixes -ly, -ily, -ways, -wise.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to draft our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to model how to use a planning guide to draft a well-structured narrative response. Show how to extend events logically and how to turn planned details into a cohesive narrative with clear sequence and added description. Highlight how to include thoughts, feelings, and a strong conclusion to develop the scene. Explain how students can use oral rehearsal with a partner before beginning their drafts.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Distribute copies of the Personal Narrative Writing Checklist*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Compare and Contrast Patterns of Events and Themes in Traditional Literature 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Write a Narrative Response: Revise and Edit a Response

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to compare and contrast patterns of events and themes in traditional literature.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to identify story problems to support understanding of the theme. Guide students to connect how problems are solved to the message of each text. Demonstrate how patterns of events lead to a resolution that reveals the theme. Compare how different texts develop themes through character actions and outcomes.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Students answer question 3 on page 10 of text for close reading*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about confronting challenges and overcoming obstacles.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to record and discuss the challenge each character confronted, how the character overcame the challenge, and important traits the character has in your Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 1 of the Culminating Task by identifying the challenges that characters and people in real life face. Then, on page 10 of their Texts for Close Reading, they should write down the challenges that people in real life face.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with adverb suffixes -ly, -ily, -ways, -wise.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)
Teaching Point: *Today, we're going to revise and edit a narrative response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to model how to revise a draft by improving sentence structure and clarity. Guide students to combine sentences and clarify pronoun use. Demonstrate how to strengthen writing by adding meaningful details. Highlight how to edit for grammar, punctuation, and spelling.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Personal Narrative Writing Checklist*
- *Facilitate partner review using a checklist to support edits and revision.*

Bloom's Level: Analyze
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Introduce /o͞o/ and /o͝o/ (oo, ew, ould, ull)	1-"Hercules' Quest" First Reading: Make Connections to Build Knowledge of Myths	3-Write an Informative/ Explanatory Response: Read and Analyze Source Texts

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and make connections to build knowledge of myths.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b, f

Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview the text and images to draw inferences before reading. Show how to annotate by jotting notes about connections and observations in the margins. Point to the anchor chart and review strategies for using context clues to support understanding.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Make Connections Anchor Chart*
- *Vocabulary Practice Text on page 17 of the Texts for Close Reading*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 20 (Word Study-2)</u>
Teaching Point: *Today, we're going to identify the variant vowel sounds for the long and short oo sound in words (oo, ew, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model finding the /o͞o͞/ or /o͝o͝/ sound in each word. Explain that, like the vowel teams they've studied previously, these letter patterns make a single vowel sound and are always in the same syllable. Write the words from the TRS on the board and guide the class to read each word. If students cannot, use the Reading Big Words Strategy and guide them to break the words into syllables or manageable chunks.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 21 (Writing-3)</u>
Teaching Point: *Today, we're going to read and analyze a source text to start planning our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to read aloud and annotate key details while thinking aloud. Show how to identify main ideas and differences in perspective between the two texts. Reference the chart to organize important details and support analysis.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Main Idea Chart in the Additional Materials*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Hercules' Quest" Summarize the Text 5-"Hercules' Quest" Build Vocabulary: Determine the Meaning of Words and Phrases in a Text (Mythological Allusions)	6-Write an Informative/ Explanatory Response: Read and Analyze a Prompt

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to identify and think aloud about important information while underlining and annotating. Show how to organize these details and jot notes in the margin to support a summary. Point to examples in the text and review how they connect to the overall story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Summarize Text*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to determine the meaning of words and phrases in a text that allude to characters found in mythology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to think aloud and infer meanings from text and example sentences. Show how to confirm inferences by checking a dictionary. Point to the chart and review how to record words, context clues, and definitions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Determine the Meaning of Words and Phrases That Allude to Mythology*

Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with variant vowels /o͞o/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to analyze a prompt to plan our informative/ explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b, e
Detailed Description/Instructions:

- **One way to do this** is to model how to read the prompt carefully and think aloud about what each sentence requires. Show how to annotate and plan for specific elements, such as topic, structure, point of view, and purpose. Review examples of relative pronouns and adverbs, and point out how they add detail to writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Hercules' Quest" Close Reading: Describe Characters in a Myth	7- Language in Context: Choose Punctuation for Effect 9-Write an Informative/ Explanatory Response: Read Closely to Find Text Evidence

Engaging Experience 26 (Writing-7)
Teaching Point: *Today, we're going to identify and understand how writers use punctuation to add expression or highlight character traits.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model how to read aloud and think aloud about how commas, exclamation points, ellipses, and question marks affect meaning. Show how punctuation provides clues about tone, emphasis, and personality. Point to examples in the text and review how they reveal what a character is feeling or thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe characters in a myth.*
Suggested Length of Time:
Priority Standard Addressed: 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to annotate important clues and think aloud about how they connect to events. Show how the narrator's descriptions help readers make predictions about what a character might do next. Reference specific parts of the text and review how to cite evidence to support thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Describe Characters Drawing on Text Details.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with variant vowels /ōō/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to read closely to find text evidence for our informative/ explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how to reread and annotate important details that support a response. Show how to compare and contrast texts by examining topic, genre, and point of view. Highlight how evidence from each text supports thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Hercules' Quest" Close Reading: Infer the Theme of a Myth Add to the Blueprint	11-Write an Informative/Explanatory Response: Draft a Response

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to infer the theme of a myth.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to reread and annotate details that reveal the message or lesson. Show how to connect key events and character actions to a possible theme. Highlight how evidence supports the inference and review how to explain thinking clearly. Engage students in partner discussions to analyze, infer, and share their ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Draw Inferences from Text*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with variant vowels /o͞o/ and /o͝o/ (oo, ew, ue, ould, ull).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to draft our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b, c, e
Detailed Description/Instructions:

- **One way to do this** is to model how to use the checklist and think aloud while turning notes into a written response. Show how to organize ideas with an introduction, supporting details, and a conclusion. Point to examples in the model text and review how signal words and evidence strengthen writing. Engage students in using their planning guides to draft and refine their own responses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Informative/Explanatory Writing Checklist &Rubric*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Compare and Contrast Patterns of Events and Themes 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Write an Informative/ Explanatory Response: Revise and Edit a Response

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to compare and contrast patterns of events and themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to reread and annotate details that reveal each character's challenges and actions. Show how to analyze similarities and differences and how each text develops a theme. Highlight how evidence supports comparisons and review how to explain thinking clearly.

Suggestions:

- *Consider using the Integrated ELD box*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Texts/Compare/Contrast Themes and Topics From Different Cultures.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about confronting challenges.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about confronting challenges and overcoming obstacles in your Blueprint. Point out that reading about characters who face challenges and overcome obstacles can help us understand how to do this as well. Invite several pairs to share their reflections with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Students answer question 2 on page 18 of texts for close reading*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13)
Teaching Point: *Today, we're going to revise and edit our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to model how to refine a draft by improving word choice and removing ideas that don't match the prompt. Demonstrate how to clarify meaning and strengthen comparisons in writing. Highlight how to check for grammar, punctuation, and capitalization during editing.

Suggestions:

- *Consider using the Integrated ELD box*
- *Informative/Explanatory Writing Checklist & Rubric*

Bloom's Level: Analyze
DOK: 3

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Adjective Suffixes -ful, -ous, -ible, -able, -some	1-"Estrella and the Emerald Ring" First Reading: Summarize and Synthesize to Build Knowledge of Folktales	3-Write an Opinion Response: Read and Analyze a Source Text

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and summarize and synthesize to build knowledge of folktales.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview the text and explain how to identify key details and combine them with personal thinking to deepen understanding. Guide students in annotating important information and using strategies like rereading and context clues.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2)
Teaching Point: *Today, we're going to identify the adjective suffixes -ful, -ous, -ible, -able, -some in words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display target words and demonstrate how to identify adjective suffixes, explaining how they change word meanings. Guide students to practice in partners by adding suffixes to base words and analyze their choices together, reinforcing understanding. Model using context clues and word decoding strategies to determine word meanings in text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing- 3)
Teaching Point: *Today, we're going to read and analyze a source text to plan for our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to introduce the source text and explain its purpose. Read aloud, pausing to highlight and annotate key details. Engage students in discussion to analyze the speaker's ideas. Guide partners to complete a chart identifying the audience, message, purpose, and supporting evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Estrella and the Emerald Ring" Close Reading: Describe a Character in a Story	5-Grammar in Context: Use Relative Adverbs (where, when, why) 6-Write an Opinion Response: Read and Analyze a Prompt

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to describe a character in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to model using response frames to show how to cite text evidence when describing a character. Guide partners to reread, annotate, and discuss a character's thoughts and feelings to support their ideas. Invite pairs to share responses and provide additional modeling as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Reinforce or Reaffirm the Strategy*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Describe Characters Drawing on Text Details*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to identify and understand how relative adverbs are used in sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to introduce relative adverbs (where, when, why) and explain how they add detail to sentences. Model identifying relative adverbs and the clauses they introduce. Guide students to practice finding and analyzing relative adverbs in text. Reinforce how these clauses enhance meaning and description.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider giving a resource for students to put in their notebooks, like the Relative Adverb Chart in the Additional Materials.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with adjective suffixes -ful, -ous, -ible, -able, -some.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing- 6)
Teaching Point: *Today, we're going to analyze a prompt to help us plan our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to introduce the writing prompt and explain how to analyze it carefully. Model breaking the prompt into parts to identify what it asks and the evidence needed. Guide partners to complete the planning guide by stating their opinion and citing text evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Estrella and the Emerald Ring" Close Reading: Infer the Theme of a Folktale Add to the Blueprint	8-Write an Opinion Response: State and Support an Opinion Using Text Evidence

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to infer the theme of a folktale.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using text evidence to summarize the story and infer its theme. Guide partners to reread, annotate, and collaborate on a brief summary while discussing the theme. Encourage turn-and-talk to connect the story to broader ideas about quests and challenges.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks Informational Text/Explain How an Author Uses Evidence to Support Points.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with adjective suffixes -ful, -ous, -ible, -able, -some.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to state and support an opinion using text evidence for our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to model stating an opinion and the reasons behind it, and show how to record them on a planning guide. Demonstrate close reading to find specific evidence that supports the opinion.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Create
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write an Opinion Response: Draft a Response

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to compare and contrast the treatment of similar themes in texts from different cultures.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to model comparing and contrasting how two texts develop similar themes, citing evidence from each. Display the close reading question and model annotating texts to gather evidence for comparison.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about how characters face challenges.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about facing challenges in your Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 18 of Confronting Challenges (in their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Draw Inferences from Text and Determine Theme.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with adjective suffixes -ful, -ous, -ible, -able, -some.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to draft our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.A.a, b, g
Detailed Description/Instructions:

- **One way to do this** is to model drafting an introduction that clearly states an opinion and reason. Demonstrate how to support the opinion with text evidence in the body and how to summarize it in a conclusion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-"Humanity" Analyze the Rhyme, Meter, and Theme of a Poem 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Write an Opinion Response: Revise and Edit a Response

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze the rhyme, meter, and theme of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to introduce the poem and explain how to examine meter, rhyme, and stressed syllables. Model identifying patterns in the first stanzas and summarizing their meaning. Guide partners to continue analyzing later stanzas, underlining stressed words, circling rhymes, and summarizing ideas. Encourage

students to use their summaries to infer the poem's theme.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Features of Poetry Anchor Chart*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Compare/Contrast Themes and Topics from Different Cultures.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Confronting Challenges. (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real–World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to use text annotations and the unit Blueprint to support ideas. Guide small groups to have constructive conversations, sharing, clarifying, and building on each other's thoughts. Monitor discussions and provide support as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 2 of the Culminating Task by identifying the qualities that are helpful to overcome challenges. Then, on page 18 of their Texts for Close Reading, they should write down two qualities.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to revise and edit our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to model how to revise sentences for clarity, emphasis, and stronger word choice. Demonstrate editing for grammar, punctuation, and spelling. Guide students to review their own writing and discuss possible changes with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.b, 4.R.2.A.a, 4.R.2.A.c, 4.R.2.A.e, 4.RF.3.A.a, 4.RF.3.A.b, 4.L.1.A, 4.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standard Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to write a Challenge Plan.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Confronting Challenges.

Unit 7: The Transcontinental Railroad

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: The Transcontinental Railroad
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about how the transcontinental railroad was built, and how it changed the United States and life for the people who lived there. Students will learn and take notes about how the transcontinental railroad reshaped the nation, the economy, and various communities.

Topic 1 (Week 1)
In week 1, students will work on describing chronological text structure as well as information presented visually in nonfiction text features. In writing, students will study the narrative genre of historical fiction and begin to plan to write one. For word study, students will review spellings for the /ou/ and /oi/ sounds. Students will continue using the Reading Big Words Strategy.

Topic 2 (Week 2)
In week 2, students will continue to work on the chronological text structure as well as the compare/contrast text structure. Students will also integrate information from two texts to speak knowledgeably and use context clues. In writing, students will draft their historical fiction story. For word study, students will focus on the prefixes trans-, pro-, sub-, super-, inter-, and continue using the strategy for Reading Big Words.

Topic 3 (Week 3)
In week 3, students will continue to work on chronological text structures. They will also explain how the author uses reasons and evidence to support points in a text. In writing, students will revise, edit, and publish their historical fiction stories. For word study, students will review homophones and continue to apply the strategy for Reading Big Words.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 7 materials

Essential Question:
- How do communities evolve?

Enduring Understandings:

- A community can be a location or a group that shares common characteristics.
- Many factors shape the United States. Immigrant communities play a central role in this process.
- In the 1860s, railroads connected communities across North America, allowing for the settlement and expansion of what is today the United States.
- Innovations in transportation and communication technology reshape and impact communities.
- The expansion of the United States had catastrophic effects on Native American peoples and communities.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (e.g. discuss the meaning of the common Greek root *graph*, to help students understand the meaning of the words telegraph, photograph, autograph)
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.d identify the meaning of common idioms and figurative language
    - 4.R.1.B.f using conventional, general academic, and domain-specific words and phrases
- **4.R.3.A** Read, infer, and draw conclusions to:
    - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
    - 4.R.3.A.c interpret and explain factual information presented graphically
- **4.R.3.B** Read, infer and draw conclusions to:
    - 4.R.3.B.b analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
    - 4.R.3.B.c explain how an author uses language to present information to influence what the reader thinks or does
- **4.R.3.C** Read, infer, and draw conclusions to:
    - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound

    - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
    - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
    - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 4.W.2.C.a establish a setting and situation/topic and introduce a narrator and/or characters
    - 4.W.2.C.b use narrative techniques, such as dialogue, motivation, and descriptions
    - 4.W.2.C.c organize an event sequence that unfolds naturally to establish a beginning/middle/end
    - 4.W.2.C.d use a variety of transitions to manage the sequence of events
    - 4.W.2.C.e use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand the complete simple and compound four types of sentences
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
    - 4.L.1.B.e use correct capitalization
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	**Unwrapped Concepts (Students need to know how to)**	**Unwrapped Skills (Students need to be able to do)**	**Webb's DOK**
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.B.a	Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words	Recognize common Greek and Latin roots (e.g., graph, port, struct, vis) Identify common prefixes and suffixes (e.g., re-, un-, dis-, -ful, -less, -tion) Break unfamiliar words into meaningful parts (root + prefix + suffix) Explain the meaning of the root word (e.g., graph = write) Use the meanings of roots and affixes to determine the meaning of unfamiliar academic words Apply this strategy independently when encountering new vocabulary in text Use context clues to confirm or refine words meaning Explain how different prefixes or suffixes change the meaning of a base word Use newly learned words accurately in speaking or writing	2
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans, time flew) Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.R.3.A.c	Interpret and explain information in graphic text features	Identify the type of graphic (chart, graph, table, diagram, map, timeline) Read the graphic accurately Extract factual information from the graphic Explain the information in their own words	3
4.R.3.B.b	Analyze persuasive text and explain the author's purpose using evidence	Identify that a text is persuasive and recognize its purpose to influence the reader's thinking or actions Determine the author's claim Analyze the author's reasons or arguments to support the claim Identify persuasive language or techniques Use specific evidence from the texts to explain how the author supports their purpose	3
4.R.3.B.c	Explain how an author uses language to influence the reader	Identify the author's purpose (inform,	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		persuade, explain) Notice specific language choices Identify persuasive or descriptive language meant to influence the reader Explain how the author's language affects the reader Use examples from the text to support explanations Distinguish between neutral language and language meant to persuade or influence	
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Identify and read common prefixes Identify and read common suffixes Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	
4.W.1.B.a, c, d	Draft from prewriting according to genre type	Generate a clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including compound and complex Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Edit for grammar, capitalization, punctuation and spelling	
4.W.2.C.a -e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters, making it clear who is telling the story Use narrative techniques such as dialogue, descriptions, character thoughts, feeling, and motivations Organize events in a natural sequence with a clear beginning, middle, end Use a variety of transitions to manage the sequence of events Choose specific, relevant, and accurate words that fit the topic, audience, and purpose	3
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for, and, nor, but, or yet, so) Determine where two complete ideas are joined Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	1
4.L.1.B.e	Use correct capitalization	Capitalize the first word of a sentence Capitalize proper nouns	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Capitalize titles of books, stories, and other works Capitalize geographic names and specific historical events Capitalize the pronoun "I" Avoid unnecessary capitalization of common nouns Edit writing to correct capitalization errors	
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 7 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 7 Cumulative Spelling Assessment and Dictation ● Unit 7 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
grueling incentive advances expansion devastating impact isolated recruiting set a record roamed plentiful	tycoons transcontinental testifying descendants communities settle

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Knowledge Focus: The Transcontinental Railroad Introduce the Blueprint 2-"Rail Tycoons" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History	3-Write Historical Fiction: Introduce the Genre

Engaging Experience 1 (Unit Introduction)
Teaching Point: *For the next three weeks, we are going to explore how the Transcontinental Railroad impacted people's lives, the economy, and communities in our nation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 7 multimedia video. Use the Unit 7 Opener to introduce the Essential Question. Explain that as we explore the topic of *The Transcontinental Railroad*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of American History.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and ask students to open to "Rail Tycoons." Ask students to preview the selection, skimming the text and noting the text and graphic features. Refer to metacognitive anchor charts you may have used in the past, reminding students they know many strategies for making meaning with a new text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to learn about the genre of historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Historical Fiction Writing Checklist and the Historical Fiction Anchor Chart. Read them aloud with students. Explain that students will use the checklist at each step in their writing to help them construct a historical fiction narrative. Model selecting a historical time period for your piece of historical fiction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider co-constructing the Historical Fiction Anchor Chart .*
- *See the Historical Fiction Writing Checklist in the Additional Materials.*

Bloom's Level: Apply
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
5-Review /ou/ and /oi/ and Reading Big Words Strategy	4-"Rail Tycoons" Describe the Overall Structure of a Text (Chronological)	6-Write Historical Fiction: Brainstorm Ideas

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to learn about chronological text structure.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how you find the steps that led to Cornelius Vanderbilt becoming a "rail tycoon" in The Transcontinental Railroad section of "Rail Tycoons." Point out and circle aspects of chronological order.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Chronological Text Structures.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to review the /ou/ and /oi/ vowel sounds to decode words and pronounce them correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write the words in your TRS on the board and model how to divide each word into syllables to sound it out. Model the flexible use of syllable division—such as keeping vowel teams together and dividing a word between two consonants, as in the word bois/ter/ous.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Reading Big Words Strategy Anchor Chart*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to brainstorm ideas for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to tell students that today we are going to add ideas to our lists of time periods we might want to use for the setting of our Historical Fiction. Model using a 3-column chart labeled Time Period, Story Ideas, and What Readers Might Learn as you brainstorm.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Rail Tycoons" Interpret Information Presented Visually: Time Lines Begin the Blueprint	8-Grammar in Context: Use Correct Capitalization 9-Write Historical Fiction: Evaluate Ideas

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to interpret information presented visually on a time line.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how you use the information in The Transcontinental Railroad part of "Rail Tycoons" to add to your understanding of the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Graphic Information*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to use correct capitalization.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to review the concept of capitalization, including proper nouns. Point out the distinction between capitalizing the proper noun *President Lincoln* versus making the word *president* on its own lowercase: The president took the train. Display the Modeling Text. Model identifying proper capitalization.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with the diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to evaluate our ideas for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Evaluation Checklist and use a think-aloud to model how you used the checklist to evaluate your writing ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10."Transcontinental Railroad" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History 12-"Building the Transcontinental Railroad" Build Vocabulary: Use Context Clues to Determine the Meaning of Words	11-Write Historical Fiction: Organize Historical Fiction Narrative

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of American History.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Model how you skim the text, noting the text and graphic features. Remind students of the metacognitive work they have done this year, reminding them that they know many strategies for making meaning with a new text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You can support meaning visually using the Multilingual Glossary.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to use context clues to determine the meaning of words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students of how they have previously used context clues. Model using a 3-column chart with Word (paragraph), Context Clues, and My Definition to record unknown words from the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Determine the Meaning of General Academic Vocabulary.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with the diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to organize our Historical Fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.c, 4.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to review the features of historical fiction. Like all fiction, historical fiction must have a logical plot with: a beginning that introduces the characters, setting, and situation, a middle that presents the conflict and develops the characters and events, an ending that resolves the conflict and provides a sense of closure. Display the Historical Fiction Planning Guide. Model completing the planning guide.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Explain How an Author Uses Reasons and Evidence to Support Points in a Text 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Language: Use Correct Capitalization and Punctuation

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how you find reasons and evidence in the first paragraphs for how the author supports the claim that building a railroad across the country was "a huge project."

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Explain How an Author Uses Reasons to Support Points.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 10 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss what we have learned about The Transcontinental Railroad from this week's readings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about how the Transcontinental Railroad impacted communities, the economy, and people's lives in the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with the diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)
Teaching Point: *Today, we're going to use correct capitalization and punctuation in our historical fiction.*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to display your modeling text. Model underlining the capitalized words and explaining why they have capital letters. Also model using commas and quotation marks to show direct speech.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Prefixes trans-, pro-, sub-, super-, inter-, and Reading Big Words Strategy	1-"The Chinese Railroad Workers" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History	3-Write Historical Fiction: Establish a Situation/ Introduce Characters

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of American History.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how you skim the text, noting the text and graphic features. Remind students of the metacognitive work they have done this year, reminding them that they know many strategies for making meaning with a new text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 20 (Word Study-2)</u>
Teaching Point: *Today, we're going to understand the meaning of the prefixes trans-, pro-, sub-, super-, and inter-.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the words in your TRS and guide students to use the Reading Big Words Strategy to pronounce each word. Then focus on step 1 (noticing prefixes) and explain the meaning of each prefix.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 21 (Writing-3)</u>
Teaching Point: *Today, we're going to establish a situation and introduce characters in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display your Historical Fiction Planning Guide. Point out that the guide includes a plan for the beginning of the story. Also, display the Modeling Text. Model using your planning guide as a springboard for writing the beginning of your historical fiction story.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Use the Historical Fiction Planning Guide from Week 1.*
- *The Modeling Text is found in the Additional Materials.*

Bloom's Level: Create
DOK: 3

<u>Day 2</u>

Phonics & Word Study	Reading	Writing

Phonics & Word Study Resource e-book: Lesson 1	4-"The Chinese Railroad Workers" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words 5-"The Chinese Railroad Workers" Describe the Overall Structure of a Text (Chronological and Compare/ Contrast)	6-Write Historical Fiction: Use Description to Develop Characters and Story Events

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to use context to determine the meaning of domain-specific words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model looking for words or phrases that surround a challenging word or phrase to determine its meaning. These context clues may include definitions of the words or restatements, which include synonyms or simple descriptions. Definitions and restatements are often set off by commas.

Suggestions: *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Determine the Meaning of General Academic Vocabulary*
Bloom's Level: Apply
DOK: 2

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to describe the overall structure of chronological and compare/contrast texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model deciding how the author uses chronology to explain the arrival of Chinese immigrants to the United States. Then model how the author compares and contrasts the treatment of Chinese workers and white workers.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Chronological Text Structures*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with prefixes trans-, pro-, sub-, super-, inter-.*

Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to use description to develop characters and story events for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b, d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the first part of the Modeling Text. Describe the effect of not including details in the story. Then read aloud the second part of the Modeling Text. Model adding descriptive details that make the scene more interesting. Discuss how the descriptions help develop the characters, setting, and events.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Writing Checklist*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"The Chinese Railroad Workers" Close Reading: Draw an Inference from a Chronological Text	7-Grammar in Context: Form and Use Prepositional Phrases 9-Write Historical Fiction: Use Dialogue

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to form and use prepositional phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to remind students that they practiced identifying and using prepositional phrases in a previous unit. Display and read aloud the list of prepositions in your TRS and review their meanings. Point out that prepositional phrases can act as adverbs modifying verbs or as adjectives modifying nouns. Display examples such as *Look for the book on the top shelf* (adjective) and *We drove to the movies* (adverb). Remind students that prepositional phrases answer questions such as where, when, why, what, and how.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to draw an inference from a chronological text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that they analyzed how chronological text structure was used in "The Chinese Railroad Workers." Guide students in answering the close reading question, asking them to use information from the text to make their inference.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Speaking and Writing Response Frames in the Additional Materials for modeling support.*
- *Use the Reinforce or Reaffirm the Strategy box as needed.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Literature Text/Draw Inferences from Text*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with the prefixes trans-, pro-, sub-, super-, inter-.*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to use dialogue in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to explain that dialogue is a written conversation between characters or anything a character says aloud. Writers can use dialogue to develop their characters and plot events. Display and read aloud the Modeling Text. Model creating dialogue that performs several different functions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Create

DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"The Chinese Railroad Workers" Close Reading: Interpret Information Presented Visually Add to the Blueprint	11-Write Historical Fiction: Provide a Sense of Closure

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to interpret information presented visually in a photograph, map, and painting.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that informational texts often include graphic features that provide a closer look at, or a different take on, ideas expressed in the main text. Monitor as students work together to answer which graphic feature does the most to increase their understanding of the difficulties faced by Chinese railroad workers, using the possible student responses in the TRS as a guide.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Graphic Information.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 18 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with prefixes trans-, pro-, sub-, super-, inter-.*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to write a conclusion for our historical fiction.*

Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.c, 4.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text. Model creating a satisfying ending for your historical fiction story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar in Context: Form and Use Prepositional Phrases

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to make sure students have their Texts for Close Reading for reference as they work to compare the experience of Chinese rail workers to other Americans after completion of the transcontinental railroad. Use the Possible Response answers from your TRS as you monitor partner conversations.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Speaking and Writing Response Frames in the Additional Materials for modeling support.*
- *Use the Reinforce or Reaffirm the Strategy box in the TRS as needed.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Integrate Information from Two Texts.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about Chinese immigrants on the transcontinental railroad.*
Suggested Length of Time: 1 lesson

Priority Standards Addressed: 4.R.3.C.b, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about Chinese immigrants on the transcontinental railroad in the Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13)
Teaching Point: *Today, we're going to form and use prepositional phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to remind students that we examined how the author of "The Chinese Railroad Workers" used prepositional phrases to add detail and clarify information. Then read the sentences suggested in your TRS and model identifying the prepositional phrase and how the phrase is used.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Review Homophones and Reading Big Words Strategy	1-"The Railroad's Impact on Native Americans" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History	3-Write Historical Fiction: Revise to Add Words to Signal Event Order

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of American history.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model skimming the text and noting the text and graphic features.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Vocabulary Routine: Define/Example/Ask*

Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Word Study-Lesson 2)
Teaching Point: *Today, we're going to review homophones and the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.b, 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to tell students that homophones are words that sound alike but have different spellings and meanings. Write the homophone pairs on the board and guide students to use the Reading Big Words Strategy to pronounce each word. Explain that the English language has many homophones, and students will need to learn and remember their spellings and meanings. Then use the homophone pairs in consecutive sentences to demonstrate their meanings in context.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Reading Big Words Strategy Anchor Chart*

Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to revise our historical fiction to add words to signal event order.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.C.d
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text. Explain that transitions are words and phrases that show connections between ideas and can help make a story flow more smoothly. Show how you added the phrase "Just before the explosion" to help readers understand when Wen heard the Americans talking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing

Phonics & Word Study Resource e-book: Lesson 1	4-"The Railroad's Impact on Native Americans" Close Reading: Describe the Overall Structure of a Text	5-Grammar in Context: Use a Comma Before a Coordinating Conjunction in a Compound Sentence 6-Write Historical Fiction: Revise to Add Concrete and Sensory Detail

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to describe the overall structure of a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that authors rarely write a text using a solitary text structure. In order to synthesize information from a text, readers must understand that while a text may have a prominent cause/effect structure, there may be chronological elements or a section that compares and contrasts. Monitor as student partners answer the question: What overall text structure does the author of "The Railroad's Impact on Native Americans" use: comparison, cause/effect, problem/solution, or chronology? Use the Possible Responses in your TRS as you monitor student discussions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Speaking and Writing Response Frames in the Additional Materials for modeling support.*
- *Use the Reinforce or Reaffirm the Strategy box in your TRS as needed.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Cause and Effect Text Structures.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to use a comma before a coordinating conjunction in a compound sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to remind students that, previously, they practiced using commas correctly in a compound sentence. Remind students that a compound sentence is made up of two independent clauses. Display and read aloud the list of coordinating conjunctions. Read aloud the sentence in your TRS and model analyzing the compound sentence.

Suggestions:

- *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)

Teaching Point: *Today, we're going to revise our historical fiction to add concrete and sensory details.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text. Model revising a draft to include more concrete and sensory details. Point out the revisions you made and how they improved the paragraph.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"The Railroad's Impact on Native Americans" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint	8-Write Historical Fiction: Edit for Correct Comma Usage

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that they will work with a partner to analyze how text evidence supports points made by the author in "The Railroad's Impact on Native Americans." Monitor as partners reread the text, mark annotations, and discuss how the information about bison supports the author's claim that the transcontinental railroad had a "devastating" effect on Native Americans on the Great Plains. Use the Possible Responses in your TRS as you monitor.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reinforce or Reaffirm the Strategy box in your TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)

Teaching Point: *Today, we're going to edit our historical fiction for correct comma usage.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.b, 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Modeling Text. Read it aloud and model editing it for correct comma usage.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3	9-Close Reading: Integrate Information from Two Texts	11-Write Historical Fiction: Edit to Choose Words and

Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	to Speak Knowledgeably on a Topic 10-Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	Phrases to Convey Ideas Precisely

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to integrate information from two texts to speak knowledgeably on a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to have students compare and contrast two texts to explore how each text shows the impact of the transcontinental railroad on Native Americans and Chinese immigrants to the United States. Display the close reading question and model annotating texts to gather evidence for comparison. Monitor using the Possible Responses in your TRS as partners annotate, find text evidence, and jot down ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reinforce or Reaffirm the Strategy box in the TRS as needed.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/ Integrate Information from Two Texts.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of The Transcontinental Railroad (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about the transcontinental railroad.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about the problems the railroad caused for Native nations in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about the effects of the railroad and better understand the unit's Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)

Teaching Point: *Today, we're going to edit our historical fiction to choose words and phrases that convey ideas precisely.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.C.3
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text. Explain the purpose of choosing and using precise language. Model editing to eliminate and replace vague language.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Historical Fiction Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-"Concord Hymn" Analyze Figurative Language, Author's Purpose, and Theme of a Poem 14-Unit Wrap–Up: Demonstrate Knowledge and Share Real–World Perspectives	13-Publishing: Format Text and Use Technology to Publish Writing

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze figurative language, author's purpose, and the theme of a poem.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.d, 4.R.3.B.c
Detailed Description/Instructions:

- **One way to do this** is to preview the text, and explain to students that the language poets use affects the meaning of their poetry. Read the poem aloud, encouraging students to close their eyes and listen to the language. As you model re-reading certain sections to notice details, refer to the Features of Poetry Anchor Chart.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Features of Poetry Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model how to reflect on unit learning by connecting ideas from texts, annotations, and writing. Guide students to revisit prior work and use it as evidence during discussion. Demonstrate how to participate in constructive conversations by building on peers' ideas and clarifying thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversation Anchor Chart*
- *Unit 7 Build Knowledge Assessment Tool*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to format text and use technology to publish writing.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.d, 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model how to prepare a final draft for publication by considering font style and size for readability. Demonstrate how to evaluate layout choices for headings, body text, and spacing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Guide students to compare different text presentations using a checklist for clarity and appropriateness.*

Bloom's Level: Apply
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.A.b, 4.R.1.B.a, 4.R.1.B.b, 4.R.3.A.c,

4.L.1.B.c, 4.L.1.B.e, 4.W.2.B.c, 4.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to write a Journal Entry.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: The Transcontinental Railroad.

Unit 8: Earth Changes

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Earth Changes
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts, including firsthand accounts of writers' experiences with Earth's natural processes, such as volcanic eruptions and earthquakes. Students will learn and take notes about the causes of earthquakes and volcanic eruptions. Students will note the effects of earthquakes and volcanic eruptions on both the earth's surface and people.

Topic 1 (Week 1)
In week 1, students will work with the cause/effect text structure as well as identifying the genre features of firsthand accounts. They will also compare and contrast firsthand and secondhand accounts on the same topic. In writing, students will begin a research project related to Earth Science. They will also focus on using prepositional phrases to add details. For word study, students will review the negative prefixes de-, un-, in-, im-, dis-. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work with the cause/effect text structure. They will also work on summarizing, drawing inferences, and using context clues. In writing, students will draft their research project with a focus on using linking words and phrases to connect ideas. For word study, students will review the Greek and Latin roots geo-, archae-, and rupt. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to refer to details to infer. They will also interpret information presented visually and continue to compare and contrast firsthand and secondhand accounts of the same topic. In writing, students will revise, edit, and publish their research reports. They will pay special attention to the proper use of possessives and the use of commas with a coordinating conjunction in a compound sentence. For word study, students will focus on spellings for /ô/ (au, al, aw). They will continue to use the Reading Big Words Strategy.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 8 materials

Essential Question:

- How do Earth's natural processes impact our lives?

Enduring Understandings:

- Earthquakes are caused by shifts in Earth's tectonic plates. The sudden release of energy moves in waves through Earth's crust, shaking Earth's surface.
- Volcanoes form when magma from within Earth's upper mantle works its way through Earth's crust. Eruptions of hot lava, gas, and ash are caused by pressure beneath Earth's surface.
- Natural disasters are sudden and violent events that can threaten people's lives and change Earth's surface.
- People can study the forces that cause natural disasters to better understand them and respond to them.
- Natural disasters are emotional experiences for those who live through them and are often the subject of firsthand accounts.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
  - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **4.R.1.B** Develop an understanding of vocabulary by:
  - 4.R.1.B.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (e.g. discuss the meaning of the common Greek root *graph*, to help students understand the meaning of the words telegraph, photograph, autograph)
  - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
  - 4.R.1.B.d identifying the meaning of common idioms and figurative language
  - 4.R.1.B.f using conversational, general academic, and domain-specific words and phrases
- **4.R.1.D** Read independently for multiple purposes over sustained periods of time by:
  - 4.R.1.D.a reading text that is developmentally appropriate
  - 4.R.1.D.b producing evidence of reading
- **4.R.3.A** Read, infer, and draw conclusions to:
  - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
  - 4.R.3.A.c interpret and explain factual information presented graphically
- **4.R.3.C** Read, infer, and draw conclusions to:
  - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
  - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
  - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula

- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
    - 4.W.1.B.c categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
    - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
    - 4.W.1.C.b edit for language conventions
- **4.W.2.B** Write informative/explanatory texts that:
    - 4.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 4.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 4.W.2.B.c use specific, relevant and accurate words that are suited to the topic, audience, and purpose
    - 4.W.2.B.d contain information using student's original language except when using direction quotations from a source
    - 4.W.2.B.e use transitions to connect categories of information
    - 4.W.2.B.f use text structures when useful
    - 4.W.2.B.g create a concluding paragraph related to the information
- **4.W.3.A** Apply research process to
    - 4.W.3.A.c identify a variety of relevant sources, literary and informational
    - 4.W.3.A.g differentiate between paraphrasing and plagiarism when using ideas of others
- **4.L.1.A** In speech and written form, apply standard English grammar to:
    - 4.L.1.A.h produce and expand the complete simple and compound four types of sentences
- **4.L.1.B** In written text:
    - 4.L.1.B.c insert a comma before a coordinating conjunction in a compound sentence
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	
4.R.1.B.a	Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words	Recognize common Greek and Latin roots (e.g., graph, port, struct, vis) Identify common prefixes and suffixes (e.g., re-, un-, dis-, -ful, -less, -tion) Break unfamiliar words into meaningful parts (root + prefix + suffix) Explain the meaning of the root word (e.g., graph = write) Use the meanings of roots and affixes to determine the meaning of unfamiliar academic words Apply this strategy independently when encountering new vocabulary in text Use context clues to confirm or refine words meaning Explain how different prefixes or suffixes change the meaning of a base word Use newly learned words accurately in speaking or writing	2
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans, time flew)	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.1.D.a, b	Read independently for multiple purposes over sustained periods of time	Select developmentally appropriate texts that match reading level and stamina Read independently Sustain reading for extended periods of time appropriate to grade level Read for multiple purposes such as enjoyment, learning, completing a task, building knowledge Demonstrate understanding of the text through evidence such as written responses, reading logs, summaries, annotations or notes, discussions or conferences Apply reading skills and strategies independently	3
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.3.A.c	Interpret and explain information in graphic text features	Identify the type of graphic (chart, graph, table, diagram, map, timeline) Read the graphic accurately Extract factual information from the graphic Explain the information in their own words	3
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately Identify and read common prefixes Identify and read common suffixes Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	
4.W.1.B.b-d	Draft from prewriting according to genre type	Write a clear introductory paragraph that introduces the topic with an overall topic sentence. Organize and sequence ideas so they flow clearly and make sense to the reader. Develop supporting paragraphs that expand on the main idea with facts and details (from sources when appropriate) Address an appropriate audience	3
4.W.1.C.a, b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre Edit for grammar, capitalization, punctuation and spelling	2
4.W.2.B.a-g	Write information/explanatory texts	Introduce a topic clearly with a topic sentence in an introductory paragraph Develop the topic in supporting paragraphs with topic sentences and facts, details, examples, and quotations that explain the topic	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Use specific, relevant, and accurate vocabulary suited to the topic, audience, and purpose Use the student's own words except when quoting from a source Organize information into clear categories and connect those categories with transitions Use appropriate text structures Create a concluding paragraph that brings closure to the text	
4.W.3.A.c	Identify a variety of relevant literary and informational sources	Identify a clear research topic or question Determine what information is needed to learn about the topic Identify a variety of source types Select sources that are relevant Use text features and search tools to locate sources (e.g. table of contents, index, headings, keywords)	3
4.W.3.A.g	Differentiate between paraphrasing and plagiarism	Paraphrase information accurately by restating ideas using their own words and sentence structure Avoid copying key words or phrases unless quoting Use direct quotations appropriately and sparingly Use quotation marks correctly Credit the source when using ideas or information from others	2
4.L.1.A.h	Produce and expand complete simple and compound sentences of all four types	Identify the four types of sentences: declarative, interrogative, imperative, and exclamatory Write complete simple sentences with a subject and predicate Write complete compound sentences using coordinating conjunctions Use correct punctuation Combine simple sentences to create compound sentences accurately	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.L.1.B.c	Insert a comma before a coordinating conjunction in a compound sentence	Identify a compound sentence Recognize coordinating conjunctions (for, and, nor, but, or yet, so) Determine where two complete ideas are joined Insert a comma before the coordinating conjunction Use a coordinating conjunction that makes sense in the context Avoid using a comma when the conjunction does not join two complete sentences	1
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 8 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 8 Cumulative Spelling Assessment and Dictation ● Unit 8 Cumulative Word Fluency ● Opinion Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
collided magnitude wrenching ominously destruction energy events violent distinctive substantially far-reaching hazardous daunting reluctantly immersed	molten natural disaster pressure

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint: Earth Changes 2-"Earthquakes" First Reading: First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	3-Write a Research Project: Develop a Focus

Engaging Experience 1 (Unit Introduction)
Teaching Point: *For the next three weeks, we are going to explore natural disasters and their impact.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 8 multimedia video. Use the Unit 8 Opener to introduce the Essential Question. Explain that as we explore the topic of *Earth Changes*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions:

- *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of Earth's Changes.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.D.a, b, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview a text by skimming features such as diagrams and headings. Guide students to apply comprehension strategies to monitor understanding while reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to develop a focus for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to launch a research project by introducing the process and expectations. Guide students to use a checklist to support each stage of their work. Demonstrate how to brainstorm topics and develop possible research focuses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students mark off the appropriate item or items on the Research Project Writing Checklist.*

Bloom's Level: Apply
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Review Negative Prefixes de-, un-, in-, im-, dis- and Reading Big Words Strategy	4-"Earthquakes" Describe the Overall Structure of Events in a Text (Cause/Effect)	6-Write a Research Project: Select Knowledgeable and Credible Print Sources

Engaging Experience 4 (Reading 4)
Teaching Point: *Today, we're going to identify examples of cause/effect text structure.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to identify cause/effect relationships while reading informational text while locating signal words and phrases that show connections between events. Demonstrate how to analyze how one event leads to another using text evidence. Highlight how cause/effect structure helps explain scientific concepts clearly.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Cause and Effect Text Structure*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to review negative prefixes de-, un-, in-, im-, dis-.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model how negative prefixes change word meaning to indicate "not" or the opposite. Guide students to identify prefixes and apply decoding strategies to pronounce words. Demonstrate how to use prefixes and context clues together to determine meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to select knowledgeable and credible print sources for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to evaluate print sources for credibility using a checklist. Demonstrate how to analyze sources for reliability and factual content. Facilitate partner discussion to plan and evaluate potential sources.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Earthquakes" Interpret Information Presented Visually: Maps, Diagrams, Photos Begin the Blueprint	8-"Earthquakes" Grammar in Context: Use Prepositional Phrases to Add Details 9-Write a Research Project: Take Notes from Print Sources

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to interpret maps, diagrams, and photos.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model how to interpret graphic features and connect them to the main text. Guide students to analyze maps, diagrams, and photos for additional information. Demonstrate how visuals can deepen understanding beyond what is explicitly stated.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 10 of Earth Changes (In their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Graphic Information*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to identify prepositional phrases within sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to identify prepositional phrases. Point out phrases in the sentence that add detail about where, when, or how something happens. Highlight how each phrase changes or clarifies meaning, such as describing quantity, location, or manner. Model how to underline and label phrases to connect them to the question they answer.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider making a prepositional phrases anchor chart with the students to put in their notebooks for reference.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with negative prefixes de-, un-, in-, im-, dis-.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to take notes from print sources for our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.2.B.d, 4.W.3.A.c, g
Detailed Description/Instructions:

- **One way to do this** is to model how to record research notes by organizing

information from credible sources. Highlight how important facts are selected and written in students' own words rather than copied. Show how quotations are marked when exact language is used from a source.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, have students update their Research Project Writing Checklists as needed.*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"In Mexico City" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes 12-"In Mexico City" Review Firsthand Accounts Add to the Blueprint	11-Write a Research Project: Plan and Organize the Research Project

Engaging Experience 11 (Reading-10)

Teaching Point: *Today, we're going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge of Earth's Changes.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.C.b, 4.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview text, and point to anchor charts to remind students to use comprehension strategies while reading. Highlight how to monitor understanding and adjust thinking as they read. Show how to annotate key details, vocabulary, and questions in the margins.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*
- *Vocabulary Practice Text on page 9 of the Texts for Close Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12)

Teaching Point: *Today, we're going to review firsthand accounts of an event.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how firsthand accounts use first-person language and subjective details. Point out sensory language, thoughts, and personal experiences in the text. Show how to locate and annotate evidence that matches each feature.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of Earth Changes (In their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe a Firsthand Account*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with negative prefixes de-, un-, in-, im-, dis-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to plan and organize our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model how to organize research notes into categories for an essay. Show how to sort the information into an introduction and body sections of an essay. Highlight how grouping ideas improves clarity before writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing

Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Cross-Text Analysis: Compare and Contrast a Firsthand and Secondhand Account of the Same Topic 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Grammar in Context: Use Prepositional Phrases to Add Details

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to compare and contrast a firsthand and secondhand account of the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to compare and contrast firsthand and secondhand accounts using evidence for purpose, point of view, structure, and language. Highlight differences in tone and perspective between scientific and personal writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about Earth Changes and natural disasters.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about what occurs during earthquakes in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 1 of the Culminating Task by identifying facts and details about earthquakes from this week's texts. Then, on page 10 of their Texts for Close Reading, they should write down the facts and details.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with negative prefixes de-, un-, in-, im-, dis-.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)
Teaching Point: *Today, we're going to use prepositional phrases to add details to our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model prepositional phrases and how they add detail to sentences. Demonstrate identifying common prepositions in context. Model finding prepositional phrases within sentences. Show how phrases describe other parts of a sentence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, have students review and update their Research Project Checklists.*

Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Review Greek and Latin Roots geo-, archae-, rupt and Reading Big Words Strategy	1-"Volcanoes" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	3-Write a Research Project: Introduce the Topic

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of Earth's Changes.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.f, 4.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital multilingual glossary. Display text and prompt previewing of the selection while skimming and noticing graphic features. Show metacognitive anchor charts to connect previously learned strategies. Set a purpose for reading by emphasizing monitoring comprehension and using strategies to support understanding.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading*
- *Vocabulary Practice Text on page 17 of the Texts for Close Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Word Study-2)
Teaching Point: *Today, we're going to review Greek and Latin Roots geo-, archae-, rupt*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using the Reading Big Words Strategy to pronounce one of the words from the TRS. Guide students in pronouncing the other two. Circle the root in each word and explain how the root helps readers determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to introduce the topic in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.B.b, 4.W.2.B.a

Detailed Description/Instructions:

- **One way to do this** is to model using an anchor chart to connect research writing to a clear focus on drafting an introduction. Demonstrate how planning notes can be organized in a logical order of information. Model creating an engaging introduction that includes a hook and main idea.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Volcanoes"Summarize the Text 5-"Volcanoes" Build Vocabulary: Determine and Clarify the Meanings of Multiple-Meaning Words	6-Write a Research Project: Develop a Topic with Specific Details

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to summarize the text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model connecting prior learning about main ideas and summarizing to a new informational text. Demonstrate how diagrams and captions support understanding of key details. Show how to identify and underline important information while reading. Model writing a summary using those key details in your own words.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Summarize Text.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to determine and clarify the meaning of multiple-meaning words.*
Suggested Length of Time: 1 lesson

Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model recognizing multiple-meaning words within a scientific text and noticing how context changes meaning. Demonstrate using surrounding sentences to infer the meaning of unfamiliar or familiar words in new contexts.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Determine the Meaning of Science Vocabulary.*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)</u>
Teaching Point: *Today, we're going to read and spell words with Greek and Latin roots geo, archae, rupt.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 25 (Writing-6)</u>
Teaching Point: *Today, we're going to develop a topic with specific details for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to model connecting research notes to a clear main idea for a body paragraph in an essay. Demonstrate how to use organized notes to develop coherent, focused writing. Show how supporting details build understanding of the central idea.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Volcanoes" Close Reading: Describe the Overall Structure of Events in a Text (Cause/Effect)	7-"Volcanoes" Grammar in Context: Identify the Parts of a Complete Sentence 9-Write a Research Project: Use Linking Words and Phrases to Connect Ideas

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to identify the parts of a complete sentence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model identifying subjects and verbs to show how complete sentences are formed. Demonstrate how to locate what a sentence is about and determine its main verb.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe the overall structure of events in a cause/effect text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model identifying cause-and-effect relationships that explain volcanic activity as a chain of events inside Earth. Demonstrate using textual clues such as signal words to track how one event leads to another.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Cause and Effect Text Structure.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 18 of Earth Changes (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to read and spell words with Greek and Latin roots geo, archae, rupt.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)

Teaching Point: *Today, we're going to use linking words and phrases to connect ideas in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.2.B.e, 4.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to model revising writing by combining short, disconnected sentences into clearer, more cohesive ideas. Demonstrate using linking words and phrases to show relationships such as contrast, cause, or effect.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Anchor Chart*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Volcanoes" Close Reading: Refer to Details and Examples in a Text to Draw Inferences Add to the Blueprint	11-Write a Research Project: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to refer to details and examples in a text to draw inferences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model making inferences about an author's purpose using descriptive details and evidence from the text. Demonstrate how specific information about historical events can lead to deeper understanding. Facilitate partner discussion to share and defend inferences using evidence from the reading.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the Reinforce or Reaffirm the Strategy*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Greek and Latin Roots geo, archae, rupt.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a, b, 4.R.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to write a concluding statement or section for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.g
Detailed Description/Instructions:

- **One way to do this** is to model writing a conclusion by restating the main idea of an essay clearly and directly. Demonstrate summarizing key supporting details in a concise way. Model connecting the conclusion back to the introduction to create closure.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Grammar in Context: Identify and Correct Sentence Fragments and Run-On Sentences

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from two texts by comparing and contrasting.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.3.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model connecting information from multiple texts to compare how different natural processes shape Earth's surface. Demonstrate locating and using evidence from each text to identify similarities and differences.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Informational Text/Compare Two Texts on the Same Topic.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Earth Changes (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about volcanoes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about volcanoes, how they form, and their effects in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 2 on page 18 of Earth Changes by making notes from this week's text with facts about volcanoes.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar Lesson-13)
Teaching Point: *Today, we're going to identify and correct sentence fragments and run-on sentences in our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model identifying fragments and run-on sentences by checking for a subject and verb. Demonstrate correcting fragments by adding missing parts. Show how to fix run-ons using punctuation or conjunctions. Model revising sentences for clarity and correctness.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, students could update their Research Project Writing Checklists.*

Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Variant Vowel /ô/ (au, al, aw) and Reading Big Words Strategy	1-"The Eruption of Vesuvius" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	3-Write a Research Report: Revise to Improve Sentence Fluency by Varying Sentence Beginnings

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge of Earth's Changes.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.f, 4.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital multilingual glossary. Model previewing a new text and demonstrate using metacognitive strategies to support comprehension during reading. Show how to annotate by marking key details, vocabulary, and ideas in the margins.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2)
Teaching Point: *Today, we're going to read and spell words with variant vowels /ô/ (au, al, aw).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model breaking multisyllabic words into syllables to support decoding. Demonstrate using syllable division to read unfamiliar words accurately. Show how variant vowel patterns can signal the /ô/ sound in different spellings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to revise to improve sentence fluency in our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model improving writing by identifying repetitive sentence structures. Demonstrate combining ideas to create smoother and more varied sentences. Model removing unnecessary repetition while keeping key information clear.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Writing Anchor Chart*

Bloom's Level: Analyze
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"The Eruption of Vesuvius" Close Reading: Interpret Information Presented Visually	5-Grammar in Context: Use a Comma with a Coordinating Conjunction 6-Write a Research Project: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to interpret information presented visually.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model comparing visual and written information to understand an event. Demonstrate using text evidence to interpret what is shown in a painting. Show similarities and differences between the description and artwork. Model forming an opinion supported by details from both sources.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Graphic Information.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 26 of Earth Changes (In their physical notebook or online).*
- *Consider using Reinforce or Reaffirm the Strategy*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to identify independent clauses and coordinating conjunctions in compound sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to model identifying coordinating conjunctions and how they join ideas in compound sentences. Demonstrate how commas are placed before conjunctions connecting two independent clauses. Model explaining how punctuation clarifies relationships between ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Coordinating Conjunction List*

Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with variant vowel /ô/ (au, al, aw).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to revise our research project to include domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.c
Detailed Description/Instructions:

- **One way to do this** is to model adding domain-specific vocabulary to strengthen precision and clarity in writing. Demonstrate revising sentences to include accurate scientific terms and improve flow.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Writing Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-Close Reading: Refer to Details and Examples in Two Texts to Draw Inferences Add to the Blueprint	8-Write a Research Report: Edit for Proper Use of Possessives

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to refer to details and examples in two texts to draw inferences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model comparing two accounts of natural disasters using text evidence. Demonstrate how each writer understands events differently. Show how to infer changes in scientific understanding over time. Model linking observations to support an inference. Facilitate partner discussion to share and support ideas.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Draw Inferences Using Text References.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of Earth Changes (In their physical notebook or online).*
- *Consider using the Reinforce or Reaffirm the Strategy.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with variant vowel /ô/ (au, al, aw).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to edit our research project for proper use of possessives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to model using apostrophes to show possession in singular nouns. Demonstrate forming plural possessives by adding an apostrophe or apostrophe-s depending on spelling. Show how collective possession changes only the final noun in a group.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Anchor Chart*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Compare and Contrast a Firsthand and Secondhand Account of the Same Topic 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write a Research Report: Edit for Correct Use of Formal English

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to compare and contrast a firsthand and secondhand account of the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model comparing firsthand and secondhand accounts to evaluate understanding of a historical eruption. Demonstrate using specific text evidence to support opinions about impact and destruction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Graphic Information.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of Earth Changes (In their physical notebook or online).*
- *Consider using the Reinforce or Reaffirm the Strategy.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about volcanoes and changes to Earth.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about a person who experienced a volcano eruption in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about Earth's Changes and better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 3 on page 26 of Earth Changes by making notes from this week's text.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with variant vowel /ô/ (au, al, aw).*
Suggested Length of Time: 1 lesson
Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply

DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to edit our research project for correct use of formal English.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to model distinguishing informal and formal English by identifying casual language and correcting tone. Demonstrate revising sentences to remove slang, exaggeration, and informal punctuation. Show how domain-specific vocabulary strengthens clarity and academic tone.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Research Project Anchor Chart*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-"Negotiations with a Volcano" Analyze Personification, Repetition, and Theme in a Poem 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Publish the Research Report: Add Illustrations to Aid Comprehension

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze personification, repetition, and theme in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model previewing a poem by reading the title, author information, and text before analysis. Demonstrate using details to infer the theme of a poem. Show how repetition and personification reveal meaning and mood. Model annotating key phrases to support understanding of figurative language.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Features of Poetry Anchor Chart*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model previewing the task by reviewing prior learning, including the Venn diagram, and unit ideas about Earth's changes. Demonstrate using evidence from texts and annotations to support discussion about earthquakes and volcanoes.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversation Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to publish our research project and add illustrations to aid comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d, 4.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to model adding final elements to a research project by creating a clear, engaging title and supporting illustrations. Demonstrate applying capitalization rules to correctly format titles. Show how visuals can clarify complex ideas or processes in written work. Model designing a diagram that aligns with and enhances the information in the essay.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules for Capitalizing Titles Chart*
- *Research Project Anchor Chart*

Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.a, 4.R.1.B.b, 4.R.3.A.c, 4.R.3.C.b, 4.L.1.A.h, 4.L.1.B.c, 4.W.2.B.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to complete a Venn Diagram.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Earth Changes.

Unit 9: Resources and Their Impact

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: Resources and Their Impact
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts and literature, including narrative poetry, about the importance of resources in society. Students will learn how access to resources shapes individuals and communities. They will gather information about how resources influence economic and social development."

Topic 1 (Week 1)
In week 1, students will work on describing the events in a text with the cause/effect text structure. Students will determine the theme of a poem and analyze structural elements of poetry, including how those elements contribute to meaning. In writing, students will be working all three weeks on a multimedia presentation. In week one, they will analyze a mentor multimedia presentation, brainstorm a topic, and organize the plan for their presentation. For word study, students will focus on the noun suffixes -dom, -ity, -tion, -ment, and -ness. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work on describing the events in a text with the cause/effect text structure. They will also identify key details and determine the main idea as well as explain how an author uses reasons and evidence to support points and influence a reader in a text. In writing, students will draft their multimedia presentations. For word study, students will be introduced to the Latin roots: miss, agri, duc/duct, man. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will determine the theme of a poem as well as compare and contrast similar themes in two poems. They will also work on identifying and analyzing figurative language in a poem and explaining how it contributes to the theme. Students will continue to refer to the structural elements of poems. In writing, students will finish their multimedia presentation, rehearse it, and give the presentation. For word study, students will review the /âr/ vowel (air, are, ear). They will continue to use the Reading Big Words Strategy.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 9 materials

Essential Question:

- How does access to resources influence people's lives?

Enduring Understandings:

- Economies depend on the resources available for use and how those resources are used.
- Communities are often shaped largely by the resources available to them.
- Protecting resources is important in sustaining long-term availability and use.
- Economic hardship and the struggle to improve workers' lives are common topics in literature.
- Some narrative poetry reimagines important historical events through the use of vivid imagery and figurative language.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
    - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (e.g. discuss the meaning of the common Greek root *graph*, to help students understand the meaning of the words telegraph, photograph, autograph)
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.d identifying the meaning of common idioms and figurative language
    - 4.R.1.B.f using conversational, general academic, and domain-specific words and phrases
- **4.R.3.A** Read, infer, and draw conclusions to:
    - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
- **4.R.3.B** Read, infer and draw conclusions to:
    - 4.R.3.B.b analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
    - 4.R.3.B.c explain how an author uses language to present information to influence what the reader thinks or does
- **4.R.3.C** Read, infer, and draw conclusions to:
    - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences,

syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula
- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **4.W.2.B** Write informative/explanatory texts that:
    - 4.W.2.B.a introduce a topic using a topic sentence in an introductory paragraph
    - 4.W.2.B.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
    - 4.W.2.B.c use specific, relevant and accurate words that are suited to the topic, audience, and purpose
    - 4.W.2.B.d contain information using student's original language except when using direction quotations from a source
    - 4.W.2.B.e use transitions to connect categories of information
    - 4.W.2.B.f use text structures when useful
    - 4.W.2.B.g create a concluding paragraph related to the information
- **4.L.1.B** In written text:
    - 4.L.1.B.e use correct capitalization
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Draw logical conclusions based only on what the text clearly says Select specific text evidence to support conclusions Explain how the evidence supports the conclusion	
4.R.1.B.a	Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words	Recognize common Greek and Latin roots (e.g., graph, port, struct, vis) Identify common prefixes and suffixes (e.g., re-, un-, dis-, -ful, -less, -tion) Break unfamiliar words into meaningful parts (root + prefix + suffix) Explain the meaning of the root word (e.g., graph = write) Use the meanings of roots and affixes to determine the meaning of unfamiliar academic words Apply this strategy independently when encountering new vocabulary in text Use context clues to confirm or refine words meaning Explain how different prefixes or suffixes change the meaning of a base word Use newly learned words accurately in speaking or writing	2
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.d	Identify the meaning of common idioms and figurative language	Recognize when a word or phrase is figurative, not to be taken literally Find common idioms and figurative expressions in text (e.g., spill the beans,	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		time flew) Use context clues in the sentence or passage to determine the intended meaning Explain the figurative meaning in their own words.	
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.R.3.B.b	Analyze persuasive text and explain the author's purpose using evidence	Identify that a text is persuasive and recognize its purpose to influence the reader's thinking or actions Determine the author's claim Analyze the author's reasons or arguments to support the claim Identify persuasive language or techniques Use specific evidence from the texts to explain how the author supports their purpose	3
4.R.3.B.c	Explain how an author uses language to influence the reader	Identify the author's purpose (inform, persuade, explain)	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Notice specific language choices Identify persuasive or descriptive language meant to influence the reader Explain how the author's language affects the reader Use examples from the text to support explanations Distinguish between neutral language and language meant to persuade or influence	
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	2
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately Identify and read common prefixes Identify and read common suffixes	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	
4.W.1.B.d	Draft from prewriting according to genre type	Address an appropriate audience	3
4.W.1.C.a	Revise drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre	2
4.W.2.B.a-g	Write information/explanatory texts	Introduce a topic clearly with a topic sentence in an introductory paragraph Develop the topic in supporting paragraphs with topic sentences and facts, details, examples, and quotations that explain the topic Use specific, relevant, and accurate vocabulary suited to the topic, audience, and purpose Use the student's own words except when quoting from a source Organize information into clear categories and connect those categories	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		with transitions Use appropriate text structures Create a concluding paragraph that brings closure to the text	
4.L.1.B.e	Use correct capitalization	Capitalize the first word of a sentence Capitalize proper nouns Capitalize titles of books, stories, and other works Capitalize geographic names and specific historical events Capitalize the pronoun "I" Avoid unnecessary capitalization of common nouns Edit writing to correct capitalization errors	1
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 9 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 9 Cumulative Spelling Assessment and Dictation ● Unit 9 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
crippled union agricultural dependent protect access sustain wages abundance crammed booming tearing up spindly ratcheted withered	profitable resources economy/economic

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint: Resources and Their Impact 2-"Seattle: Up and Down—and Up Again!" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Economics	3-Write a Multimedia Presentation: Introduce the Purpose and Audience for a Multimedia Presentation

Engaging Experience 1 (Unit Introduction)
Teaching Point: *For the next three weeks, we are going to explore resources and their impact. We will have an opportunity to plan a business.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the Essential Question. Explain that as we explore the topic of *Resources and Their Impact*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace. Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of Economics.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview a text by skimming features such as diagrams and headings. Guide students to apply comprehension strategies to monitor understanding while reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to develop a focus and think about the audience for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to create the Multimedia Presentation by introducing the process and expectations. Guide students to use a checklist to support each stage of their work. Demonstrate how to brainstorm topics and develop possible research focuses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students mark off the appropriate item or items on the Multimedia Presentation Writing Checklist.*

Bloom's Level: Apply
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
5-Noun Suffixes: -dom, -ity, -tion, -ment, -ness and Reading Big Words Strategy	4-"Seattle: Up and Down—and Up Again!" Describe the Overall Structure of Events in a Text (Cause and Effect)	6-Write a Multimedia Presentation: Analyze a Mentor Multimedia Presentation

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to describe the overall structure of events in a cause and effect text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how to identify cause and effect relationships while reading informational text while locating signal words and phrases that show connections between events. Demonstrate how to analyze how one event leads to another using text evidence. Highlight how cause and effect structure helps explain concepts clearly.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Cause and Effect Text Structure*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to use noun suffixes -dom, -ity, -tion, -ment, and -ness.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to tell students that today they are focusing on suffixes that create nouns. Write the words suggested in the TRS on the board and guide students to use the Reading Big Words Strategy to pronounce each word, focusing on step 2 (noticing suffixes). Then circle the suffix and explain how the suffix changes the base word—verb or adjective—to a noun. Point out that these suffixes are often used to describe a condition or a state of being.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to analyze a mentor multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that a multimedia presentation uses text, illustrations, photographs, charts, diagrams, and also uses audio and video elements to provide information about a topic. View the mentor multimedia presentation and model analyzing the text and illustrations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Seattle: Up and Down—and Up Again!" Explain How an Author Uses Reasons and Evidence to Support Points in a Text Begin the Blueprint	8-Language in Context: Use Correct Capitalization 9-Write a Multimedia Presentation: Brainstorm a Topic

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b, c
Detailed Description/Instructions:

- **One way to do this** is to model how to evaluate the way an author develops a position and the strength and logic of an author's evidence. Guide students to annotate, circling the author's claim or position and then underlining the reasons and evidence that support the claim.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 10 of Resources and Their Impact (In their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Explain How an Author Uses Evidence to Support Points.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing-8)
Teaching Point: *Today, we're going to use correct capitalization.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.B.e
Detailed Description/Instructions:

- **One way to do this** is to review capitalizing proper nouns. Point out that important events from history are also considered proper nouns, and they are capitalized. Also remind students that when a proper noun has more than one word, all the important words are capitalized. Model finding capitalized words in "Seattle: Up and Down—and Up Again" and explaining why they are capitalized.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with noun suffixes -dom, -ity, -tion, -ment, -ness.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to brainstorm a topic for our multimedia presentation*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that previously they viewed and then analyzed a multimedia presentation about solar energy. Display and distribute the Multimedia Presentation Writing Checklist. Explain that this checklist reflects the important steps in creating a multimedia presentation. Model using a 3-column chart titled My Topic/What I Know/What I Need to Research to brainstorm.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, have students mark off the appropriate item or items on their Multimedia Presentation Writing Checklist.*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"César: ¡Sí, Se Puede! Yes, We Can!" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Labor 12-"César: ¡Sí, Se Puede! Yes, We Can!" Refer to the Structural Elements of Poems Add to the Blueprint	11-Write a Multimedia Presentation: Gather Facts and Details About a Topic

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to apply metacognitive and fluency strategies to build knowledge of labor.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text using the Define/Example/Ask Routine. Read the title and introduction and preview the text, noting text and graphic features. Remind students of the many strategies they know for making meaning with a new text.

Suggestions:

- *Vocabulary Practice activities in student Build-Reflect-Write e-notebooks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to look at the structural elements of poems.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to review that poetry has structural elements that differ from those used in prose. Point out that students analyzed a free-verse poem when they read "The Drum." Discuss that free-verse poems do not have a definite rhyme scheme but may still use figurative language, descriptive details, repetition, and distinct verses to narrate. Model finding poetry elements in "¡Sí, Se Puede! Yes, We Can!"

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of Resources and Their Impact (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with noun suffixes -dom, -ity, -tion, -ment, -ness.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11)
Teaching Point: *Today, we're going to gather facts and details about our multimedia presentation topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the Multimedia Presentation Anchor Chart then discuss what makes a source reliable. Display and distribute the Modeling Note-Taking Guide. Model gathering information for your multimedia presentation. Model summarizing what you read, using your own words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-Integrate Information from Two Texts to Speak Knowledgeably on a Topic 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Write a Multimedia Presentation: Organize Information and Support the Information with Visuals

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to integrate information from two texts about social and economic change.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model how you use information from both texts to support your answer to the question, "What do businesses, cities, and workers need to thrive, or do well?" Have partners work on this question and monitor their conversations and annotations to assess their ability to identify text evidence related to the question. If appropriate, use Reinforce or Reaffirm the Strategy to provide additional support or extend the activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about resources and their impact.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about resources and their impact in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students should complete Step 1 of the Culminating Task by choosing a location for their business.*
- *On page 10 of their Texts for Close Reading, students can write down whether they want their business to be located in a small town or a big city.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with noun suffixes -dom, -ity, -tion, -ment, -ness.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)
Teaching Point: *Today, we're going to organize information and support the information with visuals for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to remind students that previously they researched facts and details for their presentation. Display and distribute the Modeling Multimedia Presentation Storyboard. Model how you organized your information and chose how to illustrate it.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, have students review and update their Multimedia Presentation Checklist.*

Bloom's Level: Apply
DOK: 3

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Introduce Latin Roots: miss, agri, duc/duct, man and Review Reading Big Words Strategy	1-"Natural Resources and Workers"First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Natural Resources	3-Write a Multimedia Presentation: Introduce the Topic

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to ask questions about natural resources and develop vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text and write down a before-reading question based on the title, illustrations, and introduction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Build-Reflect-Write e-notebook: Students answer Vocabulary Practice Text on page 17 of the Texts for Close Reading (in their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Word Study-2)
Teaching Point: *Today, we're going to work with Latin roots miss, agri, duc/duct, man.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to write the words from your TRS on the board. Guide students to use the Reading Big Words Strategy to pronounce each word, focusing on Step 3 (noting familiar spellings patterns). Then circle and explain the meaning of each root. Model using this knowledge to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to introduce the topic for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Multimedia Presentation Anchor Chart. Tell students that they will continue to work on their presentations. Display and read aloud the Modeling Introduction Note Card. Model how you organized information on the note card and crafted an introduction to orient readers to your topic. Show that your card tells which slide it corresponds to and will be something you use when you give your presentation.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Modeling Introduction Note Card found in the Additional Materials.*
- *Use the Modeling Multimedia Presentation Storyboard and Student Multimedia Presentation Storyboard from Week 1, Lesson 14 in the Additional Materials.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Natural Resources and Workers"Identify Key Details and Determine the Main Idea 5-"Natural Resources and Workers" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words	6-Write a Multimedia Presentation: Develop a Topic with Facts and Details

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to identify key details and determine the main idea.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that today as they reread they will be working to identify key details and main ideas related to the natural resources of Texas and Florida. As students read, they should be looking for key details that support the main idea of a paragraph, a section, and the entire text. Monitor students' conversations and observe their annotations to assess their ability to identify key details and main ideas. If appropriate, use Reinforce or Reaffirm the Strategy to provide additional support or extend the activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to use context to determine the meaning of domain-specific words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that as they reread today they will look for words or phrases in the same sentence or in nearby sentences to use as clues when they find a word they do not know the meaning of. Remind students that using context clues, such as definitions, examples, synonyms, and antonyms, allows us to read fluently.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Determine the Meaning of Social Studies Vocabulary.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with Latin roots miss, agri, duc/duct, man.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to develop our multimedia presentation topic with facts and details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.b, d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud your note card for Slide 2. Model how you developed the second slide of your presentation with facts and details. Talk about how you selected which facts and details to include to support the main idea of this portion of your presentation.

Suggestions:

- *Use the Modeling Introduction Note Card found in the Additional Materials.*
- *Use the Modeling Multimedia Presentation Storyboard and Student Multimedia Presentation Storyboard from Week 1, Lesson 14 in the Additional Materials.*
- *Multimedia Presentation Anchor Chart.*

Bloom's Level: Create
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"Natural Resources and Workers" Close Reading: Describe the Overall Structure of Events in a Text (Cause and Effect)	7-Language in Context: Use Words to Convey Ideas and Emotions Precisely 9-Write a Multimedia Presentation: Provide a Concluding Statement

Engaging Experience 26 (Writing-7)
Teaching Point: *Today, we're going to use words to convey ideas and emotions precisely.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.B.c
Detailed Description/Instructions:

- **One way to do this** is to explain to students that understanding the shades of meaning, or connotations, of words that have the same general meaning make reading and writing much more rewarding. Two words rarely mean exactly the same thing. They carry subtle connotative differences that authors use intentionally to clearly describe events, actions, or emotions. Display and read aloud the examples of vague and precise words in the TRS, and discuss how the precise words convey a clearer image to readers. Display and read aloud paragraph 3 in "Natural Resources and Workers," and highlight the second sentence. Model how you identify and analyze the precise language.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to describe the overall structure of events in a cause/effect text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to model identifying cause/effect relationships that explain the change in the Texas oil industry in the 1930s. Demonstrate using textual clues such as signal words to track how one event leads to another.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Describe Cause and Effect Text Structure.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 18 of Resources and Their Impact (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with Latin roots miss, agri, duc/duct, man.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to provide a concluding statement for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud your Modeling Conclusion Note Card. Then model how you developed the conclusion to your presentation. Talk about how your final slide concludes the presentation by linking to the previous slide. Talk about any visuals you would like to use to emphasize your closing idea.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students mark off the appropriate item or items on their checklist.*
- *Use the Modeling Conclusion Note Card in the Additional Materials.*
- *Use the Modeling Multimedia Presentation Storyboard and Student Multimedia Presentation Storyboard from Week 1, Lesson 14 in the Additional Materials.*

Bloom's Level: Create
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"Natural Resources and Workers" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint	11-Write a Multimedia Presentation: Gather Photographs to Support the Presentation

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to let students know that today they will reread closely to find reasons and evidence that support the author's points in "Natural Resources and Workers." Observe students' conversations and annotations. If they need additional support, use "Reinforce or Reaffirm the Strategy."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Latin roots miss, agri, duc/duct, man.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to gather photographs to support our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Image Search Chart. Model how you searched for images to support your ideas. Model how you noted your search terms and source for each image.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Modeling Image Search Chart from the Additional Materials.*
- *Use the Modeling Multimedia Presentation Storyboard and Student Multimedia Presentation Storyboard from Week 1, Lesson 14 in the Additional Materials.*
- *Have students mark off the appropriate item or items on their checklists.*

Bloom's Level: Apply
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 14-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	13-Write a Multimedia Presentation: Create Visuals to Support a Presentation

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from two texts to speak knowledgably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to explain that today students will closely reread two texts that they have already read. They will integrate information from the different texts to answer questions. Remind students that readers must incorporate knowledge they already have with what they are reading to make inferences as they read. Observe students' conversations as they work to reread and annotate. If additional support is needed, use Reinforce or Reaffirm the Strategy.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of Resources and Their Impact (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about resources and their impact.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about resources available in Texas and Florida and how they affect the people that live in those states in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 2 on page 18 of Resources and Their Impact by choosing an item to sell in their business.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13)
Teaching Point: *Today, we're going to create visuals to support our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the excerpt from your storyboard. Then model how you used the excerpt from your storyboard as an idea for a graph. Show how you decided the graph would not only support your claim, but it would also aid your audience's understanding by showing them what you mean while you explain your idea verbally. Have partners work with their Multimedia Presentation Storyboards and their Note-Taking Guides, sharing with each other the types of visuals they plan to create for their presentations, and why they have chosen these types of visuals.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Modeling Multimedia Presentation Storyboard and Student Multimedia Presentation Storyboard from Week 1, Lesson 14 in the Additional Materials.*

Bloom's Level: Create
DOK: 3

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Review Variant Vowel /âr/ (air, are, ear) and Reading Big Words Strategy	1-"Dust Dance" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of the Dust Bowl Era	3-Write a Multimedia Presentation: Combine Text and Multimedia Elements

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and apply metacognitive and fix-up strategies to build knowledge of the Dust Bowl Era.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the Digital

Multilingual Glossary. Model previewing a new text and demonstrate using metacognitive strategies to support comprehension during reading. Show how to annotate by marking key details, vocabulary, and ideas in the margins.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 37 (Word Study-2)</u>
Teaching Point: *Today, we're going to read and spell words with variant vowels /âr/ (air, are, ear)*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model breaking multisyllabic words into syllables to support decoding. Demonstrate using syllable division to read unfamiliar words accurately. Show how variant vowel patterns can signal the /âr/ sound in different spellings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 38 (Writing-3)</u>
Teaching Point: *Today, we're going to combine text and multimedia elements for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.W.1.C.a, 4.W.2.B.e
Detailed Description/Instructions:

- **One way to do this** is to display Slides 1 and 2 of the Mentor Multimedia Presentation. Model how you combined text and multimedia elements and then connected them. Model using linking words and phrases. Model looking up something in a dictionary to check spelling. As students work with their storyboards, monitor that they are able to insert linking words where needed—to link ideas from one slide to the next and also to link information to visual elements.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Mentor Multimedia Presentation in the Additional Materials.*
- *Have students mark off the appropriate item or items on their checklists.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Dust Dance" Close Reading: Use Details to Determine the Theme of a Poem	5-Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement 6-Write a Multimedia Presentation: Include Formatting to Aid Comprehension

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to identify details from a poem that support a theme.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how you use the language and details in the poem to support a theme around the conflict of humans versus nature. As partners continue to work on this, monitor their conversations, observing how they build on each other's ideas and resolve differing opinions. To provide additional support or extend the experience, use Reinforce or Reaffirm the Strategy.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Speaking and Writing Response Frames in the Additional Materials for modeling support.*
- *Use the Reinforce or Reaffirm the Strategy box in the TRS as needed.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5)
Teaching Point: *Today, we're going to ensure subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review the definition of a pronoun. Display and read aloud the list of pronouns in the TRS. Then explain that possessive pronouns show ownership. Tell students that, like the other pronouns, possessive pronouns must agree with their antecedents. Display and read aloud lines 33–35 in "Dust Dance." Model how you think about subject-verb and pronoun-antecedent agreement.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students glue the pronoun list in the Additional Materials into their notebooks.*
- *For more practice see the Grammar and Spelling Activity Book.*

Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with r-controlled vowel /âr/ (air, are, ear).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to include formatting to aid comprehension in our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to display Slides 1, 2, and 5 of the Mentor Multimedia Presentation. Then model how you used formatting such as headers, text arrangement, and images to aid audience comprehension. You can also model how you use punctuation for effect.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Mentor Multimedia Presentation from the Additional Materials.*

Bloom's Level: Apply
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Dust Dance" Close Reading: Understand Figurative Language Add to the Blueprint	8-Write a Multimedia Presentation: Rehearse the Presentation

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to identify and explain the meaning of figurative language in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that a simile makes direct comparisons between two things, using the words like or as. A metaphor compares two things that

are not alike in a literal sense but do have something abstract in common. A metaphor does not use the words like or as. Personification is when writers give human characteristics to nonhuman things. As students work in partners to answer the close reading question, monitor their ability to focus on finding figurative language that helps them visualize the action in the poem.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reinforce or Reaffirm the Strategy box in the TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of Resources and Their Impact (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with r-controlled vowel /âr/ (air, are, ear).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to rehearse our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Multimedia Presentation Speaking and Audience Checklist. Tell students that you will rehearse the mentor presentation keeping in mind the points on the checklist. Model rehearsing the first slide of the mentor presentation. Pause after the first slide and note your speaking volume. Continue to model rehearsing the mentor presentation for students. Pause after a few more slides and point out your speaking rate.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Make sure students have a copy of the Multimedia Presentation Speaking and Audience Checklist in the Additional Materials.*

Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Write a Multimedia Presentation: Give the Presentation

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to integrate information from two texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to share the close reading question with students. Ask them to consider all four texts in Resources and Their Impact, using at least two to provide evidence to support their opinion. Monitor students' conversations and observe their annotations to assess their ability to identify appropriate text evidence. If necessary, use Reinforce or Reaffirm the Strategy to provide additional support or extend the activity.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of Resources and Their Impact (In their physical notebook or online).*
- *Consider using the Reinforce or Reaffirm the Strategy.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about resources and their impact on people's lives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about the results of a drought when people lived without enough water in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about Resources and Their Impact and better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 3 on page 26 of Resources and Their Impact by making notes from this week's text.*

Bloom's Level: Analyze

DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with r-controlled vowel /âr/ (air, are, ear).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to give our multimedia presentation*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they rehearsed their multimedia presentations and today is the chance to share their presentation with the class. Display and distribute the Multimedia Presentation Writing Rubric and read it with students. Point out that the rubric includes the key points on the anchor chart and checklist. Let students know you will be using the Rubric as they give their presentations.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Multimedia Presentation Writing Rubric in the Additional Materials.*

Bloom's Level: Apply
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-"They Were My People" Analyze Assonance and Alliteration in a Poem 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Write a Multimedia Presentation: Evaluate the Presentation

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze assonance and alliteration in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to explain that alliteration is when words near each other begin with the same consonants. Assonance is when words near each other pair similar vowel sounds. Model thinking about how the author adds to the rhythm and mood of the poem with alliteration and assonance. Also model evaluating how the author uses the features of poetry to create the poem's theme.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Features of Poetry Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model previewing the task by reviewing prior learning, using the texts and Blueprint in Resources and Their Impact. Demonstrate using evidence from texts and annotations to support discussion.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversation Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to evaluate our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.2.B.a-g
Detailed Description/Instructions:

- **One way to do this** is to display the Multimedia Presentation Writing Rubric that you used yesterday. Review it with students. Point out how this rubric aligns to the anchor chart and checklist students have used throughout the unit. Then use a portion of the rubric to model how you evaluate your presentation. Have students evaluate and score their multimedia presentations based on the criteria on the rubric. Tell them to identify specific examples in their presentation that justify their scores.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.a, 4.R.1.B.b, 4.R.2.A.a, 4.R.3.C.b, 4.W.2.B.c, 4.L.1.A.h, 4.L.1.B.e, 4.W.2.B.a-g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to Plan a Business.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: Resources and Their Impact.

Unit 10: The Power of Electricity

Subject: Reading, Writing, Phonics & Word Study
Grade: 4th Grade
Name of Unit: The Power of Electricity
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about important inventors throughout history and the importance of electricity in our daily lives. Students will learn and take notes about electricity, including what it is, how it was discovered, what it can do, and how it impacts people's lives.

Topic 1 (Week 1)
In week 1, students will work on explaining how an author uses reasons and evidence to support points in a text and how visual information can be interpreted. Students will also practice using context clues to determine the meaning of words and phrases they do not know. In writing, students will be focused on poetry, learning about the Cinquain and planning to write a Cinquain in week one. For word study, students will focus on adding endings with spelling changes. They will continue to use the Reading Big Words Strategy from Unit 1.

Topic 2 (Week 2)
In week 2, students will continue to work on explaining how an author uses reasons and evidence to support points in a text and how visual information can be interpreted. Students will also identify key details and determine a main idea as well as integrate information from two texts. In writing, students will draft, revise, edit, and publish their Cinquain. For word study, students will focus on words ending in schwa sounds with /l/ and /n/. They will continue to use the Reading Big Words Strategy.

Topic 3 (Week 3)
In week 3, students will continue to integrate information from two texts and use context clues. They will also continue the work on explaining how an author uses reasons and evidence to support points in a text. In writing, students will reflect on Narrative, Informative, and Opinion writing and what they have learned this year about each of these categories of writing. For word study, students will be introduced to the Latin and Greek roots ven, migr, graph, mit, and aud. They will review the Reading Big Words Strategy.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton anchor charts
- Consider creating bookshelves for Unit 10 materials

Essential Question:

- Where do scientific discoveries lead us?

Enduring Understandings:

- Energy can be transferred from place to place by sound, light, heat, and electric currents.
- Energy can be converted from one form to another.
- Scientific discoveries build upon one another and can directly impact the way humans live.
- Since the harnessing of AC/DC currents in the late 1800s, many people have grown to rely on electricity in order to function in daily life.
- Although female inventors historically contributed to the field of electricity, they were often denied true recognition in their lifetimes because of their gender.

DESE Priority Standards for Unit:

- **4.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 4.R.1.A.a drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
    - 4.R.1.A.b drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
    - 4.R.1.B.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (e.g. discuss the meaning of the common Greek root *graph*, to help students understand the meaning of the words telegraph, photograph, autograph)
    - 4.R.1.B.b using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
    - 4.R.1.B.f using conversational, general academic, and domain-specific words and phrases
- **4.R.3.A** Read, infer, and draw conclusions to:
    - 4.R.3.A.a use multiple text features to locate information and gain an overview of the contents of text
    - 4.R.3.A.c interpret and explain factual information presented graphically
- **4.R.3.B** Read, infer and draw conclusions to:
    - 4.R.3.B.b analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
    - 4.R.3.B.c explain how an author uses language to present information to influence what the reader thinks or does
- **4.R.3.C** Read, infer, and draw conclusions to:
    - 4.R.3.C.b explain explicit and implicit relationships among ideas in texts
- **4.RF.3.A** Develop phonics in the reading process by:
    - 4.RF.3.A.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context
    - 4.RF.3.A.b reading root words, prefixes, and suffixes and important words from specific content curricula

- **4.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 4.W.1.B.d addressing an appropriate audience
- **4.W.1.C** Reread, revise, and edit drafts with assistance to:
    - 4.W.1.C.a develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
- **4.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 4.SL.1.A.b posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
4.R.1.A.a	Draw conclusions and make inferences using text evidence	Identify information that is stated explicitly in the text Make logical inferences about characters, events, or ideas Draw reasonable conclusions based on both explicit details and inferred meaning Select specific text evidence to support inferences and conclusions Explain how the evidence supports the inference or conclusion	3
4.R.1.A.b	Draw conclusions using explicit text evidence	Identify information that is stated explicitly in the text Draw logical conclusions based only on what the text clearly says Select specific text evidence to support conclusions Explain how the evidence supports the conclusion	2
4.R.1.B.a	Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words	Recognize common Greek and Latin roots (e.g., graph, port, struct, vis) Identify common prefixes and suffixes (e.g., re-, un-, dis-, -ful, -less, -tion) Break unfamiliar words into meaningful parts (root + prefix + suffix) Explain the meaning of the root word (e.g., graph = write) Use the meanings of roots and affixes to determine the meaning of unfamiliar academic words	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Apply this strategy independently when encountering new vocabulary in text Use context clues to confirm or refine words meaning Explain how different prefixes or suffixes change the meaning of a base word Use newly learned words accurately in speaking or writing	
4.R.1.B.b	Use the context to figure out the meaning of words	Recognize when a word is unfamiliar or has more than one possible meaning Use context clues (surrounding words, phrases, or sentences) to determine the meaning. If there is more than one possible meaning, identify the meaning that best fits the context. Confirm understanding by rereading and checking that the chosen meaning fits the passage.	2
4.R.1.B.f	Use conversational, general academic, and domain-specific words and phrases accurately	Choose words that fit the topic, audience, and purpose in speaking and writing Demonstrate understanding of word meanings by using vocabulary correctly in context Use increasingly precise language to clearly express ideas	2
4.R.3.A.a	Use text features	Identify multiple text features (e.g., headings, subheadings, table of contents, index, captions, diagrams, charts, graphs, maps) Use text features to locate specific information Use text features to preview a text and understand its main topics and organization Explain how different text features help the reader understand the text Combine information from text features and body text	2
4.R.3.A.c	Interpret and explain information in graphic text features	Identify the type of graphic (chart, graph, table, diagram, map, timeline)	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Read the graphic accurately Extract factual information from the graphic Explain the information in their own words	
4.R.3.B.b	Analyze persuasive text and explain the author's purpose using evidence	Identify that a text is persuasive and recognize its purpose to influence the reader's thinking or actions Determine the author's claim Analyze the author's reasons or arguments to support the claim Identify persuasive language or techniques Use specific evidence from the texts to explain how the author supports their purpose	3
4.R.3.B.c	Explain how an author uses language to influence the reader	Identify the author's purpose (inform, persuade, explain) Notice specific language choices Identify persuasive or descriptive language meant to influence the reader Explain how the author's language affects the reader Use examples from the text to support explanations Distinguish between neutral language and language meant to persuade or influence	3
4.R.3.C.b	Explain explicit and implicit relationships among ideas in texts	Identify ideas that are explicitly related in the text Infer relationships that are implicit Explain how ideas are connected (e.g., cause/effect, comparison, sequence, problem/solution) Use specific evidence from the text to support explanations of relationships Distinguish between stated connections and inferred connections	3
4.RF.3.A.a	Decode unfamiliar multisyllabic words	Apply knowledge of letter-sound correspondences accurately when reading	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		unfamiliar words. Break multisyllabic words into syllables using common syllabication types (e.g., closed, open, vowel team, CVe, r-controlled, consonant-le) Use knowledge of prefixes, suffixes, and base words Read unfamiliar multisyllabic words in context Use context to confirm pronunciation and meaning Self-correct when a word does not sound right or make sense in the sentence.	
4.RF.3.A.b	Develop phonics in the reading process by reading root words, prefixes, and suffixes	Recognize and read common root words accurately Identify and read common prefixes Identify and read common suffixes Blend roots, prefixes, and suffixes smoothly to read complete words Use knowledge of word parts to decode unfamiliar words Read important content-specific vocabulary accurately in subjects such as science and social studies Apply this knowledge in texts Self-correct errors when a word does not sound right or make sense	1
4.W.1.B.d	Draft from prewriting according to genre type	Address an appropriate audience	3
4.W.1.C.a	Revise drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add, remove, or clarify details Choose precise topic-related words Make sure sentences are complex and varied	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		Use transitions to connect ideas and paragraphs Adjust writing for audience and purpose Develop a consistent voice appropriate to the task and genre	
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Follow agreed-upon listening rules Generate appropriate listening rules with peers for different discussion settings Justify listening rules by describing how they help speakers feel heard and discussions run smoothly	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling	● Unit 10 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 10 Cumulative Spelling Assessment and Dictation ● Unit 10 Cumulative Word Fluency ● Interim Assessment 1 (postassessment for the year)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
snarled outage influential sandwiched generate grid malfunctions domino effect continuous faulty nominated prominent projection sputtering	invention experiment energy network

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics & Word Study	Reading	Writing
	1-Introduce the Blueprint: The Power of Electricity Introduce the Blueprint 2-"Power Restored in India" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Electricity	3-Write a Cinquain: Introduce the Genre

Engaging Experience 1 (Unit Introduction)
Teaching Point: *For the next three weeks, we are going to explore the power of electricity, how energy can be transferred and converted, and where scientific discoveries lead us.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the Essential Question. Explain that as we explore the topic of *The Power of Electricity*, we will use some key vocabulary. Use the *Define/Example/Ask Routine* to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint. Set Personal Knowledge and Reading Goals in student notebooks or on the inside front cover.

Suggestions: *In order to keep this introductory lesson to 15-20 minutes, the Define/Example/Ask Routine should move at a steady pace. Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 2 (Reading-2)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of electricity.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Model how to preview a text by skimming features such as pictures and headings. Guide students to apply comprehension strategies to monitor understanding while reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3)
Teaching Point: *Today, we're going to analyze the features of a Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Clouds." Explain that "Clouds" is a Cinquain, which is a poem that always has five lines. Each line has a set number of words that describe a person, place, or thing. Give students a copy of the Features of a Cinquain Anchor Chart and model analyzing "Clouds" for the features from the anchor chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics & Word Study	Reading	Writing
5-Adding Endings with Spelling Changes and Reading Big Words Strategy	4-"Power Restored in India" Explain How an Author Uses Reasons and Evidence to Support Points in a Text	6-Write a Cinquain: Understand the Cinquain Form

Engaging Experience 4 (Reading-4)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to reread "Power Restored in India" in the students' Texts for Close Reading with the purpose of identifying the author's claims in the text. Ask students to annotate the text as they reread it, first identifying the author's claims, and then underlining evidence that supports them. Observe students' conversations and annotations to determine the level of support they may need. If students need additional support, use Reinforce or Reaffirm the Strategy.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Word Study-5)
Teaching Point: *Today, we're going to add endings with spelling changes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to review the Reading Big Words Strategy with students. Model the flexible use of syllable division with the words from the TRS, such as dividing a word between two middle consonants, as in the word run/ning. Pronounce each word, using your knowledge of syllable patterns. Circle the spelling change in each word. Review and model that words with particular letter patterns require spelling changes when endings are added to them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6)
Teaching Point: *Today, we're going to analyze the features and form of a Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to refer to the Features of a Cinquain anchor chart you gave students yesterday. Display the poem "Mouse." Read "Mouse," stopping after each line to highlight the features of the Cinquain. Talk through the meanings of any unknown words. Note the form of the Cinquain, referring to the anchor chart as you read through "Mouse."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7-"Power Restored in India" Interpret Information Presented Visually Begin the Blueprint	8-Grammar in Context: Use the Progressive Tense: Past, Present, and Future 9-Write a Cinquain: Brainstorm Ideas for a Cinquain

Engaging Experience 7 (Reading-7)
Teaching Point: *Today, we're going to interpret information presented visually.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to ask students to have a constructive conversation about the

photographs in "Power Restored in India" and cite specific text that the images help illustrate. Monitor students' conversations. If appropriate, use Reinforce or Reaffirm the Strategy to provide additional support or extend the activity.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 10 of The Power of Electricity (In their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Interpret and Explain Illustrations.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8)
Teaching Point: *Today, we're going to use the progressive tense: past, present, and future.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that progressive tenses indicate an ongoing action. Writers use progressive tenses to help readers better understand exactly when and how long an event lasted. Display and read aloud the sentence in the TRS from paragraph 4 in "Power Restored in India." Underline the verb phrase *were using* and model identifying and analyzing the progressive verb tense.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words that change spelling when endings are added.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9)
Teaching Point: *Today, we're going to brainstorm ideas for our Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display or create the Modeling Brainstorming Chart. Model

how you use topics from school and your own experiences to brainstorm ideas for a poem. Demonstrate recording your ideas. Have students create a Brainstorming Chart and work with partners.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10-"Benjamin Franklin" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Early Innovators 12-"Benjamin Franklin" Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases Add to the Blueprint	11-Write a Cinquain: Evaluate Ideas to Narrow the Focus

Engaging Experience 11 (Reading-10)
Teaching Point: *Today, we're going to apply metacognitive and fix-up strategies to build knowledge of early innovators.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.f, 4.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the text using the Define/Example/Ask Routine. Read the title and introduction and preview the text, noting text and graphic features. Remind students of the many strategies they know for making meaning with a new text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Vocabulary Practice activities in student Build-Reflect-Write e-notebooks.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12)
Teaching Point: *Today, we're going to determine the meaning of domain-specific words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to tell students that when they read informational science

texts, they'll encounter technical, domain-specific words related to the topic. Remind them that they have learned about many types of context clues, such as synonyms, direct definitions, descriptions/restatements, and examples. Have students reread "Benjamin Franklin: The Dawn of Electrical Technology," using context clues to define unknown words.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 10 of The Power of Electricity (In their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2)</u>
Teaching Point: *Today, we're going to spell and sort words that change spelling when endings are added.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 14 (Writing-11)</u>
Teaching Point: *Today, we're going to evaluate ideas to narrow the focus of our Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to model creating an Idea Evaluation Chart with the questions, "Is this topic specific?" "Is this topic important to me?" and "Do I still like this topic as a writing idea?" Use some of the sample cinquain ideas on your Model Brainstorming Chart to model how you think more deeply about your possible topics.

Suggestions:

- *Consider using the Integrated ELD box.*
- *At the end of the lesson, have students mark off the appropriate item or items on the Cinquain Poem Writing Checklist in the Additional Materials.*

Bloom's Level: Analyze
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13-"Benjamin Franklin: The Dawn of Electrical Technology" Explain Events, Ideas, or Concepts in a Scientific Text 15-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14-Write a Cinquain: Develop Ideas Through Freewriting

Engaging Experience 15 (Reading-13)
Teaching Point: *Today, we're going to explain events, ideas, or concepts in a scientific text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, b, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to ask students to reread paragraphs 2-6 in "Benjamin Franklin: The Dawn of Electrical Technology" and the caption for the illustration. Remind students to annotate the text, first to underline what Franklin wanted to prove and then to star how he tested his idea. Have partners use their annotations to discuss their answers to the question. Observe students' conversations to determine the level of support they may need. To provide additional support or extend the experience, use Reinforce or Reaffirm the Strategy.

Suggestions:

- *Consider using the Integrated ELD box.*
- *See the Possible Response answer box in your TRS.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15)
Teaching Point: *Today, we're going to discuss knowledge gained about electricity and what it can do.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about electricity and what it can do in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students should complete Step 1 of the Culminating Task by generating questions that relate to how people rely on electricity.*

Bloom's Level: Analyze

DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words that change spelling when endings are added.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14)
Teaching Point: *Today, we're going to develop ideas for our Cinquain through freewriting.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain that now that you have evaluated your Cinquain topics and chosen one, it's time to develop ideas for the topic. Display and distribute a Freewriting Word Web. Think aloud to show how you use freewriting to develop ideas about your topic. Display a model freewrite that uses ideas from the Freewriting Word Web. Remind students that because you are freewriting, you are going to write whatever comes to mind. The sentences don't have to go together.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students update their Cinquain Poem Writing Checklists.*

Bloom's Level: Create
DOK: 3

Week 2

Day 1

Phonics & Word Study	Reading	Writing
2-Words with Final /əl/ and /ən/ sounds and Reading Big Words Strategy	1-"The Power of Electricity" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Electricity	3-Write a Cinquain: Draft the Poem

Engaging Experience 19 (Reading-1)
Teaching Point: *Today, we're going to ask questions about electricity and develop vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the digital Multilingual Glossary. Preview the text and write down a before-reading question based on the title, illustrations, and introduction.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebook: Build-Reflect-Write e-notebook: Students answer Vocabulary Practice Text on page 17 of the Texts for Close Reading (in their physical notebook or online).*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Word Study-2)
Teaching Point: *Today, we're going to read and spell words with the final /əl/ and /ən/ sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model the flexible use of syllable division. For example, keep any consonants that precede a final -le ending with the final syllable, as in the word pos-si-ble. Pronounce each word using knowledge of the final /əl/ sound, which can be spelled as le, al, el, il. Then pronounce the final /ən/ sound, which can be spelled en, on, an, in, ain. Circle the spelling for /əl/ or /ən/ in each word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3)
Teaching Point: *Today, we're going to draft our Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to Use the Features of a Cinquain Anchor Chart to review the rules and number of words that go on each line of the Cinquain. Display and distribute the model Cinquain "Electricity," the Modeling Freewriting Word Web, and the Modeling Freewriting Text. Talk through how "Electricity" fulfills the rules and number of words in a Cinquain.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"The Power of Electricity" Identify Key Details and Determine the Main Idea 5-"The Power of Electricity" Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases	6-Write a Cinquain: Use Strong, Vivid Verbs and Alliteration

Engaging Experience 22 (Reading-4)
Teaching Point: *Today, we're going to identify key details and determine the main idea.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to have students reread paragraph 1 of "The Power of Electricity." Ask them to identify and underline the key details and then use the key details to summarize the main idea of the paragraph. Monitor students' ability to formulate the main idea and then summarize it. Provide additional support or extend the experience by using "Reinforce or Reaffirm the Strategy."

Suggestions:

- *Consider using the Integrated ELD box.*
- *See the Possible Response box in the TRS.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5)
Teaching Point: *Today, we're going to determine the meaning of domain-specific words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.B.b, f
Detailed Description/Instructions:

- **One way to do this** is to tell students that when they read informational science texts, they'll encounter technical, domain-specific words related to the topic. Remind them that they have learned about many types of context clues, such as synonyms, direct definitions, descriptions/restatements, and examples. Have students reread "The Power of Electricity," using context clues to define the set of words that you assign them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with final /əl/ and /ən/.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6)
Teaching Point: *Today, we're going to use strong, vivid verbs and alliteration in our Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the poem "Aquarium." Point out specific verbs that give readers a visual image. Also point out the alliteration in the poem, explaining that alliteration adds a musical sound to the poem when it is read aloud.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students mark off the appropriate item or items on their checklists.*

Bloom's Level: Apply
DOK: 2

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8-"The Power of Electricity" Close Reading: Interpret Information Presented Visually	7-Grammar in Context: Order Adjectives in Sentences 9-Write a Cinquain: Revise to Strengthen the Poem

Engaging Experience 26 (Writing/Grammar-7)
Teaching Point: *Today, we're going to order adjectives in sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to explain that the rules for ordering adjectives make it easier for readers to understand descriptions when a writer uses more than one adjective. Co-create a chart with students about adjective order. Use the sidebar in your TRS. Then look at the first sentences in paragraph 4 of "The Power of Electricity," noticing the adjectives and their order.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8)
Teaching Point: *Today, we're going to interpret information presented visually.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to ask students to have a constructive conversation about the visuals in "The Power of Electricity." Use the information in paragraphs 1-2 and the pie chart to describe how such a world would affect your day-to-day life. Monitor students' conversations. If appropriate, use Reinforce or Reaffirm the Strategy to provide additional support or extend the activity.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 1 on page 18 of The Power of Electricity (In their physical notebook or online).*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/Explain Graphic Information.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to read and spell words with final /əl/ and /ən/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9)
Teaching Point: *Today, we're going to revise to strengthen our Cinquain.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the modeling text. Ask students to listen as you read aloud the unedited Cinquain and to pay attention to the poet's word choices and use of the form. Then model how you revise the text. Point out that if students want to search for a different synonym for the last line, they can look up the word in a thesaurus.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10-"The Power of Electricity" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint	11-Write a Cinquain: Use a Checklist to Edit a Poem

Engaging Experience 30 (Reading-10)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b, c
Detailed Description/Instructions:

- **One way to do this** is to reread "The Power of Electricity" in the students' Texts for Close Reading with the purpose of identifying what evidence the author uses to support her point that the particles that make up atoms are the source of electricity. Ask students to annotate the text as they reread it. Observe students' conversations and annotations to determine the level of support they may need. If students need additional support, use Reinforce or Reaffirm the Strategy.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with final /əl/ and /ən/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11)
Teaching Point: *Today, we're going to use a checklist to edit a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Cinquain Poem Writing Checklist. Ask students to review their individual checklists. Display the Modeling Text. Read the unedited poem aloud. Model using the checklist to review and revise your cinquain.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Have students update their Cinquain Poem Writing Checklists as needed.*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics & Word Study	Reading	Writing
	12-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 14-Build Knowledge:Discuss the Blueprint and Build Toward the Culminating Task	13-Write a Cinquain: Use Keyboarding Skills to Publish a Poem

Engaging Experience 33 (Reading-12)
Teaching Point: *Today, we're going to integrate information from two texts to speak knowledgably about a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to explain that today students will closely reread two texts that

they have already read. They will integrate information from the different texts to answer questions. Remind students that readers must incorporate knowledge they already have with what they are reading to make inferences as they read. Observe students' conversations as they work to reread and annotate. If additional support is needed, use Reinforce or Reaffirm the Strategy.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 18 of The Power of Electricity (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14)
Teaching Point: *Today, we're going to discuss knowledge gained about electricity.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about electricity in your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them deepen their understanding of the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Students can complete Step 2 on page 18 of The Power of Electricity by thinking of questions related to how people can cope with no electricity.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13)
Teaching Point: *Today, we're going to publish our Cinquain with technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display both the handwritten and typed Modeling Text. Compare the differences between the two. Model the advantages of using technology when publishing a poem. For example, you can pick a font that is easy to read, make it the right size, and use colors to enhance the meaning of the poem. Model how you can also use illustrations or photographs you can paste into the document.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Week 3

Day 1

Phonics & Word Study	Reading	Writing
2-Introduce Latin and Greek Roots ven, migr, graph, mit, aud, and Review the Reading Big Words Strategy	1-"Two Forgotten Electrical Inventors" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Electrical Inventors	3-Reflect on Narrative Writing

Engaging Experience 36 (Reading-1)
Teaching Point: *Today, we're going to develop vocabulary and apply metacognitive and fix-up strategies to learn about Electrical Inventors.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. You may support meaning visually using the Digital Multilingual Glossary. Model previewing a new text and demonstrate using metacognitive strategies to support comprehension during reading. Show how to annotate by marking key details, vocabulary, and ideas in the margins.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using Ways to Scaffold the First Reading.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 37 (Word Study-2)
Teaching Point: *Today, we're going to introduce Latin and Greek Roots ven, migr, graph, mit, aud.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to model using the Reading Big Words Strategy to figure out how to pronounce each word. Then circle the root in each word and explain its meaning. Model using this knowledge to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3)
Teaching Point: *Today, we're going to reflect on narrative writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Reflect on Narrative Writing Rubric. Direct students to reread the narrative writing pieces they have completed this year: a fictional scene and historical fiction. Model how they will read each statement on the rubric and decide whether they are emerging, developing, proficient, or exemplary at this particular skill. Doing this activity will allow students to analyze and reflect upon their writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reflect on Narrative Writing Rubric in the Additional Materials.*

Bloom's Level: Evaluate
DOK: 3

Day 2

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4-"Two Forgotten Electrical Inventors" Close Reading: Explain Events, Ideas, or Concepts in a Scientific Text	5-Language in Context: Choose Words to Convey Ideas Precisely 6-Reflect on Informative/ Explanatory Writing

Engaging Experience 39 (Reading-4)
Teaching Point: *Today, we're going to explain events, ideas, or concepts in a scientific text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, b, 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to point out to students that the selections they have been reading all contain scientific information that relates to the history and use of electricity. Let students know that they will be rereading a text and having a constructive conversation with a partner to explain concepts and ideas in the scientific text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Speaking and Writing Response Frames in the Additional Materials for modeling support.*
- *Use the Possible Response box as you listen in to student conversations.*
- *Use the Reinforce or Reaffirm the Strategy box as needed.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing-5)
Teaching Point: *Today, we're going to choose words to convey ideas precisely.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review the functions of adverbs, adjectives, verbs, nouns, and prepositional phrases. Display and read aloud the second sentence in paragraph 3 of "Two Forgotten Electrical Inventors." Model how you identify and analyze the author's language choices.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1)
Teaching Point: *Today, we're going to read and spell words with Latin and Greek Roots ven, migr, graph, mit, aud.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a**,** 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6)
Teaching Point: *Today, we're going to reflect on informative/explanatory writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Reflect on Informative/Explanatory Writing Rubric. Direct students to reread the informative/explanatory writing pieces they have completed this year: an informative/explanatory essay and a research essay. Model how they will read each statement on the rubric and decide whether they are emerging, developing, proficient, or exemplary at this particular skill. Doing this activity will allow students to analyze and reflect upon their writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reflect on Informative/Explanatory Writing Rubric in the Additional Materials.*

Bloom's Level: Evaluate
DOK: 3

Day 3

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7-"Two Forgotten Electrical Inventors" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint	8-Reflect on Opinion Writing

Engaging Experience 43 (Reading-7)
Teaching Point: *Today, we're going to explain how an author uses reasons and evidence to support points in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.B.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that they will work with a partner to analyze how text evidence supports a claim made by the author in "Two Forgotten Electrical Inventors." Monitor as partners reread the text, mark annotations, and discuss. Use the Possible Responses in your TRS as you monitor.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reinforce or Reaffirm the Strategy box in your TRS as needed.*
- *Build-Reflect-Write e-Notebooks: students answer question 2 on page 26 of The Power of Electricity (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2)
Teaching Point: *Today, we're going to spell and sort words with Latin and Greek Roots ven, migr, graph, mit, aud.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8)
Teaching Point: *Today, we're going to reflect on opinion writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Reflect on Opinion Writing

Rubric. Direct students to reread the opinion writing essays they have completed this year. Model how they will read each statement on the rubric and decide whether they are emerging, developing, proficient, or exemplary at this particular skill. Doing this activity will allow students to analyze and reflect upon their writing.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reflect on Opinion Writing Rubric in the Additional Materials.*

Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics & Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9-Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic 10-Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	11-Prepare to Share Writing

Engaging Experience 46 (Reading-9)
Teaching Point: *Today, we're going to integrate information from two texts to speak knowledgeably on a topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b
Detailed Description/Instructions:

- **One way to do this** is to display the close reading question and have students explore both texts to answer. Monitor student annotations and conversation, using the Possible Responses in your TRS.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use the Reinforce or Reaffirm the Strategy box in the TRS as needed.*
- *Consider using the online Grade 4 Comprehension Quick Checks/Informational Text/ Integrate Information from Two Texts.*
- *Build-Reflect-Write e-Notebooks: students answer question 3 on page 26 of The Power of Electricity (In their physical notebook or online).*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10)
Teaching Point: *Today, we're going to discuss knowledge gained about electricity.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.3.C.b, 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to record and discuss what you learned about electricity in

your Blueprint. Ask partners to reflect on how discussing their Knowledge Blueprint helped them build knowledge about the power of electricity and better understand the unit's Enduring Understandings.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3)
Teaching Point: *Today, we're going to read and spell words with Latin and Greek Roots ven, migr, graph, mit, aud.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.B.a, 4.RF.3.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11)
Teaching Point: *Today, we're going to prepare to share writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to allow students time to look through their writing portfolios and choose which piece of writing they want to share. They will select just one narrative, informative/explanatory, or opinion piece to share.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 5

Phonics & Word Study	Reading	Writing
	12-"The Simplicity of Electricity" Analyze Humor and Rhyme in a Poem 14-Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13-Share Writing

Engaging Experience 50 (Reading-12)
Teaching Point: *Today, we're going to analyze humor and rhyme in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.R.1.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to read the poem and the poet's biography on page 28. Encourage students to listen to the language, perhaps closing their eyes as they listen. Revisit the Features of Poetry Anchor Chart, as you model analyzing the rhyme scheme. Model identifying the humor in the second stanza. Summarize what you have modeled and ask students to work on the third stanza.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading-14)
Teaching Point: *Today, we're going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 4.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model previewing the task by reviewing the students' learning about the power of electricity. Demonstrate using evidence from texts and annotations to support discussion about electricity.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Rules of Conversation Anchor Chart*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13)
Teaching Point: *Today, we're going to share writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to let students know that today they will choose another piece of writing from their portfolio to share with the class. However, if everyone did not get to share yesterday, spend today allowing those students to share. Work on sharing a second piece as you have time.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today, you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 4.R.1.A.a, 4.R.3.A.c, 4.R.1.B.a, 4.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Levels: Evaluate/Create
DOK: 3

Engaging Scenario

Culminating Task
Teaching Point: Today, we're going to create a Questionnaire.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on page 30 of the student Text for Close Reading: The Power of Electricity.