

Grade 4 • Review and Routines

Specifically written by teachers for teachers to help:

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
1	Smooth Transitions Creating a Collaborative Atmosphere	Choosing a Good Book for Independent Reading	Long Vowels	Introduce Independent Reading	Writing to Sources Model: A Response Reading	Response Journals
2	Smooth Transitions Creating a Collaborative Atmosphere	Build Good Listening	r-Controlled Vowels (ar, or)	Practice Independent Reading	Writing to Sources Model: A Response Reading	Response Journals
3	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author’s Purpose (to Entertain)	r-Controlled Vowels (er, ir, ur)	Previewing Books	Writing to Sources Model: A Response Reading	A Response to Reading
4	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author’s Purpose (to Persuade)	Closed Syllable Patterns	Use a Reading Log	Writing to Sources Model: Persuasive Writing	Persuasive Writing
5	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author’s Purpose (to Inform)	Open Syllable Patterns	Introduce the Reading Workstation	Writing to Sources Model: Persuasive Writing	Persuasive Writing
6	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Consonant-le Syllable Patterns	Practice the Reading Workstation	Building the Writing Process Model: Sharing Our Writing	Introduce the Writing Workstation
7	Smooth Transitions Activating Prior Knowledge	Using a KWL Chart to Document Learning	Vowel Team Syllable Patterns	Review the Reading Workstation	Building the Writing Process Constructive Feedback	Review the Writing Workstation
8	Smooth Transitions Making Connections to Text	Making Connections to Text	Vowel-C-e Syllable Patterns	Introduce the Listening Workstation	Writing to Sources Model: Writing About Connections to Text	Writing About Connections to Text

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
9	Smooth Transitions Making Connections to Text	Making Connections to Text	Vowel-r Syllable Patterns	Reading Workstation: Practice Making Connections	Writing to Sources Model: Writing About Connections to Text	Practice the Writing Workstation
10	Smooth Transitions Introduction to Questioning	Introduction to Questioning	Inflectional Endings (with Spelling Changes)	Recording Questions About Reading	Writing to Sources Thick and Thin Questions	Introduce the Computer Workstation
11	Smooth Transitions Using Questioning to Understand Text	Using Questioning to Understand Text	/ou/ and /oi/	Questioning to Understand Text	Writing to Sources A Response to Reading	Establishing Workstation Routines
12	Smooth Transitions What's in the Bag?	Making Predictions	/ōō/ and /oo/	Reading Workstation: Practice Making Predictions	Writing to Sources Model: Writing a Book Recommendation	Writing a Book Recommendation
13	Establishing Workstation Routines	Smooth Transitions Visualizing	Homophones	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
14	Establishing Workstation Routines	Smooth Transitions Annotations	Prefixes (dis-, un-, pre-, re-)	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
15	Using the Big Words Strategy Anchor Chart	Smooth Transitions Annotations	Suffixes (-less, -ful, -able, -ness, -ment)	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	

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.

Build Knowledge Word Bank: *appreciate, encounter, interact, nature, observe, sense/sensory*

Research & Inquiry Project: Research Something in Nature

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Inspired by Nature (710L)
Animal Survivors (790L–820L)
Padma’s Paddy (610L)
A Wildlife Biologist (980L)

Opinions About the Energy Cycle (900L)
Voyage Home (830L)
Animal and Human Senses (780L–810L)
Help Monarch Butterflies (990L)

Reader’s Theater Scripts:

Milton the Mole



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Happy Birding!” Accountable Text: “My Dad, Storm Chaser” Word Study Read: “The Birdseed Thief”	Short Read 1: “A Bird’s Free Lunch” Short Read 2: “The Reeds and the River”	“Wildlife Outside My Window”	Long a (a_e, ai, ay, ei, ea) and Short a	<i>relate</i> <i>Tuesday</i> <i>maintain</i> <i>animal</i> <i>answer</i> <i>great</i> <i>neighbor</i> <i>generate</i>	<i>remains</i> <i>tablets</i> <i>fancied</i> <i>reindeer</i> <i>sapling</i> <i>temperature</i> <i>breakage</i> <i>fastened</i> <i>dismay</i> <i>ramble</i> <i>unveil</i> <i>evacuated</i> <i>beefsteak</i>	<i>of</i> <i>for</i> <i>from</i> <i>said</i> <i>all</i> <i>and</i> <i>both</i> <i>by</i> <i>call</i> <i>the</i>		Read with Characterization and Feeling	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify Understanding	Identify Key Details and Determine a Main Idea Compare and Contrast Narrative Points of View	Recognize and Explain the Meaning of Idioms Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>alight</i> <i>solitary</i> <i>vast</i> <i>haughty</i>	Write to a Text-Based Prompt: Informative/ Explanatory Essay	Prepositional Phrases Order Adjectives Within Phrases
Week 2	Interactive Text: “Why Trees Lose Their Leaves” Accountable Text: “Take a Deeper Look” Word Study Read: “Waiting for Spring”	Extended Read 1: “Starting Off”	“My Sidewalk Nature Walk”	Long e (e_e, ea, ee, ey, y, ie, e) and Short e	<i>chief</i> <i>defeat</i> <i>monkey</i> <i>whenever</i> <i>easy</i> <i>breeze</i> <i>jelly</i> <i>between</i>	<i>incomplete</i> <i>equality</i> <i>liberties</i> <i>odyssey</i> <i>settlement</i> <i>echoing</i> <i>leadership</i> <i>needless</i> <i>communities</i> <i>committee</i> <i>paisley</i> <i>register</i> <i>selfishly</i> <i>industry</i>	<i>was</i> <i>saw</i> <i>too</i> <i>never</i> <i>wash</i> <i>water</i> <i>no</i> <i>right</i> <i>is</i> <i>into</i>		Confirm or Correct Word Recognition	Metacognitive: Ask Questions	Identify Key Details and Determine a Main Idea Summarize the Text Analyze First-Person Point of View Integrate Information from Multiple Texts to Demonstrate Knowledge	Explain the Meaning of Similes and Metaphors Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>shield</i> <i>strolls</i> <i>shimmering</i> <i>winding</i>	Write to a Text-Based Prompt: Informative/ Explanatory Essay	Recognize and Correct Inappropriate Fragments
Week 3	Interactive Text: “Journal of Joe Case” Accountable Text: “Whoa, Molly!” Word Study Read: “Birch Bark Canoes”	Extended Read 2: “The Secret Spring” Unit Poem: “Delight in Nature”	“The Hidden Lake”	Long o (o_e, oa, ow, oe, o) and Short o	<i>follow</i> <i>oath</i> <i>oldest</i> <i>goes</i> <i>costume</i> <i>stolen</i> <i>online</i> <i>telescope</i>	<i>supposedly</i> <i>blogger</i> <i>problematic</i> <i>approachable</i> <i>knobby</i> <i>indigo</i> <i>ownership</i> <i>roaming</i> <i>comprehend</i> <i>mistletoe</i> <i>wallowing</i> <i>archipelago</i> <i>casserole</i>	<i>one</i> <i>once</i> <i>want</i> <i>also</i> <i>another</i> <i>better</i> <i>bring</i> <i>because</i> <i>if</i> <i>new</i>		Inflection/ Intonation: Volume	Metacognitive: Create Mental Images Fix-Up: Read On to Clarify Understanding	Compare and Contrast Narrative Points of View Integrate Information from Multiple Texts to Demonstrate Knowledge Compare and Contrast the Treatment of Themes in Literature Explain Differences between Poetry and Prose	Explain the Meaning of Similes and Metaphors	General Academic Listening & Speaking: <i>jaunt</i> <i>scrawny</i> <i>vegetation</i> Domain-Specific Listening & Speaking: <i>stationary</i>	Write to a Text-Based Prompt: Informative/ Explanatory Essay	Prepositional Phrases Recognize and Correct Inappropriate Fragments Order Adjectives Within Phrases

Grade 4 • Unit 2 • Characters’ Actions and Reactions

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 a 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.

Build Knowledge Word Bank: *actions, connect, reactions, communicate, interact, relationships*

Research & Inquiry Project: Research a Movie

Unit Readings

Read-Alouds: Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Science of Slipping Up (700L)
The Cooking Gene (700L)
Finding Jacob (630L)
Tyler and Noah (630L)

Project Dot (560L)
Naila Shares a Story (610L)
Finn McCoul and the Red Giant (610L)
Barreling Toward Success (740L)

Reader’s Theater Scripts:

The Toad Bridegroom: A Fairy Tale from Korea



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Bike Trouble” Accountable Text: “Who Is the Trickster?” Word Study Read: “The Wonderful World of Oz”	Short Read 1: “Dorothy Meets the Scarecrow” Short Read 2: “How Dorothy Saved the Scarecrow”	“The First Impression”	Long i (i_e, igh, y, ie, i) and Short i	<i>diet</i> <i>identify</i> <i>cries</i> <i>empire</i> <i>terrified</i> <i>brightness</i> <i>sixty</i> <i>didn’t</i>	<i>whining</i> <i>sympathetic</i> <i>comply</i> <i>advisor</i> <i>analysis</i> <i>hypocrite</i> <i>plight</i> <i>iodine</i> <i>tumbling</i> <i>defying</i> <i>undivided</i> <i>require</i> <i>replied</i> <i>mighty</i>	<i>there</i> <i>their</i> <i>they</i> <i>about</i> <i>always</i> <i>any</i> <i>blue</i> <i>away</i> <i>before</i> <i>found</i>		Speed/Pacing: Fast	Metacognitive: Draw Inferences Metacognitive: Make Connections Fix-Up: Stop and Think About the Author’s Purpose	Summarize the Text Describe a Character in Depth Make Connections Between a Story and an Oral Presentation of the Text	Understand and Use Words That Signal Actions, Emotions, and States of Being Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>encounter</i> <i>tumbling</i> <i>tedious</i> <i>earnestly</i>	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect Correct Comma Usage
Week 2	Interactive Text: “Cup of Tea” Accountable Text: “Book Review: Eruption!” Word Study Read: “Peter, the Wild Boy”	Extended Read 1: “Peter Meets Wendy”	“A Family of Ducklings”	Long u (u_e, ue, ew, u) and Short u	<i>usually</i> <i>continued</i> <i>refused</i> <i>adult</i> <i>uncover</i> <i>upset</i> <i>viewpoint</i> <i>document</i>	<i>argumentative</i> <i>rebuke</i> <i>occupants</i> <i>acute</i> <i>grubby</i> <i>snuggle</i> <i>capsule</i> <i>flutter</i> <i>fewer</i> <i>subdue</i> <i>execute</i> <i>nephew</i> <i>crushable</i>	<i>could</i> <i>would</i> <i>should</i> <i>ask</i> <i>around</i> <i>number</i> <i>came</i> <i>same</i> <i>out</i> <i>our</i>		Pausing: Short Pauses	Metacognitive: Draw Inferences	Summarize the Text Describe a Character in Depth Make Connections Between a Story and an Oral Presentation of the Text Compare and Contrast the Treatment of Similar Themes in Stories	Understand and Use Words That Signal Actions, Emotions, and States of Being Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>mischievous</i> <i>flutters</i> <i>dejectedly</i> <i>rankling</i>	Write to a Text-Based Prompt: Opinion Essay	Using Modal Auxiliaries
Week 3	Interactive Text: “Princess of Time” Accountable Text: “Hattie’s Tantrum” Word Study Read: “Melamut the Crocodile”	Extended Read 2: “Peter’s Shadow” Unit Poem: “You Are Old, Father William”	“My Restaurant Review: The Grill”	Closed Syllables	<i>admit</i> <i>hectic</i> <i>segment</i> <i>tunnel</i> <i>pumpkin</i> <i>princess</i> <i>insect</i> <i>pencil</i>	<i>gossiping</i> <i>discredit</i> <i>hatchet</i> <i>invalid</i> <i>havoc</i> <i>random</i> <i>establish</i> <i>shudder</i> <i>astonish</i> <i>volcanic</i>	<i>again</i> <i>are</i> <i>wash</i> <i>be</i> <i>but</i> <i>after</i> <i>them</i> <i>four</i> <i>just</i> <i>things</i>			Metacognitive: Make Connections Fix-Up: Read Out Loud to Support Comprehension	Summarize the Text Make Connections Between a Story and an Oral Presentation of the Text Analyze Author’s Use of Descriptive Language in a Poem Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>appalled</i> <i>sinking feeling</i> <i>contemptuously</i> <i>overrated</i>	Write to a Text-Based Prompt: Opinion Essay	Use Words and Phrases for Effect Subject/Verb Agreement; Pronoun/ Antecedent Agreement

Essential Question: How can 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 well-being 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.

Build Knowledge Word Bank: *function, powers, solve, levels, services, society*

Research & Inquiry Project: Research a Government Service

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Recess Debate (850L)
Two Views of Benjamin Franklin (770L)
We Can Make a Difference (820L)
Celebrating the United States (820L)

Newsgirl (650L)
Let Freedom Ring! (970L)
State Government in Action (890L)
Becoming a U.S. Citizen (840L)

Reader's Theater Scripts:

Paul Revere's Ride



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Mayor Sam” Accountable Text: “Art Money” Word Study Read: “Saving Yellowstone”	Short Read 1: “Solving Problems” Short Read 2: “The First Town Meeting”	“Bit by Bit”	Open Syllables	<i>become</i> <i>judo</i> <i>media</i> <i>famous</i> <i>recent</i> <i>slogan</i> <i>total</i> <i>vapor</i>	<i>agency</i> <i>humid</i> <i>Caribbean</i> <i>inflation</i> <i>depended</i> <i>relabel</i> <i>financial</i> <i>tiger</i> <i>human</i>	<i>been</i> <i>both</i> <i>water</i> <i>round</i> <i>then</i> <i>full</i> <i>funny</i> <i>through</i> <i>today</i> <i>together</i>		Inflection/ Intonation— Pitch	Metacognitive: Distinguish between Important and Unimportant Information Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Problem/Solution) Explain Events or Ideas in a Text (Problems/ Solutions) Interpret Information Presented Visually: Sidebars, Charts, and Photos Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>crisis</i> <i>adversity</i> Domain-Specific Listening & Speaking: <i>relief</i> <i>funds</i> <i>feeble</i>	Process Writing: Informative/ Explanatory Essay	Use Model Auxiliaries to Express Possibilities
Week 2	Interactive Text: “One Giant Leap” Accountable Text: “The Wolves Return” Word Study Read: “Fifty States Plus”	Extended Read 1: “The State Government and Its Citizens”	“A New Playground?”	Vowel Team Syllables	<i>already</i> <i>caution</i> <i>pointed</i> <i>treaty</i> <i>creature</i> <i>believe</i> <i>Monday</i> <i>classroom</i>	<i>bloated</i> <i>meaningful</i> <i>complain</i> <i>officials</i> <i>conceivable</i> <i>ratification</i> <i>discounted</i> <i>region</i> <i>heeded</i> <i>relief</i>	<i>buy</i> <i>carry</i> <i>were</i> <i>know</i> <i>cold</i> <i>went</i> <i>white</i> <i>does</i> <i>light</i> <i>goes</i>		Units of Meaning in Complex Sentences	Metacognitive: Distinguish between Important and Unimportant Information	Describe the Structure of a Text (Problem/Solution) Explain Events or Ideas in a Text (Problems/ Solutions) Interpret Information Presented Visually: Sidebars, Charts, and Photos Integrate Information from Two Texts Identify Key Details and Determine the Main Idea	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>delegated</i> <i>indispensable</i> <i>liberties</i> Domain-Specific Listening & Speaking: <i>infrastructure</i>	Process Writing: Informative/ Explanatory Essay	Form and Use the Present Progressive Tense
Week 3	Interactive Text: “My Museum Visit” Accountable Text: “Papa Joe Retires” Word Study Read: “Go Botono”	Extended Read 2: “Stanley’s Release” Unit Poem: “A Nation’s Strength”	“Get On Your Feet”	Vowel-r Syllables	<i>bargain</i> <i>corner</i> <i>former</i> <i>flirting</i> <i>urgent</i> <i>important</i> <i>sturdy</i> <i>forty</i>	<i>apparently</i> <i>harsh</i> <i>ardor</i> <i>porcelain</i> <i>attorney</i> <i>thermostat</i> <i>blurting</i> <i>tyrannical</i> <i>certainly</i> <i>verbose</i>	<i>these</i> <i>those</i> <i>word</i> <i>only</i> <i>open</i> <i>don’t</i> <i>done</i> <i>each</i> <i>every</i> <i>even</i>			Metacognitive: Summarize and Synthesize Fix-Up: Reread to Confirm or Clarify Understanding	Draw Inferences Integrate Information from Two Texts Identify a Poem’s Rhyme Scheme	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>anxious</i> <i>comprehend</i> <i>tyrannical</i> <i>urgency</i>	Process Writing: Informative/ Explanatory Essay	Use Commas and Quotation Marks to Mark Direct Speech and Quotations from a Text

Grade 4 • Unit 4 • Understanding Different Points of View

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.

Build Knowledge Word Bank: point of view, influence, realistic fiction, perspective, narrator, distinctive

Research & Inquiry Project: Research Animals and Their Literature

Unit Readings

Read-Alouds: Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Nathan and the Secret Project (600L) Through the Storm (780L)
Forever Young (600L) The Divorce Club (730L)
Pongal in Pennsylvania (620L)
Coyote Tales (590L)
The Girl Who Met the Greatest Lawman (NP)
Earth Cakes and Sky Cake (820L)

Reader’s Theater Scripts:

The Tortoise and the Hare: An Aesop’s Fable



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Beach Views” Accountable Text: “Spacewalk: Book or Movie?” Word Study Read: “A Dog’s Life”	Short Read 1: “Here Boy” Short Read 2: “Something Uneasy in the Air”	“Battle of the Carmens”	Compound Words	living room overflowing underground post office high school first-rate worn-out haircut	everywhere store manager never-ending mind-boggling rubber band post office produce department hind legs	that what yellow years write myself much find small such		Expression— Anticipation/ Mood	Metacognitive: Ask Questions About Characters and Events Metacognitive: Create Mental Images of Characters and Events Fix-Up: Read On to Clarify or Confirm Understanding	Draw Inferences (Focus on Characters) Analyze Third-Person Point of View Analyze First-Person Point of View	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: concerned skidded contraption involuntarily	Write to a Text-Based Prompt: Narrative Text	Form and Use the Past Progressive Tense Form and Use the Present Progressive Tense
Week 2	Interactive Text: “Two Farmers” Accountable Text: “The Elephant and the Blind Men” Word Study Read: “Balto, A Heroic Dog”	Extended Read 1: “Ready to Race”	“Why Emus Can’t Fly”	Vowel-Consonant-e Syllables	accuse enclose incomplete define require safely alive divide	intruder presuppose froze reinstate incomplete subscribe intruder unlikely ladylike untamed	which this other part own here down her has have		Speed/Pacing— Slow	Metacognitive: Ask Questions About Characters and Events	Draw Inferences (Focus on Characters) Compare and Contrast Point of View Summarize the Text Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases Demonstrate Understanding of Figurative Language: Similes	General Academic Listening & Speaking: dangled dank rein taken down a peg	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words
Week 3	Interactive Text: “A Turkey?” Accountable Text: “Dog Debate” Word Study Read: “After Dark”	Extended Read 2: “Training” Unit Poem: “The Drum”	“Ballet Shoes”	Consonant -le Syllables	purple simple single gobble startle wiggled struggled remarkable	befuddled handlers belittle muddle bridle remarkable dappled startled gentleness unscramble mingle unstable	then when put work wood soon so drink how old			Fix-Up: Stop and Think About the Author’s Purpose Metacognitive: Create Mental Images of Characters	Draw Inferences (Focus on Characters) Analyze a Free Verse Poem Compare and Contrast Point of View Compare and Contrast the Treatment of Similar Themes in Stories	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: accustomed breaking in weariness coaxing	Write to a Text-Based Prompt: Narrative Text	Correctly Use Frequently Confused Words Form and Use Prepositional Phrases

Grade 4 • Unit 5 • Technology for Tomorrow

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.

Build Knowledge Word Bank: *automation, efficient/efficiency, society, develop, impact, technology*

Research & Inquiry Project: Technology Research, Part 1

Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Great Women of Science and Math (600L)
The Only Kid on Mars (660L)
Medical Innovators (790L)
Alternative Homes (770L)
Safe Rides (880L)
Opinions About Drones (980L)

Leading the Way with GPS (830L-860L)
How to Save Energy (910L)

Reader’s Theater Scripts:

One Giant Leap



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Water Power” Accountable Text: “Fridge Time” Word Study Read: “Robots in the Restaurant”	Short Read 1: “Human and Robots Can Work Together” Short Read 2: “Robots Will Take Professional Jobs”	“Digital Detective”	Hard and Soft c, g	<i>advance cancel certain except general region sponge gasoline</i>	<i>combine percent ingredients generation manage concern energy presence robotics technology economically convenience</i>	<i>there where people upon under again are been brown black</i>		Pausing—Full Stops	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read Out Loud to Support Comprehension	Describe the Structure of a Text (Cause/Effect) Explain Events or Ideas in a Text (Cause/Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>retrieve efficiency salary specialized</i>	Process Writing: Opinion Essay	Form and Use the Progressive Verb Tenses
Week 2	Interactive Text: “A Green Roof” Accountable Text: “Train Surprise!” Word Study Read: “The Solar Challenge”	Extended Read 1: “Who’s Driving?”	“A.I. Wheels”	r-Controlled Vowels (ar, or, oar, ore)	<i>assorted charming forecast market party roaring fortunate before</i>	<i>enlarge forgettable boarded explore Arizona harsh roared support furthermore regarding restored sensors ordinary popular</i>	<i>who through many ate eight different do to long look</i>		Expression—Anticipation/ Mood	Metacognitive: Draw Inferences Describe the Structure of a Text (Cause/Effect) Explain Events or Ideas in a Text (Cause/Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Summarize the Text Integrate Information from Two Texts on the Same Topic	Describe the Structure of a Text (Cause/Effect) Explain Events or Ideas in a Text (Cause/Effect)	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>impaired precautions pedestrian</i> Domain-Specific Listening & Speaking: <i>sensors</i>	Process Writing: Opinion Essay	Use Relative Adverbs
Week 3	Interactive Text: “Let’s Go Green!” Accountable Text: “Stargazers” Word Study Read: “A Drone Is Not a Toy”	Extended Read 2: “Rise of the Drones” Unit Poem: “Sun Tracks”	“Riding to Work”	r-Controlled Vowels (er, ir, ur)	<i>concerned dirty disturb entering quarter nervous modern firmly</i>	<i>helicopter purse curb bird-watcher Irma future buyers registered purchase currently stirrup agricultural</i>	<i>why with laugh draw eat first hurt little going three</i>			Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Describe the Structure of a Text (Problem/ Solution) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts on the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>beneficial outweigh inevitably</i> Domain-Specific Listening & Speaking: <i>regulated</i>	Process Writing: Opinion Essay	Use Relative Pronouns

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.
- Every character responds to challenges in different ways, and these actions often reveal a 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.

Build Knowledge Word Bank: *confront, mission, theme, quest, challenge, obstacles*

Research & Inquiry Project: Technology Research, Part 2

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Goldilocks on Trial (NP)
Kinal’s Trek (620L)
The Love of the Game (650L)
Marisol and the Pineapple Drought (610L)

Hana on Stage (660L)
The Big Race (NP)
Jinx: Digital Detective (650L)
The Secret Language of Elephants (730L)

Reader’s Theater Scripts:

The Fairy Tale Games



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “This Land” Accountable Text: “Blizzard!” Word Study Read: “Chi Li and the Serpent”	Short Read 1: “Sugar Maple and the Woodpecker” Short Read 2: “The Valiant Little Tailor”	“Syrup Season”	Adverb Suffixes -ly, -ily, -ways, -wise	<i>lightly</i> <i>officially</i> <i>happily</i> <i>readily</i> <i>clockwise</i> <i>sideways</i> <i>easily</i> <i>otherwise</i>	<i>airways</i> <i>clockwise</i> <i>comically</i> <i>courageously</i> <i>heartily</i> <i>insensitively</i> <i>likewise</i> <i>scarcely</i> <i>sideways</i> <i>snappily</i> <i>stuffily</i> <i>unavoidably</i>	<i>of</i> <i>for</i> <i>from</i> <i>think</i> <i>gave</i> <i>give</i> <i>good</i> <i>kind</i> <i>my</i> <i>now</i>		Inflection/ Intonation— Pitch	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Characters in a Story Infer and Determine the Theme of a Story Describe Characters, Settings, and Events Compare and Contrast the Treatment of Similar Themes Compare and Contrast Patterns of Events Summarize the Text	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>bored</i> <i>fatigue</i> <i>valor</i> Domain-Specific Listening & Speaking: <i>sap</i>	Write to a Text-Based Prompt: Narrative	Use Modal Auxiliaries to Convey Various Conditions Choose Punctuation for Effect Use Suffixes
Week 2	Interactive Text: “Athens” Accountable Text: “Protecting Sea Turtles” Word Study Read: “Kate Shelley: A Young Hero”	Extended Read 1: “Hercules’ Quest”	“A Hunter in Nature”	Variant Vowels /ōō/ and /ooō/ (oo, ew, ue, ould, ull)	<i>pulley</i> <i>smoothest</i> <i>unscrew</i> <i>soothe</i> <i>couldn’t</i> <i>troops</i> <i>overlooked</i> <i>would</i>	<i>boulder</i> <i>bulletin</i> <i>bullion</i> <i>lagoon</i> <i>moulder</i> <i>moody</i> <i>outgrew</i> <i>overcook</i> <i>renewing</i> <i>smoldering</i> <i>soot</i> <i>wrathfully</i>	<i>was</i> <i>saw</i> <i>or</i> <i>over</i> <i>people</i> <i>put</i> <i>read</i> <i>said</i> <i>seven</i> <i>sing</i>		Expression— Dramatic Expression	Metacognitive: Make Connections	Describe the Characters in a Story Infer and Determine the Theme of a Story Compare and Contrast the Treatment of Similar Themes Compare and Contrast Patterns of Events Summarize the Text	Use Context Clues to Determine Meaning of Words and Phrases Identify Words with Mythological Allusions	General Academic Listening & Speaking: <i>wrathfully</i> <i>undertaking</i> <i>stride</i> <i>subsided</i>	Write to a Text-Based Prompt: Informative/ Explanatory	Choose Punctuation for Effect
Week 3	Interactive Text: “Murth to Earth” Accountable Text: “Avalanche Safety” Word Study Read: “Paul Bunyan and the Troublesome Mosquitoes”	Extended Read 2: “Estrella and the Emerald Ring” Unit Poem: “Humanity”	“Recon Connie”	Adjective Suffixes -ful, -ous, -ible, -able, -some	<i>generous</i> <i>mindful</i> <i>reliable</i> <i>spacious</i> <i>beautiful</i> <i>audible</i> <i>dangerous</i> <i>troublesome</i>	<i>accessible</i> <i>bountiful</i> <i>burdensome</i> <i>furious</i> <i>inflammable</i> <i>inflexible</i> <i>lustrous</i> <i>marvelous</i> <i>perishable</i> <i>tiresome</i> <i>wholesome</i> <i>wonderful</i> <i>wondrous</i>	<i>one</i> <i>once</i> <i>stop</i> <i>thank</i> <i>were</i> <i>which</i> <i>want</i> <i>warm</i> <i>was</i> <i>big</i>			Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Characters in a Story Infer and Determine the Theme of a Story Compare and Contrast the Treatment of Similar Themes Analyze Rhyme, Meter, and Theme in a Poem	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>animated</i> <i>attentive</i> <i>lustrous</i> <i>glimpse</i>	Write to a Text-Based Prompt: Opinion	Use Relative Adverbs (where, when, why) Use Suffixes

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.

Build Knowledge Word Bank: *advances, expansion, impact, communities, devastating, settle/settler*

Research & Inquiry Project: Research a Community, Part 1

Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Travel the U.S.A. (770L)
City Histories in Maps (790L)
Early American Communities (840L)
Where Two Rivers Meet (810L)
Cross-Country Adventures (870L)

Eat Your Way Across the U.S.A. (920L)
Time and Again: Exploring the United States (690L)
Capital Clues (NP)

Reader’s Theater Scripts:

Battle for the Ballot



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Meeting the President” Accountable Text: “We Declare Independence!” Word Study Read: “The Golden Spike”	Short Read 1: “Rail Tycoons” Short Read 2: “Building the Transcontinental Railroad”	“First Day of Work”	Diphthongs /ou/ and /oi/	<i>about</i> <i>avoid</i> <i>choices</i> <i>disappoint</i> <i>grouchy</i> <i>loudly</i> <i>frowned</i> <i>destroy</i>	<i>scoundrel</i> <i>loyalty</i> <i>boisterous</i> <i>mountainous</i> <i>pronouncement</i> <i>browned</i> <i>voyages</i> <i>moisture</i> <i>rejoined</i> <i>trousers</i> <i>savoy</i> <i>discounted</i>	<i>there</i> <i>their</i> <i>they</i> <i>buy</i> <i>best</i> <i>fly</i> <i>ride</i> <i>way</i> <i>well</i> <i>hot</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author’s Purpose	Describe the Overall Structure of a Text (Chronological) Explain Events or Ideas in a Text Interpret Information Presented Visually Explain How the Author Uses Reasons and Evidence to Support Points in a Text	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>grueling</i> <i>incentive</i> Domain-Specific Listening & Speaking: <i>tycoons</i> <i>transcontinental</i>	Process Writing: Narrative	Use Correct Capitalization Use Correct Punctuation
Week 2	Interactive Text: “A Train Trip” Accountable Text: “The Pony Express” Word Study Read: “The Pony Express”	Extended Read 1: “The Chinese Railroad Workers”	“Giving Back”	Prefixes trans-, pro-, sub-, super-, inter-	<i>interval</i> <i>proclaim</i> <i>superintendent</i> <i>transfer</i> <i>transport</i> <i>subway</i> <i>superstar</i> <i>interfere</i>	<i>propeller</i> <i>submersible</i> <i>translate</i> <i>supervise</i> <i>interstate</i> <i>prolong</i> <i>transplant</i> <i>protested</i> <i>supermarket</i> <i>intersection</i> <i>subzero</i> <i>submarine</i> <i>interactive</i> <i>supernatural</i> <i>transcontinental</i>	<i>could</i> <i>would</i> <i>should</i> <i>of</i> <i>keep</i> <i>day</i> <i>time</i> <i>show</i> <i>like</i> <i>green</i>		Speed/Pacing—Varied	Metacognitive: Apply Strategies	Describe the Overall Structure of a Text (Chronological) Describe the Overall Structure of a Text (Compare/Contrast) Explain Events or Ideas in a Text Interpret Information Presented Visually Draw Inferences Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>isolated</i> <i>recruiting</i> <i>set a record</i> Domain-Specific Listening & Speaking: <i>testifying</i>	Process Writing: Narrative	Use Prepositional Phrases
Week 3	Interactive Text: “Cattle Drive” Accountable Text: “Ahead of Her Time” Word Study Read: “My Trip to the Black Hills”	Extended Read 2: “The Railroad’s Impact on Native Americans” Unit Poem: “Concord Hymn”	“My Family Tree”	Homophones	<i>bare</i> <i>bear</i> <i>plain</i> <i>plane</i> <i>seen</i> <i>scene</i> <i>sight</i> <i>site</i> <i>soar</i> <i>sore</i> <i>threw</i> <i>through</i>	<i>peace</i> <i>heard</i> <i>weight</i> <i>flour</i> <i>whether</i> <i>planes</i> <i>two</i> <i>they’re</i> <i>piece</i> <i>herd</i> <i>wait</i> <i>flower</i> <i>weather</i> <i>plains</i> <i>to</i> <i>too</i> <i>their</i> <i>there</i>	<i>come</i> <i>some</i> <i>done</i> <i>does</i> <i>grow</i> <i>live</i> <i>give</i> <i>other</i> <i>many</i> <i>yes</i>			Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Describe the Overall Structure of a Text (Chronological) Describe the Overall Structure of a Text (Compare/Contrast) Explain Events or Ideas in a Text Explain How the Author Uses Reasons and Evidence to Support Points in a Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases	General Academic Listening & Speaking: <i>roamed</i> <i>plentiful</i> <i>devastating</i> Domain-Specific Listening & Speaking: <i>descendants</i>	Process Writing: Narrative	Use Commas Before Coordinating Conjunctions in Compound Sentences Choose Words and Phrases to Convey Ideas Precisely

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.

Build Knowledge Word Bank: *destruction, events, pressure, energy, natural disaster, violent*

Research & Inquiry Project: Research a Community, Part 2

Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Electricity for Saburo (610L)
The Great Hoodoo Detectives (690L)
Waterfalls (870L)
Avalanche (780L)
Natural Disasters (1000L)

Mountain Climber (670L)
Race to the North Star (800L)
I Am an Earth Scientist, Astronaut, and Explorer (980L)

Reader’s Theater Scripts:

Paul Bunyan Builds a Mighty Mountain



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “A Great Tale” Accountable Text: “Slow and Fast Change” Word Study Read: “Tsunami!”	Short Read 1: “Earthquakes” Short Read 2: “In Mexico City”	“The Signs of a Tsunami”	Negative Prefixes de-, un-, in-, im-, dis-	<i>discard</i> <i>infected</i> <i>unruly</i> <i>destruction</i> <i>dishonor</i> <i>impossible</i> <i>impractical</i> <i>infect</i>	<i>decode</i> <i>uncertain</i> <i>incomplete</i> <i>impatient</i> <i>distrust</i> <i>unfastened</i> <i>unfortunate</i> <i>incorrect</i> <i>independent</i> <i>improper</i> <i>immeasurable</i> <i>dishonest</i> <i>discharging</i> <i>deactivate</i> <i>unnoticed</i>	<i>done</i> <i>eight</i> <i>made</i> <i>make</i> <i>start</i> <i>place</i> <i>pick</i> <i>try</i> <i>sleep</i> <i>six</i>		Inflection/ Intonation— Volume	Metacognitive: Apply Strategies Metacognitive: Read More Slowly and Think About the Words	Describe the Overall Structure of Events in a Text (Cause/Effect) Interpret Information Presented Visually Identify Genre Features: Firsthand Accounts Compare and Contrast a Firsthand and Secondhand Account of the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Those with Multiple Meanings	General Academic Listening & Speaking: <i>collided</i> <i>magnitude</i> <i>wrenching</i> <i>ominously</i>	Process Writing: Research Project	Form and Use Prepositional Phrases
Week 2	Interactive Text: “First Essay” Accountable Text: “Instant Canyon” Word Study Read: “The Mount St. Helens Volcano”	Extended Read 1: “Volcanoes”	“Bright Colors— Beware!”	Greek and Latin Roots geo, archae, rupt	<i>archaeology</i> <i>archaic</i> <i>disrupted</i> <i>eruption</i> <i>geography</i> <i>interrupt</i> <i>erupt</i> <i>geology</i>	<i>geography</i> <i>archaeology</i> <i>ruptured</i> <i>geologist</i> <i>geographer</i> <i>archaic</i> <i>archaeological</i> <i>archaeologist</i> <i>erupt</i> <i>eruption</i> <i>interrupt</i>	<i>give</i> <i>live</i> <i>have</i> <i>walk</i> <i>with</i> <i>wish</i> <i>will</i> <i>we</i> <i>than</i> <i>fast</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Confirm or Correct Word Recognition	Describe the Overall Structure of Events in a Text (Cause/Effect) Summarize the Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic Refer to Details and Examples in Texts to Draw Inferences	Use Context Clues to Determine Meaning of Words and Phrases, Including Those with Multiple Meanings	General Academic Listening & Speaking: <i>distinctive</i> <i>substantially</i> <i>far-reaching</i> <i>hazardous</i>	Process Writing: Research Project	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons
Week 3	Interactive Text: “Quaking Earth” Accountable Text: “Panuk’s Island” Word Study Read: “Escape from Pompeii”	Extended Read 2: “The Eruption of Vesuvius” Unit Poem: “Negotiations with a Volcano”	“First Day of School”	Variant Vowel /ô/ (au, al, aw)	<i>because</i> <i>faucet</i> <i>paused</i> <i>walked</i> <i>thawing</i> <i>August</i> <i>dawn</i> <i>salted</i>	<i>authority</i> <i>laundromat</i> <i>hallmark</i> <i>mall</i> <i>sprawling</i> <i>August</i> <i>hallway</i> <i>yawning</i> <i>already</i> <i>lawyer</i> <i>cautiously</i> <i>awkwardness</i> <i>daunting</i>	<i>these</i> <i>those</i> <i>was</i> <i>must</i> <i>pull</i> <i>put</i> <i>five</i> <i>help</i> <i>why</i> <i>who</i>		Metacognitive: Apply Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Metacognitive: Apply Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Interpret Information Presented Visually Refer to Details and Examples in Texts to Draw Inferences Analyze Personification, Repetition, and Theme in a Poem Compare and Contrast a Firsthand and Secondhand Account of the Same Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Those with Multiple Meanings	General Academic Listening & Speaking: <i>daunting</i> <i>reluctantly</i> <i>immersed</i> Domain-Specific Listening & Speaking: <i>molten</i>	Process Writing: Research Project	Use a Comma with a Coordinating Conjunction in a Compound Sentence

Grade 4 • Unit 9 • Resources and Their Impact

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.

Build Knowledge Word Bank: *resources, economy/economic, access, dependent, protect, sustain*

Research & Inquiry Project: Research a City’s Growth, Part 1

Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Film Crew (610L)
Online Research: Entrepreneurs (670L)
Denim Days (630L)
Dream Big (710L)

Growth of the Cattle Industry (890L)
The Cost of Green Energy (890L)
The Sioux Chef (850L)
Guide to Fundraising (900L)

Reader’s Theater Scripts:

“Pet Care” Kids



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Shipwreck!” Accountable Text: “Take Action for Rain Forests” Word Study Read: “Dolores Huerta”	Short Read 1: “Seattle: Up and Down—and Up Again” Short Read 2: “César: ¡Sí, Se Puede! Yes, We Can!”	“The Controversy of Quinoa”	Noun Suffixes -dom, -ity, -tion, -ment, -ness	<i>business</i> <i>community</i> <i>equipment</i> <i>kingdom</i> <i>option</i> <i>experiment</i> <i>kindness</i> <i>wisdom</i>	<i>boredom</i> <i>reality</i> <i>location</i> <i>agreement</i> <i>fairness</i> <i>freedom</i> <i>wisdom</i> <i>unity</i> <i>activity</i> <i>protection</i> <i>information</i> <i>excitement</i> <i>government</i> <i>illness</i> <i>business</i>	<i>that</i> <i>what</i> <i>play</i> <i>us</i> <i>up</i> <i>he</i> <i>got</i> <i>she</i> <i>off</i> <i>back</i>		Inflection/ Intonation— Stress	Metacognitive: Apply Strategies Fix-Up: Read On to Clarify or Confirm Understanding	Describe the Overall Structure of Events in a Text (Cause/Effect) Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events or Concepts in a Social Studies Text Determine the Theme of a Poem Refer to the Structural Elements of Poems Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary	General Academic Listening & Speaking: <i>crippled</i> <i>agricultural</i> <i>union</i> Domain-Specific Listening & Speaking: <i>profitable</i>	Multimedia Presentation	Use Correct Capitalization
Week 2	Interactive Text: “The Buffalo” Accountable Text: “A Brighter Future” Word Study Read: “John Henry”	Extended Read 1: “Natural Resources and Workers”	“California Gold”	Latin Roots miss, agri, duc/duct, man	<i>introduce</i> <i>agriculture</i> <i>manufacture</i> <i>manual</i> <i>mission</i> <i>production</i> <i>produce</i> <i>missile</i>	<i>dismissed</i> <i>agriculture</i> <i>conductor</i> <i>manicure</i> <i>transmission</i> <i>missile</i> <i>agriculture</i> <i>agribusiness</i> <i>products</i> <i>introducing</i> <i>manufacturing</i> <i>manuscript</i> <i>overproduction</i>	<i>which</i> <i>this</i> <i>those</i> <i>go</i> <i>jump</i> <i>its</i> <i>not</i> <i>saw</i> <i>say</i> <i>see</i>		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Describe the Overall Structure of Events in a Text (Cause/Effect) Identify Key Ideas and Determine the Main Idea Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events or Concepts in a Social Studies Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary	General Academic Listening & Speaking: <i>abundance</i> <i>booming</i> <i>crammed</i> <i>wages</i>	Multimedia Presentation	Choose Words and Phrases to Convey Ideas Precisely
Week 3	Interactive Text: “Stone Tools” Accountable Text: “A Cheer for Solar!” Word Study Read: “Dust Storm Days”	Extended Read 2: “Dust Dance” Unit Poem: “They Were My People”	“Gandhi’s Stand”	r-Controlled Vowel /âr/(air, are, ear)	<i>aware</i> <i>repaired</i> <i>careful</i> <i>declare</i> <i>rarest</i> <i>stairway</i> <i>stared</i> <i>tearing</i>	<i>repair</i> <i>flare</i> <i>overbearing</i> <i>swimwear</i> <i>glaring</i> <i>airport</i> <i>barefoot</i> <i>lair</i> <i>unaware</i> <i>unbearable</i> <i>chairwoman</i> <i>tearing up</i>	<i>fall</i> <i>his</i> <i>more</i> <i>please</i> <i>take</i> <i>use</i> <i>used</i> <i>yes</i> <i>then</i> <i>when</i>			Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author’s Purpose	Compare and Contrast the Treatment of Similar Themes in Two Poems Determine the Theme of a Poem Refer to the Structural Elements of Poems Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary Understand Figurative Language in a Poem	General Academic Listening & Speaking: <i>ratcheted</i> <i>spindly</i> <i>tearing up</i> <i>withered</i>	Multimedia Presentation	Ensure Subject-Verb and Pronoun-Antecedent Agreement

Grade 4 • Unit 10 • The Power of Electricity

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.

Build Knowledge Word Bank: *invention, generate, energy, experiment, grid, network*

Research & Inquiry Project: Research a City's Growth, Part 2

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Lost at Sea (620L)
Zee Junior High: Zapto's Revenge (660L)
Opinions About Maglev Trains (870L)
Dr. Suzo's Blizzard Busters (690L)

Potato Power (860L)
Energy: Go with the Flow (810L)
Catch a Wave! (830L)
Chain Reactions (960L)

Reader's Theater Scripts:

Loki and the Magic Hammer: A Norse Myth



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Tesla: Ahead of His Time” Accountable Text: “No More Mules” Word Study Read: “Blackout, 1965”	Short Read 1: “Power Restored in India” Short Read 2: “Benjamin Franklin: The Dawn of Electrical Technology”	“What Now?”	Adding Endings with Spelling Changes	<i>applied blurred browsing closing duties families supplies remaking</i>	<i>running restored factories classes trapped flopping struggled comparing facilities discoveries switches businesses consuming</i>	<i>far hold most pretty tell very you your there where</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events, Ideas, or Concepts in a Scientific Text Interpret Information Presented Visually	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary	General Academic Listening & Speaking: <i>snarled outage influential sandwiched</i>	Process Writing: Poetry	Form and Use the Progressive Verb Tenses
Week 2	Interactive Text: “No Power? No Problem!” Accountable Text: “Zap!” Word Study Read: “Hoover Dam”	Extended Read 1: “The Power of Electricity”	“Developing Code”	Final /əɪ/ and /əɪn/	<i>journal dazzle abdomen identical travel kitchen often broken</i>	<i>people particle corruptible material mechanical travel fossil kitchen forgotten lesson comparison dolphin Britain American</i>	<i>who through am red can run clean too may him</i>		Inflection/ Intonation—Volume	Metacognitive: Apply Strategies	Explain How an Author Uses Reasons and Evidence to Support Points in a Text Interpret Information Presented Visually Identify Key Details and Determine the Main Idea Integrate Information from Two Texts to Speak Knowledgeably on a Topic	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary	General Academic Listening & Speaking: <i>malfunctions domino effect continuous faulty</i>	Process Writing: Poetry	Order Adjectives Within Sentences According to Conventional Patterns
Week 3	Interactive Text: “My Amazing Trip” Accountable Text: “Shocking!” Word Study Read: “A Night in Tesla’s Lab”	Extended Read 2: “Two Forgotten Electrical Inventors” Unit Poem: “Simplicity of Electricity”	“Inventing a Better Bulb”	Latin and Greek Roots ven, migr, graph, mit/miss, aud	<i>paragraph biography permit audience migrate venue invented immigrant</i>	<i>event inventors immigrant migrating graphics telegraph omitting intermittent audio audition</i>	<i>why with as get cut let sit had man me</i>			Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Explain How an Author Uses Reasons and Evidence to Support Points in a Text Explain Events, Ideas, or Concepts in a Scientific Text Integrate Information from Two Texts to Speak Knowledgeably on a Topic Analyze Humor and Rhyme in a Poem	Use Context Clues to Determine Meaning of Words and Phrases, Including Domain-Specific Vocabulary	General Academic Listening & Speaking: <i>nominated prominent projection sputtering</i>	Reflect on Writing	Choose Words and Phrases to Convey Ideas Precisely