SAVVAS

SCOPE & SEQUENCE
Detailed

myView LITERACY

Create Your Story!

GRADE 4

myView LITERACY

Grade 4

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Grade 4, Unit 1

Unit Theme: SOCIAL STUDIES: EXPLORATION (Geography) Networks

Essential Question: How can a place affect how we live?
Genre: Narrative Nonfiction

READING
Reading Goal: I know about different types of narrative nonfiction and understand their elements.

	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	**Question:** How can visiting new places expand our understanding of our place in the world? **Text:** Map	determination independence specialized struggled confidence	I can learn more about narrative nonfiction and read a text that helps me understand the author's purpose in an autobiography.	**Spotlight on Genre:** Autobiography-Narrative Nonfiction	**Shared Read:** *Reaching for the Moon* by Buzz Aldrin **Book Club:** *Life in the West* by Teresa Domnauer	Explain Author's Purpose Use Text Evidence	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response
Week 2	**Question:** In what ways can a place enrich our lives? **Text:** Infographic	poverty pursued treacherous remarkable assembled	I can learn more about narrative nonfiction and read a text that helps me understand how an author supports ideas with details in a biography.	**Spotlight on Genre:** Biography	**Shared Read:** *Rare Treasure: Mary Anning and Her Remarkable Discoveries* by Don Brown **Book Club:** *Life in the West* by Teresa Domnauer	Analyze Main Idea and Details Generate Questions	• **Write to Sources**: Opinion • **Respond to the Weekly Question:** Oral Response
Week 3	**Question:** What can living in outer space teach us about the human body? **Text:** Media	identical radiation comparison DNA chromosomes duplicate	I can learn more about the theme networks by reading a text that helps me analyze the text structure of a magazine article.	**Genre:** Magazine Article	**Shared Read:** "Twins in Space" from *Ask* Magazine **Book Club:** *Life in the West* by Teresa Domnauer	Analyze Text Structure Evaluate Details	• **Write to Sources:** Response to Informational Text • **Respond to the Weekly Question:** Oral Response
Week 4	**Question:** What are the advantages of living in different places? **Text:** Infographic	endurance excel capacity motivation drive	I can learn more about narrative nonfiction and analyze text features to understand information in a text.	**Genre:** Informational Text	**Shared Read:** *Life at the Top* by Veronica Ellis **Book Club:** *Life in the West* by Teresa Domnauer	Analyze Text Features Make and Confirm Predictions	• **Write to Sources:** Response to Informational Text • **Respond to the Weekly Question:** Oral Response
Week 5	**Question:** How can people influence the places where they live? **Text:** Primary Source	descent internment desolate diverted spectators	I can learn more about narrative nonfiction and read a text that helps me understand text structure in a biography.	**Spotlight on Genre:** Biography	**Shared Read:** *Barbed Wire Baseball* by Marissa Moss **Book Club:** *Life in the West* by Teresa Domnauer	Analyze Text Structure Summarize a Text	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response

READING-WRITING BRIDGE
Reading-Writing Bridge Goal: I can use language to make connections between reading narrative nonfiction and writing a personal narrative.
Academic Vocabulary Words: contribute, exposed, habit, severe, significant

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Related Words	**Skill:** Suffixes *-ed, -ing, -s, -er, -est*	Analyze Author's use of Graphics	**Skill:** Suffixes *-ed, -ing, -s, -er, -est*	1. crying 2. cried 3. cries 4. shipped 5. shipping	6. tagged 7. scarier 8. scariest 9. sadder 10. saddest	11. earlier 12. earliest 13. lazier 14. laziest 15. supplies	16. denied 17. tying 18. prettier 19. prettiest 20. huger	1. magnified 2. iciest 3. interfering	Subjects and Predicates
Week 2	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Synonyms and Antonyms	**Skill:** Suffixes *-ity, -ty, -ic, -ment*	Understand Figurative Language	**Skill:** Suffixes *-ity, -ty, -ic, -ment*	1. base 2. basic 3. able 4. ability 5. festive	6. festivity 7. management 8. loyalty 9. safety 10. commune	11. community 12. payment 13. enjoyment 14. amusement 15. microscope	16. microscopic 17. creative 18. creativity 19. majesty 20. economic	1. diversity 2. requirement 3. opportunity	Compound Subjects and Predicates

READING-WRITING BRIDGE
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	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Context Clues	**Skill:** Syllable Pattern VC*e*	Text Structure	**Skill:** Syllable Pattern VC*e*	1. educate 2. fascinate 3. imitate 4. advertise 5. supervise	6. criticize 7. impose 8. corrode 9. cyclone 10. envelope	11. contribute 12. ridicule 13. distribute 14. module 15. episode	16. cooperate 17. participate 18. survive 19. acquire 20. recognize	1. meteorite 2. accumulate 3. retaliate	Complete Sentences
Week 4	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Figurative Language	**Skill:** Vowel Teams and Digraphs	Analyze Author's use of Graphics	**Skill:** Vowel Teams and Digraphs	1. increase 2. yesterday 3. acquaint 4. achievement 5. reproach	6. marrow 7. virtue 8. continue 9. betray 10. array	11. campaign 12. revenue 13. meadow 14. deceive 15. appeal	16. agreement 17. streamline 18. proceed 19. remainder 20. straight	1. mayonnaise 2. reasonable 3. conceited	Fix Run-On Sentences
Week 5	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Parts of Speech	**Skill:** Prefixes mis-, en-, em-	Analyze Author's Purpose	**Skill:** Prefixes *mis-, en-, em-*	1. misspell 2. misbehave 3. misplace 4. enlarge 5. enable	6. enclosed 7. empower 8. encourage 9. misquote 10. mishandle	11. encode 12. enlighten 13. engulf 14. enclosure 15. endangered	16. misjudge 17. misfortune 18. misadventure 19. misunderstand 20. embed	1. misinterpret 2. misrepresent 3. encapsulate	Fix Sentence Fragments

WRITING
Unit Writing Goal: I can use elements of narrative nonfiction writing to write a personal narrative.
Unit Writing Genre: Personal Narrative

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Personal Narrative	Know the Narrator	Know the Setting and Events	Brainstorm and Set a Purpose	Plan Your Personal Narrative
Week 2	Develop Elements	Portray People	Compose a Setting	Develop an Idea with and Relevant Details	Use Concrete Words and Phrases	Compose with Sensory Details
Week 3	Develop Structure	Develop and Compose an Introduction	Compose an Event Sequence	Use Transition Words and Phrases	Compose Dialogue	Develop and Compose a Conclusion
Week 4	Writer's Craft	Add Ideas for Coherence and Clarity	Delete Ideas for Coherence and Clarity	Edit for Adjectives	Edit for Adverbs	Edit for Pronouns
Week 5	Publish, Celebrate, Assess	Edit for Irregular Verbs	Edit for Punctuation Marks	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH
Theme Goal: I can collaborate with others to explore how elements of systems change.
Writing Mode: Argumentative

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	**Title:** Historic Landmarks **Title:** Save Our Theater **Title:** Ellis Island: Gateway to America	Look Back at Weekly Questions Use text evidence to answer EQ: *How can a place affect how we live?* Create a brochure about a place in your community that should be designated as a landmark.	Plan Your Research Field Research	How to structure information for a brochure Primary and Secondary Sources	Incorporate Media Revise for writing mode Edit: Descriptive adjectives, comparative, superlative	Present

Grade 4, Unit 2

Unit Theme: SCIENCE: PATTERNS (Life Science) Adaptations

Essential Question: How do living things adapt to the world around them?
Genre: Informational Text

READING
Reading Goal: I know about different types of informational text and understand their structures and features.

	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	**Question:** What different purposes do animal adaptations serve? **Text:** Infographic	prey brittle system bristle contour	I can learn more about informational text by analyzing the main idea and details.	**Spotlight on Genre:** Informational Text	**Shared Read:** *Feathers: Not Just for Flying* by Melissa Stewart **Book Club:** *Animal Camouflage* by Vicky Franchino	Analyze Main Idea and Details Monitor Comprehension	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response
Week 2	**Question:** How do adaptations help animals survive? **Text:** Media	mimicry species environment arranged habitat	I can learn about informational text by analyzing cause-and-effect text structure.	**Spotlight on Genre:** Informational Text	**Shared Read:** *Animal Mimics* by Marie Racanelli **Book Club:** *Animal Camouflage* by Vicky Franchino	Analyze Text Structure Make and Confirm Predictions	• **Write to Sources**: Response to Informational Text • **Respond to the Weekly Question**: Oral Response
Week 3	**Question:** What challenges do animals face in their environments? **Text:** Primary Source	rapids shimmering desire shallow deserted	I can learn about fiction and read a text that helps me analyze the significance of plot and setting.	**Genre:** Fiction	**Shared Read:** from *Minn of the Mississippi* by Holling Clancy Holling **Book Club:** *Animal Camouflage* by Vicky Franchino	Analyze Plot and Setting Use Text Evidence	• **Write to Sources:** Response to Literature • **Respond to the Weekly Question:** Oral Response
Week 4	**Question:** In what ways do living things depend on each other? **Text:** Poem	tender steeped excreted vessels ultraviolet	I can learn about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.	**Genre:** Poetry	**Shared Read:** "Bubble Song", "Sap Song", "Heavenly", "Ultraviolet", "The Gray Ones", "We Are Waiting" from *Butterfly Eyes and Other Secrets of the Meadow* by Joyce Sidman **Book Club:** *Animal Camouflage* by Vicky Franchino	Explain Poetic Language and Elements Visualize Imagery	• **Write to Sources:** Opinion • **Respond to the Weekly Question**: Oral Response
Week 5	**Question:** How do adaptations make animals unique? **Text:** Infographic	unique monotremes adaptations burrow sense	I can learn more about informational text by reading texts that help me integrate information from multiple sources.	**Spotlight on Genre:** Informational Text	**Shared Read:** *The Weird and Wonderful Echidna* by Mike Jung and *The Very Peculiar Platypus* by Wade Hudson **Book Club:** *Animal Camouflage* by Vicky Franchino	Synthesize Information Monitor Comprehension	• **Talk About It: Opinion** • **Respond to the Weekly Question: Written Response**

READING-WRITING BRIDGE
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text.
Academic Vocabulary Words: survive, defense, classified, acquire, sufficient

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Related Words	**Skill:** Plurals	Analyze Print and Graphic Features	**Skill:** Plurals	1. services 2. primaries 3. consumers 4. holidays 5. lenses	6. sandwiches 7. monkeys 8. berries 9. counties 10. taxes	11. hoaxes 12. classes 13. gases 14. viruses 15. speeches	16. skies 17. activities 18. colonies 19. galaxies 20. victories	1. eyelashes 2. ambulances 3. inventories	Compound Sentences
Week 2	I can develop knowledge about language to make connections between reading informational text and writing informational text.	**Strategy:** Synonyms and Antonyms	**Skill:** Vowel Diphthongs	Analyze Print Text Features (sidebars, etc.)	**Skill:** Diphthongs	1. coward 2. boundary 3. foundation 4. announce 5. boycott	6. voyage 7. exploit 8. poison 9. toil 10. decoy	11. scrounge 12. moist 13. choice 14. boil 15. ouch	16. scout 17. allow 18. sour 19. browser 20. outline	1. corduroy 2. annoyance 3. trapezoid	Complex Sentences

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	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Context Clues	**Skill:** Irregular Plurals	Explain Figurative Language	**Skill:** Irregular Plurals	1. tooth 2. teeth 3. shelf 4. shelves 5. halves	6. leaf 7. leaves 8. scissors 9. veto 10. vetoes	11. antenna 12. antennae 13. ox 14. oxen 15. species	16. life 17. lives 18. moose 19. echo 20. echoes	1. embargoes 2. nebulae 3. phenomena	Common and Proper Nouns
Week 4	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Figurative Language	**Skill:** Greek Roots *bio, phon, scope, graph, meter, tele*	Figurative Language	**Skill:** Greek Roots *bio, phon, scope, graph, meter, tele*	1. biography 2. biology 3. biologist 4. biome 5. telephone	6. microphone 7. headphones 8. gyroscope 9. telescope 10. periscope	11. telegraph 12. pictography 13. photograph 14. kilometer 15. barometer	16. centimeter 17. diameter 18. teleport 19. phonics 20. perimeter	1. kaleidoscope 2. biodegradable 3. cacophony	Singular and Plural Nouns
Week 5	I can develop knowledge about language to make connections between reading informational text and writing informational text.	**Strategy:** Parts of Speech	**Skill:** Latin Roots terr, rupt, tract, aqua, dict	Analyze Text Structure	**Skill:** Latin Roots terr, rupt, tract, aqua, dict	1. attract 2. distract 3. distraction 4. erupt 5. eruption	6. disrupt 7. interrupt 8. territory 9. territorial 10. terrain	11. traction 12. abstract 13. aquatic 14. aquamarine 15. aquarium	16. abrupt 17. diction 18. dictionary 19. dictate 20. verdict	1. jurisdiction 2. corruption 3. extractable	Subject-Verb Agreement

WRITING
Unit Writing Goal: I can use elements of informational text to write an article.
Unit Writing Genre: Travel Article

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Analyze a Travel Article	Analyze a Lead Paragraph	Analyze Photographs	Brainstorm and Set a Purpose	Plan Your Travel Article
Week 2	Develop Elements	Develop an Introduction	Develop Relevant Details	Develop Different Types of Details	Compose Captions for Visuals	Develop a Conclusion
Week 3	Develop Structure	Compose a Headline	Compose Body Paragraphs	Group Paragraphs into Sections	Develop Transitions	Compose with Multimedia
Week 4	Writer's Craft	Use Linking Words and Phrases	Use Precise Language and Vocabulary	Edit for Capitalization	Edit for Adverbs	Edit for Coordinating Conjunctions
Week 5	Publish, Celebrate, Assess	Edit Complete Sentences	Edit for Nouns	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH
Theme Goal: I can collaborate with others to determine how living things adapt to the world around them.
Writing Mode: Informational Text

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	**Title:** Adapting to Urban Habitats **Title:** An Unlikely Friendship **Title:** Biomimicry: Shaping the Shinkansen	Look Back at Weekly Questions Use text evidence to answer EQ: *How do living things adapt to the world around them?* Create a poster about an endangered animal.	Plan Your Research Library Database	Read a Student Model Identify features of Informational Texts Develop a Bibliography	Incorporate Media Revise for writing mode Edit for language conventions	Present

Grade 4, Unit 3

Unit Theme: HUMANITIES: EXPRESSIONS (Arts and Literature) Diversity

Essential Question: How can we reach new understandings through exploring diversity? **Genre:** Fiction

READING
Reading Goal: I know about different types of fiction and understand their elements.

	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	**Question:** Why do people communicate in diverse ways? **Text**: Infographic	frustrated cool confused irritable bothered	I can learn about fiction and read a text that helps me understand characters in realistic fiction.	**Spotlight on Genre:** Realistic Fiction	**Shared Read:** from *Out of My Mind* by Sharon Draper **Book Club:** *Rickshaw Girl* by Mitali Perkins	Analyze Characters Make Inferences	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response
Week 2	**Question:** How do our experiences help us see the world differently? **Text:** Poem	dedication subsided impulsively trance grudge	I can learn about fiction and read a text that helps me analyze plot and setting.	**Spotlight on Genre:** Realistic Fiction	**Shared Read:** from *Mama's Window* by Lynn Rubright **Book Club:** *Rickshaw Girl* by Mitali Perkins	Analyze Plot and Setting Confirm and Correct Predictions	• **Write to Sources:** Response to Literature • **Respond to the Weekly Question:** Oral Response
Week 3	**Question:** How does music bring people together? **Text:** Media	inspiration create heritage festival performance	I can learn more about the theme diversity by reading a text that helps me analyze author's purpose in an autobiography.	**Genre:** Autobiography	**Shared Read:** *Trombone Shorty* by Troy Andrews **Book Club:** *Rickshaw Girl* by Mitali Perkins	Explain Author's Purpose Make Connections	• **Write to Sources**: **Opinion** • **Respond to the Weekly Question:** Oral Response
Week 4	**Question:** How do new places influence us? **Text:** Infographic	miserable thrilling recover instinctively savoring	I can learn about fiction and read texts that help me compare and contrast point of view in realistic fiction.	**Spotlight on Genre:** Realistic Fiction and Fantasy	**Shared Read:** *Weslandia* by Paul Fleischman and "The Circuit" by Francisco Jimenez **Book Club:** *Rickshaw Girl* by Mitali Perkins	Compare and Contrast Point of View Generate Questions	• **Write to Sources:** Response to Literature • **Respond to the Weekly Question:** Oral Response
Week 5	**Question:** How do people with interests different from ours help us grow? **Text:** Poetry Infographic	plunge thud trilled buoy flocked	I can learn more about the theme diversity by reading texts that help me analyze poetic elements.	**Genre:** Poetry	**Shared Read:** "A Day on a Boat" by Gwendolyn Zepeda; "I WIll Be a Chemist: Mario José Molina" by Alma Flor Ada; "I Heart Mozart" by Dana Crum **Book Club:** Rickshaw Girl by Mitali Perkins	Examine Poetic Elements Visualize	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response

READING-WRITING BRIDGE
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction.
Academic Vocabulary Words: accomplish, expand, conflict, challenge, participate

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading fiction and writing fiction.	**Strategy:** Related Words	**Skill:** Related Words	repetition	**Skill:** Related words	1. tutor 2. tutorial 3. breath 4. breathe 5. image 6. imagine 7. product 8. production 9. heal 10. health 11. triple 12. triplet 13. relate 14. relative 15. medic 16. medical 17. compose 18. composition 19. crumb 20. crumble	1. origin 2. original 3. originality	Prepositions and Prepositional Phrases
Week 2	I can develop knowledge about language to make connections between reading fiction and writing fiction.	**Strategy:** Synonyms and Antonyms	**Skill:** *r-Controlled Vowels*	mood and tone voice	**Skill:** *r*-Controlled Vowels	1. discard 2. margin 3. marvel 4. remark 5. orchard 6. portrait 7. foreign 8. dormant 9. format 10. permanent 11. nervous 12. thermal 13. purchase 14. conserve 15. confirm 16. absurd 17. ardent 18. rehearse 19. versus 20. converse	1. deterrent 2. oratory 3. affirmative	Subject-Verb Agreement II
Week 3	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Context Clues	**Skill:** Final Stable Syllables *-le, -tion, -sion*	graphic features (illustrations)	**Skill:** Final Stable Syllables	1. pollute 2. pollution 3. revolve 4. revolution 5. generate 6. generation 7. decorate 8. decoration 9. confuse 10. confusion 11. erode 12. erosion 13. conclude 14. conclusion 15. timetable 16. castle 17. adorable 18. stifle 19. stable 20. vehicle	1. occasion 2. separation 3. example	Irregular Verbs

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	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Language and Conventions
Week 4	I can develop knowledge about language to make connections between reading fiction and writing fiction.	**Strategy:** Figurative Language	**Skill:** Syllable Patterns V/CV and VC/V	author's purpose and message	**Skill:** Syllable Patterns V/CV and VC/V	1. hazard 2. novel 3. savage 4. habit 5. vanish 6. proper 7. balance 8. credit 9. modern 10. vivid 11. result 12. decent 13. rival 14. cubic 15. vapor 16. humor 17. pilot 18. final 19. student 20. focus	1. pretentious 2. civilian 3. spontaneous	Progressive Verb Tenses
Week 5	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Parts of Speech	**Skill:** Silent Letters	literary devices	**Skill:** Silent Letters	1. glisten 2. sword 3. subtle 4. wreckage 5. wrestle 6. align 7. salmon 8. autumn 9. aisle 10. doubt 11. heir 12. mortgage 13. debris 14. corps 15. asthma 16. gourmet 17. tongue 18. ballet 19. condemn 20. yolk	1. pneumonia 2. fascination 3. acquiesce	Auxiliary Verbs

WRITING
Unit Writing Goal: I can use elements of narrative writing to write a realistic fiction story.
Unit Writing Genre: Realistic Fiction

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Understand Realistic Fiction	Identify Parts of the Plot	Recognize Elements of Realistic Fiction	Brainstorm a Topic	Plan Your Realistic Fiction Story
Week 2	Develop Elements	Compose a Character Description: External	Compose a Character Description: Internal	Compose Information About the Setting	Compose a Plot: Develop a Problem	Compose a Plot: Develop a Resolution
Week 3	Develop Structure	Compose from a Point of View	Compose an Event Sequence	Compose Dialogue	Plan Illustrations	Select a Genre
Week 4	Writer's Craft	Use Irregular Verbs	Edit for Punctuation	Edit for Prepositional Phrases	Edit for Coordinating Conjunctions	Use Pronouns
Week 5	Publish, Celebrate, Assess	Rearrange and Combine	Edit for Capitalization	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH
Theme Goal: I can collaborate with others to determine how we reach new understandings about diversity.
Writing Mode: Argumentative/Opinion

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/ Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	**Title:** Playing Together! **Title:** Who Needs Recess? **Title:** Understanding Physical Disabilities: A Path to Support	Look Back at Weekly Questions Use text evidence to answer EQ: *How can we reach new understandings through exploring diversity?* Write a letter to the principal arguing that inclusive play equipment should be on the school playground.	Plan Your Research Search online	Parts of an Argumentative Letter Plagiarizing and Paraphrasing	Incorporate Media: Using media images and diagrams Revise for writing mode Edit for language conventions	Present

Grade 4, Unit 4

Unit Theme: SOCIAL STUDIES: CONNECTIONS (History) Impacts

Essential Question: How do our stories shape our world?
Genre: Traditional Literature (Fiction)

READING
Reading Goal: I know about different types of traditional literature and understand their elements.

	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Day 3	Close Read Day 4	Reflect and Share
Week 1	**Question:** How can revealing a secret make it lose its power? **Text:** Media	deceived bargain reputation astonishment composure	I can learn about traditional literature and read texts that help me analyze characters in traditional tales.	**Spotlight on Genre:** Traditional Tales	**Shared Read: from** *Can You Guess My Name? Traditional Tales Around the World* by Judy Sierra **Book Club:** *Where the Mountain Meets the Moon* by Grace Lin	Analyze Characters	Synthesize Information	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response
Week 2	**Question:** How can being different be an advantage? **Text:** Poem	accentuated obliged misled commendable riled	I can learn more about traditional literature by inferring theme.	**Spotlight on Genre:** Tall Tale	**Shared Read:** *Thunder Rose* by Jerdine Nolen **Book Club:** *Where the Mountain Meets the Moon* by Grace Lin	Infer Theme	Make Connections	• **Write to Sources:** Response to Literature • **Respond to the Weekly Question:** Oral Response
Week 3	**Question:** Why should we do good deeds without expecting anything in return? **Text:** Fairytale	sensitive exchange deed insisted satisfied	I can learn more about the theme impacts by reading a text that helps me identify elements of a drama.	**Genre:** Drama	**Shared Read:** "La Culebra" ("The Snake") in *Multicultural Plays for Children, Vol. 2: Grades 4–6* by Pamela Gerke **Book Club:** *Where the Mountain Meets the Moon* by Grace Lin	Explain Elements of a Drama	Summarize Literary Text	• **Write to Sources:** Opinion • **Respond to the Weekly Question**: Oral Response
Week 4	**Question:** How can what we learn from stories guide our actions? Text: Primary Source	drought intricate wavering unbidden snoozing	I can learn more about the theme Impacts by reading a text that helps me infer theme in historical fiction.	**Genre:** Historical Fiction	**Shared Read:** *The Secret of the Winter Count* by Jacqueline Guest **Book Club:** *Where the Mountain Meets the Moon* by Grace Lin	Infer Theme	Make Connections	• **Write to Sources:** Response to Literature • **Respond to the Weekly Question:** Oral Response
Week 5	**Question:** How can being disobedient cause problems? **Text:** Infographic	shrewd ornate temperaments parapet infernal	I can learn more about traditional literature and read a text that helps me analyze myths.	**Spotlight on Genre:** Myths	**Shared Read:** "Pandora" by Cynthia Rylant and "Race to the Top" by Geraldine McCaughrean **Book Club:** *Where the Mountain Meets the Moon* by Grace Lin	Analyze Myths	Evaluate Details	• **Talk About It:** Opinion • **Respond to the Weekly Question:** Written Response

READING-WRITING BRIDGE
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.
Academic Vocabulary Words: reveal, traditional, illustrate, interpret, predict

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can use language to make connections between reading about traditional literature and writing a narrative.	**Strategy:** Related Words	**Skill:** Greek and Latin Prefixes *auto, anti, trans, amphi*	Voice	**Skill:** Greek and Latin Prefixes *auto, anti, trans, amphi*	1. automobile 2. automatic 3. autopilot 4. automation 5. autocracy 6. autonomous 7. autoimmune 8. transparent 9. transit 10. transfer 11. transaction 12. transect 13. transform 14. amphibian 15. amphitheater 16. amphibious 17. antidote 18. antiseptic 19. antimatter 20. antibiotic	1. amphibolite 2. autoclave 3. transcendent	Pronouns
Week 2	I can use language to make connections between reading and writing.	**Strategy:** Synonyms and Antonyms	**Skill:** Suffixes *-able, -ible*	Exaggeration	**Skill:** Suffixes *-able, -ible*	1. valuable 2. lovable 3. favorable 4. understandable 5. excitable 6. sizable 7. comfortable 8. measurable 9. tolerable 10. excusable 11. horrible 12. sensible 13. divisible 14. gullible 15. responsible 16. collapsible 17. eligible 18. audible 19. reversible 20. plausible	1. illegible 2. irreparable 3. inevitable	Adjectives

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Academic Vocabulary Words: reveal, traditional, illustrate, interpret, predict

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 3	I can use language to make connections between reading and writing.	**Strategy:** Context Clues	**Skill:** Syllable Pattern VV	Analyze Message	**Skill:** Syllable Pattern VV	1. trial 2. triumph 3. violet 4. pioneer 5. dialogue	6. diagram 7. reality 8. immediate 9. duality 10. pliable	11. reliable 12. diagonal 13. fluid 14. client 15. poetry	16. create 17. gradual 18. quiet 19. variety 20. denial	1. diaphanous 2. conspicuous 3. virtuous	Adverbs
Week 4	I can use language to make connections between reading about traditional literature and writing a narrative.	**Strategy:** Figurative Language	**Skill:** Prefixes *im-, in-, ir-*	Figurative Language and Mood	**Skill:** Prefixes *im-, in-, ir-*	1. mature 2. immature 3. practical 4. impractical 5. precise	6. imprecise 7. patient 8. impatient 9. justice 10. injustice	11. complete 12. incomplete 13. capable 14. incapable 15. regular	16. irregular 17. resistible 18. irresistible 19. relevant 20. irrelevant	1. intolerant 2. incompetent 3. irresponsible	Comparative Adjectives
Week 5	I can use language to make connections between reading about traditional literature and writing a narrative.	**Strategy:** Parts of Speech (understanding how parts of speech affect usage; can also include multiple-meaning words here)	**Skill:** Homophones	Analyze Allusions / Use Allusions	**Skill:** Homophones	1. break 2. brake 3. thrown 4. throne 5. pear	6. pair 7. past 8. passed 9. stair 10. stare	11. peak 12. peek 13. council 14. counsel 15. idle	16. idol 17. steal 18. steel 19. soul 20. sole	1. principal 2. principle 3. colonel	Superlative Adjectives

WRITING
Unit Writing Goal: I can use elements of opinion writing to write an essay.
Unit Writing Genre: Opinion Essay

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Opinion Essay	Point of View	Reasons and Information	Brainstorm a Topic and Opinion	Plan Your Opinion Essay
Week 2	Develop Elements	Develop a Topic and Opinion	Develop Reasons	Develop Supporting Details and Facts	Develop a Concluding Statement	Use Technology to Produce Writing
Week 3	Develop Structure	Introduction and Conclusion	Organize Reasons	Organize Supporting Details	Linking Words and Phrases	Use Technology to Collaborate
Week 4	Writer's Craft	Rearrange Ideas for Coherence and Clarity Complete Sentences with Subject-Verb Agreement	Combine Ideas for Coherence and Clarity	Peer Edit	Edit for Complete Sentences	Nouns
Week 5	Publish, Celebrate, Assess	Incorporate Peer and Teacher Suggestions	Publish a Final Draft	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH
Theme Goal: I can collaborate with others to determine how stories shape our world.
Writing Mode: Argumentative/Opinion

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	**Title:** The Truth Behind the Legend **Title:** The Library of Congress **Title:** Who's Your Hero?	Look Back at Weekly Questions Use text evidence to answer EQ: *How do our stories shape our world?* Write a letter to the principal arguing that inclusive play equipment should be on the school playground.	Plan Your Research Library of Congress Website	Example of a blog Develop a bibliography (including online resources)	Media Literacy Revise: Rearrange ideas for coherence and clarity Edit for language conventions	Present

Grade 4, Unit 5

Unit Theme: SCIENCE: OUR WORLD (Earth Science) Features

Essential Question: Why is it important to understand our planet?
Genre: Informational Text

READING
Reading Goal: I know about different types of informational text and understand their structures and features.

	Weekly Launch	Weekly Vocabulary	Weekly Reading Learning Goal	Genre	Text	Close Read Skills	Reflect and Share
Week 1	**Question:** What do we know about Earth's features and processes? **Text:** Infographic	mantle circulates adopted abundant molten	I can learn more about informational text by analyzing text features.	**Spotlight on Genre:** Informational Text	**Shared Read: from** *Planet Earth* by Christine Taylor-Butler **Book Club:** *Geology: The Study of Rocks* by Susan H. Gray	Analyze Text Features Make Inferences	• **Talk About It**: Opinion • **Respond to the Weekly Question:** Written Response
Week 2	**Question:** In what ways do volcanoes impact Earth? **Text:** Media	magma face reclaim gushes threatened	I can learn more about informational text by analyzing the main, or central, idea and details.	**Spotlight on Genre:** Informational Text	**Shared Read:** *Volcanoes* by Seymour Simon **Book Club:** *Geology: The Study of Rocks* by Susan H. Gray	Analyze Main Idea and Details Monitor Comprehension	• **Write to Sources**: Response to Informational Text • **Respond to the Weekly Question:** Oral Response
Week 3	**Question:** What daily actions can help reduce pollution? **Text:** Diagram	emissions excessive underlie watt innovative	I can learn more about the theme *Features* by analyzing the argument in an argumentative text.	**Genre:** Argumentative Text	**Shared Read:** from *The Top 10 Ways You Can Reduce Waste* by Nick Winnick **Book Club:** *Geology: The Study of Rocks* by Susan H. Gray	Analyze Argument Summarize Text	• **Write to Sources**: Opinion • **Respond to the Weekly Question:** Oral Response
Week 4	**Question:** What makes an extreme location a place to both protect and explore? **Text:** Primary Source	survey subcontinent plateau altitude erosion	I can learn more about informational text by explaining ideas from a text.	**Spotlight on Genre:** Informational Text	**Shared Read:** *The Himalayas* by Charles W. Maynard **Book Club:** *Geology: The Study of Rocks* by Susan H. Gray	Explain Ideas Make Inferences	• **Write to Sources**: Response to Informational Text • **Respond to the Weekly Question:** Oral Response
Week 5	**Question:** What happens to what we throw away? **Text:** Infographic	marred disposable crude oil toxic phenomenon	I can learn more about informational text by explaining concepts in a text.	**Spotlight on Genre:** Informational Text and Video	**Shared Read:** *Trashing Paradise* by Rukhsana Khan **Book Club:** *Geology: The Study of Rocks* by Susan H. Gray	Explain Events Use Text Evidence to Explain Concepts Synthesize Information	• **Talk About It**: Opinion • **Respond to the Weekly Question:** Written Response

READING-WRITING BRIDGE
Reading-Writing Bridge Goal: I can use language to make connections between reading and writing.
Academic Vocabulary Words: label, amazed, border, consequences, preserve

	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List	Foundational Skills: Challenge Words	Language and Conventions
Week 1	I can develop knowledge about language to make connections between reading and writing.	**Strategy:** Related Words	**Skill:** Latin Roots *gener, port, dur, ject*	Text Structure	**Skill:** Latin Roots *gener, port, dur, ject*	1. generous 2. generic 3. degenerated 4. general 5. generalization 6. portable 7. transport 8. comport 9. passport 10. rapport 11. duration 12. durable 13. endure 14. endurable 15. endurance 16. projector 17. eject 18. ejection 19. interjection 20. objection	1. portmanteau 2. trajectory 3. obdurate	Relative Adverbs
Week 2	I can use language to make connections between reading and writing.	**Strategy:** Synonyms and Antonyms	**Skill:** Suffixes *-en, -ent, -ence*	Author's Message	**Skill:** Suffixes *-en, -ent, -ence*	1. chosen 2. frozen 3. stolen 4. forgotten 5. driven 6. spoken 7. tighten 8. forbidden 9. undertaken 10. mistaken 11. present 12. presence 13. evident 14. evidence 15. confident 16. confidence 17. intelligent 18. intelligence 19. persistent 20. persistence	1. opalescence 2. fraudulent 3. divergent	Capitalization Rules
Week 3	I can use language to make connections between reading and writing.	**Strategy:** Context Clues	**Skill:** Syllable Pattern VCCCV	Literary Devices	**Skill:** Syllable Pattern VCCCV	1. complex 2. fortress 3. extra 4. function 5. instant 6. arctic 7. conflict 8. partner 9. substance 10. extreme 11. apply 12. complaint 13. sculpture 14. emphasize 15. hindrance 16. technical 17. puncture 18. juncture 19. congress 20. simply	1. conscience 2. conscious 3. hatchet	Titles Capitalization

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	Weekly Reading-Writing Bridge Learning Goal	Academic Vocabulary	Foundational Skills: Word Study	Read Like a Writer, Write for a Reader	Foundational Skills: Spelling	Foundational Skills: Spelling List				Foundational Skills: Challenge Words	Language and Conventions
Week 4	I can use language to make connections between reading and writing.	**Strategy:** Figurative Language	**Skill:** Prefixes *dis-, over-, non-, under-*	Text Features	**Skill:** Prefixes *dis-, over-, non-, under-*	1. disobey 2. disconnect 3. disinfect 4. disembark 5. disappoint	6. overreact 7. overachieve 8. overwhelm 9. overcast 10. overcharge	11. nonexistent 12. nonsense 13. nonrenewable 14. nonverbal 15. nonliving	16. underachieve 17. understatement 18. underarm 19. underdog 20. underline	1. overabundance 2. nonchalant 3. underestimate	Comma Rules
Week 5	I can use language to make connections between reading and writing.	**Strategy:** Parts of Speech	**Skill:** Greek and Latin Word Parts , *sub-, inter-, fore-*	Author's Purpose	**Skill:** Greek and Latin Word Parts *sub-, inter-, fore-*	1. submarine 2. submerge 3. international 4. forehead 5. interfere	6. subfreezing 7. interception 8. foreperson 9. forearm 10. suburb	11. interpreter 12. forecast 13. subdue 14. interaction 15. foremost	16. substandard 17. interface 18. foreground 19. subheading 20. subvert	1. subcontinent 2. interference 3. foreseeable	Dialogue Punctuation

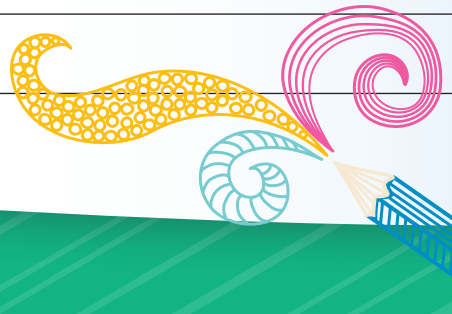
WRITING
Unit Writing Goal: I can use knowledge of the elements and structure of poetry to write a poem.
Unit Writing Genre: Poetry

	Weekly Focus	Day 1 Skill	Day 2 Skill	Day 3 Skill	Day 4 Skill	Day 5 Skill
Week 1	Introduce and Immerse	Understand Poetry	Explore What Poetry Sounds Like	Explore What Poetry Looks Like	Brainstorm Ideas	Plan Your Poem
Week 2	Develop Elements	Compose a Rhythm	Compose with Alliteration and Assonance	Compose with Similes and Metaphors	Compose with Rhyming Words	Use Repetition
Week 3	Develop Structure	Compose with Line Breaks	Arrange Stanzas	Select Punctuation	Set a Rhyme Scheme	Select a Genre
Week 4	Writer's Craft	Use Verbs	Revise for Structure	Revise for Word Choice	Edit for Adjectives	Edit for Prepositional Phrases
Week 5	Publish, Celebrate, Assess	Adding and Delete Ideas for Coherence and Clarity	Prepare for the Celebration	Publish and Celebrate	Prepare for Assessment	Assessment

WEEK 6: INQUIRY and RESEARCH
Theme Goal: I can collaborate with others to determine why it is important to understand our planet.
Writing Mode: Argumentative/Opinion

	Leveled Research Articles	Day 1 Introduce the Project and Academic Vocabulary	Day 2 Collaborate and Discuss/Conduct Research	Day 3 Collaborate and Discuss/Refine Research	Day 4 Extend Research/Collaborate and Discuss	Day 5 Reflect and Share
Week 6	**Title:** Warning! Warning! **Title:** Too Tied to Technology? **Title:** Living Near a Volcano	Look Back at Weekly Questions Use text evidence to answer EQ: *Why is it important to understand our planet?* Write an opinion article about the most dangerous environmental event.	Plan Your Research Send an email to a local weather forecaster, NOAA, storm chaser, etc., requesting information about your chosen weather pattern/storm and the danger(s) posed.	Example of an opinion article Primary and secondary sources	Online newspaper archives Revise for mode of writing Edit for language conventions	Present

Notes



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