


Grade 4 • Unit 1 | Identity: Discovering Who We Are | Essential Question: How can literature help us discover who we are?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "An Adventure in Discovery"</p> <p><b>Focus Question:</b> What do stories teach us about identity?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Listen Attentively</p>	<p><b>Read Aloud:</b> "A Place of Their Own"</p> <p><b>Focus Question:</b> How can libraries help people learn about themselves?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 960L</p> <p><b>Directed Text:</b> "You Can Be Both!" by Andres Pi Andreu and Elizabeth Smith</p> <p><b>Focus Question:</b> How does going to the library help Belén understand and accept her new identity?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, and Plot; Chronology</p> <p><b>Lexile:</b> 830L</p> <p><b>Central Text:</b> Excerpt from <i>Finding Langston</i> by Lesa Cline-Ransome</p> <p><b>Focus Question:</b> How does poetry help Langston learn more about himself?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, and Plot; Inferences</p> <p><b>Reread:</b> Point of View, Character's Perspective</p> <p><b>Lexile:</b> 610L</p> <p><b>Companion Text:</b> "Dreams"; "Freedom" by Langston Hughes</p> <p><b>Focus Question:</b> How is poetry a useful way of saying what you think is important?</p> <p><b>Genre:</b> Free-Verse and Lyric Poetry</p> <p><b>Text Structure:</b> Poetic Structure; Rhyme; Message</p> <p><b>Reread:</b> Rhyme, Rhythm, and Meter</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> identity, character, individual, discovery, personality, voice</p> <p><b>Target Words:</b> sharp, settled, fading, mumble, esteemed, residents, ensure, namesake; fast, barren, compromise, course</p>	<p><b>Context Clues:</b> General Clues</p>	<p>Closed Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> blanket, insect, napkin, pumpkin, sudden, hiccup, steady, public, contest, comment</p> <p><b>Challenge:</b> diminish, compass, upset, magnetic, nostril, velvet, witness, tablet, contest, comment</p>	<p>Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency</p>	<p><b>Writing Skill:</b> Clearly Communicate: Use Complete Sentences</p> <p><b>Grammar &amp; Mechanics:</b> simple sentences, sentence types, subject-verb agreement, complete sentences, correcting fragments</p>	n/a	n/a
Week 2		<p>Open Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> beyond, diet, minus, music, opens, zebra, tiny, basin, diagram, contest</p> <p><b>Challenge:</b> potato, decent, pioneer, request, unit, legal, token, basin, diagram, comment</p>	<p><b>Writing Genre:</b> Narrative Writing</p> <p><b>Writing Prompt:</b> <i>In Finding Langston</i>, Langston experiences an important event in his life when he moves from Alabama to Chicago. Langston's experiences in the city teach him something about himself. Write a personal narrative to share with a peer about an important event from your life. How did you feel? What did you learn about yourself?</p>	<p><b>Culminating Task:</b> What Happens Next?</p> <p><b>Options:</b> Write a Free-Verse Poem or Write a Journal Entry</p>					



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WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "How Books and Poems Inspire Us"</p> <p><b>Focus Question:</b> How can books and poems inspire us?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Take Turns Speaking</p>	<p><b>Read Aloud:</b> "Linda Sue Park: Finding Her Voice"</p> <p><b>Focus Question:</b> How did learning more about her heritage give Linda Sue Park confidence as a writer?</p> <p><b>Genre:</b> Biography</p> <p><b>Comprehension Strategy:</b> Reread, Visualize</p> <p><b>Lexile:</b> 940L</p> <p><b>Directed Text:</b> "Monkeys Galore!" by R.J. Greenberg; "Time for a Change" by Tilly Mantus</p> <p><b>Focus Question:</b> How does reading affect the characters or speaker in the poems?</p> <p><b>Genre:</b> Free-Verse Poetry</p> <p><b>Text Structure:</b> Poetic Structure; Theme</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> "Collecting Words" and "Writing Secrets" by Pat Mora; "Stomp" by Nikki Grimes; "Sophie" by Steven Herrick</p> <p><b>Focus Question:</b> How can we use writing to express ourselves?</p> <p><b>Genre:</b> Free-Verse Poetry</p> <p><b>Text Structure:</b> Poetic Structure; Theme</p> <p><b>Reread:</b> Imagery, Character's Perspective</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> expression, inspiration, reflection, confidence</p> <p><b>Target Words:</b> drifting, rambunctious, retreat, matter, absolute</p>	<p><b>Context Clues:</b> Synonym Clues</p>	<p>Final Silent e Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> amuse, complete, cupcake, decide, excite, awake, volume, remote, excuse, basin</p> <p><b>Challenge:</b> create, envelope, invite, sincere, explode, onstage, likewise, remote, excuse, diagram</p>	<p>Accuracy, Appropriate Rate, and Expression (Expression); Reread for Fluency</p>	<p><b>Writing Skill:</b> Connect Ideas: Combine Sentences</p> <p><b>Grammar &amp; Mechanics:</b> compound subjects, compound predicates, coordinating and correlative conjunctions, punctuation in a series</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>Vowel Team Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> moonlight, daydream, career, complain, outside, bookcases, thousand, proceed, ceiling, remote</p> <p><b>Challenge:</b> account, country, fellow, increase, routine, achieve, maroon, proceed, ceiling, excuse</p>				

Grade 4 • Unit 2 | Civics and Government: How Our Government Works | Essential Question: How does the structure of our government help people make changes to society?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "A Bird's-Eye View of the US Government"</p> <p><b>Focus Question:</b> How is our government organized?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Contribute to the Discussion</p>	<p><b>Read Aloud:</b> "How Laws Are Made"</p> <p><b>Focus Question:</b> How does our government create laws?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 940L</p> <p><b>Directed Text:</b> "Patsy Mink: Changing Lives with Title IX" by Carol Saller</p> <p><b>Focus Question:</b> How did Patsy Mink help women and girls win equal rights in sports and schools?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Problem and Solution; Chronological Order</p> <p><b>Lexile:</b> 840L</p> <p><b>Central Text:</b> <i>The Only Woman in the Photo: Frances Perkins &amp; Her New Deal for America</i> by Kathleen Krull</p> <p><b>Focus Question:</b> How did working with the government help Frances Perkins protect American workers?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Problem and Solution; Chronological Order</p> <p><b>Reread:</b> Simile, Metaphor</p> <p><b>Lexile:</b> 950L</p> <p><b>Companion Text:</b> "How Do We Make Change Happen?" by Roxanne Ferber</p> <p><b>Focus Question:</b> How can kids participate in government?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Problem and Solution; Argument (Claims, Reasons, Evidence including Facts and Examples)</p> <p><b>Reread:</b> Author's Purpose</p> <p><b>Lexile:</b>740L</p>	<p><b>Concept Words:</b> structure, society, legislative, executive, representatives, democracy</p> <p><b>Target Words:</b> conditions, flourishing, activist, prejudice, regulated, criticize, compensation, accomplished; benefits, council, officials, budget</p>	<p><b>Word Parts:</b> Prefixes and Bases</p>	<p><i>r</i>-controlled Vowel Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> market, turkey, suffer, danger, early, labor, thirteen, herself, anchor, proceed</p> <p><b>Challenge:</b> cardboard, department, urgent, observe, victory, thirsty, earthworm, herself, anchor, ceiling</p>	Accuracy, Appropriate Rate, and Expression (Intonation and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Compound Sentences</p> <p><b>Grammar &amp; Mechanics:</b> compound sentences, independent clauses, coordinating conjunctions, conjunctive adverbs, commas in compound sentences, correcting run-ons and splices</p>	n/a	n/a
Week 2					<p>Final Stable Syllables</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> title, handle, people, dragon, equal, kitchen, struggle, example, skeleton, herself</p> <p><b>Challenge:</b> article, tricycle, hospital, castle, medical, bargain, pardon, example, skeleton, anchor</p>			<p><b>Writing Genre:</b> Informative Writing</p> <p><b>Writing Prompt:</b> You have read "Patsy Mink: Changing Lives with Title IX." How did Patsy Mink help change society? Write an informative essay to share with your former teacher using evidence from the text to support your response.</p>	<p><b>Culminating Task:</b> Make a Change!</p> <p><b>Options:</b> Write an Email or Make a Speech</p>

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Week 3	<p><b>Title:</b> "A Case Study in Women's Suffrage"</p> <p><b>Focus Question:</b> What is the purpose of the judicial branch of the US government?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> "Making the Tough Decisions"</p> <p><b>Focus Question:</b> What are the different roles people play in the court system?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Visualize, Make Predictions</p> <p><b>Lexile:</b> 910L</p> <p><b>Directed Text:</b> "A Fight for Equality" by Clara A. Lozano</p> <p><b>Focus Question:</b> How did the Lemon Grove community use the state court system to challenge inequality in schools?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Structure/Elements:</b> Cause and Effect</p> <p><b>Lexile:</b> 830L</p> <p><b>Central Text:</b> <i>The First Step: How One Girl Put Segregation on Trial</i> by Susan E. Goodman</p> <p><b>Focus Question:</b> How was the judicial branch involved in the fight for equality in education?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Structure/Elements:</b> Cause and Effect</p> <p><b>Reread:</b> Idioms, Author's Perspective</p> <p><b>Lexile:</b> 770L</p>	<p><b>Concept Words:</b> judicial, interpret, argument, justice</p> <p><b>Target Words:</b> decree, champion, ferocious, obliged, integrate, resist, segregation, inferiority</p>	<p><b>Word Parts:</b> Suffixes and Bases</p>	<p>Inflectional Endings -s, -es, -ed, -ing, -er, -est</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> nearest, finest, families, looking, closer, winning , parents, changing, judges, example</p> <p><b>Challenge:</b> memorized, themselves, surprised, highest, presented, announced, ordered, changing, judges, skeleton</p>	<p>Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency</p>	<p><b>Writing Skill:</b> Connect Ideas: Use Complex Sentences</p> <p><b>Grammar &amp; Mechanics:</b> complex sentences, dependent clauses, subordinating conjunctions, commas in complex sentences</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>Recognizing Base Words</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> graceful, neighborhood, helpless, relearn, nearly, distrust, weakness, unfair, carefully, changing</p> <p><b>Challenge:</b> previewing, spoonful, goodness, beautiful, usefully, unlikely, disbelieve, unfair, carefully, judges</p>				

Grade 4 • Unit 3 | Earth Science: Earth's Natural Processes | Essential Question: How do Earth’s natural processes shape the world around us?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Shaping the Land"</p> <p><b>Focus Question:</b> How can natural forces shape Earth?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer: Clarify Information</p>	<p><b>Read Aloud:</b> "The Tale of Two Volcanoes"</p> <p><b>Focus Question:</b> How do volcanoes impact our world?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Ask and Answer Questions</p> <p><b>Lexile:</b> 990L</p> <p><b>Directed Text:</b> "The Galveston Hurricane of 1900" by Rebecca Kulik</p> <p><b>Focus Question:</b> How can hurricanes impact cities beyond the physical changes?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Structure/Elements:</b> Cause and Effect; Chronological Order; Primary Sources</p> <p><b>Lexile:</b> 850L</p> <p><b>Central Text:</b> Excerpt from <i>The Deadliest Fires Then and Now</i> by Deborah Hopkinson</p> <p><b>Focus Question:</b> How did the 1906 San Francisco earthquake and resulting fire affect Elsie and Lily?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Structure/Elements:</b> Cause and Effect; Chronological Order; Primary Sources</p> <p><b>Reread:</b> Primary Sources, Author's Perspective</p> <p><b>Lexile:</b> 980L</p> <p><b>Companion Text:</b> "A Closer Look at Earthquakes" by Gayleen Rabakukk</p> <p><b>Focus Question:</b> What causes an earthquake?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Text Features</p> <p><b>Reread:</b> Text Features</p> <p><b>Lexile:</b> 820L</p>	<p><b>Concept Words:</b> landscape, transformation, geologic, landform, catastrophic, aftermath</p> <p><b>Target Words:</b> peninsula, magnitude, reservoirs, embers, harrowing, ordeal, eliminate, surging; epicenter, tremors, investigate, theory</p>	Use a Dictionary or Glossary	<p>"Not" Prefixes (<i>il-</i>, <i>im-</i>, <i>in-</i>, <i>ir-</i>, <i>non-</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> invisible, insecure, illegal, indirect, imperfect, impossible, nonsense, incorrect, irregular, unfair</p> <p><b>Challenge:</b> inexpensive, incomplete, unequal, impolite, impatient, immortal, nonfiction, incorrect, irregular, carefully</p>	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Compound-Complex Sentences.</p> <p><b>Grammar &amp; Mechanics:</b> compound-complex sentences, independent clauses, dependent clauses, coordinating conjunctions, subordinating conjunctions</p>	n/a	n/a
Week 2					<p>Suffixes <i>-ance</i>, <i>-ence</i>, <i>-ant</i>, <i>-ent</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> excellent, attend, appear, appearance, intelligent, intelligence, distant, important, attendance, incorrect</p> <p><b>Challenge:</b> endure, endurance, resident, residence, brilliant, brilliance, experience, important, attendance, irregular</p>			<p><b>Writing Genre:</b> Narrative Writing</p> <p><b>Writing Prompt:</b> Imagine that you live in a town where the weather suddenly changes in a big way. It could be heavy rain, strong winds, or even tons of snow! Tell the story of a superhero who comes to town and helps out your community.</p>	<p><b>Culminating Task:</b> What's the Impact?</p> <p><b>Options:</b> Write an Interview Summary or Write a News Story</p>

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WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Formed by Erosion"</p> <p><b>Focus Question:</b> How does erosion shape Earth's surface?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Build on Others' Talk</p>	<p><b>Read Aloud:</b> "Finding Fossils"</p> <p><b>Focus Question:</b> How do fossils help Max and Remi understand more about how Earth has changed over time?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Summarize, Make Predictions</p> <p><b>Lexile:</b> 990L</p> <p><b>Directed Text:</b> "Denali: North America's Highest Peak" by Diana Tang</p> <p><b>Focus Question:</b> How does Denali reveal the changes that Earth experiences?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Main Idea and Key Details</p> <p><b>Lexile:</b> 830L</p> <p><b>Central Text:</b> <i>Caves</i> by Nell Cross Beckerman</p> <p><b>Focus Question:</b> What can caves teach us about processes that shape Earth?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Main Idea and Key Details</p> <p><b>Reread:</b> Imagery, Author's Purpose</p> <p><b>Lexile:</b> 930L</p>	<p><b>Concept Words:</b> collision, erosion, phenomenon, terrain</p> <p><b>Target Words:</b> seeping, particles, excavation, inverted, concentrations, eerie, bioluminescent, molten</p>	Use the Outside-In Strategy	<p>Suffixes <i>-ity, -ty, -ive, -ous</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> safety, curious, active, detective, famous, glorious, furious, dangerous, mysterious, important</p> <p><b>Challenge:</b> community, attractive, equality, activity, humorous , massive, ability, dangerous, mysterious, attendance</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Connect Ideas: Use Transitions</p> <p><b>Grammar &amp; Mechanics:</b> commas to set off introductory elements</p>	continued	continued
Week 4					<p>U1–U3 Review: Word Parts</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> explorer, visitor, careful, appearance, excellent, invisible, incorrect, harmless, successful, dangerous</p> <p><b>Challenge:</b> irregular, unfrozen, performer, restless, cheerful, attendance, residence, harmless, successful, mysterious</p>				

Grade 4 • Unit 4 | Storytelling: The Stories We Tell | Essential Question: What can we learn from traditional stories that have been passed down through generations?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Preserving Stories"</p> <p><b>Focus Question:</b> How have people told and preserved stories over time?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Listen Attentively</p>	<p><b>Read Aloud:</b> "Storytelling through the Ages"</p> <p><b>Focus Question:</b> How can stories from the past shape our present?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Reread, Ask and Answer Questions</p> <p><b>Lexile:</b> 980L</p> <p><b>Directed Text:</b> "Amaterasu, Goddess of the Sun: Retelling of a Japanese Myth" by Kuniko Katz</p> <p><b>Focus Question:</b> How do the gods and goddesses solve the world's problem?</p> <p><b>Genre:</b> Myth</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Conflict; Theme</p> <p><b>Lexile:</b> 940L</p> <p><b>Central Text:</b> Excerpt from <i>I Am Hermes! Mischief-Making Messenger of the Gods</i> written and illustrated by Mordicai Gerstein</p> <p><b>Focus Question:</b> How does Hermes grant Aesop's wish?</p> <p><b>Genre:</b> Myth (graphic novel)</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Conflict; Theme</p> <p><b>Reread:</b> Adages and Proverbs, Text Features: Graphics and Illustrations</p> <p><b>Lexile:</b> 500L</p> <p><b>Companion Text:</b> "Why Mount Etna Breathes Fire: A Play Based on Greek Mythology" retold by Pat Betteley</p> <p><b>Focus Question:</b> How does the story of Zeus and Typhon show how the ancient Greeks made sense of their world?</p> <p><b>Genre:</b> Myth/Drama</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Theme; Elements of a Drama: Dialogue and Stage Directions</p> <p><b>Reread:</b> Elements of a Drama: Cast of Characters and Dialogue</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> document (verb), origins, customs, legacy, depiction, retelling</p> <p><b>Target Words:</b> dazzling, mischievous, menace, flocked, orderly, glorious, inkling, impart, revenge, flickering, soothing, fury</p>	Context Clues: Multiple-Meaning Words	<p>"Break/Build" Roots (Latin: <i>fract, rupt, struct</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> rupture, disrupt, construct, erupts, bankrupt, abrupt, instruct, structures, fraction, harmless</p> <p><b>Challenge:</b> restructure, instructor, construction, constructing, eruptions, destruct, reconstruct, structures, fraction, successful</p>	Accuracy, Appropriate Rate, and Expression (Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Pronouns Effectively</p> <p><b>Grammar &amp; Mechanics:</b> possessive pronouns, reflexive pronouns, pronoun case/number/person, pronoun-antecedent agreement, vague pronouns</p>	n/a	n/a
Week 2					<p>Communications Roots (<i>aud/ audi, scrib/script, sign, voc</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> audible, describe, vocal, voices, signing, designed, signal, scribble, audiences, structures</p> <p><b>Challenge:</b> assignment, auditorium, provoke, designer, resign, redesign, assign, scribble, audiences, fraction</p>			<p><b>Writing Genre:</b> Persuasive Writing</p> <p><b>Writing Prompt:</b> You have read that Hermes gave gifts of wisdom to many. Were the gifts valuable? Write a persuasive essay in which you clearly state your claim and reasons. Use evidence from the myth to support your response.</p>	<p><b>Culminating Task:</b> Explore Traditional Stories</p> <p><b>Options:</b> Make a Picture Book or Make an Audio Recording</p>



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WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Tales Across Cultures"</p> <p><b>Focus Question:</b> What do traditional tales of different cultures have in common?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Take Turns Speaking</p>	<p><b>Read Aloud:</b> "The Tales They Told"</p> <p><b>Focus Question:</b> How have the Brothers Grimm helped to shape our culture?</p> <p><b>Genre:</b> Biography</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> "Hualachi and the Magic Sandals: Retelling of a Peruvian/Incan Folktale" by Carla Mino</p> <p><b>Focus Question:</b> What problem does Hualachi have? How is that problem solved?</p> <p><b>Genre:</b> Folktale</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Theme</p> <p><b>Lexile:</b> 890L</p> <p><b>Central Text:</b> Excerpt from <i>Crowned: Magical Folk and Fairy Tales from the Diaspora</i> by Kahran and Regis Bethencourt</p> <p><b>Focus Question:</b> How can folktales help readers understand an important theme, or message?</p> <p><b>Genre:</b> Folktale</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Theme</p> <p><b>Reread:</b> Character, Setting</p> <p><b>Lexile:</b> 860L</p>	<p><b>Concept Words:</b> ancient, timeless, cultural, heroic</p> <p><b>Target Words:</b> brandishing, emboldened, acknowledgement, prevailed, optimism, beacon, mesmerized, resilience</p>	Context Clues: Multiword Expressions	<p>Movement Roots (Latin: <i>mot/mov/mob, tract, ject</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> distract, attracts, remove, tractor, reject, movies, project, motion, emotion, scribble</p> <p><b>Challenge:</b> attracted, distracted, mobile, motive, motor, motel, projected, motion, emotion, audiences</p>	Accuracy, Appropriate Rate, and Expression (Accuracy); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Descriptive Language</p> <p><b>Grammar &amp; Mechanics:</b> order of adjectives</p>	continued	continued
Week 4					<p>"Hold, Turn, Carry" Roots (Latin: <i>ten/tain, ver/vert, fer</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> ferry, transfer, divert, reverse, entertain, content, prefer, contains, offering , motion</p> <p><b>Challenge:</b> obtain, contents, conversation, vertical, entertainer, maintaining, container, contains, offering, emotion</p>				



Grade 4 • Unit 5 | History: The American West | Essential Question: What shaped the perspectives of different people in the American West in the 1800s?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Crossing the Land"</p> <p><b>Focus Question:</b> Why was travel important for different Native American cultures?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Contribute to the Discussion</p>	<p><b>Read Aloud:</b> "The Fur Trade"</p> <p><b>Focus Question:</b> How did the fur trade shape the perspectives of European settlers and Native American groups in North America?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Lexile:</b> 1010L</p> <p><b>Directed Text:</b> "Buffalo and Horses Among Our People" by Roberta "Bobbie" Conner</p> <p><b>Focus Question:</b> What role did horses play in the lives of the Plateau tribes?</p> <p><b>Genre:</b> Oral Tribal History Text</p> <p><b>Structure/Elements:</b> Cause and Effect, Oral Tradition</p> <p><b>Lexile:</b> 980L</p> <p><b>Central Text:</b> <i>Tasunka: A Lakota Horse Legend</i> told and Illustrated by Donald F. Montileaux, Lakota Tanslation by Agnes Gay</p> <p><b>Focus Question:</b> What does Donald F. Montileaux's retelling of <i>Tasunka: A Lakota Horse Legend</i> help you understand about what is important to the Lakota?</p> <p><b>Genre:</b> Oral Tribal History Text</p> <p><b>Structure/Elements:</b> Cause and Effect, Oral Tradition</p> <p><b>Reread:</b> Imagery, Sequence of Events</p> <p><b>Lexile:</b> 640L</p> <p><b>Companion Text:</b> Excerpt from "Return of the American Bison" by Theresa Morlock</p> <p><b>Focus Question:</b> How can the history of the American bison help you understand the perspectives of different groups of people in the West?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Text Features</p> <p><b>Reread:</b> Text Features (Maps)</p> <p><b>Lexile:</b> 990L</p>	<p><b>Concept Words:</b> migration, displace, territory, settlement, transcontinental, border</p> <p><b>Target Words:</b> centuries, game, quench, habits, murmurs, claimed, driven, abusing; fundamental, immense, established, relocating</p>	Use Word Parts: Roots	<p>Suffix <i>-ion</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> invention, imagination, reaction, confusion, expression, collection, education, protection, production, contains</p> <p><b>Challenge:</b> procession, distraction, reservation, celebration, combination, definition, graduation, protection, production, offering</p>	Accuracy, Appropriate Rate, and Expression (Phrasing and Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use the Progressive Tenses</p> <p><b>Grammar &amp; Mechanics:</b> progressive tenses, correcting inappropriate shifts in verb tense</p>	n/a	n/a
Week 2					<p>Vowel Alternations</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> introduction, athlete, athletic, company, companion, volcano, volcanic, introduce, competition, protection</p> <p><b>Challenge:</b> prepare, preparation, compete, metal, metallic, medicine, medicinal, introduce, competition, production</p>			<p><b>Writing Genre:</b> Informative Writing</p> <p><b>Writing Prompt:</b> The perspectives of different groups of people across America affected how they moved around the continent. Use the resources provided to write an informative essay that describes why different groups moved from place to place. What were their reasons for traveling to new regions?</p>	<p><b>Culminating Task:</b> Explore Experiences!</p> <p><b>Options:</b> Plan a Museum Exhibit or Create a Presentation</p>

Grade 4 • Unit 5 | History: The American West | Essential Question: What shaped the perspectives of different people in the American West in the 1800s?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Moving to the West"</p> <p><b>Focus Question:</b> Why did many people move west during this period?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> "Finding Freedom in the West"</p> <p><b>Focus Question:</b> How did traveling west impact the opportunities for Biddy Mason and others like her?</p> <p><b>Genre:</b> Biography</p> <p><b>Comprehension Strategy:</b> Reread, Ask and Answer Questions</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> "A New Path for Ignacio" by Magdalena Mata</p> <p><b>Focus Question:</b> What does Ignacio discover about himself?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, Plot</p> <p><b>Lexile:</b> 850L</p> <p><b>Central Text:</b> Excerpt from <i>The Journal of Wong Ming-Chung: A Chinese Miner (California, 1852)</i> by Laurence Yep</p> <p><b>Focus Question:</b> How do Runt's experiences and challenges affect him?</p> <p><b>Genre:</b> Historical Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Narrative Point of View</p> <p><b>Reread:</b> Point of View, Similes and Metaphors</p> <p><b>Lexile:</b> 690L</p>	<p><b>Concept Words:</b> risk (noun), opportunity, motivation, prosperity</p> <p><b>Target Words:</b> vertical, fragments, determination, clutches, clerk, scholar, investments, accounts</p>	Context Clues: Antonym Clues	<p>Contractions and Homophones</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> weather, whether, they're, their, shouldn't, heard, herd, doesn't, could've, introduce</p> <p><b>Challenge:</b> minor, miner, wouldn't, principle, principal, quarts, quartz, doesn't, could've, competition</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use the Perfect Tenses</p> <p><b>Grammar &amp; Mechanics:</b> past, present, and future perfect tenses, past participles, correcting inappropriate shifts in verb tense</p>	continued	continued
Week 4					<p>Latin Roots <i>dict, port, spect, cent</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> centuries, porter, dictionary, transport, report, predict, respectful, inspector, export, doesn't</p> <p><b>Challenge:</b> prospector, reporter, percent, verdict, prediction, spectacular, dictionaries, inspector, export, could've</p>				

Grade 4 • Unit 6 | Life Science: Features of Living Things | Essential Question: How do living things interact with the world around them?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Living in a Rainforest Ecosystem"</p> <p><b>Focus Question:</b> How do living things interact in an ecosystem?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer: Clarify Information</p>	<p><b>Read Aloud:</b> "The Life-Giving Power of Plants"</p> <p><b>Focus Question:</b> Why are plants important to animals and humans?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Reread</p> <p><b>Lexile:</b> 970L</p> <p><b>Directed Text:</b> Selections from <i>Joyful Noise: Poems for Two Voices</i>: "Grasshoppers" and "Fireflies" by Paul Fleischman</p> <p><b>Focus Question:</b> How do an insect's features affect its behavior?</p> <p><b>Genre:</b> Free-Verse Poetry</p> <p><b>Structure/Elements:</b> Poetic Elements; Theme</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> Selections from <i>Predator and Prey: A Conversation in Verse</i> by Susannah Buhrman-Deever</p> <p><b>Focus Question:</b> How do animal features and behaviors balance each other?</p> <p><b>Genre:</b> Free-Verse Poetry</p> <p><b>Structure/Elements:</b> Poetic Elements; Theme</p> <p><b>Reread:</b> Alliteration and Onomatopoeia; Elements of Poetry</p> <p><b>Lexile:</b> NP</p> <p><b>Companion Text:</b> "The Food Debate: On the Land or Indoors?" by John D. Shabe</p> <p><b>Focus Question:</b> What are the benefits of different growing processes?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Compare and Contrast; Claim, Reasons, and Evidence; Text Features</p> <p><b>Reread:</b> Author's Purpose</p> <p><b>Lexile:</b> 890L</p>	<p><b>Concept Words:</b> process (noun), function (verb), sense receptor, interdependent, instinct, acquire</p> <p><b>Target Words:</b> fearsome, blitz, feisty, stealth, coiled, keen, rebounds, brawn; effective, enriched, repurpose, organic</p>	Context Clues: Unhelpful or Misleading Clues	<p>Adjective Suffixes (-ible, -able, -some)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> fearsome, remarkable, lonesome, comfortable, breakable, flexible, possible, preventable, valuable, inspector</p> <p><b>Challenge:</b> agreeable, responsible, tiresome, favorable, honorable, troublesome, uncomfortable, preventable, valuable, export</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Modal Verbs</p> <p><b>Grammar &amp; Mechanics:</b> modal verbs, contractions</p>	n/a	n/a
Week 2					<p>Adverb Suffixes (-ly/-ily, -fully)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> steadily, boldly, easily, likely, terribly, successfully, truly, quietly, cheerfully, portable</p> <p><b>Challenge:</b> effectively, joyfully, thoughtfully, busily, uneasily, expertly, unhappily, quietly, cheerfully, valuable</p>			<p><b>Writing Genre:</b> Persuasive Writing</p> <p><b>Writing Prompt:</b> Imagine that your school is holding a writing contest to determine how to best help students learn about growing plants for food. Write a persuasive essay convincing your school principal of which option is better: a traditional outdoor garden or an indoor greenhouse.</p>	<p><b>Culminating Task:</b> Explore Living Things!</p> <p><b>Options:</b> Draw a Diagram or Make a Podcast</p>

Grade 4 • Unit 6 | Life Science: Features of Living Things | Essential Question: How do living things interact with the world around them?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Surviving the Mojave Desert"</p> <p><b>Focus Question:</b> How do animals survive in a harsh desert ecosystem?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Build on Others' Talk</p>	<p><b>Read Aloud:</b> "Tricks and Treats"</p> <p><b>Focus Question:</b> How do Snapper and Peanut process the world in similar and different ways?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension Strategy:</b> Make Predictions, Visualize</p> <p><b>Lexile:</b> 790L</p> <p><b>Directed Text:</b> "Animals at Night" by Gina Dalessio</p> <p><b>Focus Question:</b> How are some animals able to be most active at night?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Text Features</p> <p><b>Lexile:</b> 880L</p> <p><b>Central Text:</b> <i>Luminous: Living Things That Light Up the Night</i> by Julia Kuo</p> <p><b>Focus Question:</b> How can animals use the light they create to survive?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Text Features</p> <p><b>Reread:</b> Author's Purpose, Description</p> <p><b>Lexile:</b> 960L</p>	<p><b>Concept Words:</b> camouflage, biodiversity, nocturnal, characteristic</p> <p><b>Target Words:</b> gleam, dangle, lure, startle, gradually, coordinate, disturbed, extraordinary</p>	<p>Context Clues: Definition and Restatement Clues</p>	<p>Noun Suffixes (-dom, -ment, -ure)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> movement, capture, creature, future, feature, freedom, wisdom, experiment, statement, quietly</p> <p><b>Challenge:</b> arrangement, temperature, boredom, mixture, treasure, sculpture, measurement, experiment, statement, cheerfully</p>	<p>Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency</p>	<p><b>Writing Skill:</b> Elaborate Ideas: Compare and Contrast Ideas</p> <p><b>Grammar &amp; Mechanics:</b> comparative and superlative adjectives and adverbs</p>	<p>continued</p>	<p>continued</p>
Week 4					<p>U4–U6 Review: Suffixes, Latin Roots, Contractions</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> comfortable, flexible, protection, conversation, you're, attracts, transfer, confusion, production, experiment</p> <p><b>Challenge:</b> valuable, troublesome, combination, aren't, wouldn't, distract, percent, confusion, production, statement</p>				

Grade 4 • Unit 7 | Expression and the Arts: Connecting through the Arts | Essential Question: How do the arts connect people?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "Exploring Different Forms of Art"</p> <p><b>Focus Question:</b> How can we experience different forms of art?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Listen Attentively</p>	<p><b>Read Aloud:</b> "Public Art Connects People"</p> <p><b>Focus Question:</b> How can experiencing public art help people connect with each other?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Reread</p> <p><b>Lexile:</b> 1010L</p> <p><b>Directed Text:</b> "The Piece Garden" by Julie Offerdahl</p> <p><b>Focus Question:</b> How does having to work together to solve their problem affect Mia and Milo?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, and Plot</p> <p><b>Lexile:</b> 890L</p> <p><b>Central Text:</b> "The Boy of a Thousand Faces" by Brian Selznick</p> <p><b>Focus Question:</b> How does Alonzo's love of monster movies affect him and his town?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Character, Setting, and Plot</p> <p><b>Reread:</b> Plot: Suspense, Character</p> <p><b>Lexile:</b> 880L</p> <p><b>Companion Text:</b> "Banding Together" by Evelin Alvarez; "The Storyteller Gets Her Name" by Ari Tison</p> <p><b>Focus Question:</b> How do different forms of creative expression help the characters in each poem relate to others?</p> <p><b>Genre:</b> Narrative Poetry</p> <p><b>Structure/Elements:</b> Poetic Elements; Stanzas, Lines</p> <p>Rhyme, Rythm, Theme</p> <p><b>Reread:</b> Similes and Metaphors</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> venue, craftsmanship, appealing, installation, exhibition, visionary (noun)</p> <p><b>Target Words:</b> mysterious, expectations, lurking, rare, vowed, swarmed, shattered, costumed; rift, squabbles, ventured, elders</p>	Context Clues: Syntax Clues	<p>"Bad or Wrong" and "Against" Prefixes (<i>mis-</i>, <i>mal-</i>, <i>ant-/anti-</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> mistrust, misstep, mislead, misspell, malformed, mishandle, antiwar, mismatch, mischief, confusion</p> <p><b>Challenge:</b> malfunction, misheard, misjudge, misfortune, antacid, mistreat, malice, mismatch, mischief, production</p>	Accuracy, Appropriate Rate, and Expression (Rate and Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Clearly Communicate: Use Precise Language</p> <p><b>Grammar &amp; Mechanics:</b> prepositions and prepositional phrases, common and proper nouns, subject-verb agreement with intervening phrases</p>	n/a	n/a
Week 2					<p>"Over/Under" Prefixes (<i>over-</i>, <i>super-</i>, <i>sub-</i>, <i>sur</i>, <i>under-</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> overhead, superpower, underdog, superhero, subway, subtract, underground, surface, underwater, mismatch</p> <p><b>Challenge:</b> overboard, overcoat, underneath, survey, subtracted, submarine, supervise, surface, underwater, mischief</p>			<p><b>Writing Genre:</b> Informative Writing</p> <p><b>Writing Prompt:</b> Many people connect with one another through art. Write an informative essay sharing facts about your favorite artist, painter, or musician. What are some interesting facts about their life? How do they impact society? What are some of their accomplishments?</p>	<p><b>Culminating Task:</b> Explore Art Connections!</p> <p><b>Options:</b> Propose a Community Art Project or Write a Poem about the Arts</p>

Grade 4 • Unit 7 | Expression and the Arts: Connecting through the Arts | Essential Question: How do the arts connect people?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Putting on a Play"</p> <p><b>Focus Question:</b> How does the production of a dramatic play bring people together?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Take Turns Speaking</p>	<p><b>Read Aloud:</b> "All the World's a Stage"</p> <p><b>Focus Question:</b> How has drama changed and stayed the same over time?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 1070L</p> <p><b>Directed Text:</b> "Dylan's Decision" by L.M. Forest</p> <p><b>Focus Question:</b> What does Dylan learn from his experience in the chorus?</p> <p><b>Genre:</b> Drama</p> <p><b>Structure/Elements:</b> Character, Setting, Plot; Elements of a Drama: Dialogue and Stage Directions; Theme</p> <p><b>Lexile:</b> NP</p> <p><b>Central Text:</b> <i>The Bridge to Harmony</i> by Pablo Cartaya</p> <p><b>Focus Question:</b> How does Leonardo help the people of Harmony come together?</p> <p><b>Genre:</b> Drama</p> <p><b>Structure/Elements:</b> Character, Setting, and Plot; Elements of a Drama: Dialogue and Stage Directions; Theme</p> <p><b>Reread:</b> Elements of a Drama: Stage Directions and Dialogue, Idioms</p> <p><b>Lexile:</b> NP</p>	<p><b>Concept Words:</b> format, collaborative, dramatic, engage</p> <p><b>Target Words:</b> commemorate, vibrant, animated, showcase, admires, passionately, addresses, gauging</p>	Use an Etymology Dictionary	<p>Position Prefixes (<i>fore-</i>, <i>inter-</i>, <i>mid-</i>, <i>post-</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> forecast, forehead, postwar, interview, interact, midtown, internet, midsummer, postpone, surface</p> <p><b>Challenge:</b> forecaster, intercom, midway, midafternoon, intersect, foresee, postscript, midsummer, postpone, underwater</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Expression); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Appositives</p> <p><b>Grammar &amp; Mechanics:</b> appositive phrases, subject-verb agreement with intervening phrases, commas with intervening phrases</p>	continued	continued
Week 4					<p>Suffixes <i>-ary</i>, <i>-ery</i>, <i>-ory</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> gallery, library, bravery, bakery, factory, delivery, glossary, discovery, legendary, midsummer</p> <p><b>Challenge:</b> elementary, sensory, laboratory, visionary, honorary, snobbery, scenery, discovery, legendary, postpone</p>				



Grade 4 • Unit 8 | Economics: Economic Connections | Essential Question: How can businesses connect people and support communities?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> "A Driving Force in the Economy"</p> <p><b>Focus Question:</b> What are some effects of the automobile industry on businesses and communities?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Contribute to the Discussion</p>	<p><b>Read Aloud:</b> "Corporate Chains and Locally Owned Businesses"</p> <p><b>Focus Question:</b> What are the similarities and differences between corporate businesses and locally owned businesses?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Ask and Answer Questions, Reread</p> <p><b>Lexile:</b> 1020L</p> <p><b>Directed Text:</b> "Taking Charge: Fundraising Is Good for Kids" by Carla Mino</p> <p><b>Focus Question:</b> How do fundraisers teach young people about business and community?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Compare and Contrast; Claim, Reasons, and Evidence</p> <p><b>Lexile:</b> 880L</p> <p><b>Central Text:</b> <i>Buy Local: Where You Spend Your Money Matters</i> by Art Coulson</p> <p><b>Focus Question:</b> Why should people support locally owned businesses in their community?</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Structure/Elements:</b> Claim, Reasons, and Evidence; Main Idea and Key Details; Compare and Contrast</p> <p><b>Reread:</b> Author's Claim; Adages and Proverbs</p> <p><b>Lexile:</b> 980L</p> <p><b>Companion Text:</b> "Classroom Entrepreneurs" by Brinda Gupta</p> <p><b>Focus Question:</b> What can students learn about economics by participating in an entrepreneur day at their school?</p> <p><b>Genre:</b> Informational Article</p> <p><b>Structure/Elements:</b> Text Features, Problem and Solution</p> <p><b>Reread:</b> Text Features</p> <p><b>Lexile:</b> 910L</p>	<p><b>Concept Words:</b> competition, economy, capital, reliance, corporation, entrepreneur</p> <p><b>Target Words:</b> frequented, headquarters, sponsor, recommendations, satisfying, affordably, pollution, packaging; exchange, personalized, adequate, devise</p>	Context Clues: Examples and Lists	<p>Commonly Confused Words</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> affect, effect, angel, angle, awhile, evening, everybody, remember, accept, discovery</p> <p><b>Challenge:</b> government, together, affected, effected, except, immigrant, emigrant, remember, accept, legendary</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Phrasing); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Infinitives</p> <p><b>Grammar &amp; Mechanics:</b> Infinitives</p>	n/a	n/a
Week 2					<p>Latin all Latin Roots: Names for the Body (capit, corp, man, dent, ped)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> corporate, capitol, demand, manage, pedal, dental, manners, capital, manual, remember</p> <p><b>Challenge:</b> captain, corporation, manufacture, manager, biped, peddler, rodent, capital, manual, accept</p>			<p><b>Writing Genre:</b> Narrative Writing and Poetry</p> <p><b>Writing Prompt:</b> You have read about how businesses connect people and places. Write a fictional narrative about a character who starts a small business to raise money for something important. Use story elements such as characters, setting, plot, conflict, and resolution.</p> <p>Write a poem about a business you like to visit, such as a story or restaurant. Your poem can be free-verse, lyric, narrative, or another genre. Remember to include poetic elements, such as lines, stanzas, rhythm, rhyme, or figurative language.</p>	<p><b>Culminating Task:</b> Explore Economic Connections</p> <p><b>Options:</b> Make a Collage or Write a Story</p>




Grade 4 • Unit 8 | Economics: Economic Connections | Essential Question: How can businesses connect people and support communities?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "Businesses Solving Problems"</p> <p><b>Focus Question:</b> How can businesses solve problems?</p> <p><i>Interactive</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer Questions: Review Key Ideas</p>	<p><b>Read Aloud:</b> "Choosing Wisely: Opportunity Costs"</p> <p><b>Focus Question:</b> What are some effects of the choices businesses make?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Summarize</p> <p><b>Lexile:</b> 1030L</p> <p><b>Directed Text:</b> "Business (Not) as Usual" by Michael Burgess</p> <p><b>Focus Question:</b> What challenges does Alex face in creating his robots?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Plot; Narrative Point of View</p> <p><b>Lexile:</b> 870L</p> <p><b>Central Text:</b> Excerpt from <i>Stef Soto, Taco Queen</i> by Jennifer Torres</p> <p><b>Focus Question:</b> How is Stef Soto affected by her family's business?</p>	<p><b>Concept Words:</b> profit, expense, specialization, distributor</p> <p><b>Target Words:</b> irritation, prompted, privilege, strides, cautious, interrupt, dwindles, resentfully</p>	Use a Thesaurus	<p>Borrowed Words</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> piano, garage, kayak, hurricane, salsa, canoe, cafe, robot, cafeteria, capital</p> <p><b>Challenge:</b> bagel, jumbo, banana, trousers, cookie, safari, bamboo, robot, cafeteria, manual</p>	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Gerunds</p> <p><b>Grammar &amp; Mechanics:</b> Gerunds and gerund phrases</p>	continued	continued
Week 4		<p><b>Genre:</b> Realistic Fiction</p> <p><b>Structure/Elements:</b> Plot; Narrative Point of View</p> <p><b>Reread:</b> Figurative Language: Personification; Character Development</p> <p><b>Lexile:</b> 780L</p>			<p>Greek Roots <i>auto</i>, <i>graph</i>, <i>meter</i>/<i>metr</i></p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> metric, automatic, biography, phonograph, paragraph, meter, diameter, autograph, centimeter, robot</p> <p><b>Challenge:</b> graphed, automobile, autobiography, autopilot, graphics, pedometer, perimeter, autograph, centimeter, cafeteria</p>				

Grade 4 • Unit 9 | Physical Science: The Power of Energy | Essential Question: How do we use energy?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p><b>Title:</b> Sources of Energy</p> <p><b>Focus Question:</b> Where does energy come from?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations Skill:</b> Ask and Answer: Clarify Information</p>	<p><b>Read Aloud:</b> "Powering Our Lives: Energy Through the Ages"</p> <p><b>Focus Question:</b> How have humans used energy throughout history?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Comprehension Strategy:</b> Make Inferences</p> <p><b>Lexile:</b> 1030L</p> <p><b>Directed Text:</b> "Mária Telkes, the Sun Queen" by Glynn Gomes</p> <p><b>Focus Question:</b> How did Mária Telkes use solar energy?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Problem and Solution; Chronological Order</p> <p><b>Lexile:</b> 950L</p> <p><b>Central Text:</b> Excerpt from <i>Lewis Latimer: Engineering Wizard</i> by Denise Lewis Patrick</p> <p><b>Focus Question:</b> How did Lewis Latimer contribute to the inventions of the telephone and the light bulb?</p> <p><b>Genre:</b> Biography</p> <p><b>Structure/Elements:</b> Problem and Solution; Chronological Order</p> <p><b>Reread:</b> Primary and Secondary Sources; Author's Perspective</p> <p><b>Lexile:</b> 960L</p> <p><b>Companion Text:</b> "Birth of the Battery" by Ryan Bishop</p> <p><b>Focus Question:</b> How have humans used the power of batteries?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Structure/Elements:</b> Cause and Effect; Text Features; Main Idea and Details</p> <p><b>Reread:</b> Text Features</p> <p><b>Lexile:</b> 940L</p>	<p><b>Concept Words:</b> renewable, storage, experimentation, innovate, conduct, radiant</p> <p><b>Target Words:</b> patent, indispensable, resigned, setback, incandescent, filament, artificial, supervised; portable, concluded, evolved, rechargeable</p>	Combine Word-Solving Strategies	<p>"Look and Light" Roots (Greek: <i>photo</i>, <i>scope</i>; <i>Latin: vis/vid</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> advise, visor, photographer, microscope, provide, videos, visibly, envision, revise, autograph</p> <p><b>Challenge:</b> photography, evidence, provision, revisit, microscopic, visibility, advisor, envision, revise, centimeter</p>	Accuracy, Appropriate Rate, and Expression (Accuracy and Rate); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Relative Pronouns and Relative Adverbs</p> <p><b>Grammar &amp; Mechanics:</b> Relative clauses, pronouns, and adverbs</p>	n/a	n/a
Week 2					<p>Other Greek Roots (<i>tele</i>, <i>phon</i>, <i>techn</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> telegraph, television, homophone, smartphone, technician, telemarket, telegram, earphones, technical, vision</p> <p><b>Challenge:</b> telephone, technology, microphone, telecommute, technique, televise, xylophone, earphones, technical, revise</p>			<p><b>Writing Genre:</b> Persuasive Writing</p> <p><b>Writing Prompt:</b> You have learned about different sources of energy. Write a persuasive essay for a school science fair about a resource people use for energy. Research the resource and explain why it could be a popular choice for people to use. Support your opinion with reasons and evidence.</p>	<p><b>Culminating Task:</b> Explore Uses of Energy</p> <p><b>Options:</b> Write a Poem or Create a Picture Book</p>



Grade 4 • Unit 9 | Physical Science: The Power of Energy | Essential Question: How do we use energy?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Word Solving	Word Structure/Spelling	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p><b>Title:</b> "The Energy of Play"</p> <p><b>Focus Question:</b> How is energy used in play?</p> <p><i>Video</i></p> <p><b>Collaborative Conversations</b></p> <p><b>Skill:</b> Build on Others' Talk</p>	<p><b>Read Aloud:</b> "Potential, Kinetic"</p> <p><b>Focus Question:</b> What does the speaker learn about the relationship between potential and kinetic energy?</p> <p><b>Genre:</b> Poetry</p> <p><b>Comprehension Strategy:</b> Visualize, Make Predictions</p> <p><b>Lexile:</b> NP</p> <p><b>Directed Text:</b> "Solar Girl" by Nicholas Solis</p> <p><b>Focus Question:</b> How does Toby's surprising discovery affect her?</p> <p><b>Genre:</b> Science Fiction</p> <p><b>Structure/Elements:</b> Plot; Conflict</p> <p><b>Lexile:</b> 840L</p> <p><b>Central Text:</b> "Lily on Planet Emilon" by Sylvia Liu</p> <p><b>Focus Question:</b> How is Lily affected by what she learns and experiences on planet Emilon?</p> <p><b>Genre:</b> Science Fiction</p> <p><b>Structure/Elements:</b> Plot; Conflict</p> <p><b>Reread:</b> Hyperbole, Imagery</p> <p><b>Lexile:</b> 910L</p>	<p><b>Concept Words:</b> active, momentum, generate, transfer</p> <p><b>Target Words:</b> translator, genuine, reassured, clambered, retrieve, conferring, gaping indicated</p>	Combine Word-Solving Strategies	<p>Number Prefixes (<i>quadr-, quar-, pent- hex-, oct-, dec-</i>)</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> quarter, quadrangle, hexagon, pentagon, octagon, octopus, quarrel, decades, quartet, earphones</p> <p><b>Challenge:</b> decimal, quintuplet, octuplets, headquarters, quadruped, quadruple, quadrant, decades, quartet, technical</p>	Accuracy, Appropriate Rate, and Expression (Intonation); Reread for Fluency	<p><b>Writing Skill:</b> Elaborate Ideas: Use Participial Phrases</p> <p><b>Grammar &amp; Mechanics:</b> Participial phrases, commas for introductory elements</p>	continued	continued
Week 4					<p>U7–U9 Review: Suffixes, "Over/Under" Prefixes, Position Prefixes</p> <p><b>Spelling Lists</b></p> <p><b>On-Level:</b> discovery, interact, diary, superpower, underground, overview, forehead, battery, submarine, decades</p> <p><b>Challenge:</b> intercom, dictionary, intervene, supervisor, undersea, overseeing, foresee, battery, submarine, quartet</p>				