

## Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How do people respond to natural disasters?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Avalanche”</p>	<p>“A World of Change” <b>Genre:</b> Expository Text <b>Lexile:</b> 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Earthquakes</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “Weathering the Storm” <b>Genre:</b> Personal Narrative <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 670L <b>O:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 840L <b>ELL:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 740L <b>B:</b> <i>Changing Landscapes</i> <b>Lexile:</b> 920L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Students Save Wetlands” <b>O:</b> “Students Save Wetlands” <b>ELL:</b> “Students Save Wetlands” <b>B:</b> “Students Save Wetlands”</p>	<p><b>Academic Vocabulary:</b> <i>alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable</i></p> <p>Multiple-Meaning Words Homographs</p>	<p>Reread Diagrams and Headings Text Structure: Compare and Contrast Author’s Perspective</p>	<p><b>Week 1</b> Short Vowels Structural Analysis: Inflectional Endings</p> <p><b>Week 2</b> Long <i>a</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Accuracy and Intonation <b>Week 2</b> Expression and Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Sentences; Sentence Punctuation <b>Week 2:</b> Subjects and Predicates; Punctuate Compound Subjects and Predicates</p>	<p><b>Project:</b> Natural Disasters <b>Product:</b> Pamphlet <b>Blast:</b> “Masters of Disasters”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do your actions affect others?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Say Something”</p>	<p>“The Talent Show” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Experts, Incorporated</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 730L</p> <p><b>Paired Selection</b> “Speaking Out to Stop Bullying” <b>Genre:</b> Expository Text <b>Lexile:</b> 800L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>The Dream Team</i> <b>Lexile:</b> 530L <b>O:</b> <i>Rosa’s Garden</i> <b>Lexile:</b> 710L <b>ELL:</b> <i>Rosa’s Garden</i> <b>Lexile:</b> 540L <b>B:</b> <i>Saving Grasshopper</i> <b>Lexile:</b> 810L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Making a Difference” <b>O:</b> “Fresh from the City” <b>ELL:</b> “Fresh from the City” <b>B:</b> “Backyard Bird Habitats”</p>	<p><b>Academic Vocabulary:</b> <i>accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably</i></p> <p>Idioms Homophones</p>	<p>Make Predictions Plot Plot: Conflict Author’s Claim</p>	<p><b>Week 3</b> Long <i>e</i> Structural Analysis: Plurals</p> <p><b>Week 4</b> Long <i>i</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy <b>Week 4</b> Phrasing and Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “How to Build in Flood Zones”; “More Wetlands Needed”; “Debate on Flood Zones” Plan: Organize Ideas Draft: Relevant Evidence Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Compound Sentences; Punctuating Compound Sentences <b>Week 4:</b> Clauses and Complex Sentences; Punctuate Complex Sentences</p>	<p><b>Project:</b> Solving a Community Problem <b>Product:</b> Formal Letter <b>Blast:</b> “Friends Forever”</p>

## Grade 4 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How can starting a business help others?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Kids Can Help”</p>	<p>“Dollars and Sense” <b>Genre:</b> Argumentative Text <b>Lexile:</b> 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Kids in Business</i> <b>Genre:</b> Argumentative Text <b>Lexile:</b> 790L</p> <p><b>Paired Selection</b> “Starting a Successful Business” <b>Genre:</b> Procedural Text <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Argumentative Text <b>A:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 660L <b>O:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 780L <b>ELL:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 710L <b>B:</b> <i>Start Small, Think Big</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Procedural Text <b>A:</b> “Spending and Saving” <b>O:</b> “Spending and Saving” <b>ELL:</b> “Spending and Saving” <b>B:</b> “Spending and Saving”</p>	<p><b>Academic Vocabulary:</b> <i>compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking</i></p> <p>Suffixes</p>	<p>Reread</p> <p>Graphs and Headings</p> <p>Central Idea and Relevant Details</p> <p>Sequence</p>	<p><b>Week 5</b> Long o</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Phrasing and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Elaboration Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Run-On Sentences; Correcting Fragments and Run-Ons</p>	<p><b>Project:</b> Businesses That Help Others</p> <p><b>Product:</b> Biographical Report</p> <p><b>Blast:</b> “Helping Others Is Good Business”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p><b>Extend, Connect, and Assess</b></p>	<p><b>Genre:</b> Online Article “Bullying: It’s Against the Law”</p>	<p><b>Reader’s Theater:</b> <i>Whodunit?</i> <i>Woo Knows ...</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Landforms Shaped by Weathering and Erosion”</p> <p><b>Genre:</b> Narrative Nonfiction “Dust Bowl Blues”</p> <p><b>Activities</b> Compare the Passages Make a Chronology Chart Write a Science Article</p>	<p><b>Passage</b> <b>Genre:</b> Biography “Developing a Nation’s Economy”</p> <p><b>Activities</b> Determining Cause and Effect Create a Fact Card</p>	<p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Help Wanted”; “Skills for the Future”; “Look to the Future” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What helps an animal survive?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Adaptations at Work”</p>	<p>“Animal Adaptations” <b>Genre:</b> Expository Text <b>Lexile:</b> 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Spiders</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 820L</p> <p><b>Paired Selection</b> “Anansi and the Birds” <b>Genre:</b> Trickster Tale <b>Lexile:</b> 740L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Extreme Animals</i> <b>Lexile:</b> 590L <b>O:</b> <i>Extreme Animals</i> <b>Lexile:</b> 830L <b>ELL:</b> <i>Extreme Animals</i> <b>Lexile:</b> 680L <b>B:</b> <i>Extreme Animals</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Trickster Tale <b>A:</b> “Hare and the Water” <b>O:</b> “Hare and the Water” <b>ELL:</b> “Hare and the Water” <b>B:</b> “Hare and the Water”</p>	<p><b>Academic Vocabulary:</b> <i>camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</i></p> <p>Prefixes Suffixes</p>	<p>Summarize Photographs and Captions; Headings</p> <p>Central Idea and Relevant Details</p> <p>Character Development</p>	<p><b>Week 1</b> Prefixes</p> <p>Structural Analysis: Inflectional Endings</p> <p><b>Week 2</b> Digraphs</p> <p>Structural Analysis: Possessives</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Intonation</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Miniesson: Central Idea Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Common and Proper Nouns; Capitalizing Proper Nouns <b>Week 2:</b> Singular and Plural Nouns; Commas in a Series</p>	<p><b>Project:</b> Animal Survival</p> <p><b>Product:</b> Report with Life-Cycle Diagram</p> <p><b>Blast:</b> “Hidden in Plain Sight”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do animal characters change familiar stories?</p> <p><b>Genre:</b> Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “A Grasshopper’s Sad Tale”</p>	<p>“The Ant and the Grasshopper” <b>Genre:</b> Drama <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Ranita, The Frog Princess</i> <b>Genre:</b> Drama <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “Pecos Bill and the Bear Lake Monster” <b>Genre:</b> Tall Tale <b>Lexile:</b> 890L</p>	<p><b>Main Selections</b> <b>Genre:</b> Drama <b>A:</b> <i>Saving the Green Bird</i> <b>Lexile:</b> NP <b>O:</b> <i>The Prince Who Could Fly</i> <b>Lexile:</b> NP <b>ELL:</b> <i>The Prince Who Could Fly</i> <b>Lexile:</b> NP <b>B:</b> <i>Behind the Secret Trapdoor</i> <b>Lexile:</b> NP</p> <p><b>Paired Selections</b> <b>Genre:</b> Mystery <b>A:</b> “The Missing Pie Mystery” <b>O:</b> “The Mystery of the Spotted Dogs” <b>ELL:</b> “The Mystery of the Spotted Dogs” <b>B:</b> “The Mystery of the Messy Room”</p>	<p><b>Academic Vocabulary:</b> <i>annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</i></p> <p>Antonyms Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Theme Hyperbole Elements of a Play</p>	<p><b>Week 3</b> Three-Letter Blends</p> <p>Structural Analysis: Words Ending in -er and -est</p> <p><b>Week 4</b> <i>r</i>-Controlled Vowels /är/ and /ôr/</p> <p>Structural Analysis: Suffixes -ful and -less</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Life in Coral Reefs”; “Where Are the Bees?”; “Energy in the Everglades Ecosystem” Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Irregular Plural Nouns; Correct Plural Forms <b>Week 4:</b> Possessive Nouns; Apostrophes</p>	<p><b>Project:</b> Make a Food Web</p> <p><b>Product:</b> Food Web</p> <p><b>Blast:</b> “Cast of Animals”</p>

## Grade 4 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How are writers inspired by animals?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Animal Haiku: Cricket, Lizard, Firefly, Ants, Snail”</p>	<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat”</p> <p><b>Genre:</b> Lyric Poetry and Haiku <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk”</p> <p><b>Genre:</b> Lyric Poem and Haiku <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “Fog,” “White Cat Winter”</p> <p><b>Genre:</b> Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Putting on an Act</i> <b>Lexile:</b> 620L <b>O:</b> <i>The Big One</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Big One</i> <b>Lexile:</b> 530L <b>B:</b> <i>Dolphin Cove</i> <b>Lexile:</b> 780L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry <b>A:</b> “Broken Wing,” “Rat,” “Seal” <b>O:</b> “Catfish,” “Crow,” “Black Bull” <b>ELL:</b> “Peacock,” “Grass Snake,” “Robin” <b>B:</b> “Dolphin,” “Rabbit Field,” “Squirrel”</p>	<p><b>Academic Vocabulary:</b> <i>brittle, creative, descriptive, outstretched</i></p> <p><b>Poetry Terms:</b> <i>metaphor, simile, rhyme, meter</i></p> <p>Similes and Metaphors</p>	<p>Meter and Rhyme Lyric Poetry and Haiku Character Perspective Imagery and Assonance</p>	<p><b>Week 5</b> Suffixes Structural Analysis: Contractions <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Combining Sentences; Phrases and Interjections</p>	<p><b>Project:</b> Present Fun Animal Facts <b>Product:</b> Bibliography <b>Blast:</b> “Inspiring Animals”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Sharks Under Attack”</p>	<p><b>Reader's Theater:</b> <i>The Nightingale</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Everglades Mammals”</p> <p><b>Genre:</b> Expository Text “Nine-Banded Armadillos”</p> <p><b>Activities</b> Compare the Passages Create a Podcast</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Volunteering at National Parks”</p> <p><b>Genre:</b> Biography “A Hero of Conservation”</p> <p><b>Activities</b> Compare the Passages Make a Volunteer Poster</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Fight to Truly Be Heard”; “Inspiration on a Farm”; “A Writer to Celebrate” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p>	<p><b>Reader's Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>

## Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> In what ways can you help your community?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Books”</p>	<p>“Remembering Hurricane Katrina” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Aguinaldo</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 650L</p> <p><b>Paired Selection</b> “Partaking in Public Service” <b>Genre:</b> Expository Text <b>Lexile:</b> 770L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Playground Buddy</i> <b>Lexile:</b> 590L <b>O:</b> <i>Brick by Brick</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>Brick by Brick</i> <b>Lexile:</b> 500L <b>B:</b> <i>Standing Guard</i> <b>Lexile:</b> 760L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Making a Difference” <b>O:</b> “A Big Heart” <b>ELL:</b> “A Big Heart” <b>B:</b> “The Great Big Birthday Bash”</p>	<p><b>Academic Vocabulary:</b> <i>assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</i></p> <p>Context Clues Suffixes</p>	<p>Visualize Plot: Flashback Point of View and Perspective Text Structure: Problem and Solution</p>	<p><b>Week 1</b> <i>r</i>-Controlled Vowels <i>er, ir, ur</i> Structural Analysis: Closed Syllables</p> <p><b>Week 2</b> Words with Silent Letters Structural Analysis: Open Syllables <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression <b>Week 2</b> Expression</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Logical Progression Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Action Verbs; Titles <b>Week 2:</b> Verb Tenses; Subject-Verb Agreement</p>	<p><b>Project:</b> Volunteering in Your Community <b>Product:</b> Public Service Announcement <b>Blast:</b> “Let’s Pitch In”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How can one person make a difference?</p> <p><b>Genre:</b> Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Nelson Mandela: Working for Freedom”</p>	<p>“Judy’s Appalachia” <b>Genre:</b> Expository Text <b>Lexile:</b> 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> <b>Genre:</b> Biography <b>Lexile:</b> 830L</p> <p><b>Paired Selection</b> “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement” <b>Genre:</b> Autobiography <b>Lexile:</b> 940L</p>	<p><b>Main Selections</b> <b>Genre:</b> Biography <b>A:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 610L <b>O:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 790L <b>ELL:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 650L <b>B:</b> <i>Jacob Riis: Champion of the Poor</i> <b>Lexile:</b> 870L</p> <p><b>Paired Selections</b> <b>Genre:</b> Biography <b>A:</b> “The Fight for Equality” <b>O:</b> “The Fight for Equality” <b>ELL:</b> “The Fight for Equality” <b>B:</b> “The Fight for Equality”</p>	<p><b>Academic Vocabulary:</b> <i>boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered</i></p> <p>Synonyms and Antonyms Use a Dictionary</p>	<p>Reread Timeline Author’s Perspective Author’s Purpose</p>	<p><b>Week 3</b> Soft <i>c</i> and <i>g</i> Structural Analysis: Final <i>e</i> Syllables</p> <p><b>Week 4</b> Plurals Structural Analysis: Suffixes <i>-ment, -ness, -age, -ance, -ence</i> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy <b>Week 4</b> Expression</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: “Civil Rights Pioneers”; “The Montgomery Bus Boycott”; “Freedom Summer and the Civil Rights Movement” Plan: Organize Ideas Draft: Sentence Fluency Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Main and Helping Verbs; Punctuation in Contractions <b>Week 4:</b> Linking Verbs; Subject-Verb Agreement</p>	<p><b>Project:</b> People Who Made a Difference <b>Product:</b> Book Cover <b>Blast:</b> “The Power Is Yours”</p>

## Grade 4 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> In what ways can advances in science be helpful or harmful?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> "All About Organic"</p>	<p>"Food Fight" <b>Genre:</b> Argumentative Text <b>Lexile:</b> 870L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> "A New Kind of Corn" <b>Genre:</b> Argumentative Text <b>Lexile:</b> 910L</p> <p><b>Paired Selection</b> "The Pick of the Patch" <b>Genre:</b> Sequence Text <b>Lexile:</b> 920L</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Argumentative Text <b>A:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 750L <b>O:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 880L <b>ELL:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 770L <b>B:</b> <i>The Battle Against Pests</i> <b>Lexile:</b> 910L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Sequence <b>A:</b> "Making an Organic Garden" <b>O:</b> "Making an Organic Garden" <b>ELL:</b> "Making an Organic Garden" <b>B:</b> "Making an Organic Garden"</p>	<p><b>Academic Vocabulary:</b> <i>advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance</i></p> <p>Greek Roots</p>	<p>Reread</p> <p>Maps and Headings</p> <p>Author's Claim</p> <p>Text Structure: Sequence</p>	<p><b>Week 5</b> Compound Words</p> <p>Structural Analysis: Base Words and Related Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Accuracy and Rate</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Irregular Verbs; Correct Verb Usage</p>	<p><b>Project:</b> Advances in Farming Technology</p> <p><b>Product:</b> Slideshow</p> <p><b>Blast:</b> "Fertilizers: The Good and the Bad"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article "Kids Lead the Way"</p>	<p><b>Reader's Theater:</b> "Nat Love, Western Hero"</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "Flowering and Nonflowering Plants"</p> <p><b>Genre:</b> Expository Text "Seasonal Changes"</p> <p><b>Activities</b> Compare the Passages Compare and Contrast Flowering and Nonflowering Plants</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "Challenging Times: The 1886 Hurricane"</p> <p><b>Genre:</b> Expository Text "Earth Day Action"</p> <p><b>Activities</b> Compare the Passages Read a Chart Write a Speech</p>	<p><b>Writing Process</b> Write to Sources: Argumentative Writing Analyze the Prompt Analyze the Sources: "A River in Danger"; "Balancing Conservation and Energy Needs"; "A Winter Refuge for Geese" Plan: Organize Ideas Draft: Domain-Specific Vocabulary Revise: Peer Conferences</p>	<p><b>Reader's Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> Why do we need government?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Speaking Out Against Child Labour”</p>	<p>“A World Without Rules” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>See How They Run</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “The Birth of American Democracy” <b>Genre:</b> Expository Text <b>Lexile:</b> 830L</p>	<p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>A:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 680L <b>O:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 820L <b>ELL:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 800L <b>B:</b> <i>A Day in the Senate</i> <b>Lexile:</b> 890L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “A New President Takes Office” <b>O:</b> “A New President Takes Office” <b>ELL:</b> “A New President Takes Office” <b>B:</b> “A New President Takes Office”</p>	<p><b>Academic Vocabulary:</b> <i>amendments, commitment, compromise, eventually, legislation, privilege, version</i></p> <p>Latin Roots Greek Roots</p>	<p>Ask and Answer Questions</p> <p>Headings and Pronunciations</p> <p>Text Structure: Cause-and-Effect</p> <p>Homophones and Homographs</p>	<p><b>Week 1</b> Inflectional Endings</p> <p>Structural Analysis: Vowel Team Syllables</p> <p><b>Week 2</b> Inflectional Endings: Changing y to i</p> <p>Structural Analysis: r-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Phrasing and Rate</p> <p><b>Week 2</b> Phrasing and Expression</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Pronouns and Antecedents; Pronoun Capitalization and Clarity <b>Week 2:</b> Types of Pronouns; Subject and Object Pronouns</p>	<p><b>Project:</b> Government <b>Product:</b> Slideshow <b>Blast:</b> “Vote for Me”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How does technology affect your life?</p> <p><b>Genre:</b> Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Good-bye Icebox!”</p>	<p>“A Telephone Mix-Up” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 950L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Moon Over Star</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 860L</p> <p><b>Paired Selection</b> “Star Parties” <b>Genre:</b> Expository Text <b>Lexile:</b> 810L</p>	<p><b>Main Selections</b> <b>Genre:</b> <b>A:</b> <i>Ron’s Radio</i> <b>Lexile:</b> 620L <b>O:</b> <i>The Freedom Machine</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Freedom Machine</i> <b>Lexile:</b> 540L <b>B:</b> <i>A Better Way</i> <b>Lexile:</b> 790L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Roosevelt’s Fireside Chat” <b>O:</b> “The Interstate Highway System” <b>ELL:</b> “The Interstate Highway System” <b>B:</b> “A History of Washing Technology”</p>	<p><b>Academic Vocabulary:</b> <i>decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering</i></p> <p>Synonyms Context Clues</p>	<p>Make Predictions</p> <p>Plot: Setting</p> <p>Perspective and Point of View</p> <p>Description</p>	<p><b>Week 3</b> Words with /ü/, /ū/, and /û/</p> <p>Structural Analysis: Consonant + le Syllables</p> <p><b>Week 4</b> Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Greek and Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression</p> <p><b>Week 4</b> Accuracy</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “State Government: The Executive Branch”; “State Government: The Legislative Branch”; “State Government: The Judicial Branch” Plan: Organize Ideas Draft: Elaboration Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Pronoun-Verb Agreement; Punctuation in Dialogue <b>Week 4:</b> Possessive Pronouns; Possessive Nouns and Pronouns</p>	<p><b>Project:</b> Technological Advances <b>Product:</b> Chart <b>Blast:</b> “Technology Today”</p>

## Grade 4 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do writers look at success in different ways?</p> <p><b>Genre:</b> Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Sam’s Box”</p>	<p>“Sing to Me,” “The Climb” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “Swimming to the Rock,” “The Moondust Footprint” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p> <p><b>Paired Selection</b> “Genius,” “Winner” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Try, Try Again</i> <b>Lexile:</b> 600L <b>O:</b> <i>The Math-lete</i> <b>Lexile:</b> 740L <b>ELL:</b> <i>The Math-lete</i> <b>Lexile:</b> 510L <b>B:</b> <i>The Final</i> <b>Lexile:</b> 800L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Sunlight Sparkling on Chrome” <b>O:</b> “Cross-Country Race” <b>ELL:</b> “Cross-Country Race” <b>B:</b> “Talent Show”</p>	<p><b>Academic Vocabulary:</b> <i>attain, dangling, hovering, triumph</i></p> <p><b>Poetry Terms:</b> <i>connotation, denotation, repetition, stanza</i></p> <p>Connotation and Denotation</p>	<p>Poetry: Structure Narrative Poetry Theme Rhyme and Structure</p>	<p><b>Week 5</b> Variant Vowel /ô/ Structural Analysis: Frequently Confused Words <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression and Rate</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Pronouns and Homophones; Contractions and Possessives</p>	<p><b>Project:</b> Looking at Success <b>Product:</b> Interview <b>Blast:</b> “Defining Success”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Log On to Online Learning”</p>	<p><b>Reader’s Theater:</b> “All the Money in the World”</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Turn Up the Heat”</p> <p><b>Genre:</b> Expository Text “3...2...1: We Have Spin-Off!”</p> <p><b>Activities</b> Compare the Passages Space to Earth Chart</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “The United States Constitution and the Rights of States”</p> <p><b>Genre:</b> Expository Text “A Government That Depends on Its States”</p> <p><b>Activities</b> Compare the Passages Research Facts</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “How Technology Is Aiding Senior Citizens”; “The New Science of Animal Prosthetics”; “Healthcare and Drones” Plan: Organize Ideas Draft: Precise Language Revise: Peer Conferences</p>	<p><b>Reader’s Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>



## Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What can you discover when you look closely at something?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Stick Like a Gecko”</p>	<p>“Your World Up Close” <b>Genre:</b> Expository Text <b>Lexile:</b> 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>A Drop of Water</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 870L</p> <p><b>Paired Selection</b> “The Incredible Shrinking Potion” <b>Genre:</b> Fantasy <b>Lexile:</b> 980L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 650L <b>O:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 850L <b>ELL:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 780L <b>B:</b> <i>Secrets of the Ice</i> <b>Lexile:</b> 900L</p> <p><b>Paired Selections</b> <b>Genre:</b> Fantasy <b>A:</b> “Super-vision” <b>O:</b> “Super-vision” <b>ELL:</b> “Super-vision” <b>B:</b> “Super-vision”</p>	<p><b>Academic Vocabulary:</b> <i>cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</i></p> <p>Antonyms Homophones</p>	<p>Summarize Photographs and Captions Text Structure: Chronology Imagery</p>	<p><b>Week 1</b> Closed Syllables Structural Analysis: Latin Prefixes</p> <p><b>Week 2</b> Open Syllables Structural Analysis: Irregular Plurals <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression and Accuracy</p> <p><b>Week 2</b> Intonation and Phrasing</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Personal Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Sensory Details</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Adjectives; Punctuation <b>Week 2:</b> Articles; Articles and Demonstrative Adjectives</p>	<p><b>Project:</b> Looking Closely <b>Product:</b> Picture Book <b>Blast:</b> “How Old Is Your Water?”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> In what ways do people show they care about each other?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “A Special Birthday Hug”</p>	<p>“Sadie’s Game” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Mama, I’ll Give You the World</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 970L</p> <p><b>Paired Selection</b> “Miami by Way of Fujian” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 580L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Saving Stolen Treasure</i> <b>Lexile:</b> 560L <b>O:</b> <i>The Perfect Present</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>The Perfect Present</i> <b>Lexile:</b> 560L <b>B:</b> <i>First Edition</i> <b>Lexile:</b> 750L</p> <p><b>Paired Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> “Miguel’s Amazing Shyness Cure” <b>O:</b> “Fly Me to the Moon” <b>ELL:</b> “Fly Me to the Moon” <b>B:</b> “Magnolia Leaves”</p>	<p><b>Academic Vocabulary:</b> <i>bouquet, emotion, encircle, express, fussy, portraits, sparkle, whirl</i></p> <p>Similes and Metaphors Idioms</p>	<p>Visualize Plot: Foreshadowing Plot: Conflict Plot: Character Development</p>	<p><b>Week 3</b> Vowel Teams Structural Analysis: Greek and Latin Roots</p> <p><b>Week 4</b> <i>r</i>-Controlled Vowel Syllables Structural Analysis: Frequently Misspelled Words <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression</p> <p><b>Week 4</b> Intonation and Phrasing</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Personal Narrative Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Adjectives That Compare; Punctuation in Letters <b>Week 4:</b> Comparing with <i>More</i> and <i>Most</i>; Combining Sentences</p>	<p><b>Project:</b> Community Organizations <b>Product:</b> Report <b>Blast:</b> “Lending a Helping Hand”</p>

## Grade 4 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How can learning about the past help you understand the present?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Learning About the Past”</p>	<p>“The Founding of Jamestown” <b>Genre:</b> Expository Text <b>Lexile:</b> 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Rediscovering Our Spanish Beginnings</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 940L</p> <p><b>Paired Selection</b> “History’s Mysteries” <b>Genre:</b> Informative Article <b>Lexile:</b> 890L</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Expository Text <b>A:</b> <i>Treks Through Time</i> <b>Lexile:</b> 690L <b>O:</b> <i>Treks Through Time</i> <b>Lexile:</b> 860L <b>ELL:</b> <i>Treks Through Time</i> <b>Lexile:</b> 730L <b>B:</b> <i>Treks Through Time</i> <b>Lexile:</b> 930L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text <b>A:</b> “The Ancient One” <b>O:</b> “The Ancient One” <b>ELL:</b> “The Ancient One” <b>B:</b> “The Ancient One”</p>	<p><b>Academic Vocabulary:</b> <i>archaeology, document, era, evidence, expedition, permanent, tremendous, uncover</i></p> <p>Proverbs and Adages</p>	<p>Summarize</p> <p>Sidebars and Maps</p> <p>Text Structure: Chronology</p> <p>Author’s Perspective</p>	<p><b>Week 5</b> Consonant + <i>le</i> Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Rate and Expression</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Expository Writing Analyze an Expert Model Plan: Choose Your Topic Plan: Write an Outline Draft: Relevant Evidence</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Comparing with <i>Good and Bad</i>; Combining Sentences</p>	<p><b>Project:</b> Effects of Spanish Rule in Florida</p> <p><b>Product:</b> Slideshow or Poster</p> <p><b>Blast:</b> “Live and Learn”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Help in a Box”</p>	<p><b>Reader’s Theater:</b> <i>The Camera in the Attic</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Minerals and Rocks”</p> <p><b>Genre:</b> Expository Text “Marvelous Magnets”</p> <p><b>Activities</b> Compare the Passages Conduct a Magnet Experiment What Other Objects Are Magnetic?</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “European Explorers”</p> <p><b>Genre:</b> Biography “Estéban Dorantes”</p> <p><b>Activities</b> Compare the Passages Make a Timeline</p>	<p><b>Writing Process</b> Expository Writing Revise: Sentence Fluency Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How have our energy resources changed over the years?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Light Through the Ages”</p>	<p>“The Great Energy Debate” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Energy Island</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 840L</p> <p><b>Paired Selection</b> “Of Fire and Water” <b>Genre:</b> Myths <b>Lexile:</b> 910L</p>	<p><b>Main Selections</b> <b>Genre:</b> Narrative Nonfiction <b>A:</b> <i>Planet Power</i> <b>Lexile:</b> 700L <b>O:</b> <i>Planet Power</i> <b>Lexile:</b> 850L <b>ELL:</b> <i>Planet Power</i> <b>Lexile:</b> 770L <b>B:</b> <i>Planet Power</i> <b>Lexile:</b> 920L</p> <p><b>Paired Selections</b> <b>Genre:</b> Myth <b>A:</b> “Helios and Phaeton” <b>O:</b> “Helios and Phaeton” <b>ELL:</b> “Helios and Phaeton” <b>B:</b> “Helios and Phaeton”</p>	<p><b>Academic Vocabulary:</b> <i>coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</i></p> <p>Latin and Greek Prefixes Prefixes</p>	<p>Ask and Answer Questions Sidebars Central Idea and Relevant Details Plot: Conflict</p>	<p><b>Week 1</b> Words with /ən/ Structural Analysis: Number Prefixes</p> <p><b>Week 2</b> Homophones Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Rate and Accuracy <b>Week 2</b> Intonation</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Fictional Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Dialogue</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Adverbs; <i>Good vs. Well</i> <b>Week 2:</b> Comparing with Adverbs; Punctuation and Capitalization</p>	<p><b>Project:</b> Energy Resources <b>Product:</b> Game or Puzzle <b>Blast:</b> “Fueling the Future”</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do traditions connect people?</p> <p><b>Genre:</b> Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Reading the Sky”</p>	<p>“A Surprise Reunion” <b>Genre:</b> Historical Fiction <b>Lexile:</b> 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Game of Silence</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 900L</p> <p><b>Paired Selection</b> “Native Americans: Yesterday and Today” <b>Genre:</b> Expository Text <b>Lexile:</b> 900L</p>	<p><b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>A:</b> <i>Maple Sugar Moon</i> <b>Lexile:</b> 620L <b>O:</b> <i>Grandfather's Basket</i> <b>Lexile:</b> 700L <b>ELL:</b> <i>Grandfather's Basket</i> <b>Lexile:</b> 600L <b>B:</b> <i>A Song for Marie and Ajidamo</i> <b>Lexile:</b> 790L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Maple Sugar” <b>O:</b> “Penobscot Nation” <b>ELL:</b> “Penobscot Nation” <b>B:</b> “The Civilization Regulations”</p>	<p><b>Academic Vocabulary:</b> <i>ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</i></p> <p>Connotation and Denotation Words from Mythology</p>	<p>Reread Plot: Setting Theme Maps</p>	<p><b>Week 3</b> Prefixes Structural Analysis: Words from Mythology</p> <p><b>Week 4</b> Suffixes Structural Analysis: Greek and Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Expression <b>Week 4</b> Accuracy</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Fictional Narrative Revise: Description Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Negatives; Correcting Double Negatives <b>Week 4:</b> Prepositions; Review Using Quotations</p>	<p><b>Project:</b> Comparing Traditions and Culture <b>Product:</b> Comparison Chart <b>Blast:</b> “Living Your Past”</p>

## Grade 4 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What shapes a person's identity?</p> <p><b>Genre:</b> Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> "Papa's Pastry Shop"</p>	<p>"Climbing Blue Hill," "My Name Is Ivy," "Collage"</p> <p><b>Genre:</b> Free Verse <b>Lexile:</b> NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> "the drum," "Birdfoot's Grampa," "My Chinatown"</p> <p><b>Genre:</b> Free Verse <b>Lexile:</b> NP (non-prose)</p> <p><b>Paired Selection</b> "Growing Up," "My People"</p> <p><b>Genre:</b> Free Verse <b>Lexile:</b> NP (non-prose)</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Hooked</i> <b>Lexile:</b> 620L <b>O:</b> <i>Homesick for American Samoa</i> <b>Lexile:</b> 740L <b>ELL:</b> <i>Homesick for American Samoa</i> <b>Lexile:</b> 570L <b>B:</b> <i>Saving Snowdrop</i> <b>Lexile:</b> 810L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry <b>A:</b> "Let's Make Music" <b>O:</b> "Piecing It All Together" <b>ELL:</b> "Piecing It All Together" <b>B:</b> "I Can Do It!"</p>	<p><b>Academic Vocabulary:</b> <i>gobble, individuality, mist, roots</i></p> <p><b>Poetry Terms:</b> <i>free verse, imagery, metaphor, personification</i></p> <p>Figurative Language</p>	<p>Imagery and Personification</p> <p>Free Verse</p> <p>Theme</p> <p>Character Perspective</p>	<p><b>Week 5</b> Prefixes and Suffixes</p> <p>Structural Analysis: Words from Around the World</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Accuracy and Phrasing</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Free Verse Poetry Analyze an Expert Model Plan: Choose Your Topic Plan: Metaphor and Simile Draft: Alliteration</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Using Prepositions; Using Commas with Phrases</p>	<p><b>Project:</b> Create a Podcast</p> <p><b>Product:</b> Podcast</p> <p><b>Blast:</b> "Becoming Bessie"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article "Charge!"</p>	<p><b>Reader's Theater:</b> <i>Little Talk But I Wonder</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "Renewable Energy"</p> <p><b>Genre:</b> Expository Text "Nonrenewable Energy"</p> <p><b>Activities</b> Compare the Passages Conserve Now Charge</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "Native Americans During Times of Exploration"</p> <p><b>Genre:</b> Expository Text "The Tradition of Making Baskets"</p> <p><b>Activities</b> Compare the Passages Make a Basket Design</p>	<p><b>Writing Process</b> Free Verse Poetry Revise: Precise Words Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p><b>Reader's Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>