

Grade 4 • Unit 1 • Observing Nature

Essential Question: How do we respond to nature?

Enduring Understandings:

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

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

Research & Inquiry Project: Research Something in Nature

Unit Readings

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

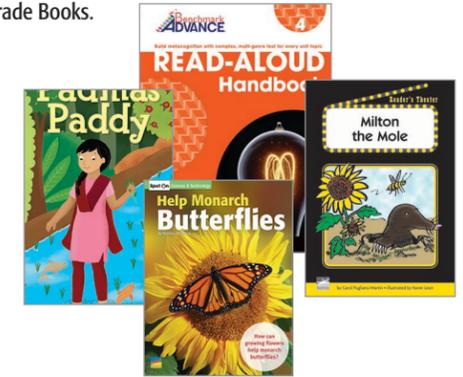
Knowledge-Building Library:

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

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

Reader’s Theater Scripts:

- The S.H.A.* Club*
- Milton the Mole*



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

Grade 4 • Unit 2 • Characters' Actions and Reactions

Essential Question: How do we reveal ourselves to others?

Enduring Understandings:

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

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

Research & Inquiry Project: Research a Movie

Unit Readings

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

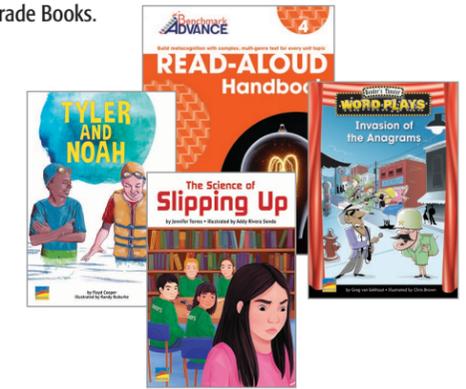
Knowledge-Building Library:

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

- Project Dot* (560L)
- Naïla Shares a Story* (610L)
- Finn McCool and the Red Giant* (610L)
- Barreling Toward Success* (740L)

Reader's Theater Scripts:

- Invasion of the Anagrams*
- The Toad Bridegroom*



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

Grade 4 • Unit 3 • Government in Action

Essential Question: How can government influence the way we live?

Enduring Understandings:

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

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

Research & Inquiry Project: Research a Government Service

Unit Readings

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

Knowledge-Building Library:

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

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



Reader’s Theater Scripts:

- Rights and Wrongs: The Civics Game Show*
- Paul Revere’s Ride*

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

Grade 4 • Unit 4 • Understanding Different Points of View

Essential Question: What do we learn when we look at the world through the eyes of others?

Enduring Understandings:

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

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

Research & Inquiry Project: Research Animals and Their Literature

Unit Readings

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

Knowledge-Building Library:

- Nathan and the Secret Project* (600L)
- Forever Young* (600L)
- Pongal in Pennsylvania* (620L)
- Coyote Tales* (590L)

- The Girl Who Met the Greatest Lawman* (NP)
- Earth Cakes and Sky Cake* (820L)
- Through the Storm* (780L)
- The Divorce Club* (730L)



Reader’s Theater Scripts:

- The Tortoise and the Hare*
- Anansi the Spider and the Sky King*

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

Grade 4 • Unit 5 • Technology for Tomorrow

Essential Question: How do we make decisions about developing new technology?

Enduring Understandings:

- Technology can be controversial and have both positive and negative impacts on society.
- We design and develop robots to do many jobs efficiently.
- Automation continues to change how we live and work.
- Society's needs, as well as other motivations, drive the development of new technologies.

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

Research & Inquiry Project: Technology Research, Part 1

Unit Readings

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

Knowledge-Building Library:

- Great Women of Science and Math* (600L)
- The Only Kid on Mars* (660L)
- Medical Innovators* (790L)
- Alternative Homes* (770L)

- Safe Rides* (880L)
- Opinions About Drones* (980L)
- Leading the Way with GPS* (830L-860L)
- How to Save Energy* (910L)

Reader's Theater Scripts:

- One Giant Leap*
- Oh, Those Sentence-Changing Mixer-Uppers*



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

Grade 4 • Unit 6 • Confronting Challenges

Essential Question: How do we overcome obstacles?

Enduring Understandings:

- A quest is a story in which the main character goes on a difficult journey to accomplish a mission or goal. Many traditional tales are quest tales.
- Every character responds to challenges in different ways, and these actions often reveal a character’s traits.
- Different cultures present and explore universal themes and human experiences in their own unique ways.
- Analyzing how characters confront challenges helps reveal a story’s theme.

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

Research & Inquiry Project: Technology Research, Part 2

Unit Readings

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

Knowledge-Building Library:

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

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



Reader’s Theater Scripts:

- The Fairy Tale Games*
- At the Onomatopoeia Sound Word Lab*

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

Grade 4 • Unit 7 • The Transcontinental Railroad

Essential Question: How do communities evolve?

Enduring Understandings:

- A community can be a location or a group that shares common characteristics.
- Many factors shape the United States; immigrant communities play a central role in this process.
- In the 1860s, railroads connected communities across North America, allowing for the settlement and expansion of what is today the United States.
- Innovations in transportation and communication technology reshape and impact communities.
- The expansion of the United States had catastrophic effects on Native American peoples and communities.

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

Research & Inquiry Project: Research a Community, Part 1

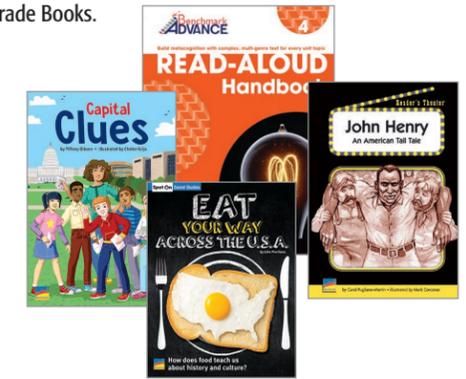
Unit Readings

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

Knowledge-Building Library:

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

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



Reader's Theater Scripts:

- Battle for the Ballot*
- John Henry: An American Tall Tale*

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

Grade 4 • Unit 8 • Earth Changes

Essential Question: How do Earth’s natural processes impact our lives?

Enduring Understandings:

- Earthquakes are caused by shifts in Earth’s tectonic plates. The sudden release of energy moves in waves through Earth’s crust, shaking Earth’s surface.
- Volcanoes form when magma from within Earth’s upper mantle works its way through Earth’s crust. Eruptions of hot lava, gas, and ash are caused by pressure beneath Earth’s surface.
- Natural disasters are sudden and violent events that can threaten people’s lives and change Earth’s surface.
- People can study the forces that cause natural disasters to better understand them and respond to them.
- Natural disasters are emotional experiences for those who live through them and are often the subject of firsthand accounts.

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

Research & Inquiry Project: Research a Community, Part 2

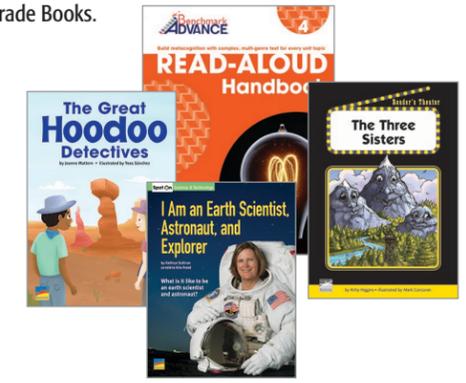
Unit Readings

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

Knowledge-Building Library:

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

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



Reader’s Theater Scripts:

- The Three Sisters*
- Paul Bunyan Builds a Mighty Mountain*

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

Grade 4 • Unit 9 • Resources and Their Impact

Essential Question: How does access to resources influence people’s lives?

Enduring Understandings:

- Economies depend on the resources available for use and how those resources are used.
- Communities are often shaped largely by the resources available to them.
- Protecting resources is important in sustaining long-term availability and use.
- Economic hardship and the struggle to improve workers’ lives are common topics in literature.
- Some narrative poetry reimagines important historical events through the use of vivid imagery and figurative language.

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

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

Unit Readings

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

Knowledge-Building Library:

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

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



Reader’s Theater Scripts:

- The Two Golden Geese*
- “Pet Care” Kids*

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

Grade 4 • Unit 10 • The Power of Electricity

Essential Question: Where do scientific discoveries lead us?

Enduring Understandings:

- Energy can be transferred from place to place by sound, light, heat, and electric currents.
- Energy can be converted from one form to another.
- Scientific discoveries build upon one another and can directly impact the way humans live.
- Since the harnessing of AC/DC currents in the late 1800s, many people have grown to rely on electricity in order to function in daily life.
- Although female inventors historically contributed to the field of electricity, they were often denied true recognition in their lifetimes because of their gender.

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

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

Unit Readings

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

Knowledge-Building Library:

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

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

Reader's Theater Scripts:

- Blackout*
- Loki and the Magic Hammer: A Norse Myth*



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