

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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people respond to natural disasters?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Avalanche”</p>	<p>“A World of Change” Genre: Expository Text Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earthquakes</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “Weathering the Storm” Genre: Personal Narrative Lexile: 770L</p>	<p>Main Selections Genre: Expository Text A: <i>Changing Landscapes</i> Lexile: 670L O: <i>Changing Landscapes</i> Lexile: 840L ELL: <i>Changing Landscapes</i> Lexile: 740L B: <i>Changing Landscapes</i> Lexile: 920L</p> <p>Paired Selections Genre: Expository Text A: “Students Save Wetlands” O: “Students Save Wetlands” ELL: “Students Save Wetlands” B: “Students Save Wetlands”</p>	<p>Academic Vocabulary: <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>Week 1 Short Vowels Structural Analysis: Inflectional Endings</p> <p>Week 2 Long <i>a</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Accuracy and Intonation Week 2 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Make a Claim Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Sentences; Sentence Punctuation Week 2: Subjects and Predicates; Punctuate Compound Subjects and Predicates</p>	<p>Project: Natural Disasters Product: Pamphlet Blast: “Masters of Disasters”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do your actions affect others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Say Something”</p>	<p>“The Talent Show” Genre: Realistic Fiction Lexile: 620L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Experts, Incorporated</i> Genre: Realistic Fiction Lexile: 730L</p> <p>Paired Selection “Speaking Out to Stop Bullying” Genre: Expository Text Lexile: 800L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Dream Team</i> Lexile: 530L O: <i>Rosa’s Garden</i> Lexile: 710L ELL: <i>Rosa’s Garden</i> Lexile: 540L B: <i>Saving Grasshopper</i> Lexile: 810L</p> <p>Paired Selections Genre: Expository Text A: “Making a Difference” O: “Fresh from the City” ELL: “Fresh from the City” B: “Backyard Bird Habitats”</p>	<p>Academic Vocabulary: <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>Week 3 Long <i>e</i> Structural Analysis: Plurals</p> <p>Week 4 Long <i>i</i> Structural Analysis: Inflectional Endings <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy Week 4 Phrasing and Rate</p>	<p>Respond to Reading Writing Process 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>Grammar and Mechanics Week 3: Compound Sentences; Punctuating Compound Sentences Week 4: Clauses and Complex Sentences; Punctuate Complex Sentences</p>	<p>Project: Solving a Community Problem Product: Formal Letter Blast: “Friends Forever”</p>

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

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Bullying: It’s Against the Law”</p>	<p>Reader’s Theater: <i>Whodunit?</i> <i>Woo Knows ...</i></p>	<p>Passages Genre: Expository Text “Landforms Shaped by Weathering and Erosion”</p> <p>Genre: Narrative Nonfiction “Dust Bowl Blues”</p> <p>Activities Compare the Passages Make a Chronology Chart Write a Science Article</p>	<p>Passage Genre: Biography “Developing a Nation’s Economy”</p> <p>Activities Determining Cause and Effect Create a Fact Card</p>	<p>Writing Process 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>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What helps an animal survive?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Adaptations at Work”</p>	<p>“Animal Adaptations” Genre: Expository Text Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Spiders</i> Genre: Expository Text Lexile: 820L</p> <p>Paired Selection “Anansi and the Birds” Genre: Trickster Tale Lexile: 740L</p>	<p>Main Selections Genre: Expository Text A: <i>Extreme Animals</i> Lexile: 590L O: <i>Extreme Animals</i> Lexile: 830L ELL: <i>Extreme Animals</i> Lexile: 680L B: <i>Extreme Animals</i> Lexile: 890L</p> <p>Paired Selections Genre: Trickster Tale A: “Hare and the Water” O: “Hare and the Water” ELL: “Hare and the Water” B: “Hare and the Water”</p>	<p>Academic Vocabulary: <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>Week 1 Prefixes</p> <p>Structural Analysis: Inflectional Endings</p> <p>Week 2 Digraphs</p> <p>Structural Analysis: Possessives</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Intonation</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Miniesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Common and Proper Nouns; Capitalizing Proper Nouns Week 2: Singular and Plural Nouns; Commas in a Series</p>	<p>Project: Animal Survival</p> <p>Product: Report with Life-Cycle Diagram</p> <p>Blast: “Hidden in Plain Sight”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animal characters change familiar stories?</p> <p>Genre: Drama</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Grasshopper’s Sad Tale”</p>	<p>“The Ant and the Grasshopper” Genre: Drama Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Ranita, The Frog Princess</i> Genre: Drama Lexile: NP</p> <p>Paired Selection “Pecos Bill and the Bear Lake Monster” Genre: Tall Tale Lexile: 890L</p>	<p>Main Selections Genre: Drama A: <i>Saving the Green Bird</i> Lexile: NP O: <i>The Prince Who Could Fly</i> Lexile: NP ELL: <i>The Prince Who Could Fly</i> Lexile: NP B: <i>Behind the Secret Trapdoor</i> Lexile: NP</p> <p>Paired Selections Genre: Mystery A: “The Missing Pie Mystery” O: “The Mystery of the “Spotted Dogs” ELL: “The Mystery of the Spotted Dogs” B: “The Mystery of the Messy Room”</p>	<p>Academic Vocabulary: <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>Week 3 Three-Letter Blends</p> <p>Structural Analysis: Words Ending in -er and -est</p> <p>Week 4 <i>r</i>-Controlled Vowels /är/ and /ôr/ Structural Analysis: Suffixes -ful and -less</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Rate</p>	<p>Respond to Reading Writing Process 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>Grammar and Mechanics Week 3: Irregular Plural Nouns; Correct Plural Forms Week 4: Possessive Nouns; Apostrophes</p>	<p>Project: Make a Food Web</p> <p>Product: Food Web</p> <p>Blast: “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>Text Set 3: Week 5</p> <p>Essential Question: How are writers inspired by animals?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Animal Haiku: Cricket, Lizard, Firefly, Ants, Snail”</p>	<p>“Dog,” “The Eagle,” “Chimpanzee,” “Rat”</p> <p>Genre: Lyric Poetry and Haiku Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk”</p> <p>Genre: Lyric Poem and Haiku Lexile: NP</p> <p>Paired Selection “Fog,” “White Cat Winter”</p> <p>Genre: Poetry Lexile: NP</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Putting on an Act</i> Lexile: 620L O: <i>The Big One</i> Lexile: 690L ELL: <i>The Big One</i> Lexile: 530L B: <i>Dolphin Cove</i> Lexile: 780L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Broken Wing,” “Rat,” “Seal” O: “Catfish,” “Crow,” “Black Bull” ELL: “Peacock,” “Grass Snake,” “Robin” B: “Dolphin,” “Rabbit Field,” “Squirrel”</p>	<p>Academic Vocabulary: <i>brittle, creative, descriptive, outstretched</i></p> <p>Poetry Terms: <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>Week 5 Suffixes Structural Analysis: Contractions <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Strong Conclusion Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences; Phrases and Interjections</p>	<p>Project: Present Fun Animal Facts</p> <p>Product: Bibliography</p> <p>Blast: “Inspiring Animals”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Sharks Under Attack”</p>	<p>Reader's Theater: <i>The Nightingale</i></p>	<p>Passages Genre: Expository Text “Everglades Mammals”</p> <p>Genre: Expository Text “Nine-Banded Armadillos”</p> <p>Activities Compare the Passages Create a Podcast</p>	<p>Passages Genre: Expository Text “Volunteering at National Parks”</p> <p>Genre: Biography “A Hero of Conservation”</p> <p>Activities Compare the Passages Make a Volunteer Poster</p>	<p>Writing Process 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>Reader's Theater Inquiry Space Writing</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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: In what ways can you help your community?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Books”</p>	<p>“Remembering Hurricane Katrina” Genre: Realistic Fiction Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Aguinaldo</i> Genre: Realistic Fiction Lexile: 650L</p> <p>Paired Selection “Partaking in Public Service” Genre: Expository Text Lexile: 770L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Playground Buddy</i> Lexile: 590L O: <i>Brick by Brick</i> Lexile: 690L ELL: <i>Brick by Brick</i> Lexile: 500L B: <i>Standing Guard</i> Lexile: 760L</p> <p>Paired Selections Genre: Expository Text A: “Making a Difference” O: “A Big Heart” ELL: “A Big Heart” B: “The Great Big Birthday Bash”</p>	<p>Academic Vocabulary: <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>Week 1 <i>r-Controlled Vowels er, ir, ur</i> Structural Analysis: Closed Syllables</p> <p>Week 2 Words with Silent Letters Structural Analysis: Open Syllables <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression Week 2 Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Logical Progression Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Titles Week 2: Verb Tenses; Subject-Verb Agreement</p>	<p>Project: Volunteering in Your Community Product: Public Service Announcement Blast: “Let’s Pitch In”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How can one person make a difference?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Nelson Mandela: Working for Freedom”</p>	<p>“Judy’s Appalachia” Genre: Expository Text Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i> Genre: Biography Lexile: 830L</p> <p>Paired Selection “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement” Genre: Autobiography Lexile: 940L</p>	<p>Main Selections Genre: Biography A: <i>Jacob Riis: Champion of the Poor</i> Lexile: 610L O: <i>Jacob Riis: Champion of the Poor</i> Lexile: 790L ELL: <i>Jacob Riis: Champion of the Poor</i> Lexile: 650L B: <i>Jacob Riis: Champion of the Poor</i> Lexile: 870L</p> <p>Paired Selections Genre: Biography A: “The Fight for Equality” O: “The Fight for Equality” ELL: “The Fight for Equality” B: “The Fight for Equality”</p>	<p>Academic Vocabulary: <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>Week 3 Soft c and g Structural Analysis: Final e Syllables</p> <p>Week 4 Plurals Structural Analysis: Suffixes <i>-ment, -ness, -age, -ance, -ence</i> <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy Week 4 Expression</p>	<p>Respond to Reading Writing Process 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>Grammar and Mechanics Week 3: Main and Helping Verbs; Punctuation in Contractions Week 4: Linking Verbs; Subject-Verb Agreement</p>	<p>Project: People Who Made a Difference Product: Book Cover Blast: “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>Text Set 3: Week 5</p> <p>Essential Question: In what ways can advances in science be helpful or harmful?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "All About Organic"</p>	<p>"Food Fight" Genre: Argumentative Text Lexile: 870L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "A New Kind of Corn" Genre: Argumentative Text Lexile: 910L</p> <p>Paired Selection "The Pick of the Patch" Genre: Sequence Text Lexile: 920L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>The Battle Against Pests</i> Lexile: 750L O: <i>The Battle Against Pests</i> Lexile: 880L ELL: <i>The Battle Against Pests</i> Lexile: 770L B: <i>The Battle Against Pests</i> Lexile: 910L</p> <p>Paired Selections</p> <p>Genre: Sequence A: "Making an Organic Garden" O: "Making an Organic Garden" ELL: "Making an Organic Garden" B: "Making an Organic Garden"</p>	<p>Academic Vocabulary: <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>Week 5 Compound Words</p> <p>Structural Analysis: Base Words and Related Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Argumentative Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Usage</p>	<p>Project: Advances in Farming Technology</p> <p>Product: Slideshow</p> <p>Blast: "Fertilizers: The Good and the Bad"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Kids Lead the Way"</p>	<p>Reader's Theater: "Nat Love, Western Hero"</p>	<p>Passages Genre: Expository Text "Flowering and Nonflowering Plants"</p> <p>Genre: Expository Text "Seasonal Changes"</p> <p>Activities Compare the Passages Compare and Contrast Flowering and Nonflowering Plants</p>	<p>Passages Genre: Expository Text "Challenging Times: The 1886 Hurricane"</p> <p>Genre: Expository Text "Earth Day Action"</p> <p>Activities Compare the Passages Read a Chart Write a Speech</p>	<p>Writing Process 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>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why do we need government?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Speaking Out Against Child Labour”</p>	<p>“A World Without Rules” Genre: Narrative Nonfiction Lexile: 830L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>See How They Run</i> Genre: Narrative Nonfiction Lexile: 870L</p> <p>Paired Selection “The Birth of American Democracy” Genre: Expository Text Lexile: 830L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>A Day in the Senate</i> Lexile: 680L O: <i>A Day in the Senate</i> Lexile: 820L ELL: <i>A Day in the Senate</i> Lexile: 800L B: <i>A Day in the Senate</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: “A New President Takes Office” O: “A New President Takes Office” ELL: “A New President Takes Office” B: “A New President Takes Office”</p>	<p>Academic Vocabulary: <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>Week 1 Inflectional Endings</p> <p>Structural Analysis: Vowel Team Syllables</p> <p>Week 2 Inflectional Endings: Changing y to i</p> <p>Structural Analysis: r-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Phrasing and Rate</p> <p>Week 2 Phrasing and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Logical Text Structure Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Pronouns and Antecedents; Pronoun Capitalization and Clarity Week 2: Types of Pronouns; Subject and Object Pronouns</p>	<p>Project: Government</p> <p>Product: Slideshow</p> <p>Blast: “Vote for Me”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How does technology affect your life?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Good-bye Icebox!”</p>	<p>“A Telephone Mix-Up” Genre: Historical Fiction Lexile: 950L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Moon Over Star</i> Genre: Historical Fiction Lexile: 860L</p> <p>Paired Selection “Star Parties” Genre: Expository Text Lexile: 810L</p>	<p>Main Selections Genre: A: <i>Ron’s Radio</i> Lexile: 620L O: <i>The Freedom Machine</i> Lexile: 690L ELL: <i>The Freedom Machine</i> Lexile: 540L B: <i>A Better Way</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Roosevelt’s Fireside Chat” O: “The Interstate Highway System” ELL: “The Interstate Highway System” B: “A History of Washing Technology”</p>	<p>Academic Vocabulary: <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>Week 3 Words with /ü/, /ū/, and /û/</p> <p>Structural Analysis: Consonant + le Syllables</p> <p>Week 4 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Greek and Latin Roots</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process 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>Grammar and Mechanics Week 3: Pronoun-Verb Agreement; Punctuation in Dialogue Week 4: Possessive Pronouns; Possessive Nouns and Pronouns</p>	<p>Project: Technological Advances</p> <p>Product: Chart</p> <p>Blast: “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>Text Set 3: Week 5</p> <p>Essential Question: How do writers look at success in different ways?</p> <p>Genre: Narrative Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Sam’s Box”</p>	<p>“Sing to Me,” “The Climb” Genre: Narrative Poetry Lexile: NP</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Swimming to the Rock,” “The Moondust Footprint” Genre: Narrative Poetry Lexile: NP</p> <p>Paired Selection “Genius,” “Winner” Genre: Narrative Poetry Lexile: NP</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Try, Try Again</i> Lexile: 600L O: <i>The Math-lete</i> Lexile: 740L ELL: <i>The Math-lete</i> Lexile: 510L B: <i>The Final</i> Lexile: 800L</p> <p>Paired Selections Genre: Poetry A: “Sunlight Sparkling on Chrome” O: “Cross-Country Race” ELL: “Cross-Country Race” B: “Talent Show”</p>	<p>Academic Vocabulary: <i>attain, dangling, hovering, triumph</i></p> <p>Poetry Terms: <i>connotation, denotation, repetition, stanza</i></p> <p>Connotation and Denotation</p>	<p>Poetry: Structure Narrative Poetry Theme Rhyme and Structure</p>	<p>Week 5 Variant Vowel /ô/ Structural Analysis: Frequently Confused Words <i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronouns and Homophones; Contractions and Possessives</p>	<p>Project: Looking at Success Product: Interview Blast: “Defining Success”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Log On to Online Learning”</p>	<p>Reader’s Theater: “All the Money in the World”</p>	<p>Passages Genre: Expository Text “Turn Up the Heat”</p> <p>Genre: Expository Text “3...2...1: We Have Spin-Off!”</p> <p>Activities Compare the Passages Space to Earth Chart</p>	<p>Passages Genre: Expository Text “The United States Constitution and the Rights of States”</p> <p>Genre: Expository Text “A Government That Depends on Its States”</p> <p>Activities Compare the Passages Research Facts</p>	<p>Writing Process 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>Reader’s Theater Inquiry Space Writing</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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What can you discover when you look closely at something?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Stick Like a Gecko”</p>	<p>“Your World Up Close” Genre: Expository Text Lexile: 860L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>A Drop of Water</i> Genre: Expository Text Lexile: 870L</p> <p>Paired Selection “The Incredible Shrinking Potion” Genre: Fantasy Lexile: 980L</p>	<p>Main Selections Genre: Expository Text A: <i>Secrets of the Ice</i> Lexile: 650L O: <i>Secrets of the Ice</i> Lexile: 850L ELL: <i>Secrets of the Ice</i> Lexile: 780L B: <i>Secrets of the Ice</i> Lexile: 900L</p> <p>Paired Selections Genre: Fantasy A: “Super-vision” O: “Super-vision” ELL: “Super-vision” B: “Super-vision”</p>	<p>Academic Vocabulary: <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>Week 1 Closed Syllables Structural Analysis: Latin Prefixes</p> <p>Week 2 Open Syllables Structural Analysis: Irregular Plurals <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Accuracy</p> <p>Week 2 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Sensory Details</p> <p>Grammar and Mechanics Week 1: Adjectives; Punctuation Week 2: Articles; Articles and Demonstrative Adjectives</p>	<p>Project: Looking Closely Product: Picture Book Blast: “How Old Is Your Water?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: In what ways do people show they care about each other?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “A Special Birthday Hug”</p>	<p>“Sadie’s Game” Genre: Realistic Fiction Lexile: 850L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Mama, I’ll Give You the World</i> Genre: Realistic Fiction Lexile: 970L</p> <p>Paired Selection “Miami by Way of Fujian” Genre: Realistic Fiction Lexile: 580L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Saving Stolen Treasure</i> Lexile: 560L O: <i>The Perfect Present</i> Lexile: 690L ELL: <i>The Perfect Present</i> Lexile: 560L B: <i>First Edition</i> Lexile: 750L</p> <p>Paired Selections Genre: Realistic Fiction A: “Miguel’s Amazing Shyness Cure” O: “Fly Me to the Moon” ELL: “Fly Me to the Moon” B: “Magnolia Leaves”</p>	<p>Academic Vocabulary: <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>Week 3 Vowel Teams Structural Analysis: Greek and Latin Roots</p> <p>Week 4 <i>r</i>-Controlled Vowel Syllables Structural Analysis: Frequently Misspelled Words <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression</p> <p>Week 4 Intonation and Phrasing</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adjectives That Compare; Punctuation in Letters Week 4: Comparing with <i>More</i> and <i>Most</i>; Combining Sentences</p>	<p>Project: Community Organizations Product: Report Blast: “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>Text Set 3: Week 5</p> <p>Essential Question: How can learning about the past help you understand the present?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Learning About the Past”</p>	<p>“The Founding of Jamestown” Genre: Expository Text Lexile: 930L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Rediscovering Our Spanish Beginnings</i> Genre: Expository Text Lexile: 940L</p> <p>Paired Selection “History’s Mysteries” Genre: Informative Article Lexile: 890L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Treks Through Time</i> Lexile: 690L O: <i>Treks Through Time</i> Lexile: 860L ELL: <i>Treks Through Time</i> Lexile: 730L B: <i>Treks Through Time</i> Lexile: 930L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “The Ancient One” O: “The Ancient One” ELL: “The Ancient One” B: “The Ancient One”</p>	<p>Academic Vocabulary: <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>Week 5 Consonant + <i>le</i> Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Rate and Expression</p>	<p>Respond to Reading</p> <p>Writing Process Expository Writing Analyze an Expert Model Plan: Choose Your Topic Plan: Write an Outline Draft: Relevant Evidence</p> <p>Grammar and Mechanics Week 5: Comparing with <i>Good and Bad</i>; Combining Sentences</p>	<p>Project: Effects of Spanish Rule in Florida</p> <p>Product: Slideshow or Poster</p> <p>Blast: “Live and Learn”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Help in a Box”</p>	<p>Reader’s Theater: <i>The Camera in the Attic</i></p>	<p>Passages Genre: Expository Text “Minerals and Rocks”</p> <p>Genre: Expository Text “Marvelous Magnets”</p> <p>Activities Compare the Passages Conduct a Magnet Experiment What Other Objects Are Magnetic?</p>	<p>Passages Genre: Expository Text “European Explorers”</p> <p>Genre: Biography “Estéban Dorantes”</p> <p>Activities Compare the Passages Make a Timeline</p>	<p>Writing Process Expository Writing Revise: Sentence Fluency Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</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>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How have our energy resources changed over the years?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Light Through the Ages”</p>	<p>“The Great Energy Debate” Genre: Narrative Nonfiction Lexile: 910L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Energy Island</i> Genre: Narrative Nonfiction Lexile: 840L</p> <p>Paired Selection “Of Fire and Water” Genre: Myths Lexile: 910L</p>	<p>Main Selections Genre: Narrative Nonfiction A: <i>Planet Power</i> Lexile: 700L O: <i>Planet Power</i> Lexile: 850L ELL: <i>Planet Power</i> Lexile: 770L B: <i>Planet Power</i> Lexile: 920L</p> <p>Paired Selections Genre: Myth A: “Helios and Phaeton” O: “Helios and Phaeton” ELL: “Helios and Phaeton” B: “Helios and Phaeton”</p>	<p>Academic Vocabulary: <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>Week 1 Words with /ən/ Structural Analysis: Number Prefixes</p> <p>Week 2 Homophones Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Rate and Accuracy Week 2 Intonation</p>	<p>Respond to Reading Writing Process Fictional Narrative Analyze an Expert Model Plan: Choose Your Topic Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Adverbs; <i>Good vs. Well</i> Week 2: Comparing with Adverbs; Punctuation and Capitalization</p>	<p>Project: Energy Resources Product: Game or Puzzle Blast: “Fueling the Future”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do traditions connect people?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Reading the Sky”</p>	<p>“A Surprise Reunion” Genre: Historical Fiction Lexile: 650L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Game of Silence</i> Genre: Historical Fiction Lexile: 900L</p> <p>Paired Selection “Native Americans: Yesterday and Today” Genre: Expository Text Lexile: 900L</p>	<p>Main Selections Genre: Historical Fiction A: <i>Maple Sugar Moon</i> Lexile: 620L O: <i>Grandfather's Basket</i> Lexile: 700L ELL: <i>Grandfather's Basket</i> Lexile: 600L B: <i>A Song for Marie and Ajidamo</i> Lexile: 790L</p> <p>Paired Selections Genre: Expository Text A: “Maple Sugar” O: “Penobscot Nation” ELL: “Penobscot Nation” B: “The Civilization Regulations”</p>	<p>Academic Vocabulary: <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>Week 3 Prefixes Structural Analysis: Words from Mythology</p> <p>Week 4 Suffixes Structural Analysis: Greek and Latin Roots <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Expression Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Fictional Narrative Revise: Description Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Negatives; Correcting Double Negatives Week 4: Prepositions; Review Using Quotations</p>	<p>Project: Comparing Traditions and Culture Product: Comparison Chart Blast: “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>Text Set 3: Week 5</p> <p>Essential Question: What shapes a person's identity?</p> <p>Genre: Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Papa's Pastry Shop"</p>	<p>"Climbing Blue Hill," "My Name Is Ivy," "Collage"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "the drum," "Birdfoot's Grampa," "My Chinatown"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p> <p>Paired Selection "Growing Up," "My People"</p> <p>Genre: Free Verse Lexile: NP (non-prose)</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Hooked</i> Lexile: 620L O: <i>Homesick for American Samoa</i> Lexile: 740L ELL: <i>Homesick for American Samoa</i> Lexile: 570L B: <i>Saving Snowdrop</i> Lexile: 810L</p> <p>Paired Selections</p> <p>Genre: Poetry A: "Let's Make Music" O: "Piecing It All Together" ELL: "Piecing It All Together" B: "I Can Do It!"</p>	<p>Academic Vocabulary: <i>gobble, individuality, mist, roots</i></p> <p>Poetry Terms: <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>Week 5 Prefixes and Suffixes</p> <p>Structural Analysis: Words from Around the World</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Free Verse Poetry Analyze an Expert Model Plan: Choose Your Topic Plan: Metaphor and Simile Draft: Alliteration</p> <p>Grammar and Mechanics Week 5: Using Prepositions; Using Commas with Phrases</p>	<p>Project: Create a Podcast</p> <p>Product: Podcast</p> <p>Blast: "Becoming Bessie"</p>

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