

# Grade 4 Reading/Writing

## Unit One: Becoming Researchers - Module A

### Stage 1: Desired Results

#### Standards & Indicators:

##### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### **NJSLS ELA Reading**

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme, citing key details from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of a character, setting, or event that draws on textual evidence.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on evidence in a text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

##### **NJSLS ELA Writing Foundational Skills**

- **L.WF.4.2 -**Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A. -**Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B. -**Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C. -**Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D. -**Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3. -**Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A. -**Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B. -**Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C. -**Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D. -**Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E. -**Form and use possessive nouns and pronouns.
- **L.WF.4.3.F. -**Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

## Grade 4 Reading/Writing

- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** - Choose punctuation for effect.
- **L.KL.4.1.D.** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.C.** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B** - Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meaning (synonyms).

### NJSLS ELA Writing

- **W.AW.4.1.** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.4.1.A** - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.AW.4.1.B.** -Provide reasons that are supported by facts from texts and/or other sources.
- **W.AW.4.1.C.** - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.IW.4.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.** - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid comprehension.
- **W.IW.4.2.B.** - Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
- **W.IW.4.2.C.** - Link ideas within paragraphs and sections of information using words and phrases.
- **W.IW.4.2.D.** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.E.** - Provide a conclusion related to the information or explanation presented.
- **W.WP.4.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A** - Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B** - Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C** - Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D** - With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E** - After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.** - Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6** - Gather relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## Grade 4 Reading/Writing

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
**(Climate Change-Lesson 16 )**
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Math

- **4.NBT.B.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
- **4.DL.A.4** - Analyze visualizations of a single data set, share explanations, and draw conclusions that the data supports.

### NJSLS Social Studies

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.1:**Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.Civic.DP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.Civic.PR.1:**Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.Civic.PR.3:**Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### NJSLS Science

- **4-PS4-2.** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- **4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **4-LS1-2.** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

### NJSLS Health and Physical Education

- **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.b., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

## Grade 4 Reading/Writing

- **2.1.5.PGD.5:** Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- **9.4.5.CI.2** - Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
- **9.4.5.CT.1** - Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

### **Central Idea / Enduring Understanding:**

- Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they need.
- Writers use evidence and events to depict a person's life.
- Learners understand that researchers/scientists adopt specific habits to accomplish tasks.

### **Essential/Guiding Question:**

How do readers consider point of view and author evidence?

How do writers use evidence, events, and description to write a biography?

### **Content: (Module Goals)**

- Readers will use point of view and author evidence to understand texts.
- Writers will use a biography based on experiences of a scientist.
- Learners will understand how researchers and scientists do their work.

### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

### **Skills (Objectives):**

#### **Reading**

- Problem and Solution
- Character
- Point of View
- Context Clues
- Sequence
- Story Structure
- Word Choice
- Analyze Visuals
- Subject of a Biography
- Draw Inferences
- Main Idea and Key Details
- Compare and Contrast Characters
- Cause and Effect
- Make Connections Across Texts

#### **Writing**

- Write to Support a Topic
- Write a Paragraph with a Clear Purpose
- Write a Short Biography
- Write an Informative/Explanatory Paragraph
- Write and Support a Topic Sentence
- Retell Events in Correct Order
- Research and Write an Essay
- Create a Visual and Caption
- Write a Paragraph Using Specific Language
- Write a Summary Paragraph
- Write a Paragraph to Introduce a Person
- Write a Guiding Question to Guide Research
- Write a Draft Using Concrete Words
- Organize Ideas in a Draft
- Strengthen Draft with Linking Words
- Write an Engaging Conclusion

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>• Revise, Edit, and Proofread</li> <li>• Format and Publish Text</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p><b>Performance Based Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Informative/Explanatory Task:</b> Write a Biographical Spotlight - Scholars will complete a short investigative project about a scientist or researcher who has made a difference. They will conduct research and use that information to write a biographical spotlight about their subject.</li> <li>• <b>Scholars will:</b> <ul style="list-style-type: none"> <li>○ clearly introduce the subject of biography.</li> <li>○ develop a main idea statement about their subject.</li> <li>○ include facts and details that explain the highlights of their subject's life and work.</li> <li>○ organize information logically.</li> <li>○ clearly link ideas using transitional words and phrases.</li> <li>○ provide an effective concluding statement.</li> </ul> </li> </ul>	<p><b><u>Other Evidence:</u></b></p> <p><b>Beginning of Year Assessment:</b></p> <ul style="list-style-type: none"> <li>• Baseline Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading Keystones <ul style="list-style-type: none"> <li>○ Benchmark Vocabulary Practice</li> <li>○ Text Analysis Practice/Application</li> <li>○ Write in Response to Reading</li> </ul> </li> <li>• Reading Keystone Rubrics <ul style="list-style-type: none"> <li>○ Reading/Language Analysis</li> <li>○ Write in Response to Reading</li> <li>○ Benchmark Vocabulary</li> </ul> </li> <li>• Writing Keystones: <ul style="list-style-type: none"> <li>○ Checklists</li> </ul> </li> <li>• Writing Rubrics: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informative/Explanatory</li> <li>○ Opinion</li> </ul> </li> <li>• Oral Reading Fluency Quick Checks</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Selection Test - Anchor Text</li> <li>• Performance-Based Assessment - Module A &amp; B</li> <li>• End-of-Unit Assessment</li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 1 - READING: Use Details and Examples to Talk About the Story</b></p> <p><b>Foundational Skills Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>• Endings <i>-ed, -ing</i></li> </ul> <p><b>Build Understanding:</b></p> <ul style="list-style-type: none"> <li>• <b>Set the Purpose</b> - Enduring Understanding: <i>Learners understand that researchers/scientists adopt specific habits to accomplish tasks.</i></li> <li>• <b>Engage Scholars</b> - Think about the Essential Questions: <i>How do readers consider point of view and author evidence? How do writers use evidence, events and description to write a biography?</i></li> <li>• <b>Read</b> - Follow Shared Reading Routine to read pgs. 3-9 in <i>Porpoises in Peril</i>.</li> <li>• <b>Turn and Talk</b> - Follow Think-Pair-Share Routine to discuss who/what happens in the story.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Lesson 1 - READING: Use Details and Examples to Talk About the Story</b></p> <ul style="list-style-type: none"> <li>• TE pg. 12</li> <li>• TE pg. 12</li> <li>• TE pg. 12</li> <li>• <i>Porpoises in Peril</i></li> <li>• TE pg. 12</li> <li>• <i>Porpoises in Peril</i> pgs. 3-9</li> <li>• Shared Reading Routine TR10-11</li> <li>• TE pg. 12</li> <li>• <i>Porpoises in Peril</i></li> <li>• Think-Pair-Share Routine TR2-3</li> </ul>

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Problem and Solution** - Complete Web B with class to chart problems and solutions found in the text.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Nouns** - Guide scholars to identify nouns from *Porpoises in Peril* excerpt.

#### Set the Purpose:

- **Introduce a Topic** - Discuss how informative/explanatory texts provide factual information about a topic or subject.

#### Teach and Model:

- **Introduce a Topic** - Explain that a strong introduction helps readers understand the main topic of a text.

#### Prepare to Write:

- **Write to Support a Topic** - Model choosing a subject to write about, developing a clear introductory statement, and providing relevant background information about the subject.

#### Independent Writing Practice:

- **Write to Support a Topic** - Scholars choose a person whose achievements have helped others, research that person, and write a brief introductory paragraph establishing the topic and why this person's work is important to others.

#### Share Writing:

- Volunteers share their writing with the class. The class identifies the topic of the introduction, the contribution the person made, and the supporting details.

- TE pg. 13
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - environmental, porpoises, ecological
- Benchmark Vocabulary - squad, assignment, contaminated, population
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 14
- Web B TR45
- *Porpoises in Peril*

### Resources:

#### Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 21
- TE pg. 18
- TE pg. 18
- Student Model
- TE pg. 19
- TE pg. 20
- Digital Options
- TE pg. 19
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Use Details to Understand Character

##### Foundational Skills Mini-Lesson:

- **Endings -ed, -ing**

##### Build Understanding:

- **Set the Purpose** -Enduring Understanding: *Learners understand that researchers/scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read pgs. 10-14 in *Porpoises in Peril* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the relationship of members of Science Squad.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Characters** - Complete the Three Column Chart with class to identify the words and actions of a character in *Porpoises in Peril*.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Form and Use Pronouns** - Use examples from *Porpoises in Peril* to identify pronouns.

##### Set the Purpose:

- **Establish a Purpose** - Scholars will understand that before writing, they must establish a purpose for their writing, and that often a text might have more than one purpose.

##### Teach and Model:

### Resources:

#### Lesson 2 - READING: Use Details to Understand Character

- TE pg. 22
- TE pg. 22
- TE pg. 22
- *Porpoises in Peril*
- TE pg. 22
- *Porpoises in Peril* pgs. 10-14
- Shared Reading Routine TR10-11
- TE pg. 22
- *Porpoises in Peril* pgs. 10-14
- Think-Pair-Share Routine TR2-3
- TE pg. 23
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - wireless connection
- Benchmark Vocabulary - emerged, formulate, referring, stable
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 3-5
- TE pg. 24
- Three Column Chart TR40
- *Porpoises in Peril*

### Resources

#### Lesson 2 WRITING: Informative/Explanatory Writing

- TE pg. 31
- TE pg. 28

## Grade 4 Reading/Writing

- **Establish a Purpose** - Read and discuss a model to determine the purpose of the text.

### Prepare to Write:

- **Write a Paragraph with a Clear Purpose** - Present scholars with guiding questions that will assist in developing a plan for writing, model how to research a particular sea creature, model how to set a purpose for writing.

### Independent Writing Practice:

- **Write a Paragraph with a Clear Purpose** - Scholars will write a brief paragraph about a sea creature that establishes a topic, introduces the animal to readers, and provides some interesting details.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the writer's purpose and a peer review of the effectiveness of the paragraph.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Understand Point of View

#### Foundational Skills Mini-Lesson:

- **Endings -ed, -ing**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 15-20 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the island and the people who live there.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 28
- Student Model

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- Digital Options

- TE pg. 30
- Student Writing

### Resources:

#### Lesson 3 READING: Understanding Point of View

- TE pg. 32

- TE pg. 32
- *Porpoises in Peril*

- TE pg. 32
- *Porpoises in Peril*

- TE pg. 32
- *Porpoises in Peril* pgs. 15-20
- Shared Reading Routine TR10-11

- TE pg. 32
- *Porpoises in Peril* pgs. 15-20
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Porpoises in Peril* pgs. 15-20
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 33-34
- By-the-Way Words - citrus, cedar, algae, coordinates
- Benchmark Vocabulary - rickety, cluttered, peculiarly
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5



## Grade 4 Reading/Writing

### Reading Analysis:

- **Point of View** - Display excerpts from *Porpoises in Peril* to study third person point of view with scholars.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Use Relative Pronouns** - Use examples from *Porpoises in Peril* to identify relative pronouns.

#### Set the Purpose:

- **Research and Write a Biography** - Scholars will understand that a biography is the story of a person's life, and it needs to include important information about the person.

#### Teach and Model:

- **Research and Write a Biography** - Scholars will understand they need to research their subject to acquire all of the facts before writing a biography.

#### Prepare to Write:

- **Write a Short Biography** - Present scholars with guiding questions that will assist in developing a plan for writing. Model how to begin research and develop a detailed topic sentence.

#### Independent Writing Practice:

- **Write a Short Biography** - Scholars will write a one or two paragraph biography about a scientist who has made a significant contribution to the world.

#### Share Writing:

- Volunteers share their writing with the class. Class will identify the topic sentence and key facts and details that made the biography interesting.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Determining the Meaning of Words and Phrases

#### Foundational Skills Mini-Lesson:

- **Endings -ed, -ing**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers/scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence?*

- TE pg. 34
- *Porpoises in Peril* pgs. 17 and 18

### Resources:

#### Lesson 3 WRITING: Informative/Explanatory Writing

- TE pg. 41

- TE pg. 38

- TE pg. 38
- Student Model

- TE pg. 39
- Teacher Modeled Writing

- TE pg. 40
- Digital Options

- TE pg. 40
- Student Writing

### Resources:

#### Lesson 4 READING: Determining the Meaning of Words and Phrases

- TE pg. 42

- TE pg. 42
- *Porpoises in Peril*

- TE pg. 42
- *Porpoises in Peril*

## Grade 4 Reading/Writing

*How do writers use evidence, events, and description to write a biography?*

- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 21-24 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss ways the team tries to gather information.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Context Clues** - Guide scholars to use context clues to determine meanings of new words by using excerpts from *Porpoises in Peril*.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Simple Verb Tenses** - Use examples from *Porpoises in Peril* to identify simple verb tenses.

#### Set the Purpose:

- **Develop a Topic with Concrete Details** - Scholars will understand that good writers carefully search for strong words that are highly specific and often descriptive to convey their topic.

#### Teach and Model:

- **Develop a Topic with Concrete Details** - Scholars will understand they need to select words and phrases that clearly and accurately express ideas and observations.

#### Prepare to Write:

- **Write an Informative/Explanatory Paragraph** - Present scholars with guiding questions that will assist them in selecting concrete details and examples. Model choosing concrete details and choosing exact words.

#### Independent Writing Practice:

- TE pg. 42
- *Porpoises in Peril* pgs. 21-24
- Shared Reading Routine TR10-11

- TE pg. 42
- *Porpoises in Peril* pgs. 21-24
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 43-54
- By-the-Way Words - coral reefs, hypothesis
- Benchmark Vocabulary - snorkeling, thermometer, temperature
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 44
- *Porpoises in Peril* pgs. 21, 22, and 23

### Resources:

#### Lesson 4 WRITING: Informative/Explanatory Writing

- TE pg. 51

- TE pg. 48

- TE pg. 48
- Student Model

- TE pg. 49
- Teacher Modeled Writing

## Grade 4 Reading/Writing

- **Write an Informative/Explanatory Paragraph -** Scholars will write an informative/explanatory paragraph about an animal they have observed frequently or closely, remembering to develop the topic with concrete details.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the words and phrases that helped express clear, concrete details and examples.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Analyze Sequence of Events

#### Foundational Skills Mini-Lesson:

- **Base Words/Endings -ed,-ing**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 25-31 focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss steps the Science Squad takes to gather information about why porpoises are in peril.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Sequence** - Display and complete with class the Sequence Chart to record the order in which events occur in *Porpoises in Peril*.

- TE pg. 50
- Digital Options

- TE pg. 50
- Student Writing

### Resources:

#### Lesson 5 READING: Analyze Sequence of Events

- TE pg. 52
- TE pg. 52
- *Porpoises in Peril*
- TE pg. 52
- *Porpoises in Peril*
- TE pg. 52
- *Porpoises in Peril* pgs. 25-31
- Shared Reading Routine TR10-11
- TE pg. 52
- *Porpoises in Peril* pgs. 25-31
- Think-Pair-Share Routine TR2-3
- TE pg. 53
- *Porpoises in Peril* pgs. 25-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Words - pods, barge, current
- Benchmark Vocabulary - vacant, dredged, depth, scrutinize
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 54
- Sequence Chart TR46
- *Porpoises in Peril* pgs. 25-31

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Use Relative Adverbs** - Use examples from *Porpoises in Peril* to identify relative adverbs.

##### Set the Purpose:

- **Convey Ideas and Information** - Scholars will understand that writing that informs and explains can cover a wide variety of topics.

##### Teach and Model:

- **Convey Ideas and Information** - Scholars will understand they need to research to find facts before writing to inform/explain. This helps introduce the topic and keeps information clear and logical.

##### Prepare to Write:

- **Write an Informative/Explanatory Paragraph** - Present scholars with guiding questions that will assist them in developing a plan for their writing. Model forming a topic sentence and supporting that sentence with details from research.

##### Independent Writing Practice:

- **Write an Informative/Explanatory Paragraph** - Scholars will write an informative/explanatory paragraph relating information found in research to what they read about porpoises.

##### Share Writing:

- Volunteers share their writing with the class. Class will identify the topic sentence and supporting details.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Understand Story Structure

##### Foundational Skills Mini-Lesson:

- **Base Words/Endings -er, -est**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 32-38 focusing on understanding what the text is mainly about.

### Resources:

#### Lesson 5 WRITING: Informative/Explanatory Writing

- TE pg. 61
- TE pg. 58
- TE pg. 58
- Student Model
- TE pg. 59
- Teacher Modeled Writing
- TE pg. 60
- Digital Options
- TE pg. 60
- Student Writing

### Resources:

#### Lesson 6 READING: Understanding Story Structure

- TE pg. 62
- TE pg. 62
- *Porpoises in Peril* pgs. 32-38
- TE pg. 62
- *Porpoises in Peril*
- TE pg. 62
- *Porpoises in Peril* pgs. 32-38
- Shared Reading Routine TR10-11

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what important discoveries the Science Squad makes.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Story Structure** - Display and complete with class the Story Sequence B graphic organizer to record story sequence.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Understand Adjectives** - Use examples from *Porpoises in Peril* to identify and understand adjectives.

#### Set the Purpose:

- **Organize Event Sequences** - Explain to scholars that a well-organized text shows connections between ideas and details, using an organized sequence of events.

#### Teach and Model:

- **Organize Event Sequences** - Direct scholars to a model showing that events should be listed in chronological order in writing.

#### Prepare to Write:

- **Retell Events in Correct Order** - Present scholars with guiding questions that will assist them in developing a plan for their writing. Model how to create an outline and how to retell a story.

#### Independent Writing Practice:

- **Write an Informative/Explanatory Paragraph** - Scholars will reread the first four chapters of *Porpoises in Peril* and retell the events in their own words, remembering to use words that signal a new event in a sequence.

- TE pg. 62
- *Porpoises in Peril* pgs. 32-38
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 63-64
- By-the-Way Words - uploaded, scamming, sediment
- Benchmark Vocabulary - conducted, disappointed, recognition, precious
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 64
- Story Sequence B organizer TR38
- *Porpoises in Peril* pgs. 32-38

### Resources:

#### Lesson 6 WRITING: Informative/Explanatory Writing

- TE pg. 71

- TE pg. 68

- TE pg. 68
- Student Model

- TE pg. 69
- Teacher Modeled Writing

- TE pg. 70
- Digital Options

## Grade 4 Reading/Writing

### Share Writing:

- Volunteers share their writing with the class. Class will identify words and phrases that introduce events in a sequence.

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Analyze Authors' Word Choices

#### Foundational Skills Mini-Lesson:

- **Base Words/Endings -er, -est**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Explore Poetry** - Read *Spider* and *The Frog* focusing on alliteration, rate, and expression.
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 39-43 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what important discoveries the Science Squad makes.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Word Choice** - Study excerpts with scholars to see how the author chooses words to impact meaning.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Order Adjectives** - Use examples from *Porpoises in Peril* to identify and understand the preferred order of adjectives.

- TE pg. 70
- Student Writing

### Resources:

#### Lesson 7 READING: Analyze Authors' Word Choices

- TE pg. 72
- TE pg. 72
- *Porpoises in Peril*
- *Spider & The Frog* Text Collection pg.45
- TE pg. 72
- *Porpoises in Peril*
- TE pg. 72
- *Porpoises in Peril* pgs. 39-43
- Shared Reading Routine TR10-11
- TE pg. 72
- *Porpoises in Peril* pgs. 39-43
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 73-74
- By-the-Way Words - opal, airlock
- Benchmark Vocabulary - focused, enclosed
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 74
- *Porpoises in Peril* pgs. 39 and 43

### Resources:

#### Lesson 7 WRITING: Informative/Explanatory Writing

- TE pg. 81

## Grade 4 Reading/Writing

### Set the Purpose:

- **Develop a Topic with Facts and Examples** - Use elements of effective informative/explanatory writing list to remind scholars that this type of writing develops with facts and examples.

### Teach and Model:

- **Develop a Topic with Facts and Examples** - Review Student Model showing that research provides facts, details, examples, and quotations to help develop a topic.

### Prepare to Write:

- **Research and Write an Essay** - Present scholars with guiding questions that will assist them in developing a plan for their writing. Model how to write an informative topic sentence and the development of the essay.

### Independent Writing Practice:

- **Research and Write an Essay** - Scholars will research and write a multiparagraph essay about an organization dedicated to protecting threatened species around the world, remembering to include facts, details, examples, and quotations from their research.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the topic sentence and facts, details, and examples that support it.

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Use Visuals to Understand Text

#### Foundational Skills Mini-Lesson:

- **Base Words/Endings -er, -est**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Porpoises in Peril* pgs. 44-48 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how illustrations contribute to text.

- TE pg. 78

- TE pg. 78
- Student Model

- TE pg. 79
- Teacher Modeled Writing

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing

### Resources:

#### Lesson 8 READING: Use Visuals to Understand Text

- TE pg. 82

- TE pg. 82
- *Porpoises in Peril*

- TE pg. 82
- *Porpoises in Peril*

- TE pg. 82
- *Porpoises in Peril* pgs. 44-48
- Shared Reading Routine TR10-11

- TE pg. 82
- *Porpoises in Peril* pgs.44-48
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Analyze Visuals** - Guide scholars to study illustrations to gain a deeper understanding of the story.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Form and Use Progressive Verb Tenses** - Use examples from *Porpoises in Peril* to identify and understand progressive verb tenses.

#### Set the Purpose:

- **Use Visuals to Support Writing** - Review different types of visuals writers might use to explain text, such as photographs, illustrations, diagrams, and maps.

#### Teach and Model:

- **Use Visuals to Support Writing** - Use examples to help scholars see that writers use visuals to present information and support ideas in a text.

#### Prepare to Write:

- **Create a Visual and Caption** - Present scholars with guiding questions that will assist them in developing a plan for their writing. Model how to brainstorm ideas for appropriate visuals and how to draft a caption for a photograph.

#### Independent Writing Practice:

- **Create a Visual and Caption** - Scholars will create a visual with caption that adds meaning to the informative/explanatory text they wrote earlier.

#### Share Writing:

- Volunteers share their writing with the class. Scholars discuss the impact of visuals and the usefulness of the captions.

- TE pg. 83
- *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 83-84
- By-the-Way Words - mainland
- Benchmark Vocabulary - evidence, mouthed, dismantled
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 84
- *Porpoises in Peril* pgs. 44-45, 47, and 48

### Resources:

#### Lesson 8 WRITING: Informative/Explanatory Writing

- TE pg. 91
- TE pg. 88
- TE pg. 88
- TE pg. 89
- Teacher Modeled Writing
- TE pg. 90
- Digital Options
- TE pg. 90
- Student Writing



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Use Details to Describe a Person's Life

##### Foundational Skills Mini-Lesson:

- **Base Words/Endings -er, -est**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use evidence and events to depict a person's life.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read pgs. 3-9 in *Mary Anning*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Mary thinks about the seacoast and how she feels about working with her father.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Subject of a Biography** - Study with scholars excerpts to see how biographical writing can use different points of view.

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Use Modal Auxiliary Verbs** - Use examples from *Mary Anning: The Girl Who Cracked Open the World* to identify and understand modal auxiliary verbs.

##### Set the Purpose:

- **Use Precise Language** - Explain to scholars that precise words create clear pictures of what the writer wants the reader to understand.

### Resources:

#### Lesson 9 READING: Use Details to Describe a Person's Life

- TE pg. 92
- TE pg. 92
- *Mary Anning* pgs. 3-9
- TE pg. 92
- *Mary Anning* pgs. 3-9
- TE pg. 92
- *Mary Anning* pgs. 3-9
- Shared Reading Routine TR10-11
- TE pg. 92
- *Mary Anning* pgs. 3-9
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Mary Anning*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - fossils, chisel
- Benchmark Vocabulary - exposed, lurked
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- *Mary Anning* pgs. 3-9

### Resources:

#### Lesson 9 WRITING: Informative/Explanatory Writing

- TE pg. 101
- TE pg. 98

## Grade 4 Reading/Writing

### Teach and Model:

- **Use Precise Language** - Use examples that include precise words rather than general words to describe events and ideas.

### Prepare to Write:

- **Write a Paragraph Using Specific Language** - Scholars will follow prewriting steps to develop a plan that uses precise language to present facts and details explaining how Mary Anning feels about her work with fossils.

### Independent Writing Practice:

- **Write a Paragraph Using Specific Language** - Scholars will write a paragraph containing vivid, specific language and domain-specific vocabulary to describe Mary's search for fossils.

### Share Writing:

- Volunteers share their writing with the class. Class will identify examples of precise language and domain-specific vocabulary.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Understand Sequence of Events

#### Foundational Skills Mini-Lesson:

- **Base Words/Endings -er, -est**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Mary Anning* pgs. 10-17 understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Mary goes from a girl looking for fossils to becoming a scientist.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.

- TE pg. 98

- TE pg. 99
- Teacher Modeled Writing

- TE pg. 100
- Digital Options

- TE pg. 100
- Student Writing

### Resources:

#### Lesson 10 READING: Understand Sequence of Events

- TE pg. 102

- TE pg. 102
- *Mary Anning* pgs. 10-17

- TE pg. 102
- *Mary Anning* pgs. 10-17

- TE pg. 102
- *Mary Anning* pgs. 10-17
- Shared Reading Routine TR10-11

- TE pg. 102
- *Mary Anning* pgs. 10-17
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Mary Anning* pgs. 10-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Sequence** - Display and complete with class Web B chart to summarize using details and text examples to support ideas.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Sentences** - Use examples from *Mary Anning: The Girl Who Cracked Open the World* to identify and understand simple, complex, and compound sentences.

#### Set the Purpose:

- **Research a Topic and Take Notes** - Remind scholars that when planning an informative writing assignment, they need to identify a topic, conduct research, and take notes.

#### Teach and Model:

- **Research a Topic and Take Notes** - Model how to find a variety of reliable resources, incorporate domain-specific vocabulary, create a list of search terms, keep a detailed list of sources used, and take notes when researching data and information to support a topic.

#### Prepare to Write:

- **Write a Summary Paragraph** - Scholars will choose a subject, draft a summary statement that serves as a focus for their writing, and create an outline to sequence the ideas they plan to write about.

#### Independent Writing Practice:

- **Write a Summary Paragraph** - Scholars will write a summary paragraph of events they plan to write about, using correct sentence structure and ordering ideas in sequence.

#### Share Writing:

- Volunteers share their writing with the class. Class will pay attention to sentence structure and order of ideas as others read their writing.

- TE pgs. 103-104
- By-the-Way Words - ichthyosaur
- Benchmark Vocabulary - enormous, encased, magnificent, eagerly
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 104
- *Mary Anning* pgs. 10-17
- Web B Chart TR45

### Resources:

#### Lesson 10 WRITING: Informative/Explanatory Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- Teacher Modeled Writing

- TE pg. 109
- Teacher Modeled Writing

- TE pg. 110
- Digital Options

- TE pg. 110
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Use Details and Examples to Draw Inferences

##### Foundational Skills Mini-Lesson:

- **Suffixes -or, -er**

##### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Scholars will think about the Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Mary Anning* pgs. 18-24 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Mary acts and thinks like a scientist.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Draw Inferences** - Display and complete with Class Web B chart to record inferences regarding Mary Anning's traits.

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples from *Mary Anning: The Girl Who Cracked Open the World* to identify and understand complete sentences.

##### Set the Purpose:

- **Introduce a Topic** - Remind scholars that a good introductory paragraph includes the 5 W's: who, what, why, when, and where.

### Resources:

#### Lesson 11 READING: Use Details and Examples to Draw Inferences

- TE pg. 112
- TE pg. 112
- *Mary Anning* pgs. 18-24
- TE pg. 112
- *Mary Anning* pgs. 18-24
- TE pg. 112
- *Mary Anning* pgs. 18-24
- Shared Reading Routine TR10-11
- TE pg. 112
- *Mary Anning* pgs. 18-24
- Think-Pair-Share Routine TR2-3
- TE pg. 113
- *Mary Anning* pgs. 18-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 113-114
- By-the-Way Words - plesiosaurs
- Benchmark Vocabulary - curious, ancient, convinced
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 114
- *Mary Anning* pgs. 18-24
- Web B Chart TR45

### Resources:

#### Lesson 11 WRITING: Informative/Explanatory Writing

- TE pg. 121
- TE pg. 118

## Grade 4 Reading/Writing

### Teach and Model:

- **Introduce a Topic** - Model how to answer the 5 W's, and how to create an introduction that is "newsworthy."

### Prepare to Write:

- **Write a Paragraph to Introduce a Person** - Model how to complete a K-W-L chart to outline ideas. Scholars will choose a scientist, complete K-W-L chart, and write an engaging topic sentence that can be supported with key information and details.

### Independent Writing Practice:

- **Write a Paragraph to Introduce a Person** - After consulting a reference source, scholars will write a paragraph to introduce a scientist of their choosing.

### Share Writing:

- Volunteers share their writing with the class. Class will identify "hooks" and readers will tell how they plan to support their hook with details.

### Learning Opportunities/Strategies:

#### **Lesson 12 READING: Determine Main Idea and Key Details**

#### **Foundational Skills Mini-Lesson:**

- **Suffixes -or, -er**

#### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Writers use evidence and events to depict a person's life.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to read *Mary Anning* pgs. 25-32 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the main idea of the text.

#### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 118
- Teacher Modeled Writing

- TE pg. 119
- K-W-L chart TR35
- Teacher Modeled Writing

- TE pg. 120
- Digital Options

- TE pg. 120
- Student Writing

### Resources:

#### **Lesson 12 READING: Determine Main Idea and Key Details**

- TE pg. 122
- TE pg. 122
- *Mary Anning* pgs. 25-32
- TE pg. 122
- *Mary Anning* pgs. 25-32
- TE pg. 122
- *Mary Anning* pgs. 25-32
- Shared Reading Routine TR10-11
- TE pg. 122
- *Mary Anning* pgs. 25-32
- Think-Pair-Share Routine TR2-3
- TE pg. 123
- *Mary Anning* pgs. 25-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 123-124
- By-the-Way Words - pterosaur, geology, paleontology
- Benchmark Vocabulary - plaster, accomplish

## Grade 4 Reading/Writing

### Reading Analysis:

- **Main Idea** - Display and complete with class the Main Idea Chart to identify the main idea and support it with details

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Informative/Explanatory Writing

### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use examples from *Mary Anning: The Girl Who Cracked Open the World* to identify and understand prepositional phrases.

### Set the Purpose:

- **Plan and Prewrite** - Explain that planning and prewriting will help scholars to choose a topic and identify reliable sources.

### Teach and Model:

- **Plan and Prewrite** - Model for scholars how to choose a topic, brainstorm ideas, free write, and develop a guiding question to help narrow a topic.

### Prepare to Write:

- **Write a Guiding Question to Guide Research** - Explain to scholars that they will be writing an informative/explanatory piece about Mary Anning over the next several lessons, beginning with brainstorming ideas and developing a guiding question.

### Independent Writing Practice:

- **Write a Guiding Question to Guide Research** - Scholars will plan and prewrite an informative/explanatory piece about one aspect of Mary Anning's life.

### Share Writing:

- Volunteers share their writing with the class. Scholars will listen for details and examples related to the topic. Volunteers will identify the topic.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Compare and Contrast Texts

### Foundational Skills Mini-Lesson:

- **Suffixes -or, -er**

### Build Understanding:

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- *Mary Anning* pgs. 25-32
- Main Idea Chart TR36

### Resources:

#### Lesson 12 WRITING: Informative/Explanatory Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- Teacher Modeled Writing

- TE pg. 129
- Teacher Modeled Writing

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 13 READING: Compare and Contrast Texts

- TE pg. 132

## Grade 4 Reading/Writing

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography?*
- **Read** - Follow Shared Reading Routine to review *Porpoises in Peril/Mary Anning*.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss events using a scientific context.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Compare and Contrast Characters and the Subject of a Biography** - Display and complete with class the Compare and Contrast Chart.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Writing Complete Sentences** - Use examples from *Mary Anning: The Girl Who Cracked Open the World* to identify and understand complete sentences.

#### Set the Purpose:

- **Use Concrete Words and Phrases** - Explain to scholars that word choice refers to specific words or figures of speech that a writer uses to convey ideas. Explain that using concrete words and phrases makes writing more vivid and enjoyable to read.

#### Teach and Model:

- **Use Concrete Words and Phrases** - Model the use of clear concrete words through the use of examples from *Porpoises in Peril* and *Mary Anning*

#### Prepare to Write:

- TE pg. 132
- *Mary Anning/Porpoises in Peril*

- TE pg. 132
- *Mary Anning/Porpoises in Peril*

- TE pg. 132
- *Mary Anning/Porpoises in Peril*
- Shared Reading Routine TR10-11

- TE pg. 132
- *Mary Anning/Porpoises in Peril*
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Mary Anning/Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 133-134
- By-the-Way Words - fossils
- Benchmark Vocabulary - emerged, skeleton,, curious, accomplish
- Benchmark Vocabulary Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 134
- *Mary Anning/Porpoises in Peril*
- Compare and Contrast Chart TR33

### Resources:

#### Lesson 13 WRITING: Informative/Explanatory Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- Teacher Modeled Writing



## Grade 4 Reading/Writing

- **Write a Draft Using Concrete Words** - Present scholars with guiding questions to assist in developing a plan for writing. Remind students that after planning and prewriting, they can begin writing their first draft. The next step will be to revise their draft.

### Independent Writing Practice:

- **Write a Draft Using Concrete Words** - Scholars will begin drafting their one-page informative paper focusing on choosing concrete words and phrases.

### Share Writing:

- Volunteers share their writing with the class discussing the concrete, vivid words and phrases they used. Class will share the images those words conveyed.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Determine Main Idea and Key Details

#### Foundational Skills Mini-Lesson:

- **Suffixes -or, -er p**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that Researchers and scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography or informative text?*
- **Read** - Follow Shared Reading Routine to read pgs. 5-8 in *Fragile Frogs* to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine: Why are frog scientists studying amphibian populations all over the world?

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- TE pg. 139

- TE pg. 140
- Digital Options

- TE pg. 140
- Student Writing

### Resources:

#### Lesson 14 READING: Determine Main Idea and Key Details

- TE pg. 142

- TE pg. 142
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection

- TE pg. 142
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection

- TE pg. 142 Shared Reading Routine TR10-11
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection

- TE pg. 142 Think-Pair-Share Routine TR2-3
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection

- TE pg. 143
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 143-144
- By-the-Way Words - amphibian, population
- Benchmark Vocabulary - international, surveyed, extinction, juvenile
- Benchmark Vocab Routine for Info. TR24-27
- Generative Vocabulary Chart TE 3-5



## Grade 4 Reading/Writing

- **Main Idea and Key Details** - Display and complete with class the Main Idea organizer to determine the main idea and key details that support it.

### Learning Opportunities/Strategies:

#### **Lesson 14 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Modal Auxiliaries** - Remind scholars that a modal auxiliary is a phrase made up of a main verb and a helping verb. Scholars will use examples to identify modal auxiliaries in sentences.

##### **Set the Purpose:**

- **Organize Information** - As scholars continue to work on their drafts, they will begin to think about how their ideas should be grouped and organized.

##### **Teach and Model:**

- **Organize Information** - Model how to organize text in informative writing through the use of examples from *Fragile Frogs*.

##### **Prepare to Write:**

- **Organize Ideas in a Draft** - Present scholars with guiding questions to assist in the improvement in organization of their draft. Focus on the introduction, key details in the body paragraphs, and conclusion.

##### **Independent Writing Practice:**

- **Organize Ideas in a Draft** - Scholars will continue drafting their one-page informative paper focusing on organizing information and ideas.

##### **Share Writing:**

- Volunteers share their writing with the class. Class will discuss the organization of the paper and point out the main idea and one or two key details.

### Learning Opportunities/Strategies:

#### **Lesson 15 READING: Analyze Cause and Effect**

##### **Foundational Skills Mini-Lesson:**

- **Suffixes -or, -er**

##### **Build Understanding:**

- **Set the Purpose** - Share Enduring Understanding: *Writers use evidence and events to depict a person's life, while reading Fragile Frogs.*
- **Engage Scholars** - Share the Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and*

- TE pg. 144 Main Idea Graphic Organizer TR36
- *Fragile Frogs* pgs. 5-8 from *The Frog Scientist* Text Collection

### Resources:

#### **Lesson 14 WRITING: Informative/Explanatory Writing**

- TE pg. 151

- TE pg. 148

- TE pg. 148
- Teacher Modeled Writing

- TE pg. 149

- TE pg. 150
- Digital Options

- TE pg. 150
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 15 READING: Analyze Cause and Effect**

- TE pg. 152

- TE pg. 152
- *Fragile Frogs* pgs. 8-11 from *The Frog Scientist* Text Collection

- TE pg. 152
- *Fragile Frogs* pgs. 8-11 from *The Frog Scientist* Text Collection

## Grade 4 Reading/Writing

*description to write a biography and other informational texts?*

- **Read** - Follow Shared Reading Routine to read *Fragile Frogs* pgs. 8-11 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss reasons amphibians are threatened.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Cause and Effect** - Display and complete with class the Cause-Effect graphic organizer.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Use Correct Capitalization** - Remind scholars that proper nouns are nouns that name individual people, places, and things; they are capitalized.

#### Set the Purpose:

- **Use Linking Words and Phrases** - Remind scholars that linking words clearly show relationships and signal connections, which helps with the flow of their writing.

#### Teach and Model:

- **Use Linking Words and Phrases** - Model how to use linking words to add examples and connections to enhance a main point.

#### Prepare to Write:

- **Strengthen Draft with Linking Verbs** - Scholars will use guiding questions to go over drafts to see where adding linking words might help to show how ideas are related.

- TE pg. 152 Shared Reading Routine TR10-11
- *Fragile Frogs* pgs. 8-11 from *The Frog Scientist* Text Collection

- TE pg. 152 Think-Pair-Share Routine TR2-3
- *Fragile Frogs* pgs.8-11 from *The Frog Scientist* Text Collection

- TE pg. 153
- *Fragile Frogs* pgs. 8-11 from *The Frog Scientist* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 153-154
- By-the-Way Words - fungus
- Benchmark Vocabulary - altitudes, native, vulnerable, exposed
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 154
- *Fragile Frogs* pgs. 8-11 from *The Frog Scientist* Text Collection
- Cause/Effect Graphic Organizer TR32

### Resources:

#### Lesson 15 WRITING: Informative/Explanatory Writing

- TE pg. 161

- TE pg. 158

- TE pg. 158
- Teacher Modeled Writing

- TE pg. 159

## Grade 4 Reading/Writing

### Independent Writing Practice:

- **Strengthen Draft with Linking Verbs** - Scholars will add linking words and phrases to their writing.

### Share Writing:

- Volunteers share their writing with the class. Class will identify linking words and phrases.

### Learning Opportunities/Strategies:

#### Lesson 16 READING: Use Details and Examples

#### Foundational Skills Mini-Lesson:

- **Compound Words**

#### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Learners understand that researchers/scientists adopt specific habits to accomplish tasks.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography and other informational texts?*
- **Read** - Follow the Shared Reading Routine to reread *Fragile Frogs*, *Mary Anning*, and *Porpoises in Peril*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why scientists are interested in the studies of others.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **SUGGESTED Activity- Climate Change Connection:** Teacher facilitated- There is a common theme is *Porpoises in Peril* and *Fragile Frogs* (not *Mary Anning*) of the animal population decreasing or becoming extinct. Together, the teacher and students will compare and contrast (using a Venn diagram) how the animals in each story are disappearing. Students should think and provide evidence about human and

- TE pg. 160
- Digital Options

- TE pg. 160
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 16 READING: Use Details and Examples

- TE pg. 162

- TE pg. 162
- "Fragile Frogs," *Mary Anning, Porpoises in Peril*

- TE pg. 162
- "Fragile Frogs," *Mary Anning, Porpoises in Peril*

- TE pg. 162
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Shared Reading Routine TR10-11

- TE pg. 162
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 153-154
- By-the-Way Words - specimen
- Benchmark Vocabulary - extinction, vulnerable
- Benchmark Vocabulary Routine for Informational Text TR24-25
- Generative Vocabulary Chart TE 3-5

- Venn Diagram
- *Fragile Frogs, Porpoises in Peril*

## Grade 4 Reading/Writing

environmental factors from the stories and their complete Venn Diagrams.

- **Supporting Details** - Display and complete with class Web B graphic organizer to identify details that support ideas in a text.

### Learning Opportunities/Strategies:

#### **Lesson 16 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Punctuate Direct Speech and Quotations** - Remind scholars that quotation marks are used to report the exact words that a person or character is saying. Commas set off the quotation from the speaker.

##### **Set the Purpose:**

- **Craft Strong Conclusions** - Writers should not introduce new ideas in the conclusion. A conclusion restates the topic and main points, and it includes a *clincher*.

##### **Teach and Model:**

- **Craft Strong Conclusions** - Use model from *Fragile Frogs* to develop a conclusion.

##### **Prepare to Write:**

- **Write an Engaging Conclusion** - Scholars will use guiding questions to develop a plan for their conclusion.

##### **Independent Writing Practice:**

- **Write an Engaging Conclusion** - Scholars will craft strong conclusions for their writing piece by restating their main points and including a “clincher” to make their conclusion engaging and interesting.

##### **Share Writing:**

- Volunteers share their writing with the class asking others to provide alternate conclusions or suggestions for improvements.

### Learning Opportunities/Strategies:

#### **Lesson 17 READING: Integrate Information and Make Connections**

##### **Foundational Skills Mini-Lesson:**

- **Compound Words**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand that researchers/scientists adopt specific habits to accomplish tasks.*

- TE pg. 164
- *Fragile Frogs* pgs. 5
- Web B graphic organizer TR45

### Resources:

#### **Lesson 16 WRITING: Informative/Explanatory Writing**

- TE pg. 171

- TE pg. 168
- Student Model

- TE pg. 168
- Model from *Fragile Frogs*

- TE pg. 169

- TE pg. 170
- Digital Options

- TE pg. 170
- Student Writing

### Resources:

#### **Lesson 17 READING: Integrate Information and Make Connections**

- TE pg. 172

- TE pg. 172
- “Fragile Frogs,” *Mary Anning, Porpoises in Peril*

## Grade 4 Reading/Writing

- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography and other informational texts?*
- **Read** - Follow Shared Reading Routine to review text features from *Fragile Frogs*, *Mary Anning*, and *Porpoises in Peril*. Make connections across texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss problems the scientists in these texts were trying to investigate.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Make Connections** - Display and complete with class the Three-Column Chart to find similarities among the three texts.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Punctuate Dialogue** - Remind scholars that quotation marks are used to report the exact words that a person or character is saying. Commas set off the quotation from the speaker. End punctuation is placed inside of quotation marks.

#### Set the Purpose:

- **Inform Readers** - Use guiding questions to revise, edit, and proofread work.

#### Teach and Model:

- **Inform Readers** - Use model from “Fragile Frogs” to demonstrate to Scholars how to revise, edit, and proofread.

#### Prepare to Write:

- **Revise, Edit, Proofread** - Scholars will practice revising, editing, and proofreading on sample informative paragraphs, while the teacher models.

- TE pg. 172
- *Fragile Frogs*, *Mary Anning*, *Porpoises in Peril*

- TE pg. 172
- *Fragile Frogs*, *Mary Anning*, *Porpoises in Peril*
- Shared Reading Routine TR10-11

- TE pg. 172
- *Fragile Frogs*, *Mary Anning*, *Porpoises in Peril*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Fragile Frogs*, *Mary Anning*, *Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 174
- Benchmark Vocabulary - assignment, evidence, curious, surveyed
- Benchmark Vocabulary Routines for Literary and Informational Texts TR24-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- *Fragile Frogs*, *Mary Anning*, *Porpoises in Peril*
- Three-Column Chart TR40

### Resources:

#### Lesson 17 WRITING: Informative/Explanatory Writing

- TE pg. 181

- TE pg. 178

- TE pg. 178
- Model from *Fragile Frogs*

- TE pg. 179

## Grade 4 Reading/Writing

### Independent Writing Practice:

- **Revise, Edit, Proofread** - Scholars will revise, edit, and proofread their informative writing on Mary Anning's work.

### Share Writing:

- Volunteers share their writing with the class asking others to identify the main idea and supporting details in each paragraph.

### Learning Opportunities/Strategies:

#### Lesson 18 READING: Compare and Contrast Texts

#### Foundational Skills Mini-Lesson:

- **Compound Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers consider point of view and author evidence? How do writers use evidence, events, and description to write a biography and other informational texts?*
- **Read** - Follow Shared Reading Routine to reread to summarize key ideas of the different topics in all three texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the scientist in each text achieved with their research.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Word Choice**- Explain that authors select words that can create certain effects on readers by studying dialogue in excerpts in *Porpoises in Peril*.

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 18 READING: Compare and Contrast Texts

- TE pg. 182
- TE pg. 182
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- TE pg. 182
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- TE pg. 182
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Shared Reading Routine TR10-11
- TE pg. 182
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Think-Pair-Share Routine TR2-3
- TE pg. 183
- *Fragile Frogs, Mary Anning, Porpoises in Peril*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - temperature, international, exposed
- Benchmark Vocabulary Routines for Literary and Informational Texts TR24-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 184
- *Porpoises in Peril* pgs. 6-7

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Frequently Confused Words** - Remind scholars to be aware of words that sound the same but have different meanings and are spelled differently.

##### Set the Purpose:

- **Publish and Present an Informative Paper** - Remind scholars that the next steps is to publish and present their writing.

##### Teach and Model:

- **Publish and Present an Informative Paper** - Use model from *Fragile Frogs* to demonstrate to scholars how to create a plan for publishing and presenting their work.

##### Prepare to Write:

- **Format and Publish Informative/Explanatory Text** - Share guiding questions with students to assist them in choosing a method of publishing and presenting.

##### Independent Writing Practice:

- **Format and Publish Informative/Explanatory Text** - Scholars will work to publish and present their writing.

##### Share Writing:

- Volunteers share their presentations with the class asking others to discuss how effectively it explained the topic.

### Learning Opportunities/Strategies:

#### Performance-Based Assessment:

- **Informative/Explanatory Task: Write A Biographical Spotlight** - Complete a short investigative project about a scientist/researcher who has made a difference. Conduct research and use information to write a biographical spotlight about their subject.
- **Scholars will:**
  - clearly introduce the subject of the biography.
  - develop a main idea statement.
  - include facts and details that explain the highlights of their subject's life and work.
  - organize information logically.
  - clearly link ideas using transitional words and phrases.
  - provide an effective concluding statement.

##### Prepare:

- **Review - Discuss Essential Questions:** *How do readers consider point of view and author evidence?*

### Resources:

#### Lesson 18 WRITING: Informative/Explanatory Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- Model from *Fragile Frogs*

- TE pg. 189

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing

### Resources:

#### Performance-Based Assessment:

- TE pg. 192
- Reproducible pg. 196



## Grade 4 Reading/Writing

<p><i>How do writers use evidence, events, and description to write a biography?</i></p> <ul style="list-style-type: none"><li>● <b>Revisit the Text:</b> Remind scholars that in <i>Mary Anning: The Girl Who Cracked Open the World</i>, Mary used her skills and curiosity for digging for fossils to discover dinosaur fossils that had never been seen before. The author uses facts and concrete details to explain the events leading up to Mary’s discovery.</li></ul> <ul style="list-style-type: none"><li>○ Display and read aloud excerpt from <i>Mary Anning</i>.</li></ul> <p>Explain that when scholars write their biographies, they will write about their subjects in a style similar to the one used in <i>Mary Anning</i>. Stress the importance of research using print and internet sources and note taking. Scholars may want to start with a web to note important events in their subject’s life and to note their subject’s traits and areas of study.</p> <ul style="list-style-type: none"><li>● <b>Create:</b> Scholars will conduct research on their subjects, using print and digital resources to gather the information needed.</li></ul> <ul style="list-style-type: none"><li>● <b>Score Writing:</b> Use Informative/Explanatory Writing Rubric</li><li>● <b>Present:</b> Follow suggestions for scholars to share their writing with the class or in small groups.</li><li>● <b>Reflect and Respond:</b> For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.</li></ul>	<ul style="list-style-type: none"><li>● TE pg. 193</li><li>● TE pg. 193</li><li>● Web B TR45 or T-Chart TR39</li><li>● <i>Mary Anning: The Girl Who Cracked Open the World</i> pg. 12</li></ul>          <ul style="list-style-type: none"><li>● TE pg. 194</li><li>● <i>Mary Anning: The Girl Who Cracked Open the World</i> Web B Chart TR45</li><li>● T-Chart TR39</li><li>● Digital Options</li></ul> <ul style="list-style-type: none"><li>● TE pg. 197 Informative/Explanatory Writing Rubric</li><li>● TE pg. 198</li><li>● Digital Options</li></ul> <ul style="list-style-type: none"><li>● TE pg. 199</li></ul>		
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform	Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform	Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li></ul>	Reader’s & Writer’s Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li></ul>



## Grade 4 Reading/Writing

<ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Unlock Language Learning</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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### Unit One: Becoming Researchers - Module B

#### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme, citing key details from the text.Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures ,ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on evidence in a text.
- **RI.TS.4.4.-** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

## Grade 4 Reading/Writing

- **RI.PP.4.6.-** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.-**Use evidence to show how graphics and visuals (e.g. illustrations, chartsm captions, diagrams tables, animations) support central ideas
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

### NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.D.** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.LV.4.2.C-** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C** - Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### NJSLS ELA Writing

- **W.IW.4.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g.,illustrations, diagrams, captions) and multimedia when useful to aid comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
- **W.IW.4.2.C.-** Link ideas within paragraphs and sections of information using words and phrases.

## Grade 4 Reading/Writing

- **W.IW4.2.D.-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW4.2.E.-** Provide a conclusion related to the information or explanation presented.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A-** Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B-** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C-** Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E-** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.-** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.WR.4.7.-** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6-** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information, and provide a list of sources.
- **W.RW.4.7.-** Write routinely over extended time frames (with time for research, and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B -** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C -** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D -** Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.-** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### NJSLS Math

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.

### NJSLS Social Studies

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

## Grade 4 Reading/Writing

### NJSLS Science

- **4-PS4-2.** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- **4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **4-LS1-2.** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

### NJSLS Health and Physical Education

- **2.2.5.PF1:** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- **2.2.5.MSC.3:** Demonstrate and perform movement skills with developmental appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

### NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

#### Central Idea / Enduring Understanding:

- Readers use information presented in different ways and from different sources to understand a topic.
- Writers use organizational structure, specific word choice, and evidence when explaining a topic.
- Learners understand that multiple sources and evidence can be used to build ideas and information.

#### Essential/Guiding Question:

How do readers summarize ideas by using clues from both text and supporting visuals?

How do writers research and use ideas from informational texts?

#### Content: (Goals)

- Readers will compare, gather, and synthesize ideas from multiple sources in informational texts.
- Writers will conduct research based on questions about informational text.
- Learners will identify and use evidence from multiple sources to build an idea.

#### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

#### Skills(Objectives):

##### **Reading**

- Sequence
- Genre and Text Structure
- Word Choice
- Analyze Visuals
- Index
- Synonyms and Antonyms
- Draw Inferences
- Main Idea and Key Details
- Compare and Contrast
- Explain Concepts
- Summarize
- Make Connections Across Texts

##### **Writing**

- Write an Introductory Paragraph
- Write an informative Paragraph
- Plan and Prewrite for an Informative Text
- Create and Add an Infographic
- Write a Paragraph Using Concrete Details
- Write a Summary with an Illustration
- Summarize and Illustrate a Researched Topic
- Group Related Information in a Paragraph
- Research and Write Using Precise Language
- Write an Introduction
- Use Vivid, Specific Language
- Use Linking Words to Compare/Contrast
- Revise by Reviewing Organization

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>• Write an Strong Conclusion</li> <li>• Edit and Proofread</li> <li>• Format and Publish Text</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p><b>Performance Based Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Informative/Explanatory Task:</b> Create an Infographic - Scholars will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. Then they will write a supporting introduction and conclusion telling more about an animal.</li> <li>• <b>Scholars will:</b> <ul style="list-style-type: none"> <li>○ analyze the infographics in the texts they read.</li> <li>○ research the key features of the animal they chose.</li> <li>○ clearly introduce their topic and use an infographic to aid comprehension.</li> <li>○ develop the topic with facts, concrete details, and domain-specific vocabulary.</li> <li>○ provide a brief conclusion to sum up the information.</li> </ul> </li> </ul>	<p><b><u>Other Evidence:</u></b></p> <p><b>Beginning of Year Assessment:</b></p> <ul style="list-style-type: none"> <li>• Baseline Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading Keystones <ul style="list-style-type: none"> <li>○ Benchmark Vocabulary Practice</li> <li>○ Text Analysis Practice/Application</li> <li>○ Write in Response to Reading</li> </ul> </li> <li>• Reading Keystone Rubrics <ul style="list-style-type: none"> <li>○ Reading/Language Analysis</li> <li>○ Write in Response to Reading</li> <li>○ Benchmark Vocabulary</li> </ul> </li> <li>• Writing Keystones: <ul style="list-style-type: none"> <li>○ Checklists</li> </ul> </li> <li>• Writing Rubrics: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informative/Explanatory</li> <li>○ Opinion</li> </ul> </li> <li>• Oral Reading Fluency Quick Checks</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Selection Test - Anchor Text</li> <li>• Performance-Based Assessment - Module A &amp; B</li> <li>• End-of-Unit Assessment</li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 1 - READING: Explain Concepts in Informational Text</b></p> <p><b>Foundational Skills Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>• <b>Suffixes -ist, -ive, -ness</b></li> </ul> <p>Build Understanding:</p> <ul style="list-style-type: none"> <li>• <b>Set the Purpose</b> - Enduring Understanding: <i>Readers use information presented in different ways and from different sources to understand a topic.</i></li> <li>• <b>Engage Scholars</b> - Think about the Essential Questions: <i>How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?</i></li> <li>• <b>Read</b> - Follow Shared Reading Routine to read pgs. 4-5, 31 in <i>Skeletons Inside and Out</i>.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Lesson 1 - READING: Explain Concepts in Informational Text</b></p> <ul style="list-style-type: none"> <li>• TE pg. 212</li> <li>• TE pg. 212</li> <li>• TE pg. 212</li> <li>• <i>Skeletons Inside and Out</i></li> <li>• TE pg. 212</li> <li>• <i>Skeletons Inside and Out</i> pgs.4-5, 31</li> <li>• Shared Reading Routine TR10-11</li> </ul>

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss who/what happens in the story.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Main Idea and Details**- Complete Main Idea Chart with class to record details and main ideas.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Form and use Simple Sentences** - Define simple sentences for scholars showing examples.

#### Set the Purpose:

- **Introduce a Topic** - Discuss how informative/explanatory texts provide factual information about a topic or subject.

#### Teach and Model:

- **Introduce a Topic** - Explain that writers often use the title of the first chapter to state their topic, along with some general information about the topic.

#### Prepare to Write:

- **Write an Introductory Paragraph** - As a group, scholars will craft an introductory paragraph about an agreed upon animal.

#### Independent Writing Practice:

- **Write an Introductory Paragraph** - Scholars choose an animal and write a brief introductory paragraph about that animal.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify the main idea and supporting details.

- TE pg. 212
- *Skeletons Inside and Out*
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *Skeletons Inside and Out*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 213-214
- By-the-Way Words - endoskeleton, exoskeleton
- Benchmark Vocabulary - supports, framework, expand
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 214
- Main Idea Chart TR36
- *Skeletons Inside and Out*

### Resources:

#### Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218

- TE pg. 218
- Student Model TE pg. 218

- TE pg. 219

- TE pg. 220
- Digital Options

- TE pg. 219
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Analyze Genre and Structure

##### Foundational Skills Mini-Lesson:

- **Suffixes -ist, -ive, -ness**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use information in different ways and from different sources to understand a topic.*
- **Explore Poetry** - Read *Skeletons* and *To the Skeleton of a Dinosaur in the Museum*.
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-10 of *Skeletons Inside and Out* focusing on an understanding of what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the human body would be like without a skeleton.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Genre and Structure** - Display and complete with class the Three-Column Chart to identify how the text *Skeletons Inside and Out* is organized.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Compound Sentences** - Use examples from *Skeletons Inside and Out* to identify compound sentences.

##### Set the Purpose:

### Resources:

#### Lesson 2 - READING: Analyze Genre and Structure

- TE pg. 222
- TE pg. 222
- TE pg. 222 *Skeletons & To the Skeleton of a Dinosaur in the Museum* Text Collection pgs. 48- 50
- TE pg. 222
- *Skeletons Inside and Out*
- TE pg. 222
- *Skeletons Inside and Out* pgs. 6-10
- Shared Reading Routine TR10-11
- TE pg.222
- *Skeletons Inside and Out* pgs. 6-10
- Think-Pair-Share Routine TR2-3
- TE pg. 223
- *Skeletons Inside and Out* pgs. 6-10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - vertebrae
- Benchmark Vocabulary - affect, flexible, hinge
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 203-205
- TE pg. 224
- Three-Column Chart TR40
- *Skeletons Inside and Out*

### Resources

#### Lesson 2 WRITING: Informative/Explanatory Writing

- TE pg. 231

## Grade 4 Reading/Writing

- **Establish a Purpose** - Scholars will understand that before writing, they must establish a purpose for their writing.

### Teach and Model:

- **Establish a Purpose** - Read and discuss a model to determine the purpose of the text.

### Prepare to Write:

- **Write an Informative Paragraph** - Scholars will write an informative paragraph about spines, joints, and bones using information found in *Skeletons Inside and Out*.

### Independent Writing Practice:

- **Write an Informative Paragraph** - Scholars will write a brief paragraph about spines, bones, and joints, providing facts, details, and visuals.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the writer's purpose and explain how details in the text relate to the purpose.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Analyze Author's Word Choice

#### Foundational Skills Mini-Lesson:

- **Suffixes -ist, -ive, -ness**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read *Skeletons* pgs. 11-14 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss keywords the author uses to describe animal skeletons.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.

- TE pg. 228

- TE pg. 228

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- *Skeletons Inside and Out*
- Digital Options

- TE pg. 230
- Student Writing

### Resources:

#### Lesson 3 READING: Analyze Author's Word Choice

- TE pg. 232

- TE pg. 232
- *Skeletons Inside and Out*

- TE pg. 232
- *Skeletons Inside and Out*

- TE pg. 232
- *Skeletons Inside and Out* pgs. 11-14
- Shared Reading Routine TR10-11

- TE pg. 232
- *Skeletons Inside and Out* pgs. 11-14
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *Skeletons Inside and Out*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7



## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Choice**- Use examples from *Skeletons Inside and Out* to model that authors signal words to compare and contrast things in the text.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples from *Skeletons Inside and Out* to identify complete sentences.

#### Set the Purpose:

- **Using Linking Words and Phrases** - Scholars will understand that linking words can show relationships between ideas and events.

#### Teach and Model:

- **Using Linking Words and Phrases** - Provide models to show how linking words are used to connect ideas.

#### Prepare to Write:

- **Using Linking Words to Compare/Contrast** - Present scholars with guiding questions that will assist in developing a plan for writing. Model finding similarities and differences between humans and chimpanzees based on information found in *Skeletons Inside and Out*.

#### Independent Writing Practice:

- **Using Linking Words to Compare/Contrast** - Scholars will write a paragraph comparing and contrasting the skeletons of two animals they have read about in this section of *Skeletons Inside and Out*, using linking words and phrases as they provide details.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify the linking words and phrases used.

- TE pgs. 233-234
- By-the-Way Words - mammal
- Benchmark Vocabulary - survive, spongy, ability
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 234
- *Skeletons Inside and Out* pgs. 11-12

### Resources:

#### Lesson 3 WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238

- TE pg. 238
- *Skeletons Inside and Out*

- TE pg. 239
- *Skeletons Inside and Out*
- Teacher Modeled Writing

- TE pg. 240
- *Skeletons Inside and Out*
- Digital Options

- TE pg. 240
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Analyze How Visuals Enhance Informational Texts

##### Foundational Skills Mini-Lesson:

- **Suffixes -ist, -ive, -ness**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use information in different ways and from different sources to understand a topic.*
- **Explore Poetry** - Read *Go Southward, Birds!* and compare to *Skeletons Inside and Out*.
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 15-16 of *Skeletons* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss ways birds and bats are similar/different using a diagram.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Visuals** - Display ad complete with class the T-Chart to chart examples of visuals that better explain information in the text.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Understand and Use Pronouns** - Use examples from *Skeletons* to identify pronouns.

##### Set the Purpose:

- **Use Visuals to Support a Topic** - Review with scholars the different types of visuals a writer might use along with text that would help explain it. Share elements of strong visual usage.

### Resources:

#### Lesson 4 READING: Analyze How Visuals Enhance Informational Texts

- TE pg. 242
- TE pg. 242
- *Skeletons Inside and Out* pgs. 15-16
- *Go Southward, Birds!* Text Collection pg. 46
- TE pg. 242
- *Skeletons Inside and Out* pgs. 15-16
- TE pg. 242
- *Skeletons Inside and Out* pgs. 15-16
- Shared Reading Routine TR10-11
- TE pg. 242
- *Skeletons* pgs. 15-16
- Think-Pair-Share Routine TR2-3
- TE pg. 243
- *Skeletons Inside and Out* pgs. 15-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 243-244
- Benchmark Vocabulary - vary, hollow
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 244
- T-Chart TR39
- *Skeletons Inside and Out* pgs. 15-16

### Resources:

#### Lesson 4 WRITING: Informative/Explanatory Writing

- TE pg. 251
- *Skeletons Inside and Out*
- TE pg. 248

## Grade 4 Reading/Writing

### Teach and Model:

- **Use Visuals to Support a Topic** - Use model to show scholars how writers do not always provide a visual, but often describe what they should be.

### Prepare to Write:

- **Write a Summary with an Illustration** - Remind scholars that they will write a summary that includes a visual or multimedia component.

### Independent Writing Practice:

- **Write a Summary with an Illustration** - Scholars will write an informative/explanatory paragraph summarizing information about bat or bird skeletons using information found in the *Skeletons* text, and including an illustration based on one found in the text.

### Share Writing:

- Volunteers share their writing with the class. The class will determine whether the visual adds new information to the summary or whether it clarifies information in the text.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Analyze Key Words and Phrases

#### Foundational Skills Mini-Lesson:

- **Suffixes -ist, -ive, -ness**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 17-19 of *Skeletons* focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss words and phrases the author uses to describe amphibians and reptiles in this part of the text.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.

- TE pg. 248

- TE pg. 249
- Teacher Modeled Writing

- TE pg. 250
- *Skeletons Inside and Out*
- Digital Options

- TE pg. 250
- Student Writing

### Resources:

#### Lesson 5 READING: Analyze Key Words and Phrases

- TE pg. 252

- TE pg. 252
- *Skeletons Inside and Out*
- TE pg. 252
- *Skeletons Inside and Out* pgs. 17-19

- TE pg. 252
- *Skeletons Inside and Out* pgs. 17-19
- Shared Reading Routine TR10-11

- TE pg. 252
- *Skeletons Inside and Out* pgs. 17-19
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *Skeletons Inside and Out* pgs. 17-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Author's Word Choice** - Display and complete with class the Three-Column Chart to analyze the author's particular word choices and how those word choices shape meaning.

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Pronoun-Antecedent Agreement** - Use examples from *Skeletons Inside and Out* to identify pronouns and their antecedents.

#### Set the Purpose:

- **Research a Topic** - Explain that good writers use multiple sources to research a topic. Share strategies for researching a topic.

#### Teach and Model:

- **Research a Topic** - Provide a model to help explain that writers of informational texts use information from multiple sources but put it together in a way that will make sense.

#### Prepare to Write:

- **Summarize and Illustrate a Researched Topic** - Model for scholars how to find reliable, authoritative sources including reference works, books published by universities, etc., and how to give credit to the sources that are used.

#### Independent Writing Practice:

- **Summarize and Illustrate a Researched Topic** - Scholars will research an animal using two or three reputable sources, taking notes, citing work, and including an illustration in their summary.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify pronouns and their antecedents.

- TE pgs. 253-254
- By-the-Way Words - amphibian
- Benchmark Vocabulary - sturdy, fossils, ancient, detach
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 254
- Three-Column Chart TR40
- *Skeletons Inside and Out* pgs. 17-19

### Resources:

#### Lesson 5 WRITING: Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- Student Model

- TE pg. 259
- Teacher Modeled Writing

- TE pg. 260
- Digital Options

- TE pg. 260
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Identify Key Details that Support Main Points

##### Foundational Skills Mini-Lesson:

- **Synonyms**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 20-24 of *Skeletons* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss key details learned about sea creatures.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Story Structure** - Display and complete with class the Compare/Contrast Chart to compare/contrast details about two topics in the same paragraph.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Use Adjectives to Compare** - Use examples from *Skeletons Inside and Out* to identify and understand comparative and superlative adjectives.

##### Set the Purpose:

- **Develop a Topic with Concrete Details** - Explain to scholars that developing a topic means elaborating on it with concrete details that are highly specific and descriptive, to help readers understand it fully.

### Resources:

#### Lesson 6 READING: Identify Key Details that Support Main Points

- TE pg. 262
- TE pg. 262
- *Skeletons Inside and Out* pgs. 20-24
- TE pg. 262
- *Skeletons Inside and Out* pgs. 20-24
- TE pg. 262
- *Skeletons Inside and Out* pgs. 20-24
- Shared Reading Routine TR10-11
- TE pg. 262
- *Skeletons Inside and Out* pgs. 20-24
- Think-Pair-Share Routine TR2-3
- TE pg. 263
- *Skeletons Inside and Out* pgs. 20-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - cartilage, suction, molt
- Benchmark Vocabulary - tissue
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 264
- Compare/Contrast organizer TR33
- *Skeletons Inside and Out* pgs. 20-24

### Resources:

#### Lesson 6 WRITING: Informative/Explanatory Writing

- TE pg. 271
- TE pg. 268

## Grade 4 Reading/Writing

### Teach and Model:

- **Develop a Topic with Concrete Details** - Provide models using examples from *Skeletons Inside and Out* that show how the author used concrete details.

### Prepare to Write:

- **Write a Paragraph Using Concrete Details** - Explain to scholars that they will choose an animal, plant, or flower they have observed closely. Model how to generate vivid, highly specific words to describe it.

### Independent Writing Practice:

- **Write a Paragraph Using Concrete Details** - Scholars will write an informative/explanatory paragraph about a plant, animal, or flower using specific, vivid details.

### Share Writing:

- Volunteers share their writing with the class. The class will identify vivid, highly specific words. Teacher will keep a list on the board.

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Explain Scientific Concepts

#### Foundational Skills Mini-Lesson:

- **Antonyms**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use information in different ways and from different sources to understand a topic.*
- **Engage Students** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 25-29 *Skeletons Inside and Out* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how insects and arachnids are similar and different.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use

- TE pg. 268
- Student Model

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Digital Options

- TE pg. 270
- Student Writing

### Resources:

#### Lesson 7 READING: Explain Scientific Concepts

- TE pg. 272
- TE pg. 272
- *Skeletons Inside and Out*
- TE pg. 272
- *Skeletons Inside and Out*
- TE pg. 272
- *Skeletons Inside and Out* pgs. 25-29
- Shared Reading Routine TR10-11
- TE pg. 272
- *Skeletons Inside and Out* pgs. 25-29
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Skeletons Inside and Out* pgs. 25-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - metamorphosis
- Benchmark Vocabulary - segments, armor

## Grade 4 Reading/Writing

Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Explain Concepts** - Display and complete with class the T-Chart to determine how the author is explaining concepts in a scientific text using text features.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Sentence Fragments** - Use examples from *Skeletons Inside and Out* to change fragments into complete sentences.

##### Set the Purpose:

- **Group Related Information**- Explain that good writers group related information into paragraphs and sections.

##### Teach and Model:

- **Group Related Information** - Use examples from *Skeletons Inside and Out* to discuss how writers group related information into paragraphs.

##### Prepare to Write:

- **Group Related Information in a Paragraph** - Scholars will choose an animal with an exoskeleton to research and create an outline of information based on that animal. Model how to create an outline based on information found in *Skeletons Inside and Out*.

##### Independent Writing Practice:

- **Group Related Information in a Paragraph** - Scholars will research and write a one-page informative/explanatory text about the animal they chose, grouping related information together.

##### Share Writing:

- Volunteers share their writing with the class. The class will notice ways in which related information is grouped.

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Use Organizational Structures to Explain Text

##### Foundational Skills Mini-Lesson:

- **Synonyms/Antonyms**

##### Build Understanding:

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 274
- *Skeletons Inside and Out* pgs. 25-29
- T-Chart TR39

### Resources:

#### Lesson 7 WRITING: Informative/Explanatory Writing

- TE pg. 281

- TE pg. 278

- TE pg. 278
- Student Model

- TE pg. 279
- Teacher Modeled Writing

- TE pg. 280
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist TE pg.280

### Resources:

#### Lesson 8 READING: Use Organizational Structures to Explain Text

- TE pg. 282



## Grade 4 Reading/Writing

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 30-32 *Skeletons Inside and Out* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how illustrations contribute to text.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Index** - Display and complete with class the Web B graphic organizer to show how the Index is used to locate information.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Run-On Sentences** - Use examples from *Skeletons Inside and Out* to change fragments into complete sentences.

#### Set the Purpose:

- **Establish a Purpose** - Remind scholars that good writers clearly establish a purpose for their writing. Review elements of informative/explanatory writing.

#### Teach and Model:

- **Establish a Purpose** - Use examples from *Skeletons Inside and Out* to help scholars recall how writers may include text features and visuals to direct readers to pertinent information in the text.

#### Prepare to Write:

- **Create an Infographic** - Present scholars with guiding questions that will assist them in creating an infographic to inform readers about how to care for a

- TE pg. 282
- *Skeletons Inside and Out*
- TE pg. 282
- *Skeletons Inside and Out* pgs. 30-32

- TE pg. 282
- *Skeletons Inside and Out* pgs. 30-32
- Shared Reading Routine TR10-11

- TE pg. 282
- *Skeletons Inside and Out* pgs. 30-32
- Think-Pair-Share Routine TR2-3

- TE pg. 283
- *Skeletons Inside and Out* pgs. 30-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 283-284
- Benchmark Vocabulary - survive, ability
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 284
- *Skeletons Inside and Out* pgs. 30-32
- Web B TR45

### Resources:

#### Lesson 8 WRITING: Informative/Explanatory Writing

- TE pg. 291

- TE pg. 288

- TE pg. 288
- Student Model
- *Skeletons Inside and Out* pg. 30

- TE pg. 289



## Grade 4 Reading/Writing

pet. Scholars will begin to research to learn about proper care of a pet.

### Independent Writing Practice:

- **Create an Infographic** - Scholars will create an infographic to show how to care for a pet, focusing on establishing a clear purpose.

### Share Writing:

- Volunteers share their infographic with the class. The class will identify the purpose of the infographic and how the content relates to the stated purpose.

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Use Text Structure to Determine Main Idea

#### Foundational Skills Mini-Lesson:

- **Synonyms/Antonyms**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 13-19 *Movers and Shape* to understand what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how doctors see inside the body.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Text Structure** - Display and complete with class the Main Idea graphic organizer to chart how the author organizes information using text features.

- TE pg. 290
- Digital Options

- TE pg. 290
- Student Infographic

### Resources:

#### Lesson 9 READING: Use Text Structure to Determine Main Idea

- TE pg. 292
- TE pg. 292
- *Movers and Shapers* Text Collection pgs.13-19
- TE pg. 292
- *Movers and Shapers* Text Collection pgs.13-19
- TE pg. 292
- *Movers and Shapers* Text Collection pgs.13-19
- Shared Reading Routine TR10-11
- TE pg. 292
- *Movers and Shapers* Text Collection pgs.13-19
- Think-Pair-Share Routine TR2-3
- TE pg. 293
- *Movers and Shapers* Text Collection pgs.13-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - marrow
- Benchmark Vocabulary - internal, shield, contract, rigid
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *Movers and Shapers* Text Collection pgs.13-19
- Main Idea Chart TR36

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples to model changing a run-on sentence into complete sentences.

##### Set the Purpose:

- **Use Precise Language** - Explain to scholars that precise language tells the reader exactly what the writer wants to say, with a high degree of specificity.

##### Teach and Model:

- **Use Precise Language** - Use examples from *Movers and Shapers* that include precise words rather than general words to describe events and ideas.

##### Prepare to Write:

- **Research and Write Using Precise Language** - Scholars will choose a topic from something they learned about in the text *Movers and Shapers*, begin to research, and draft a topic sentence (based on teacher model) using precise, domain-specific vocabulary.

##### Independent Writing Practice:

- **Research and Write Using Precise Language** - Scholars will write a paragraph containing precise and domain-specific vocabulary to describe muscles, bones, or bone marrow.

##### Share Writing:

- Volunteers share their writing with the class. Scholars identify examples of precise language and domain-specific vocabulary.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Explain How Authors Use Evidence

##### Foundational Skills Mini-Lesson:

- **Synonyms/Antonyms**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that multiple sources and evidence can be used to build ideas and information.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 20-25 of *Movers and Shapers* understanding what the text is mainly about.

### Resources:

#### Lesson 9 WRITING: Informative/Explanatory Writing

- TE pg. 301
- TE pg. 298
- TE pg. 298
- *Movers and Shapers*
- TE pg. 299
- Teacher Modeled Writing
- TE pg. 300
- Digital Options
- TE pg. 300
- Student Writing

### Resources:

#### Lesson 10 READING: Explain How Authors Use Evidence

- TE pg. 302
- TE pg. 302
- *Movers and Shapers* pgs.20-25 Text Collection
- TE pg. 302
- *Movers and Shapers* pgs.20-25 Text Collection
- TE pg. 302
- *Movers and Shapers* pgs. 20-25 Text Collection
- Shared Reading Routine TR10-11

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how muscles work in pairs.

### Close Read:

- **Cite Text Evidence** - Use DOK question and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Draw Inferences** - Display ad complete with class the Three-Column Chart to record evidence from the text with scholars' prior knowledge to draw inferences.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples to model how to change a sentence fragment into a complete sentence.

#### Set the Purpose:

- **Group Related Information** - Explain that good writers group related information into paragraphs and sections.

#### Teach and Model:

- **Group Related Information** - Provide models to demonstrate how headings can be used to clearly convey the topic.

#### Prepare to Write:

- **Group Related Information in a Paragraph** - Scholars will narrow a topic, and create an outline to organize the information they gather.

#### Independent Writing Practice:

- **Group Related Information in a Paragraph** - Scholars will write a one page informative/explanatory text about the muscles and joints they use while playing their favorite sport, grouping related information in paragraphs.

#### Share Writing:

- TE pg. 302
- *Movers and Shapers* pgs.20-25 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 303
- *Movers and Shapers* pgs.20-25 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 303-304
- By-the-Way Words - microscope, tendons
- Benchmark Vocabulary - rotates, pivot, artificial, chambers
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 304
- *Movers and Shapers* pgs.20-25 Text Collection
- Three-Column Chart TR40

### Resources:

#### Lesson 10 WRITING: Informative/Explanatory Writing

- TE pg. 311

- TE pg. 308

- TE pg. 308
- Teacher Modeled Writing

- TE pg. 309
- Teacher Modeled Writing

- TE pg. 310
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will review key ideas expressed and identify descriptive details that support the main idea.

### Learning Opportunities/Strategies:

#### **Lesson 11 READING: Analyze Specific Word Choices**

##### **Foundational Skills Mini-Lesson:**

- **Prefixes *un-*, *in-***

##### **Build Understanding:**

- **Set the Purpose** - Share the following Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Scholars will think about the Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read *Movers and Shapers* pgs. 26-31 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what makes the human body similar to a jigsaw puzzle.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Word Choice** - Display and complete with class the T-Chart to identify domain-specific words and descriptions that help clarify difficult or unknown concepts.

### Learning Opportunities/Strategies:

#### **Lesson 11 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Modal Auxiliaries** - Use examples to identify main verbs and helping verbs in sentences.

##### **Set the Purpose:**

- TE pg. 310
- Student Writing

### Resources:

#### **Lesson 11 READING: Analyze Specific Word Choices**

- TE pg. 312
- TE pg. 312
- *Movers and Shapers* pgs.26-31 Text Collection
- TE pg. 312
- *Movers and Shapers* pgs.26-31 Text Collection
- TE pg. 312
- *Movers and Shapers* pgs.26-31 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 312
- *Movers and Shapers* pgs.26-31 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 313
- *Movers and Shapers* pgs.26-31 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- Benchmark Vocabulary - vessels, knitted, fused, atlas
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 314
- *Movers and Shapers* pgs.26-31 Text Collection
- T-Chart TR39

### Resources:

#### **Lesson 11 WRITING: Informative/Explanatory Writing**

- TE pg. 321

## Grade 4 Reading/Writing

- **Use Domain-Specific Vocabulary** - Remind scholars that writers use domain-specific vocabulary when explaining a technical or scientific topic.

### Teach and Model:

- **Use Domain-Specific Vocabulary** - Use models to show how the writer uses and explains domain-specific vocabulary in a scientific text.

### Prepare to Write:

- **Use Vivid, Specific Language** - Use guiding questions to help scholars prepare to write a paragraph about the bones and muscles the players of a specific sport use. Model how to form a main idea and key details, and how to clarify word choices.

### Independent Writing Practice:

- **Use Vivid, Specific Language** - Scholars will write a descriptive paragraph containing domain-specific vocabulary and vivid, specific language to describe bones and muscles used by athletes playing a particular sport.

### Share Writing:

- Volunteers share their writing with the class. The class will have the class listen for specific, vivid language, asking questions to clarify.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Determine Main Idea/Key Details

#### Foundational Skills Mini-Lesson:

- **Prefixes re-, un-**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use information in different ways and from different sources to understand a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-10 *Skeletons* and *Movers and Shapers* focusing on key facts and ideas in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how visuals illustrate details about the human body.

#### Close Read:

- TE pg. 318

- TE pg. 318
- Teacher Modeled Writing

- TE pg. 319
- Teacher Modeled Writing

- TE pg. 320
- Digital Options

- TE pg. 320
- Student Writing

### Resources:

#### Lesson 12 READING: Determine Main Idea/ Key Details

- TE pg. 322

- TE pg. 322
- *Skeletons Inside and Out* pgs. 6-10
- *Movers and Shapers* Text Collection pgs. 16-19

- TE pg. 322
- *Skeletons Inside and Out* pgs. 6-10
- *Movers and Shapers* pgs. 16-19 Text Collection

- TE pg. 322 Shared Reading Routine TR10-11
- *Skeletons Inside and Out* pgs. 6-10
- *Movers and Shapers* pgs. 16-19 Text Collection

- TE pg. 322 Think-Pair-Share Routine TR2-3
- *Skeletons Inside and Out* pgs. 6-10
- *Movers and Shapers* pgs. 16-19 Text Collection

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Explain Scientific Concepts** - Display and complete with class the Three-Column Chart to show how authors explain a scientific concept using specific language and logical details.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use examples from *Movers and Shapers* to identify and understand prepositional phrases.

#### Set the Purpose:

- **Plan and Prewrite** - Scholars will plan, research, and write an informative text about an athletic activity that will focus on explaining the workings of the bones, muscles, and other body parts involved in doing the activity.

#### Teach and Model:

- **Plan and Prewrite** - Explain that when writers write an informative text, they have a main idea that is supported with details and examples.

#### Prepare to Write:

- **Plan and Prewrite for an Informative Text**- Scholars will brainstorm possible topics, freewrite, and do initial searches on the Internet to hone their ideas. Once they have chosen a topic, they will write a research question.

#### Independent Writing Practice:

- **Plan and Prewrite for an Informative Text** - Scholars will plan and prewrite an informative/explanatory piece about a sport or other athletic activity and describe the functioning of bones and muscles, using a Sequence Chart Organizer.

#### Share Writing:

- TE pg. 323
- *Skeletons Inside and Out* pgs. 6-10
- *Movers and Shapers* pgs. 16-19 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 323-324
- Benchmark Vocabulary - framework, detach, contract, chambers
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 324
- *Movers and Shapers* pgs. 16-20 Text Collection
- Three-Column Chart TR40

### Resources:

#### Lesson 12 WRITING: Informative/Explanatory Writing

- TE pg. 331
- TE pg. 328
- TE pg. 328
- Teacher Modeled Writing
- TE pg. 329
- Teacher Modeled Writing
- TE pg. 330
- Digital Options
- Sequence Chart Organizer TR37

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will identify the main topic, main idea, and details.

### Learning Opportunities/Strategies:

#### **Lesson 13 READING: Explain How an Author Builds Evidence**

##### **Foundational Skills Mini-Lesson:**

- **Prefixes *un-*, *in-***

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand that multiple sources and evidence can be used to build ideas and information.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do authors research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 32-37 *King of the Parking Lot* understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Philippa learned about King Richard after his death.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Synonyms/Antonyms** - Display and complete the Web B graphic organizer to list antonyms and synonyms for the word bad.

### Learning Opportunities/Strategies:

#### **Lesson 13 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Nouns** - Use examples from *King of the Parking Lot* to identify and understand the difference between common nouns and proper nouns.

- TE pg. 330
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 13 READING: Explain How an Author Builds Evidence**

- TE pg. 332
- TE pg. 332
- *King of the Parking Lot* Text Collection pgs. 32-37
- TE pg. 332
- *King of the Parking Lot* Text Collection pgs. 32-37
- TE pg. 332
- *King of the Parking Lot* Text Collection pgs. 32-37
- Shared Reading Routine TR10-11
- TE pg. 332
- *King of the Parking Lot* Text Collection pgs. 32-37
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *King of the Parking Lot* Text Collection pgs. 32-37
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - archaeologist
- Benchmark Vocabulary - mission, legendary, reputation, portray, remains
- Benchmark Vocabulary Routine for Informational Text TR24-25
- Generative Vocabulary Chart TE 203-205
- TE pg. 334
- *King of the Parking Lot* Text Collection pgs. 32-37
- Web B Chart TR45

### Resources:

#### **Lesson 13 WRITING: Informative/Explanatory Writing**

- TE pg. 341



## Grade 4 Reading/Writing

### Set the Purpose:

- **Introduce a Topic Clearly**- Share examples to remind scholars that good writers begin by clearly introducing their topic in order to make their writing engaging and easy to understand.

### Teach and Model:

- **Introduce a Topic Clearly** - Provide models that show how writers structure their introduction to gain a reader's attention and convey the importance of a topic.

### Prepare to Write:

- **Write an Introduction** - Present scholars with guiding questions to assist in developing a plan for writing an introduction. Scholars will need to choose a strategy for beginning their introduction.

### Independent Writing Practice:

- **Write an Introduction** - Scholars will craft their introduction, clearly establishing the topic and using an effective strategy to gain the attention of readers.

### Share Writing:

- Volunteers share their writing with the class. The class will identify topics and the strategies used to gain readers' attention.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Summarize Main Idea and Key Details

#### Foundational Skills Mini-Lesson:

- **Prefixes *un-*, *in-***

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers use organizational structure, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do writers of informational texts support and explain main ideas? How do readers summarize ideas by using both text and supporting visuals for clues.*
- **Read** - Follow Shared Reading Routine to read pgs. 38-40 *King of the Parking Lot* focusing on understanding what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Why would Philippa and her team think the remains of Richard would be located in *the walking place*?

#### Close Read:

- TE pg. 338

- TE pg. 338
- Teacher Modeled Writing

- TE pg. 339

- TE pg. 340
- Digital Options

- TE pg. 340
- Student Writing

### Resources:

#### Lesson 14 READING: Summarize Main Idea and Key Details

- TE pg. 342
- TE pg. 342
- *King of the Parking Lot* pgs. 38-40
- TE pg. 342
- *King of the Parking Lot* pgs. 38-40 Text Collection
- TE pg. 342
- *King of the Parking Lot* pgs. 38-40 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 342
- *King of the Parking Lot* pgs. 38-40 Text Collection
- Think-Pair-Share Routine TR2-3



## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Summarize** - Display and complete with class the T-Chart to determine the main idea and key details that support it.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Explain that progressive verb tenses show actions continuing over time, using a form of the verb to be and a verb ending in -ing.

#### Set the Purpose:

- **Use Visuals to Support a Topic** - Remind scholars that different types of visuals such as illustrations, diagrams, or maps might be used to help explain a topic.

#### Teach and Model:

- **Use Visuals to Support a Topic** - Refer to infographics in *Skeletons* and *King of the Parking Lot* to model how authors help readers visualize textual information.

#### Prepare to Write:

- **Add an Infographic** - Model choosing a visual product format, pointing out that the product they create should add information to the text.

#### Independent Writing Practice:

- **Add an Infographic** - Scholars will revise the informative text they have been working on, adding an infographic to help support information in the text.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify information provided in the infographic and discuss what kind of visual information the visual provides.

- TE pg. 343
- *King of the Parking Lot* pgs. 38-40 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 343-344
- By-the-Way Words - monks, friary
- Benchmark Vocabulary - trenches, deformed, fragile
- Benchmark Vocab Routine for Info Text TR24-25
- Generative Vocabulary Chart TE 203-205

- TE pg. 344
- *King of the Parking Lot* pgs. 38-40 Text Collection
- Main Idea Graphic Organizer TR36

### Resources:

#### Lesson 14 WRITING: Informative/Explanatory Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- Teacher Modeled Writing

- TE pg. 349

- TE pg. 350
- Digital Options

- TE pg. 350
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Analyze Text Structure

##### Foundational Skills Mini-Lesson:

- **Prefixes *un-*, *in-***

##### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Learners understand that researchers use multiple sources to consider evidence, and organize it to support an idea.*
- **Engage Scholars** - Share the Essential Questions: *How do writers research and share ideas from informational texts? How do readers summarize ideas by using clues from both text and supporting visuals?*
- **Read** - Follow Shared Reading Routine to read pgs. 41-44 *King of the Parking Lot* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what evidence supports the idea that the bones belonged to King Richard III, and how that evidence was organized.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Sequence** - Display and complete with class the Story Sequence B chart to determine sequence of events using time order words.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Use Modal Auxiliaries** - Modal auxiliaries are made up of a helping verb and a main verb. Modal auxiliaries express tense/time or mood/conditions.

##### Set the Purpose:

- **Use Clear Organization** - Remind scholars that writers create a first draft to get ideas down, then

### Resources:

#### Lesson 15 READING: Analyze Text Structure

- TE pg. 352
- TE pg. 352
- *King of the Parking Lot* pgs.41-44 Text Collection
- TE pg. 352
- *King of the Parking Lot* pgs.41-44 Text Collection
- TE pg. 352
- *King of the Parking Lot* pgs.41-44 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 352
- *King of the Parking Lot* pgs.41-44 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 353
- *King of the Parking Lot* pgs.41-44 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 353-354
- By-the-Way Words - carbon dating, scoliosis
- Benchmark Vocabulary - depiction, ancestors, descendants, reconstruction
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 354 Story Sequence B TR38
- *King of the Parking Lot* Text Collection

### Resources:

#### Lesson 15 WRITING: Informative/Explanatory Writing

- TE pg. 361
- TE pg. 358

## Grade 4 Reading/Writing

revise to make their writing as clear as possible, considering what should be included and how it should be organized.

### Teach and Model:

- **Use Clear Organization** - Model how to reorganize text to clarify ideas, improve flow, and better connect examples and information.

### Prepare to Write:

- **Revise by Reviewing Organization** - Scholars will use guiding questions to determine where they need to reorganize to improve flow, clarify ideas, and better connect examples and information. Teacher will model how to do this.

### Independent Writing Practice:

- **Revise by Reviewing Organization** - Scholars will group related information into strong paragraphs, using linking words and phrases to connect ideas. Scholars will make sure they have introduction, body and conclusion.

### Share Writing:

- Small groups will review each others' plans, providing feedback on organization.

### Learning Opportunities/Strategies:

#### **Lesson 16 READING: Analyze Word Choice**

### Foundational Skills Mini-Lesson:

- **Words from Other Languages**

### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Writers use organizational structures, specific word choice, and evidence when explaining a topic.*
- **Engage Scholars** - Essential Questions: *How do writers research and share ideas from informational texts? How do readers summarize ideas by using clues from both text and supporting visuals?*
- **Read** - Follow the Shared Reading Routine to review *Skeletons Inside and Out* and *King of the Parking Lot*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how words used to describe skeletons/part of skeletons are alike and different in these selections.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 358
- Teacher Modeled Writing

- TE pg. 359

- TE pg. 360
- Digital Options

- TE pg. 360
- Student Writing

### Resources:

#### **Lesson 16 READING: Analyze Word Choice**

- TE pg. 362
- TE pg. 362
- *Skeletons Inside and Out* and *King of the Parking Lot*
- TE pg. 362
- *Skeletons Inside and Out* and *King of the Parking Lot*
- TE pg. 362 Shared Reading Routine TR10-11
- *Skeletons Inside and Out* and *King of the Parking Lot*
- TE pg. 362 Think-Pair-Share Routine TR2-3
- *Skeletons Inside and Out* and *King of the Parking Lot*
- TE pg. 363
- *Skeletons Inside and Out*, *King of the Parking Lot*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Choice** - Guide scholars to look at how authors use word choice to introduce new concepts, help readers visualize, and capture the reader's interest.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Frequently Confused Words** - Remind scholars to be aware of words that sound the same but have different meanings.

##### Set the Purpose:

- **Edit and Proofread** - Writers strengthen their writing by revising and proofreading their work, which includes checking to be certain all facts are accurate, the best words are used to convey ideas, and making sure there are no errors in conventions.

##### Teach and Model:

- **Edit and Proofread** - Model correct use of punctuation using *Skeletons Inside and Out*.

##### Prepare to Write:

- **Edit and Proofread Informative Text** - Remind scholars that informative writing needs organization. Model revising by providing guiding questions.

##### Independent Writing Practice:

- **Edit and Proofread Informative Text** - Scholars will proofread their informative paper.

##### Share Writing:

- Volunteers share their writing with the class. The class will identify topics or writing, how ideas are organized, and list specific terms they have learned because of the writing.

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Make Connections Across Texts

##### Foundational Skills Mini-Lesson:

- **Words from Other Languages**

##### Build Understanding:

- TE pg. 354
- Benchmark Vocabulary - expand, ancient, mission, reputation
- Benchmark Vocab Routine for Info. Text TR24-25
- Generative Vocabulary Chart TE 203-205
- TE pg. 364
- *Skeletons Inside and Out* and *King of the Parking Lot*

### Resources:

#### Lesson 16 WRITING: Informative/Explanatory Writing

- TE pg. 371
- TE pg. 368
- TE pg. 368
- *Skeletons Inside and Out* pgs. 6, 9, 11
- TE pg. 369
- TE pg. 370
- Digital Options
- TE pg. 370
- Student Writing

### Resources:

#### Lesson 17 READING: Make Connections Across Texts

- TE pg. 372

## Grade 4 Reading/Writing

- **Set the Purpose** - Enduring Understanding: *Readers use information presented in different ways and from different sources to demonstrate understanding of a topic.*
- **Engage Scholars** - Essential Questions: *How do readers summarize ideas by using clues from both text and supporting visuals? How do writers research and use ideas from informational texts?*
- **Read** - Follow Shared Reading Routine to review both texts and make connections across texts.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how illustrations in *Skeletons* and *Movers and Shapers* help you understand what the team found in *King of the Parking Lot*.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Make Connections**- Display and complete with class the Three-Column Chart to find similarities among their three texts.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Using the Dictionary** - Remind scholars that a dictionary is an alphabetical listing of words that provides a variety of information.

#### Set the Purpose:

- **Publish and Present** - Explain to scholars that they publish and present their work to others, and that this is their last chance to make an impression on their readers.

#### Teach and Model:

- TE pg. 372
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- TE pg. 372
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- TE pg. 372 Shared Reading Routine TR10-11
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- TE pg. 372 Think-Pair-Share Routine TR2-3
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*

- TE pg. 373
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary - flexible, artificial, fused, reputation, fragile
- Benchmark Vocabulary Routines for Informational Texts TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 374
- Three-Column Chart TR40
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*

### Resources:

#### Lesson 17 WRITING: Informative/Explanatory Writing

- TE pg. 381

- TE pg. 378

## Grade 4 Reading/Writing

- **Publish and Present** - Share examples with scholars that will assist them in considering how to best share their work.

### Prepare to Write:

- **Publish Informative Text** - Scholars will plan their presentation method, add supportive visuals, decide what they will emphasize, publish, and gather any needed materials to make their presentation.

### Independent Writing Practice:

- **Publish Informative Text** - Scholars will publish and present their informative papers.

### Share Writing:

- Volunteers share their presentations with the class asking others to identify how the presentation effectively explained the topic.

### Learning Opportunities/Strategies:

#### Lesson 18 READING: Make Connections Across Texts

#### Foundational Skills Mini-Lesson:

- **Words from Other Languages**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers use information presented in different ways and from different sources to demonstrate understanding of a topic.*
- **Engage Scholars** - Essential Questions: *How do writers research and share ideas from informational texts? How do readers summarize ideas by using clues from both text and supporting visuals?*
- **Read** - Follow Shared Reading Routine to review the selections paying attention to word and language choices by each author.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how techniques and equipment in one text could be used to support information in another.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Informational Text to teach

- TE pg. 378
- Teacher Examples

- TE pg. 379

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 18 READING: Make Connections Across Texts

- TE pg. 382
- TE pg. 382
- *Skeletons Inside and Out, Movers and Shapers, King of the Parking Lot*
- TE pg. 382
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- TE pg. 382
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- Shared Reading Routine TR10-11
- TE pg. 382
- *Skeletons Inside and Out, Movers and Shapers, and King of the Parking Lot*
- Think-Pair-Share Routine TR2-3
- TE pg. 383
- *Skeletons Inside and Out, Movers and Shapers, King of the Parking Lot*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 384
- Benchmark Vocabulary - segments, internal, rigid, legendary, depiction

## Grade 4 Reading/Writing

the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Choice** - Use excerpts to explain that authors sometimes use formal language.

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Frequently Confused Words** - Remind scholars that some words sound alike but might be spelled differently and have different meanings.

#### Set the Purpose:

- **Develop a Conclusion** - Remind scholars that effective conclusions summarize the main points of a piece, restating the topic and most important ideas.

#### Teach and Model:

- **Develop a Conclusion** - Use models to help scholars see how the writer summarizes important ideas and details and adds interest by suggesting a fresh standpoint.

#### Prepare to Write:

- **Write a Strong Conclusion** - Explain that scholars will work to craft three paragraphs comparing and contrasting *Skeletons Inside and Out* to *Movers and Shapers*, summarizing and restating important information and adding a “clincher.”

#### Independent Writing Practice:

- **Write a Strong Conclusion** - Scholars will write three paragraphs comparing/contrasting *Skeletons Inside and Out* to *Movers and Shapers*, including a strong conclusion.

#### Share Writing:

- Volunteers will share writing with the class. The class will identify main points of comparison and contrast, and describe the content of the “clincher.”

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

- **Informative/Explanatory Task: Create an Infographic** - Scholars will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. Then they will write a supporting

- Benchmark Vocab Routines for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 384
- *Skeletons Inside and Out* pg. 9 & *Movers and Shapers* pg. 38

### Resources:

#### Lesson 18 WRITING: Informative/Explanatory Writing

- TE pg. 391

- TE pg. 388

- TE pg. 388
- Modeled from *King of the Parking Lot*
- *Skeletons Inside and Out*

- TE pg. 389

- TE pg. 390
- Digital Options

- TE pg. 390
- Student Writing

### Resources:

#### Performance-Based Assessment:

- TE pg. 392
- Reproducible pg. 396



## Grade 4 Reading/Writing

introduction and conclusion telling more about an animal.

- **Scholars will:**

- analyze the infographics in the texts they read.
- research the key features of the animal they chose.
- clearly introduce their topic and use an infographic to aid comprehension.
- develop the topic with facts, concrete details, and domain-specific vocabulary.
- provide a brief conclusion to sum up the information.

### Learning Opportunities/Strategies:

#### **Performance Based Assessment:**

#### **Task Preparation:**

- **Review** - Discuss Essential Questions: *How do writers research and share ideas from informational texts? How do readers summarize ideas by using clues from both text and supporting visuals?*
- **Revisit the Task:** Remind scholars that in *Skeletons Inside and Out*, the writer uses many graphic elements to provide information about skeletons. The element shown on page 16, called an infographic, clearly groups information and provides concrete details to help readers better understand the structure of bird skeletons. Scholars examine the infographic. Tell scholars to notice how the infographic helps enhance the information provided in the section below by helping readers picture birds' hollow bones and large sternum.
  - Display and read aloud excerpt from *Skeletons Inside and Out*.

Scholars will examine the infographic, noticing how it helps enhance the information provided. Tell scholars when they investigate their chosen animal, they should think about what facts, definitions, concrete details, and domain-specific vocabulary could be used to help develop the topic.

- **Create:** Scholars will begin researching their chosen animal. Provide opportunities to see samples of infographics, such as diagrams, maps, and pie charts.
- **Score Writing:** Use Informative/Explanatory Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

### Resources:

#### **Performance-Based Assessment:**

- TE pg. 393
- TE pg.393
- *Skeletons Inside and Out* pg. 16
- Web B Chart TR45
- TE pg. 394
- Examples of infographics
- Web B TR45
- *Skeletons Inside and Out* and *Movers and Shapers*
- TE pg. 397 Informative/Explanatory Writing Rubric
- TE pg. 398
- Digital Option



## Grade 4 Reading/Writing

<ul style="list-style-type: none"><li>● <b>Reflect and Respond:</b> For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.</li></ul>		<ul style="list-style-type: none"><li>● TE 399</li></ul>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27
Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● Performance-Based Assessment Lesson</li></ul> Scaffolded Instruction - Strategic Support If...then...Quick Check	Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● Unlock Language Learning</li><li>● Performance-Based Assessment Lesson</li></ul> Scaffolded Instruction - English Language Learners If...then...Quick Check
		ReadyUp! Intervention	ReadyUp! Intervention

# Grade 4 Reading/Writing

## Unit Two: Interactions in Nature and Culture - Module A

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.-**Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary

##### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2-** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

##### NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

##### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C** - Choose punctuation for effect.

## Grade 4 Reading/Writing

- **L.KL.4.1.D** - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS ELA Writing

- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.A** - Orient the reader by establishing a situation and introducing a narrative and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.B** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.C** - Use a variety of transitional words and phrases to manage the sequence of events.
- **W.WP.4.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A**- Identify the audience, purpose and intended length of composition before writing.
- **W.WP.4.4.B**- Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C**- Consider writing as a process, including self-evaluation, revision, and editing.
- **W.WP.4.4.D**- With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell
- **W.WP.4.4.E**- After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.**- Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6**- Gather relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.**- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A**- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.ES.4.3.**- Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.**- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.**- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Math

- **4.NBT.4.**- With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.

## Grade 4 Reading/Writing

### **NJSLS Social Studies**

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.

#### **Central Idea / Enduring Understanding:**

- Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.
- Writers understand that dialogue and description reveal character traits and story themes.
- Learners understand that cultures interact with and interpret nature in different ways.

#### **Essential/Guiding Question:**

How do readers identify themes in literary texts?

How do writers use dialogue and description to develop the theme of a story?

#### **Content:(Goals)**

- Readers will determine themes in literary texts.
- Writers will write clearly and coherently using dialogue and sensor language to enhance characters and develop theme.
- Learners will understand the interactions between culture and nature.

#### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

#### **Skills(Objectives):**

##### **Reading**

- Setting
- Details and Examples
- Point of View
- Genre
- Analyze Problem and Solution
- Analyze Word Choice
- Analyze Theme
- Idioms
- Analyze Dialogue
- Figurative Language
- Craft and Structure
- Analyze Descriptive Details
- Analyze Character Motivation
- Key Events and Details
- Make Connections
- Compare Word Choices

##### **Writing**

- Write an Opening Paragraph
- Write a Narrative
- Write a Scene with Dialogue
- State and Support a Theme

## Grade 4 Reading/Writing

- Introduce and Write About Characters
- Describe Setting
- Describe a Tradition
- Write a Vivid, Descriptive Paragraph
- Use Figurative Language
- Plan a Short Narrative
- Prewrite/Draft Introduction
- Add Dialogue
- Revise a Narrative
- Write a Conclusion
- Edit and Proofread
- Publish a Narrative with a Visual

### Stage 2: Assessment Evidence

#### Performance Task(s):

##### **Performance Based Assessment:**

- **Narrative Task:** Scholars will write a tall tale that includes an element of nature and displays the characteristics of the genre: larger-than-life characters, a problem that is solved in a humorous way, and exaggeration of characters and events.
- **Scholars will:**
  - establish a situation that introduces the narrator and/or characters.
  - organize a clear sequence of events using transitional words and phrases.
  - use dialogue, description, and sensory details to develop the characters and events.
  - provide a conclusion that makes sense based on the events of the tall tale.

#### Other Evidence:

##### **Beginning of Year Assessment:**

- Baseline Assessment

##### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

##### **Summative Assessments:**

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Lesson 1 - READING: Use Text Details to Describe Setting**

##### **Foundational Skills Mini-Lesson:**

- Prefixes *dis-*, *re-*, *non-*

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand that cultures interact with and interpret nature in different ways.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers identify themes in literary*

#### Resources:

##### **Lesson 1 - READING: Use Text Details to Describe Setting**

- TE pg. 12
- TE pg. 12
- TE pg. 12
- *Why the Sea is Salty*

## Grade 4 Reading/Writing

texts? How do writers use dialogue and description to develop the theme of a story?

- **Read** - Follow Shared Reading Routine to read pgs. 5-13 in *Why the Sea is Salty*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why it is difficult for islanders to get the salt they need.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Describe Setting** - Complete Web A Graphic Organizer with class to chart details about a specific setting.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Adjectives** - Guide scholars to identify adjectives in *How the Sea is Salty* excerpt.

#### Set the Purpose:

- **Establish a Situation** - Discuss how narrative texts tell a story and feature characters and a plot.

#### Teach and Model:

- **Establish a Situation** - Explain that the beginning of a narrative should establish a situation where the story offers some clues about where it is going to go.

#### Prepare to Write:

- **Write an Opening Paragraph for a Narrative** - Present scholars with guiding questions to prepare them to write the opening of a narrative. Model how to establish and develop a situation.

#### Independent Writing Practice:

- **Write an Opening Paragraph for a Narrative** - Scholars will write the opening paragraph for a narrative, establishing the situation.

- TE pg. 12
- *Why the Sea is Salty* pgs. 5-13
- Shared Reading Routine TR10-11

- TE pg. 12
- *Why the Sea is Salty* pgs. 5-13
- Think-Pair-Share Routine TR2-3

- TE pg. 13
- *Why the Sea is Salty* pgs. 5-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 13-14
- By-the-Way Words - Philippines, prawns, bamboo
- Benchmark Vocabulary - wounds, tastier, preserve, mined
- Benchmark Vocab Routine for Lit Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 14
- Web A TR44
- *Why the Sea is Salty* pgs. 5-13

### Resources:

#### Lesson 1 - WRITING: Narrative Writing

- TE pg. 21

- TE pg. 18

- TE pg. 18
- Student Model TE pg. 18

- TE pg. 19
- Teacher Modeled Writing

- TE pg. 20
- *Why the Sea is Salty* Chapter 1
- Digital Options

## Grade 4 Reading/Writing

### Share Writing:

- Volunteers share their writing with the class. The class will identify the situation established in the paragraph.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Use Details and Examples to Talk About Text

#### Foundational Skills Mini-Lesson:

- Prefixes *dis-*, *re-*, *non-*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-21 in *Why the Sea is Salty* focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the boy reads to his first trip to get salt.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Identify Details and Examples**- Display and complete with class Web B to add details and examples to support a problem.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Order Adjectives** - Explain to scholars that adjectives in a series must come in a certain order.

#### Set the Purpose:

- TE pg. 20
- Student Writing

### Resources:

#### Lesson 2 - READING: Use Details and Examples to Talk About Text

- TE pg. 22
- TE pg. 22
- TE pg. 22
- *Why the Sea is Salty* p.14-21
- TE pg. 22
- *Why the Sea is Salty* pgs.14-21
- Shared Reading Routine TR10-11
- TE pg. 22
- *Why the Sea is Salty* pgs.14-21
- Think-Pair-Share Routine TR2-3
- TE pg. 23
- *Why the Sea is Salty* pgs.14-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - seasick, squid
- Benchmark Vocabulary - rough, chamber, crouching
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 3-5
- TE pg. 24
- Web B TR40
- *Why the Sea is Salty* p.14-21

### Resources

#### Lesson 2 WRITING: Narrative Writing

- TE pg. 31

## Grade 4 Reading/Writing

- **Write to Narrate** - Share the elements of strong narrative writing with scholars.

### Teach and Model:

- **Write to Narrate** - Explain that before beginning to write a narrative, writers typically create a brief plan that tells what will happen in the story.

### Prepare to Write:

- **Write a Brief Narrative** - Model how to choose events and introduce characters when developing a plan for a narrative.

### Independent Writing Practice:

- **Write a Brief Narrative** - Scholars will write a brief narrative that involves an experience with nature, that includes setting up the situation, the key events in the plot, and introduces characters and setting.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the opening situation and the plot events of the narrative.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Compare and Contrast Points of View

#### Foundational Skills Mini-Lesson:

- Prefixes *dis-*, *re-*, *non-*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 22-31 in *Why the Sea is Salty* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the boy's and giant's reasons are similar and different.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.

- TE pg. 28

- TE pg. 28
- Student Model

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- Digital Options

- TE pg. 30
- Student Writing

### Resources:

#### Lesson 3 READING: Compare and Contrast Points of View

- TE pg. 32
- TE pg. 32
- *Why the Sea is Salty* pgs. 22-31
- TE pg. 32
- *Why the Sea is Salty* pgs. 22-31
- TE pg. 32
- *Why the Sea is Salty* pgs. 22-31
- Shared Reading Routine TR10-11
- TE pg. 32
- *Why the Sea is Salty* pgs. 22-31
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *Why the Sea is Salty* pgs. 22-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7



## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Point of View** - Display and complete the T-Chart to understand the effect of a narrator's point of view by comparing and contrasting how the story would be different if the boy told it.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Use Quotation Marks for Dialogue** - Remind scholars that the actual words spoken by each person in a conversation are enclosed in quotation marks.

#### Set the Purpose:

- **Use Dialogue** - Scholars will understand that dialogue is written or spoken conversation between two or more people, and that it helps writers to develop and describe events and reveal more about characters.

#### Teach and Model:

- **Use Dialogue** - Show models from *Why the Sea is Salty* to help scholars see that the writer uses dialogue to convey experiences and ideas.

#### Prepare to Write:

- **Write a Scene with Dialogue** - Present scholars with guiding questions that will assist in developing a plan for writing. Model how to set up a situation that includes setting and two or more characters, and how to develop a dialogue between those characters.

#### Independent Writing Practice:

- **Write a Scene with Dialogue** - Scholars will write a brief scene involving two characters discussing a problem or issue they are interested in.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify the situation and comment on how effective the dialogue is at revealing the characters' personalities and moving the story along.

- TE pgs. 33-34
- By-the-Way Words - horizon, heels
- Benchmark Vocabulary - measuring, puzzled, eagerly
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 34
- *Why the Sea is Salty* pgs. 22-31
- T-Chart TR39

### Resources:

#### Lesson 3 WRITING: Narrative Writing

- TE pg. 41

- TE pg. 38

- TE pg. 38
- Student Model

- TE pg. 39
- Teacher Modeled Writing

- TE pg. 40
- Digital Options

- TE pg. 40
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Use Details to Determine Themes

##### Foundational Skills Mini-Lesson:

- Prefixes *dis-*, *re-*, *non-*

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 32-40 in *Why the Sea is Salty* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the sea is salty.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Identify Genre**- Display Web B and record details and examples from the text that illustrate the characteristics of a tall tale.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Use Quotations from the Text** - Use examples from *Why the Sea is Salty* to demonstrate how to take quotations word-for-word from the text.

##### Set the Purpose:

- **Write About Theme** - Scholars will understand that in some stories, the writer might directly state the theme or have a character state it. In other stories, readers must figure it out.

### Resources:

#### Lesson 4 READING: Use Details to Determine Themes

- TE pg. 42
- TE pg. 42
- *Why the Sea is Salty* pgs. 32-40
- TE pg. 42 *Back to Nature* pg.120 Text Collection
- TE pg. 42
- *Why the Sea is Salty* pgs. 32-40
- TE pg. 42
- *Why the Sea is Salty* pgs. 32-40
- Shared Reading Routine TR10-11
- TE pg. 42
- *Why the Sea is Salty* pgs. 32-40
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *Why the Sea is Salty* pgs. 32-40
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-54
- By-the-Way Words - soles, seabed
- Benchmark Vocabulary - wriggled, chuckled, plucked
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 44
- *Why the Sea is Salty* pgs. 32-40
- Web B TR45

### Resources:

#### Lesson 4 WRITING: Narrative Writing

- TE pg. 51
- TE pg. 48

## Grade 4 Reading/Writing

### Teach and Model:

- **Write About Theme** - Scholars will understand that they will form an idea about the theme of a story based on their understanding of the text.

### Prepare to Write:

- **State and Support a Theme** - Present scholars with guiding questions that will assist them in developing a plan for writing. Model how to identify and state a theme, and how to find and use quotations to support the theme.

### Independent Writing Practice:

- **State and Support a Theme** - Scholars will write a paragraph about the theme of *Why the Sea is Salty*, stating the theme and supporting their idea with relevant details and two, properly punctuated direct quotations from the text.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the theme, dialogue, and quotations.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Analyze Problem and Solution

### Foundational Skills Mini-Lesson:

- **Prefixes** *dis-*, *re-*, *non-*

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 74-81 *How the Stars Fell into the Sky* focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the problem in the story and how to solve it.

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.

- TE pg. 48
- Student Model

- TE pg. 49
- Teacher Modeled Writing

- TE pg. 50
- Digital Options

- TE pg. 50
- Student Writing

### Resources:

#### Lesson 5 READING: Analyze Problem and Solution

- TE pg. 52
- TE pg. 52
- *How the Stars Fell into the Sky* pgs.74-81 Text Collection
- TE pg. 52
- *How the Stars Fell into the Sky* pgs.74-81 Text Collection
- TE pg. 52 Shared Reading Routine TR10-11
- *How the Stars Fell into the Sky* pgs.74-81 Text Collection
- TE pg. 52 Think-Pair-Share Routine TR2-3
- *How the Stars Fell into the Sky* pgs.74-81 Text Collection
- TE pg. 53
- *How the Stars Fell into the Sky* pgs.74-81
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Problem/Solution** - Display and complete with class the T-Chart to track problems and solutions in *How the Stars Fell into the Sky*.

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Simple Sentences** - Explain to scholars that simple sentences express only one complete thought and have a subject and a predicate.

#### Set the Purpose:

- **Introduce and Develop Characters** - Explain to scholars that developing characters is essential to writing a good narrative. A character is an individual who takes part in the action of a story.

#### Teach and Model:

- **Introduce and Develop Characters** - Scholars will understand that the narrator is the speaker who tells a story, and can be inside or outside of the story. Discuss models.

#### Prepare to Write:

- **Introduce Two Characters** - Present scholars with guiding questions that will assist them in brainstorming about characters, developing a way to introduce them, creating dialogue, and identifying actions.

#### Independent Writing Practice:

- **Introduce Two Characters** - Scholars will write two paragraphs of a narrative, introducing two characters.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify specific words, thoughts, or actions that reveal characters' traits.

- TE pgs. 53-54
- By-the-Way Words - pulse, jewels
- Benchmark Vocabulary - legend, mythology, impatiently, squatting
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 54
- T-Chart TR39
- *How the Stars Fell into the Sky* pgs.74-81 Text Collection

### Resources:

#### Lesson 5 WRITING: Narrative Writing

- TE pg. 61
- TE pg. 58
- TE pg. 58
- Student Model
- TE pg. 59
- Teacher Modeled Writing
- TE pg. 60
- Digital Options
- TE pg. 60
- Student Writing
- Writing Keystone Checklist TE pg.60

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Describe Characters and Events

##### Foundational Skills Mini-Lesson:

- **Compound Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that cultures interact with and interpret nature in different ways.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 82-89 *How the Stars Fell into The Sky* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what is learned about First Woman and Coyote.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Language Analysis:

- **Analyze Word Choice** - Display and complete the T-Chart to model how an author's word choices help readers understand a character's thoughts and actions.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Complete Sentences** - Remind scholars that a complete sentence must have a subject and a predicate and express a complete thought.

##### Set the Purpose:

- **Establish Tone and Mood** - Explain to scholars that establishing a tone is essential to writing a good narrative. Tone is the writer's attitude toward the subject of the narrative.

### Resources:

#### Lesson 6 READING: Describe Characters and Events

- TE pg. 62
- TE pg. 62
- *How the Stars Fell into The Sky* pgs. 82-89 Text Collection
- TE pg. 62
- *How the Stars Fell into The Sky* pgs. 82-89 Text Collection
- TE pg. 62 Shared Reading Routine TR10-11
- *How the Stars Fell into The Sky* pgs. 82-89 Text Collection
- TE pg. 62 Think-Pair-Share Routine TR2-3
- *How the Stars Fell into The Sky* pgs. 82-89 Text Collection
- TE pg. 63
- *How the Stars Fell into The Sky* pgs. 82-89
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 63-64
- By-the-Way Words - crouched, mosaic
- Benchmark Vocabulary - whine, deliberately, shifting
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 64
- T-Chart TR39
- *How the Stars Fell into The Sky* pg. 85 Text Collection

### Resources:

#### Lesson 6 WRITING: Narrative Writing

- TE pg. 71
- TE pg. 68

## Grade 4 Reading/Writing

### Teach and Model:

- **Establish Tone and Mood** - Use examples from *How the Stars Fell into the Sky* to discuss how the writer chooses specific words to establish tone and mood.

### Prepare to Write:

- **Write a Paragraph About Characters** - Present scholars with guiding questions that will assist them in preparing to write about one or both of the characters they created in Lesson 5. Model how to identify a subject and establish a tone and mood.

### Independent Writing Practice:

- **Write a Paragraph About Characters** - Scholars will reread "How the Stars Fell into The Sky" paying attention to the words the writer uses to describe characters. Scholars will write a paragraph about the characters they created in Lesson 5, using words that establish tone and mood.

### Share Writing:

- Volunteers share their writing with the class. The class will identify word choices that help convey mood and tone.

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Describe Characters' Thoughts and Words

#### Foundational Skills Mini-Lesson:

- **Compound Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 90-95 in *How the Stars Fell into The Sky* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how we know that First Woman was dedicated to writing the laws for all to see.

#### Close Read:

- TE pg. 68
- Student Model

- TE pg. 69
- Teacher Modeled Writing

- TE pg. 70
- Digital Options

- TE pg. 70
- Student Writing

### Resources:

#### Lesson 7 READING: G: Describe Characters' Thoughts and Words

- TE pg. 72

- TE pg. 72
- *How the Stars Fell into The Sky* pgs. 90-95 Text Collection

- TE pg. 72
- *How the Stars Fell into The Sky* pgs. 90-95 Text Collection

- TE pg. 72 Shared Reading Routine TR10-11
- *How the Stars Fell into The Sky* pgs. 90-95 Text Collection

- TE pg. 72 Think-Pair-Share Routine TR2-3
- *How the Stars Fell into The Sky* pgs. 90-95 Text Collection

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Point of View** - Display and complete with class the T-Chart to explain that an author can convey characters' points of view, or their opinions, by having them express their feelings.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples from "How the Stars Fell into The Sky" to review the placement of a comma and a coordinating conjunction in a sentence.

#### Set the Purpose:

- **Use Concrete Words and Phrases** - Use elements of strong narrative writing to review that a narrative is a story or an account of real or imagined events presented in a clear sequence that unfolds naturally.

#### Teach and Model:

- **Use Concrete Words and Phrases** - Use examples to show that concrete, or precise words and phrases, can make events come to life.

#### Prepare to Write:

- **Describe a Setting** - Present scholars with guiding questions to assist in crafting a vivid description. Model how to use precise language to craft descriptions.

#### Independent Writing Practice:

- **Describe a Setting** - Scholars will write one narrative paragraph describing a setting, using concrete words and phrases to help readers visualize the setting.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify concrete words that describe the setting and discuss how they help the reader feel as if they were there.

- TE pg. 73
- *How the Stars Fell into The Sky* pgs. 90-95
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words - moons, hogans
- Benchmark Vocabulary - grumbled, crouching
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 74
- *How the Stars Fell into The Sky* pgs. 90-95 Text Collection
- T-Chart TR39

### Resources:

#### Lesson 7 WRITING: Narrative Writing

- TE pg. 81
- TE pg. 78
- TE pg. 78
- Student Model
- TE pg. 79
- Teacher Modeled Writing
- TE pg. 80
- Digital Options
- TE pg. 80
- Student Writing



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Analyze Theme

##### Foundational Skills Mini-Lesson:

- **Compound Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 96-101 in *How the Stars Fell into the Sky* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the connection between Coyote throwing stars into the sky and the confusion of the people in the village.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking Scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Analyze Themes**- Display and complete with class the Main Idea (Theme) Chart to show that themes are related to the big ideas or messages that the author wants readers to understand.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Compound Sentences** - Use examples to identify and understand that a compound sentence has two or more independent clauses joined by a comma and a coordinating conjunction.

##### Set the Purpose:

### Resources:

#### Lesson 8 READING: Analyze Theme

- TE pg. 82
- TE pg. 82
- *How the Stars Fell into the Sky* pgs. 96-101 Text Collection
- TE pg. 82
- *How the Stars Fell into the Sky* pgs. 96-101 Text Collection
- TE pg. 82
- *How the Stars Fell into the Sky* pgs. 96-101 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 82
- *How the Stars Fell into the Sky* pgs. 96-101 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- *How the Stars Fell into the Sky* pgs. 96-101
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 83-84
- By-the-Way Words - shattering
- Benchmark Vocabulary - disarray, haste
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 84
- *How the Stars Fell into the Sky* pgs. 96-101 Text Collection
- Main Idea (Theme) Chart TR36

### Resources:

#### Lesson 8 WRITING: Narrative Writing

- TE pg. 91



## Grade 4 Reading/Writing

- **Sequence of Events** - Remind scholars that a narrative is a story or account of real or imagined events that are presented in a clear sequence, or order.

### Teach and Model:

- **Sequence of Events** - Use examples to help scholars see that transitional words help readers clearly understand where and when events happen.

### Prepare to Write:

- **Describe a Tradition** - Present scholars with guiding questions that will assist them in developing a plan for their writing. Model how to complete Story Sequence A chart to manage a sequence of events. Model writing sentences using transitional words to convey sequence.

### Independent Writing Practice:

- **Describe a Tradition** - Scholars will write a narrative paragraph describing a tradition they practice in their family, at school, or within their culture or community.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the sequence of events and point out transitional words that reveal order.

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Use Details to Determine Themes

#### Foundational Skills Mini-Lesson:

- **Compound Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to complete a first reading of *Pecos Bill* focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the author describes the setting and the main character.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.

- TE pg. 88

- TE pg. 88
- Student Model

- TE pg. 89
- Teacher Modeled Writing
- Story Sequence A TR37

- TE pg. 90
- Digital Options

- TE pg. 90
- Student Writing

### Resources:

#### Lesson 9 READING: Use Details to Determine Themes

- TE pg. 92

- TE pg. 92
- *Pecos Bill* pgs.51-54 Text Collection

- TE pg. 92
- *Pecos Bill* pgs.51-54 Text Collection

- TE pg. 92
- *Pecos Bill* pgs.51-54 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 92
- *Pecos Bill* pgs.51-54 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Pecos Bill* pgs.51-54 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Analyze Idioms** - Display and complete with class the Three-Column Chart to understand idioms are phrases that have specific meanings that

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples from "Pecos Bill" to identify and understand complete sentences.

##### Set the Purpose:

- **Use Sensory Details** - Explain to scholars writers use sensory details to create images that help readers precisely envision experiences and events.

##### Teach and Model:

- **Use Sensory Details** - Use examples from *Pecos Bill* to show sensory details that help readers understand and envision characters, setting, and story events.

##### Prepare to Write:

- **Write a Vivid, Descriptive Paragraph** - Scholars will respond to questions basing responses on a character they have decided to describe. Model in a Web organizer.

##### Independent Writing Practice:

- **Write a Vivid, Descriptive Paragraph** - Scholars will write a descriptive paragraph about a character from another legend or fairy tale, including vivid, specific sensory details to create imagery.

##### Share Writing:

- Volunteers share their writing with the class, discussing their choice of sensory details and why they chose those words.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Dialogue and Description

##### Foundational Skills Mini-Lesson:

- **Compound Words**

- TE pgs. 93-94
- By-the-Way Words - feller, varmint
- Benchmark Vocabulary - yarns, boastful, unsocialized, desolate
- Benchmark Vocabulary Routine for Literary Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- Three-Column Chart TR40

### Resources:

#### Lesson 9 WRITING: Narrative Writing

- TE pg. 101
- *Pecos Bill* pgs. 51-54 Text Collection

- TE pg. 98

- TE pg. 98
- *Pecos Bill* Text Collection

- TE pg. 99
- Teacher Modeled Writing
- Web Organizer

- TE pg. 100
- Digital Options

- TE pg. 100
- Student Writing

### Resources:

#### Lesson 10 READING: Dialogue and Description

- TE pg. 102

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 55-57 of *Pecos Bill* to understand what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how what makes Pecos Bill identify with the Hell's Gate Gang.

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Dialogue** - Display and complete with class Web B to draw inferences about characters' traits based on dialogue in the story.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Narrative Writing

### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use examples from "Pecos Bill" to understand that prepositional phrases show a relationship in space, direction, or time.

### Set the Purpose:

- **Use Dialogue and Description** - Remind scholars that when writing a narrative, a writer develops characters through dialogue, words that the characters say to each other.

### Teach and Model:

- **Use Dialogue and Description** - Provide models to help scholars understand how characters are often complex.

### Prepare to Write:

- TE pg. 102
- *Pecos Bill* pgs. 55-57 Text Collection

- TE pg. 102
- *Pecos Bill* pgs. 55-57 Text Collection

- TE pg. 102
- *Pecos Bill* pgs. 55-57 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 102
- *Pecos Bill* pgs. 55-57 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Pecos Bill* pgs. 55-57 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - mangiest, cry uncle
- Benchmark Vocabulary - ignorant, dazed
- Benchmark Vocabulary Routine for Literary Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg. 104
- *Pecos Bill* pgs. 55-57 Text Collection
- Web B Chart TR45

### Resources:

#### Lesson 10 WRITING: Narrative Writing

- TE pg. 111
- *Pecos Bill* pgs. 55-57 Text Collection

- TE pg. 108

- TE pg. 108
- Teacher's Model

## Grade 4 Reading/Writing

- **Describe Interactions Between Characters** - Scholars will brainstorm what characters from *Pecos Bill* might discuss and how they would react to each other.

### Independent Writing Practice:

- **Describe Interactions Between Characters** - Scholars will write two paragraphs describing an interaction between Pecos Bill and one of the cowpokes at the ranch, describing a new interaction and should use dialogue and description to develop characters.

### Share Writing:

- Volunteers share their writing with the class. The class will identify concrete words and sensory details.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Analyze Figurative Language

#### Foundational Skills Mini-Lesson:

- **Suffix -ly**

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Scholars will think about the Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 58-61 in *Pecos Bill* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Pecos Bill ends the drought.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Identify Figurative Language** - Display and complete with class the Three-Column Chart to study how writers use figurative language to suggest meaning.

- TE pg. 109
- *Pecos Bill* Text Collection

- TE pg. 110
- *Pecos Bill* Text Collection
- Digital Options

- TE pg. 110
- Student Writing

### Resources:

#### Lesson 11 READING: Analyze Figurative Language

- TE pg. 112

- TE pg. 112
- *Pecos Bill* pgs. 58-61 Text Collection

- TE pg. 112
- *Pecos Bill* pgs. 58-61 Text Collection

- TE pg. 112
- *Pecos Bill* pgs. 58-61 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 112
- *Pecos Bill* pgs. 58-61 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- *Pecos Bill* pgs. 58-61 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 113-114
- By-the-Way Words - cyclone, lariat
- Benchmark Vocabulary - drought
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 114
- *Pecos Bill* pgs. 58-61 Text Collection
- Three-Column Chart TR40

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Relative Pronouns** - Use examples from *Pecos Bill* to understand that modifying clauses begin with relative pronouns.

##### Set the Purpose:

- **Use Figurative Language** - Remind scholars that good writers often use figurative language to describe characters and events.

##### Teach and Model:

- **Use Figurative Language** - Review examples that show how a writer can use figurative language to add humor and support a key idea.

##### Prepare to Write:

- **Use Figurative Language to Describe a Person** - Scholars will think about a character who has exaggerated qualities or abilities and jot notes about the character's appearance and what they might say or do. Use examples from *Pecos Bill* to model how figurative language is developed.

##### Independent Writing Practice:

- **Use Figurative Language to Describe a Person** - Scholars will write a paragraph about a character who could appear in a tall tale using exaggeration and other types of figurative language to describe that character.

##### Share Writing:

- Volunteers share their writing with the class. The class will discuss figurative language used to describe characters.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Analyze Characters and Actions

##### Foundational Skills Mini-Lesson:

- **Suffixes -ly**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*

### Resources:

#### Lesson 11 WRITING: Narrative Writing

- TE pg. 121
- *Pecos Bill* Text Collection

- TE pg. 118

- TE pg. 118
- Teacher's Model

- TE pg. 119
- *Pecos Bill* Text Collection
- Teacher's Model

- TE pg. 120
- Digital Options

- TE pg. 120
- Student Writing

### Resources:

#### Lesson 12 READING: Analyze Characters and Actions

- TE pg. 122

- TE pg. 122
- *Pecos Bill* pgs. 62-64 Text Collection

- TE pg. 122
- *Pecos Bill* pgs. 62-64 Text Collection

## Grade 4 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 62-64 in *Pecos Bill* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss impressions of Sue as the author describes her.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Figurative Language** - Display and complete with class the T-Chart to use the text to identify examples of figurative language.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Adverbs** - Use examples from *Pecos Bill* to understand that adverbs modify a verb, adjective, or another adverb.

#### Set the Purpose:

- **Develop a Plot** - Explain that a key part of developing a narrative is creating the plot, or series of events that drives a story.

#### Teach and Model:

- **Develop a Plot** - Review key elements of *Pecos Bill*. Model how to add them to a Story Sequence Chart, discussing how they drive the story.

#### Prepare to Write:

- **Plan a Short Narrative** - Remind scholars that at the heart of the plot is a problem that needs to be resolved. Model how to establish a situation, develop a plot, and write a conclusion using *Pecos Bill* as an example.

#### Independent Writing Practice:

- **Plan a Short Narrative** - Scholars will plan and pre-write a short narrative about a day in the life of an adventurous child, using a Story Sequence Chart to

- TE pg. 122
- *Pecos Bill* pgs. 62-64 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 122
- *Pecos Bill* pgs. 62-64 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Pecos Bill* pgs. 62-64
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 123-124
- By-the-Way Words - bustle, mesa
- Benchmark Vocabulary - reverted, consequently, catastrophe
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- *Pecos Bill* pgs. 62-64
- T-Chart TR39

### Resources:

#### Lesson 12 WRITING: Narrative Writing

- TE pg. 131
- *Pecos Bill* Text Collection

- TE pg. 128

- TE pg. 128
- *Pecos Bill* Text Collection
- Teacher's Model
- Story Sequence Chart TR38

- TE pg. 129
- Teacher's Model
- *Pecos Bill* Text Collection

- TE pg. 130
- Digital Options
- Story Sequence Chart TR38

## Grade 4 Reading/Writing

describe characters/setting, plot events, and a conclusion.

### Share Writing:

- Volunteers share their writing with the class. The class will discuss plots.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Analyze Descriptive Details

#### Foundational Skills Mini-Lesson:

- **Suffixes -ly**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** -Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs, 65-68 in *John Henry* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which details show that John Henry is dedicated to his work.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Analyze Descriptive Details** - Scholars will chart the descriptive details that help the reader see, hear, smell, taste, and feel the things being described in the story.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 13 READING: Analyze Descriptive Details

- TE pg. 132
- TE pg. 132
- *John Henry* pgs.65-68 Text Collection
- TE pg. 132
- *John Henry* pgs.65-68 Text Collection
- TE pg. 132
- *John Henry* pgs.65-68 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 132
- *John Henry* pgs.65-68 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- *John Henry* pgs.65-68 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 133-134
- By-the-Way Words - lethal
- Benchmark Vocabulary - regulations, superior, enduring, collapsed
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 134
- *John Henry* pgs.65-68 Text Collection
- T-Chart TR39

### Resources:

#### Lesson 13 WRITING: Narrative Writing



## Grade 4 Reading/Writing

- **Form Progressive Verb Tenses** - Use examples from *John Henry* to identify and understand progressive verb tenses.

### Set the Purpose:

- **Establish a Situation and Introduce Characters** - Remind scholars that narrative writers begin by making readers familiar with characters and setting.

### Teach and Model:

- **Establish a Situation and Introduce Characters**- Use models from *John Henry* to help scholars see how the writer establishes a situation and introduces a character.

### Prepare to Write:

- **Prewrite and Draft an Introduction**- Present scholars with guiding questions to assist in developing ideas for characters, setting, and plot of their narrative. Model how the writer of *John Henry* may have organized details on a graphic organizer, and how to establish a situation and introduce characters using examples from the text.

### Independent Writing Practice:

- **Prewrite and Draft an Introduction** - Scholars will prewrite to draft the first paragraph about a day in the life of a child.

### Share Writing:

- Volunteers share their writing with the class discussing the situations and characters that were written about.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Determine Character Motivation

#### Foundational Skills Mini-Lesson:

- **Suffixes -ly**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pg. 69 of *John Henry* to understand what the text is mainly about.

- TE pg. 141
- *John Henry* pgs. 65-68 Text Collection

- TE pg. 138

- TE pg. 138
- Teacher's Model
- *John Henry* pgs. 65-68 Text Collection

- TE pg. 139
- Story Sequence Chart TR38
- *John Henry* pgs. 65-68 Text Collection

- TE pg. 140
- Digital Options

- TE pg. 140
- Student Writing

### Resources:

#### Lesson 14 READING: Determine Character Motivation

- TE pg. 142

- TE pg. 142
- *John Henry* pg. 69 Text Collection

- TE pg. 142
- *John Henry* pg. 69 Text Collection

- TE pg. 142
- *John Henry* pg. 69 Text Collection
- Shared Reading Routine TR10-11

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why John Henry was motivated to beat the steam drill.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Analyze Character Motivation** - Display and complete with class the Web B Chart to show that a character's motivation can be explained in the details within the text.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Frequently Confused Words** - Remind scholars to be aware of words that sound the same but have different spellings, and possibly different meanings.

#### Set the Purpose:

- **Use Dialogue and Description** - Remind scholars that writers develop characters through dialogue and descriptions of experiences and events.

#### Teach and Model:

- **Use Dialogue and Description** - Use examples from *John Henry* to model how writers use a combination of dialogue and description to develop characters, experiences, and motivations.

#### Prepare to Write:

- **Add Dialogue and Descriptions** - Present scholars with guiding questions to assist in adding dialogue and descriptions to develop their main characters.

#### Independent Writing Practice:

- **Add Dialogue and Descriptions** - Scholars will add one or two paragraphs to the narrative they began in Lesson 13, focusing on dialogue with proper punctuation and descriptions to better develop their main characters.

- TE pg. 142
- *John Henry* pg. 69 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 143
- *John Henry* pg. 69 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 143-144
- By-the-Way Words - grizzly
- Benchmark Vocabulary - dignity
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 144
- *John Henry* pg. 69 Text Collection
- Web B Chart TR45

### Resources:

#### Lesson 14 WRITING: Narrative Writing

- TE pg. 151

- TE pg. 148

- TE pg. 148
- Teacher's Model
- *John Henry* Text Collection

- TE pg. 149

- TE pg. 150
- Student Writing Lesson 13
- Digital Options

## Grade 4 Reading/Writing

### Share Writing:

- Volunteers share their writing with the class. The class will discuss some dialogue and descriptions they used and how it helped develop the narrative.

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Describe Key Events and Details

#### Foundational Skills Mini-Lesson:

- **Suffix -ly**

#### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 70-71 in *John Henry* focusing on what happens during the contest between John Henry and the steam drill.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details that indicate how hard John Henry worked in the tunnel.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Key Events**- Display and complete with class the Main Idea Chart to explain that to understand the climax of a story, readers can examine key events and details.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Remind scholars that progressive verb tenses show ongoing actions.

#### Set the Purpose:

- TE pg. 150
- Student Writing

### Resources:

#### Lesson 15 READING: Describe Key Events and Details

- TE pg. 152
- TE pg. 152
- *John Henry* pgs. 70-71 Text Collection
- TE pg. 152
- *John Henry* pgs. 70-71 Text Collection
- TE pg. 152
- *John Henry* pgs. 70-71 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 152
- *John Henry* pgs. 70-71 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 153
- *John Henry* pgs. 70-71 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 153-154
- By-the-Way Words - onlookers, staked
- Benchmark Vocabulary - contestants, billowed
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 154
- *John Henry* pgs. 70-71 Text Collection
- Main Idea Chart TR36

### Resources:

#### Lesson 15 WRITING: Narrative Writing

- TE pg. 161

## Grade 4 Reading/Writing

- **Use a Sequence of Events** - Remind scholars that writers can make sequence of events clear through the use of transitional words and phrases.

### Teach and Model:

- **Use a Sequence of Events** - Review examples to show a clear sequence of events, illustrating the use of transition words.

### Prepare to Write:

- **Revise a Narrative** - Scholars will use guiding questions to go over drafts to determine whether the sequence of events is clear.

### Independent Writing Practice:

- **Revise a Narrative** - Scholars will add transitional words and phrases to their narrative to clearly show order and timing of events. They will also add, rearrange, and delete information as necessary.

### Share Writing:

- Volunteers share their writing with the class. The class will discuss the sequence of events.

### Learning Opportunities/Strategies:

#### Lesson 16 READING: Analyze and Describe a Character

#### Foundational Skills Mini-Lesson:

- **Unknown Words**

#### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 72-73 in *John Henry* to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the consequences between John Henry and the steam drill.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 158

- TE pg. 158
- Student Model

- TE pg. 159
- Story Sequence Chart A TR37 or Chart B TR 38

- TE pg. 160
- Digital Options

- TE pg. 160
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 16 READING: Analyze and Describe a Character

- TE pg. 162

- TE pg. 162
- *John Henry* pgs. 72-73 Text Collection

- TE pg. 162
- *John Henry* pgs. 72-73 Text Collection

- TE pg. 162
- *John Henry* pgs. 72-73 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 162
- *John Henry* pgs. 72-73 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *John Henry* pgs. 72-72 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Analyze Character** - Display and complete with class the Web B graphic organizer to show how authors exaggerate the traits or actions of characters in tall tales.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Punctuate Direct Speech and Quotations- Display examples from** John Henry to show scholars that quotation marks are used to report the exact words that a person or character is saying. Commas set off the quotation from the speaker.

#### Set the Purpose:

- **Develop a Conclusion** - Share the elements of a strong narrative conclusion to assist scholars in understanding that a conclusion resolves any problems presented by the plot.

#### Teach and Model:

- **Develop a Conclusion** - Use models from *John Henry* to explain that conclusions are the place to resolve the problem and to emphasize any important themes in the narrative.

#### Prepare to Write:

- **Write a Conclusion** - Scholars will use guiding questions to develop a plan for their conclusion, showing resolution to the central conflict, revising to create the desired mood, and leaving a powerful impression on the reader.

#### Independent Writing Practice:

- **Write a Conclusion** - Scholars will craft strong conclusions for their narrative about an adventurous child, showing that the main conflict has been resolved and considering what lessons the main character has learned.

#### Share Writing:

- Volunteers share their writing with the class asking others to identify important details, the resolution, and the tone of the conclusion.

- TE pg. 154
- Benchmark Vocabulary - clutched, flagged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 164
- *John Henry* pgs. 72-72 Text Collection
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 16 WRITING: Narrative Writing

- TE pg. 171
- *John Henry* pg. 73 Text Collection

- TE pg. 168

- TE pg. 168
- Teacher's Model *John Henry* Text Collection

- TE pg. 169

- TE pg. 170
- Digital Options

- TE pg. 170
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### **Lesson 17 READING: Compare Key Details in Texts with Similar Themes**

##### **Foundational Skills Mini-Lesson:**

- **Unknown Words**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand that themes in literary texts can be interpreted from dialogue and descriptions.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to review texts from all four selections focusing on similarities to make connections across texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss a character from each selection with extraordinary abilities.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Make Connections** - Display and complete with class the Three-Column Chart to find similarities among four texts.

### Learning Opportunities/Strategies:

#### **Lesson 17 WRITING: Narrative Writing**

##### **Conventions Mini-Lesson:**

- **Using Dictionaries** - Use a model to help remind scholars that a dictionary is an alphabetical listing of words that provides several kinds of information about each word.

##### **Set the Purpose:**

### Resources:

#### **Lesson 17 READING: Compare Key Details in Texts with Similar Themes**

- TE pg.172
- TE pg. 172
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- TE pg. 172
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- TE pg. 172
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- Shared Reading Routine TR10-11
- TE pg. 172
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 174
- Benchmark Vocabulary - preserve, disarray, catastrophe, enduring
- Benchmark Vocabulary Routines for Literary Texts TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 174 Three-Column Chart TR40
- *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*

### Resources:

#### **Lesson 17 WRITING: Narrative Writing**

- TE pg. 181

## Grade 4 Reading/Writing

- **Edit and Proofread** - Use guiding questions to assist scholars in editing and proofreading work, focusing on whether events and descriptions make sense and correcting errors in spelling and conventions.

### Teach and Model:

- **Edit and Proofread** - Use examples from *Why the Sea is Salty*, *Pecos Bill*, and *How the Stars Fell into the Sky* to model the use of transition words and phrases, correct punctuation and capitalization, and the correct punctuation of dialogue.

### Prepare to Write:

- **Edit and Proofread a Narrative** - Show scholars the steps they should take to begin editing and proofreading their writing.

### Independent Writing Practice:

- **Edit and Proofread a Narrative** - Scholars will edit and proofread their narrative, paying attention to transitional words, sequence of events, dialogue and descriptive details, and mechanics.

### Share Writing:

- Volunteers share their writing with the class asking others to identify the events or details that seem unclear.

### Learning Opportunities/Strategies:

#### **Lesson 18 READING: Analyze Word Choice in Traditional Stories**

#### **Foundational Skills Mini-Lesson:**

- **Unknown Words**

#### **Build Understanding:**

- **Set the Purpose** -Enduring Understanding: *Writers understand that dialogue and description reveal character traits and story themes.*
- **Engage Scholars** - Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Read** - Follow Shared Reading Routine to review texts and compare language choices across texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the words authors use to describe nature.

#### **Close Read:**

- TE pg. 178

- TE pg. 178
- Teacher's Model *Why the Sea is Salty*, *Pecos Bill*, *How the Stars Fell into the Sky*

- TE pg. 179

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 18 READING: Analyze Word Choice in Traditional Stories**

- TE pg. 182

- TE pg. 182
- *Why the Sea is Salty*, *How the Stars Fell into the Sky*, *Pecos Bill*, *John Henry*

- TE pg. 182
- *Why the Sea is Salty*, *How the Stars Fell into the Sky*, *Pecos Bill*, *John Henry*

- TE pg. 182 Shared Reading Routine TR10-11
- *Why the Sea is Salty*, *How the Stars Fell into the Sky*, *Pecos Bill*, *John Henry*

- TE pg. 182 Think-Pair-Share Routine TR2-3
- *Why the Sea is Salty*, *How the Stars Fell into the Sky*, *Pecos Bill*, *John Henry*



## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Choice**- Explain that authors select words that can create certain effects on readers.

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Capitalize Correctly** - Review rules of capitalization.

#### Set the Purpose:

- **Publish and Present a Narrative** - Share with scholars the elements of strong publications and presentations.

#### Teach and Model:

- **Publish and Present a Narrative** - Use model from *How the Stars Fell into the Sky* to explain how images support the narrative.

#### Prepare to Write:

- **Publish a Narrative with a Visual** - Share guiding questions with scholars to assist them in choosing a method of publishing and presenting their work with a visual.

#### Independent Writing Practice:

- **Publish a Narrative with a Visual** - Scholars will work to publish and present their writing, remembering to include at least one visual to support their writing.

#### Share Writing:

- Volunteers share their presentations with the class asking others to provide constructive feedback about how the visuals support the narrative.

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

- **Narrative Task: A Tall Tale** - Scholars will write a tall tale that includes an element of nature and displays the characteristics of the genre: larger-than-life characters,

- TE pg. 183 *Why the Sea is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 184
- Benchmark Vocabulary - enormous, haste, reverted, dignity
- Benchmark Vocabulary Routines for Literary TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 184
- *How the Stars Fell into the Sky, Pecos Bill*

### Resources:

#### Lesson 18 WRITING: Narrative Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- Teacher Model *How the Stars Fell into the Sky*

- TE pg. 189

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing

### Resources:

#### Performance-Based Assessment:

- TE 192
- Student Reproducible pg. 196

## Grade 4 Reading/Writing

a problem that is solved in a humorous way, and exaggeration of characters and events.

- **Scholars will:**

- establish a situation that introduces the narrator and/or characters.
- organize a clear sequence of events using transitional words and phrases.
- use dialogue, description, and sensory details to develop the characters and events.
- provide a conclusion that makes sense based on the events of the tall tale.

**Prepare:**

- **Review** - Discuss Essential Questions: *How do readers identify themes in literary texts? How do writers use dialogue and description to develop the theme of a story?*
- **Revisit the Text** - Remind scholars that in *Why the Sea Is Salty*, *How the Stars Fell Into the Sky*, and *Pecos Bill* the authors build stories around people's relationships with nature and use these relationships to explain natural occurrences.
  - Display and read aloud excerpt from *Why the Sea is Salty*.
  - Display and read aloud excerpt from *How the Stars Fell into the Sky*.
  - Display and read aloud excerpt from *Pecos Bill*.

Tell scholars that when they think about what is necessary to write a tall tale for the Performance-Based Assessment, they will be thinking about themes that are important to the story, similar to the theme of how things in nature came to be in *Why the Sea is Salty*, for example. Have them begin with Story Sequence B Chart, which will help them organize the big ideas of their tall tale and determine the theme.

- **Create:** Provide examples of other tall tales. Point out different themes that are present and how the events effect characters. Scholars note important events on their Story Sequence B Charts

- **Score Writing:** Use Narrative Writing Rubric

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

- TE 193

- TE 193
- *Why the Sea is Salty* pg. 40
- *How the Stars Fell Into the Sky* pgs. 100-101
- *Pecos Bill* pg. 61
- Story Sequence B Chart TR38

- TE 194
- Other tall tales
- *Why the Sea is Salty*, *How the Stars Fell Into the Sky*, *Pecos Bill*
- Story Sequence B Chart TR38
- Digital options

- TE 197 Narrative Writing Rubric

- TE 198
- Digital Options

- TE 199

## Grade 4 Reading/Writing

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Support</li> <li>Sleuth</li> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Reader's &amp; Writer's Journal</p> <ul style="list-style-type: none"> <li>Prompts - Write in Response to Reading</li> <li>Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Conference on Independent Reading</li> <li>Reading Analysis Support</li> <li>Sleuth</li> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Unlock Language Learning</li> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

### Unit Two: Interactions in Nature and Culture - Module B

#### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS Foundational Skills: Reading Language

- L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.A.-**Read grade-level text with purpose and understanding.
- RF.4.4.B.-**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- RF.4.4.C.-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Reading

## Grade 4 Reading/Writing

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme, citing key details from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of a character, setting, or event that draws on textual evidence.
- **L.VI.4.3.B-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on evidence in a text.
- **L.VL.4.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.MF.4.6.-** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.-** Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

### NJSLS Foundational Skills: Writing Language

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.C.** -Choose punctuation for effect.
- **L.KL.4.1.D.-** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

## Grade 4 Reading/Writing

- **L.VL.4.2.C.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### NJSLS ELA Writing

- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.4.1.A.-** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **W.AW.4.1.B.-**Provide reasons that are supported by facts from texts and/or other sources.
- **W.AW.4.1.C.-** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- **W.AW.4.1.D.-** Provide a conclusion related to the opinion presented.
- **W.IW.4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.WP.4.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A.-** Identify the audience, purpose and intended length of composition before writing.
- **W..RW.4.7.-** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A.-**Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.PE.4.1.D** - Review key ideas expressed and explain ideas and understanding in light of the discussion.
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### NJSLS Math

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.

### NJSLS Social Studies

- **6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.4:** Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

## Grade 4 Reading/Writing

- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoGI.3:** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **6.1.5.EconEM3:** Describe how supply and demand influence price and output of products.
- **6.1.5.EconEM5:** Explain why individuals and societies trade, how trade functions, and the role of trade.
- **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.5:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.11:** Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryUP.2:** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

#### **Central Idea / Enduring Understanding:**

- Readers understand the importance of supporting opinions about various texts.
- Writers understand that they can draw evidence from literary and informational texts to state and support opinions.
- Learners understand the effects of nature and culture on communities.

#### **Essential/Guiding Question:**

How can readers state and support opinions about both literary and informational texts?

How do writers use text evidence to support their opinions?

#### **Content:**

- Readers will state and support opinions to demonstrate their understanding of both literary and informational texts.
- Writers will use text-based evidence to state and support opinions.
- Learners will understand how interactions among communities affect cultures and people.

#### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

#### **Skills(Objectives):**

##### **Reading**

- Describe Characters
- Word Choice
- Author's Purpose
- Draw Inferences
- Figurative Language
- Describe Key Events
- Main Idea/Key Details
- Events in a Historical Text
- Text Structure
- Summarize
- Explain Events

## Grade 4 Reading/Writing

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

- Summarize and Contrast
- Compare and Contrast

### Writing

- Support an Opinion with Evidence
- Write an Opinion Paragraph
- Group Related Ideas in Paragraphs
- State and Support Reasons
- Paraphrase/Quote from Text
- Determine Valid Evidence to Support Opinion
- Write Opinion About a Visual
- Plan and Prewrite for Opinion Piece
- Write to State/Support Opinion
- Write a Summary that Includes an Opinion
- Write an Introductory Paragraph
- Organize by Grouping Related Information
- Write a Concluding Paragraph
- Edit/Proofread to Strengthen Writing
- Publish/Present Opinion Writing

## Stage 2: Assessment Evidence

### Performance Task(s):

#### **Performance Based Assessment:**

- **Opinion Task:** Write About Native American Culture - Scholars will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up.
- **Scholars will:**
  - introduce the topic and state their opinion.
  - provide reasons for their opinion and use text evidence to support them.
  - provide a conclusion that restates their opinion.

### Other Evidence:

#### **Beginning of Year Assessment:**

- Baseline Assessment

#### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

#### **Summative Assessments:**

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

**Lesson 1 - READING: Analyze a Character in a Story**

#### **Foundational Skills Mini-Lesson:**

- **Words from Latin**

### Resources:

**Lesson 1 - READING: Analyze a Character in a Story**

- TE pg. 212



## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Think about the Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* chapter 1.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss who is telling the story and what we have learned about the setting and main character, so far.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Describe Characters** - Display and complete with class Web B to record what Wild Ruer says, does, and feels.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Capitalize Titles Correctly** - Review the rules for capitalizing titles.

### Set the Purpose:

- **Form, State, and Support an Opinion** - Discuss with scholars that an opinion is an individual's belief or judgment about a particular topic, and readers usually form opinions about characters and events in a text.

### Teach and Model:

- **Form, State, and Support an Opinion** - Provide a model to show how to form and support an opinion, bases on an understanding of what was read.

- TE pg. 212
- TE pg. 212
- *The Longest Night* Chapter 1
- TE pg. 212
- *The Longest Night* Chapter 1
- Shared Reading Routine TR10-11
- TE pg. 212
- *The Longest Night* Chapter 1
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *The Longest Night* Chapter 1
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 213-214
- By-the-Way Words - ceremonial, regalia
- Benchmark Vocabulary - quest, sacred, warrior, triumph
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 214
- Web B TR45
- *The Longest Night* Chapter 1

### Resources:

#### Lesson 1 - WRITING:Opinion Writing

- TE pg. 221
- TE pg. 218
- TE pg. 218
- Student Model

## Grade 4 Reading/Writing

### Prepare to Write:

- **Support an Opinion with Evidence** - Use guiding questions to model how to form, state, and support an opinion.

### Independent Writing Practice:

- **Support an Opinion with Evidence** - Scholars write an opinion paragraph explaining how Wind Runner felt after his Vision Quest, supporting opinion with text evidence.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the opinion statement, including reasons and evidence.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Use Details to Identify Key Ideas

#### Foundational Skills Mini-Lesson:

- **Greek Roots**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* pgs. 8-12 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what happens during the sweat lodge ceremony.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- TE pg. 219

- TE pg. 220
- Digital Options

- TE pg. 219
- Student Writing

### Resources:

#### Lesson 2 - READING: Use Details to Identify Key Ideas

- TE pg. 222

- TE pg. 222

- TE pg. 222
- *The Longest Night* pgs. 8-12

- TE pg. 222
- *The Longest Night* pgs. 8-12
- Shared Reading Routine TR10-11

- TE pg.222
- *The Longest Night* pgs. 8-12
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *The Longest Night* pgs. 8-12
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 223-224
- By-the-Way Words - sweat lodge, Shaman, Elder
- Benchmark Vocabulary - chanted, shallow, raked
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 203-205

## Grade 4 Reading/Writing

- **Analyze Word Choice** - Use an excerpt from *The Longest Night* to explain that synonyms are words that have similar meanings but carry different connotations. Authors choose words that have connotations that best support the story.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Correct Capitalization** - Use examples from *The Longest Night* to remind scholars that proper nouns are always capitalized, and that the beginning of sentences are always capitalized.

##### Set the Purpose:

- **Include Text Evidence** - Remind scholars that when they give their opinion, they need to support their opinion with details, or evidence, from the text, remembering to punctuate direct quotations properly.

##### Teach and Model:

- **Include Text Evidence** - Use details about the exchange between Wind Runner and Many Horses to model how to form an opinion. Explain proper placement of quotation marks in a direct quotation and how this is different from paraphrasing text.

##### Prepare to Write:

- **Write an Opinion Paragraph** - Teacher will model forming an opinion, skimming the text for supporting details and examples, weighing the evidence that best supports their opinion, writing an opinion statement, and citing evidence.

##### Independent Writing Practice:

- **Write an Opinion Paragraph** - Scholars will write an opinion paragraph describing whether Wind Runner is a brave character, remembering to include evidence from the text that supports their reasoning.

##### Share Writing:

- Volunteers share their paragraphs with the class. The class will explain how details in the text support the writer's opinion.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Use Details to Talk About Text

##### Foundational Skills Mini-Lesson:

- **Words from Latin; Greek Roots**

##### Build Understanding:

- TE pg. 224
- *The Longest Night* pg. 9

### Resources:

#### Lesson 2 WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- Student Model

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- *The Longest Night*
- Digital Options

- TE pg. 230
- Student Writing

### Resources:

#### Lesson 3 READING: Use Details to Talk About Text

- TE pg. 232

## Grade 4 Reading/Writing

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* pgs.13-23 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which details let us know that Wind Runner may run into problems on his Vision Quest.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Determine Author's Purpose** - Display and complete with class Web B to determine the author's purpose and find details to support it.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Use Capitalization Correctly** - Use examples from *The Longest Night* to remind scholars that proper nouns, the first word in a sentence, and sometimes words used for a specific purpose are capitalized.

#### Set the Purpose:

- **Organize and Group Related Ideas** - Remind scholars that an opinion is an idea that people form about a text or topic, and that opinions should be supported by text evidence and clearly organized.

#### Teach and Model:

- **Organize and Group Related Ideas** - Point out that reasons can be facts, details, or quotations from a text and should be linked using transitional words or phrases.

- TE pg. 232
- *The Longest Night* pgs.13-23
- TE pg. 232
- *The Longest Night* pgs.13-23
- TE pg. 232
- *The Longest Night* pgs.13-23
- Shared Reading Routine TR10-11
- TE pg. 232
- *The Longest Night* pgs.13-23
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *The Longest Night* pgs.13-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 233-234
- By-the-Way Words - teepees, parfleche carrier
- Benchmark Vocabulary - endured, ritual, retrieved, tribute
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 234
- *The Longest Night* pgs.13-23
- Web B TR45

### Resources:

#### Lesson 3 WRITING: Opinion Writing

- TE pg. 241
- *The Longest Night*
- TE pg. 238
- TE pg. 238
- *The Longest Night*
- Student Model

## Grade 4 Reading/Writing

### Prepare to Write:

- **Group Related Ideas in Paragraphs** - Remind scholars that related information should be grouped together and clearly connected with transitional words and phrases. Model note taking, using an outline to organize and group ideas, and check for clarity.

### Independent Writing Practice:

- **Group Related Ideas in Paragraphs** - Scholars will write two or three paragraphs responding to the following prompt: Based on the details on pgs. 13-23 of *The Longest Night*, do you think that Wind Runner will be successful in his Vision Quest?

### Share Writing:

- Volunteers share their writing with the class. The class will identify the linking words and phrases used.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Use Details to Draw Inferences from Text

#### Foundational Skills Mini-Lesson:

- **Words from Latin; Greek Roots**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers will use text-based evidence to state and support opinions.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* pgs. 24-29 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details indicate that the first night of Wind Runner's Vision Quest was difficult.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Literary Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

- TE pg. 239
- *The Longest Night*
- Teacher Modeled Writing

- TE pg. 240
- *The Longest Night* pgs. 13-23
- Digital Options

- TE pg. 240
- Student Writing

### Resources:

#### Lesson 4 READING: Use Details to Draw Inferences from Text

- TE pg. 242
- TE pg. 242
- *The Longest Night* pgs. 24-29
- TE pg. 242
- *The Longest Night* pgs. 24-29
- TE pg. 242
- *The Longest Night* pgs. 24-29
- Shared Reading Routine TR10-11
- TE pg. 242
- *The Longest Night* pgs. 24-29
- Think-Pair-Share Routine TR2-3
- TE pg. 243
- *The Longest Night* pgs. 24-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 244
- Benchmark Vocabulary - totem animal, venomous
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

## Grade 4 Reading/Writing

### Reading Analysis:

- **Draw Inferences** - Display and complete with class the Three-Column Chart using details on the page and what the reader already knows about characters/events to make inferences about the text.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Understand Pronouns** - Remind scholars that pronouns take the place of a noun. Scholars will use pronouns to discuss what happened to Wind Runner.

#### Set the Purpose:

- **Provide Well-Supported Reasons** - Remind scholars of the process for forming and writing about an opinion, including analyzing the text to get information on which to base their opinion.

#### Teach and Model:

- **Provide Well-Supported Reasons** - Explain that when writers write an opinion about a character in a story, they use details about the character's thoughts and actions as well as events from the story to support their reasoning.

#### Prepare to Write:

- **State and Support Reasons** - Remind scholars that good opinion writing contains strong reasoning and is backed up by details or evidence from the text. Model brainstorming and how to support reasons with text evidence.

#### Independent Writing Practice:

- **State and Support Reasons** - Scholars will reread chapter and pay attention to how Wind Runner treats the dog. They will write a paragraph giving their opinion about whether or not Wind Runner had good reasons to treat the dog the way he did, supporting their opinion with details from the text.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify reasoning and text evidence.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Key Ideas and Details to Support Opinions

#### Foundational Skills Mini-Lesson:

- **Words from Latin; Greek Roots**

- TE pg. 244
- Three-Column Chart TR40
- *The Longest Night* pgs. 24-29

### Resources:

#### Lesson 4 WRITING: Opinion Writing

- TE pg. 251
- *The Longest Night*

- TE pg. 248

- TE pg. 248
- Student Model

- TE pg. 249
- Teacher Modeled Writing

- TE pg. 250
- *The Longest Night*
- Digital Options

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 5 READING: Key Ideas and Details to Support Opinions

- TE pg. 252

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* pgs. 30-37 focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss problems Wind Runner had on the second day of his Vision Quest.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Figurative Language** - Display and complete with class the T-Chart to find examples of figurative language in *The Longest Night* on pg. 35.

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Correctly Punctuate Dialogue** - Use examples from *The Longest Night* to correctly punctuate dialogue.

#### Set the Purpose:

- **Quote Accurately from Text** - Remind scholars that they should support their opinions about a text with key ideas and details from the text. They can use their own words to paraphrase or they can quote the text, making sure to use exact words from the text and place quotation marks around the exact words.

#### Teach and Model:

- **Quote Accurately from Text** - Provide a model to help explain that sometimes using an author's exact words s

- TE pg. 252
- *The Longest Night* pgs. 30-37
- TE pg. 252
- *The Longest Night* pgs. 30-37
- TE pg. 252
- *The Longest Night* pgs. 30-37
- Shared Reading Routine TR10-11
- TE pg. 252
- *The Longest Night* pgs. 30-37
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *The Longest Night* pgs. 30-37
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - devour, flint, outcrop
- Benchmark Vocabulary - vigorously, futile, prey, predators
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 254
- T-Chart TR39
- *The Longest Night* pg. 35

### Resources:

#### Lesson 5 WRITING: Opinion Writing

- TE pg. 261
- TE pg. 258

- TE pg. 258
- Student Model



## Grade 4 Reading/Writing

the strongest and most persuasive way to support an opinion.

### Prepare to Write:

- **Paraphrase and Quote Accurately from Text** - Use guiding questions to help scholars find text evidence to fully support their opinions. Model how to clearly state an opinion, look for quotations to support that opinion, and how to accurately write quotes from the text.

### Independent Writing Practice:

- **Paraphrase and Quote Accurately from Text** - Reread the second paragraph on pg. 35, then they will write an opinion paragraph describing whether or not Wind Runner is deserving of a Spirit Helper. Scholars will support opinions by paraphrasing and quoting accurately from the text, using information from the entire chapter.

### Share Writing:

- Partners exchange paragraphs and check each other's work for accurate quotations and punctuation of dialogue.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Describe Events in a Story

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *The Longest Night* pgs. 38-48 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the major events in this part of the story.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary

- TE pg. 259
- Teacher Modeled Writing

- TE pg. 260
- *The Longest Night*
- Digital Options

- TE pg. 260
- Student Writing

### Resources:

#### Lesson 6 READING: Describe Events in a Story

- TE pg. 262
- TE pg. 262
- *The Longest Night* pgs. 38-48
- TE pg. 262
- *The Longest Night* pgs. 38-48
- TE pg. 262
- *The Longest Night* pgs. 38-48
- Shared Reading Routine TR10-11
- TE pg. 262
- *The Longest Night* pgs. 38-48
- Think-Pair-Share Routine TR2-3
- TE pg. 263
- *The Longest Night* pgs. 38-48
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - grubs, glinting, kinks

## Grade 4 Reading/Writing

Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Describe Key Events** - Display and complete with class the Venn Diagram to compare the two times Wind Runner meets a bear.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Adjectives** - Model the three degrees of comparison using the title *The Longest Night*. Scholars will use positive, comparative, and superlative adjectives to compare classroom objects.

#### Set the Purpose:

- **Determine Valid Evidence** - Explain to scholars that when writing an opinion paragraph, they have to provide reasons for their opinions and support them with valid evidence, such as facts or details. Share the elements of valid evidence.

#### Teach and Model:

- **Determine Valid Evidence** - Provide model from *The Longest Night* to show how to state and support an opinion based on text evidence.

#### Prepare to Write:

- **Determine Valid Evidence to Support an Opinion** - Use guiding questions to help scholars begin to write about their opinions. Model how to make inferences about the character Wind Runner in Chapter 6. Model how to provide valid evidence from the text to support the inference.

#### Independent Writing Practice:

- **Determine Valid Evidence to Support an Opinion** - Scholars will write a paragraph answering the following question: In your view, would Wind Runner have been successful in his quest without the aid of a Spirit Helper? Determine valid evidence to support your opinion.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify how evidence supports the writer's opinion or reasons.

- Benchmark Vocabulary - lumbered, gazed, foraged, arrogant
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 264
- Venn Diagram TR43
- *The Longest Night* pgs. 12, 39-44

### Resources:

#### Lesson 6 WRITING: Opinion Writing

- TE pg. 271
- *The Longest Night*

- TE pg. 268

- TE pg. 268
- *The Longest Night*
- Student Model

- TE pg. 269
- *The Longest Night* Chapter 6
- Teacher Modeled Writing

- TE pg. 270
- *The Longest Night*
- Digital Options

- TE pg. 270
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Analyze Main Idea and Key Details

##### Foundational Skills Mini-Lesson:

- **Related Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Students** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to complete a first reading of *Northwest Coast People* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details from the text support the idea that men and women had different roles among the peoples of the Northwest Coast.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Main Idea/Details** - Display and complete with class the Main Idea Chart to record the main idea and key details in *Northwest Coast Peoples*.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Punctuate Direct Quotations** - Use content from *Northwest Coast Peoples* to explain how to punctuate a direct quote.

##### Set the Purpose:

### Resources:

#### Lesson 7 READING: Analyze Main Idea and Key Details

- TE pg. 272
- TE pg. 272
- *Northwest Coast Peoples* pgs. 103-111 Text Collection
- TE pg. 272
- *Northwest Coast Peoples* pgs. 103-111 Text Collection
- TE pg. 272
- *Northwest Coast Peoples* pgs. 103-111 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 272
- *Northwest Coast Peoples* pgs. 103-111 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Northwest Coast Peoples* pgs. 103-111
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - totem poles, inland
- Benchmark Vocabulary - abundance, possessions, contact, heritage
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 274
- *Northwest Coast Peoples* pg. 106 Text Collection
- Main Idea Chart TR36

### Resources:

#### Lesson 7 WRITING: Opinion Writing

- TE pg. 281
- *Northwest Coast Peoples* Text Collection

## Grade 4 Reading/Writing

- **Use Evidence from the Text** - Remind scholars that to achieve credibility, writers must provide reasons for their beliefs or judgements, and they must support these reasons with facts and details.

### Teach and Model:

- **Use Evidence from the Text** - Provide a Student Model to help scholars understand how to select details from the text to support reasoning.

### Prepare to Write:

- **Write an Opinion About a Visual** - Use guiding questions to help scholars understand how to give a supported opinion about a visual within *Northwest Coast Peoples*. Model how to take notes and state an opinion about a visual. Model citing text evidence to support an opinion.

### Independent Writing Practice:

- **Write an Opinion About a Visual** - Scholars will review pgs. 103-111 of *Northwest Coast Peoples*. They will write a paragraph giving their opinion about which visual in this part of the text best enhanced the information in the paragraphs.

### Share Writing:

- Volunteers share their writing with the class. The class will identify reasons and evidence the speaker provides to support his or her opinion.

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Explain Events in Historical Text

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *Northwest Coast Peoples* pgs 112-117 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the details in the text that explain how Northwest Coast people have tried to preserve their culture.

- TE pg. 278

- TE pg. 278
- Student Model

- TE pg. 279
- *Northwest Coast Peoples* pgs. 104-105 Text Collection
- Teacher Modeled Writing

- TE pg. 280
- *Northwest Coast Peoples* pgs.103-111 Text Collection
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 8 READING: Explain Events in Historical Text

- TE pg. 282

- TE pg. 282
- *Northwest Coast Peoples* pgs. 112-117 Text Collection

- TE pg. 282
- *Northwest Coast Peoples* pgs. 112-117 Text Collection

- TE pg. 282 Shared Reading Routine TR10-11
- *Northwest Coast Peoples* pgs. 112-117 Text Collection

- TE pg. 282 Think-Pair-Share Routine TR2-3
- *Northwest Coast Peoples* pgs. 112-117 Text Collection

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Events in Historical Text** - Display and complete with class the Cause-Effect chart to explain events including what happened and why from pg. 114 in *Northwest Coast Peoples*.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Punctuating Dialogue** - Use examples from *The Longest Night* to show the different ways the author could have written the same line of dialogue.

### Set the Purpose:

- **Create a Plan** - Explain that over the next two lessons, scholars will plan, prewrite, and write an opinion piece that will use two texts, *The Longest Night* and *Northwest Coast Peoples*. Scholars will compare texts and give their opinion about which more effectively describes Native American culture.

### Teach and Model:

- **Create a Plan** - Review and record some of the cultural information from each text.

### Prepare to Write:

- **Plan/Prewrite** - Present scholars with the following question: Which text, *The Longest Night* or *Northwest Coast Peoples*, more effectively describes Native American culture? Model how to choose a graphic organizer to record notes. Model how to review the texts to gather facts, quotations, and other details to support their reasons.

### Independent Writing Practice:

- **Plan/Prewrite** - Scholars will plan/prewrite for a text that supports their opinion about which more effectively

- TE pg. 283
- *Northwest Coast Peoples* pgs. 112-117
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284
- By-the-Way Words - potlatch, immunities
- Benchmark Vocabulary - significant, traditional, activists
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 284
- *Northwest Coast Peoples* pg. 114 Text Collection
- Cause/Effect Chart TR32

### Resources:

#### Lesson 8 WRITING: Opinion Writing

- TE pg. 291
- *The Longest Night* Text Collection
- TE pg. 288
- *The Longest Night*
- *Northwest Coast Peoples* Text Collection
- TE pg. 288
- Student Model
- *The Longest Night*
- *Northwest Coast Peoples* Text Collection
- TE pg. 289
- *The Longest Night*
- *Northwest Coast Peoples* Text Collection
- TE pg. 290
- Various Graphic Organizers

## Grade 4 Reading/Writing

describes Native American culture, in which they state opinion and support it with reasons.

### Share Writing:

- Volunteers share their graphic organizers with the class. The class will discuss how details in organizers relate to an opinion.

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Compare Texts on Similar Topics

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to reread key passages and review notes about how the topic is presented in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the Raven People in *The Longest Night* are similar to the peoples of the Northwest Coast.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational and Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Text Structure** - Use excerpts from *Northwest Coast Peoples* and *The Longest Night* to see how the author's language choices shape meaning, provide information, and explain a topic.

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- Digital Options

- TE pg. 290
- Student Graphic Organizers

### Resources:

#### Lesson 9 READING: Compare Texts on Similar Topics

- TE pg. 292
- TE pg. 292
- *The Longest Night* and *Northwest Coast Peoples*
- TE pg. 292
- *The Longest Night* and *Northwest Coast Peoples*
- TE pg. 292
- *The Longest Night* and *Northwest Coast Peoples*
- Shared Reading Routine TR10-11
- TE pg. 292
- *The Longest Night* and *Northwest Coast Peoples*
- Think-Pair-Share Routine TR2-3

- TE pg. 293
- *The Longest Night* and *Northwest Coast Peoples*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 293-294
- Benchmark Vocabulary - quest, ancestors, traditional, heritage
- Benchmark Vocabulary Routine for Informational and Literary Texts TR24-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 294
- *The Longest Night* pg. 39 and *Northwest Coast Peoples* pg. 114

### Resources:

#### Lesson 9 WRITING: Opinion Writing

## Grade 4 Reading/Writing

- **Complete Sentences** - Use examples to review run-on sentences and fragments.

### Set the Purpose:

- **Use Linking Words and Phrases** - Share elements of strong opinion writing. Remind scholars that an opinion is a belief, judgment, or point of view that is accepted as valid based on the strengths of evidence provided.

### Teach and Model:

- **Use Linking Words and Phrases** - Display Student Model to show strong linking words and phrases that clearly connect opinions with the reasons that support them.

### Prepare to Write:

- **Write to State/Support an Opinion** - Scholars will begin to write their opinion piece, remembering to develop a clear introductory statement that explains their opinion and supporting the opinion with relevant details. Model forming and stating an opinion. Model linking opinions and reasons

### Independent Writing Practice:

- **Write to State/Support an Opinion** - Scholars will use their prewriting/planning from prior lesson to write several paragraphs that state their opinion about the following: Which text, *The Longest Night* or *Northwest Coast Peoples*, more effectively describes Native American culture?

### Share Writing:

- Volunteers share their writing with the class. The class will identify opinion statement, including reasons and evidence, in each paragraph.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Use Details and Examples to Support Opinions

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*

- TE pg. 301

- TE pg. 298

- TE pg. 298
- Student Model

- TE pg. 299
- Teacher Modeled Writing

- TE pg. 300
- *The Longest Night* and *Northwest Coast Peoples*
- Digital Options

- TE pg. 300
- Student Writing

### Resources:

#### Lesson 10 READING: Use Details and Examples to Support Opinions

- TE pg. 302

- TE pg. 302
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9

- TE pg. 302
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9



## Grade 4 Reading/Writing

- **Read** - Follow Shared Reading Routine to read *Three Native Nations* pgs. 4-9 understanding what the text is mainly about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the Haudenosaunee were unique.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Main Idea/Key Details** - Display and complete the Main Idea Chart to identify the main idea and the details that support it.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Complete Sentences** - Provide definitions for different types of sentences. Demonstrate how to form independent clauses into compound sentences using examples.

#### Set the Purpose:

- **Summarize** - Explain that writers usually give a brief summary before offering an opinion about a text. Share the elements of a summary.

#### Teach and Model:

- **Summarize** - Provide Student Model to demonstrate how to group related information in a way that makes sense providing evidence for their opinion.

#### Prepare to Write:

- **Write a Summary that Includes an Opinion** - Present scholars with guiding questions to consider as they think about the summary they will write about a text they read. Model how to summarize a text and how to support an opinion based on a text.

#### Independent Writing Practice:

- TE pg. 302
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9
- Shared Reading Routine TR10-11

- TE pg. 302
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9
- Think-Pair-Share Routine TR2-3

- TE pg. 303
- *Three Native Nations* pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 303-304
- By-the-Way Words - buckskin, wampum, Hiawatha
- Benchmark Vocabulary - alliance, legend, festivals
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 304
- *Three Native Nations* pgs. 6-8
- Main Idea Chart TR36

### Resources:

#### Lesson 10 WRITING: Opinion Writing

- TE pg. 311

- TE pg. 308

- TE pg. 308
- Student Model

- TE pg. 309
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9
- Teacher Modeled Writing

## Grade 4 Reading/Writing

- **Write a Summary that Includes an Opinion -** Scholars will write a brief summary of pgs. 4-9 of *Three Native Nations* text, including an opinion on why they think the women of the Ohwachira chose the clan leaders. Scholars will need to support their opinion with evidence from the text pgs. 4-9.

### Share Writing:

- Volunteers share their writing with the class. The class will identify opinion statements, including reasons and evidence.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Describe Text Structure

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *struct, scrib, scrip*

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *Three Native Nations* pgs. 10-17 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how to compare life for the Haudenosaunee before and after the Europeans arrived.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Text Structure** - Display ad complete with class the T-Chart to identify events that happened before and after the Europeans arrived.

- TE pg. 310
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 4-9
- Digital Options

- TE pg. 310
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 11 READING: Describe Text Structure

- TE pg. 312
- TE pg. 312
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 10-17
- TE pg. 312
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 10-17
- TE pg. 312 Shared Reading Routine TR10-11
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 10-17
- TE pg. 312
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 10-17
- Think-Pair-Share Routine TR2-3
- TE pg. 313
- *Three Native Nations* pgs. 10-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way Words - colonists, treaty, confederacy
- Benchmark Vocabulary - clan, descendents, reservation
- Benchmark Vocab Routine for Info Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 314
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 12-13
- T-Chart TR39

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Complete Sentences** - Use examples to identify and correct fragments and run-on sentences.

##### Set the Purpose:

- **Use Facts and Details to Support an Opinion** - Explain that writers must justify their thinking by providing reasons for their beliefs and supporting them with facts, details, and quotations. Review with Scholars the elements of strong opinion writing.

##### Teach and Model:

- **Use Facts and Details to Support an Opinion** - Use models to show how the writers support their opinion with reasons substantiated by details, facts, and quotations.

##### Prepare to Write:

- **State and Support an Opinion** - Use guiding questions to help scholars prepare to write about their opinions. Model forming and stating an opinion about text and citing text evidence to support that opinion.

##### Independent Writing Practice:

- **State and Support an Opinion** - Scholars will write two paragraphs stating an opinion about what daily life would be like living in a longhouse, being sure to give reasons based on text evidence.

##### Share Writing:

- Volunteers share their writing with the class. The class will identify the opinion statement, including reasons and evidence, in each paragraph.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Determine Main Idea and Supporting Details

##### Foundational Skills Mini-Lesson:

- **Latin Roots** *struct, scribe, scrip*

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers will use text-based evidence to state and support opinions.*
- **Engage Scholars** - Think about the Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*

### Resources:

#### Lesson 11 WRITING: Opinion Writing

- TE pg. 321
- TE pg. 318
- TE pg. 318
- Student Model
- TE pg. 319
- Teacher Modeled Writing
- TE pg. 320
- Digital Options
- TE pg. 320
- Student Writing

### Resources:

#### Lesson 12 READING: Determine Main Idea and Supporting Details

- TE pg. 322
- TE pg. 322
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 18-25
- TE pg. 322
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 18-25

## Grade 4 Reading/Writing

- **Read** - Follow Shared Reading Routine to read *Three Native Nations* pgs.18-25 focusing on key facts and ideas in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how we know the Sioux were determined people, based on text evidence.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Summarize** - Display and complete with class the Main Idea Chart to determine the main idea and details that support it to help summarize the text.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Commas and Coordinating Conjunctions** - Review compound sentences. Use examples to review comma and coordinating conjunction placement.

#### Set the Purpose:

- **Create a Plan** - Explain to scholars that over the next two lessons, they will plan, prewrite, and draft an introductory paragraph for a text about *Three Native Nations*, compare two sections of text and giving their opinion about which is most interesting.

#### Teach and Model:

- **Create a Plan** - Explain that when writers write an opinion based text, they first read closely to form an opinion. To present a clear, organized opinion, writers use a graphic organizer.

#### Prepare to Write:

- **Plan and Prewrite** - Scholars will consider guiding questions as they plan and prewrite about their comparison opinions. Model recording notes in a Venn

- TE pg. 322 Shared Reading Routine TR10-11
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 18-25
- TE pg. 322 Think-Pair-Share Routine TR2-3
- *Three Native Nations:Of the Woodlands, Plains, and Desert* pgs. 18-25

- TE pg. 323
- *Three Native Nations* pgs. 18-25
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 323-324
- By-the-Way Words - sinew, dialects
- Benchmark Vocabulary - nourished, revered, continent
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 324
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 18-25
- Main Idea Chart TR36

### Resources:

#### Lesson 12 WRITING: Opinion Writing

- TE pg. 331

- TE pg. 328
- *Three Native Nations*

- TE pg. 328
- Teacher's Model
- T-Chart TR39

- TE pg. 329
- Teacher Modeled Writing
- Venn Diagram TR43

## Grade 4 Reading/Writing

Diagram. Encourage scholars to look over their information and decide which is most interesting and to number details in logical order.

### Independent Writing Practice:

- **Plan and Prewrite** - Scholars will plan and prewrite for a text about *Three Native Nations*, in which they will compare two sections and give an opinion about which section is more interesting, using a graphic organizer.

### Share Writing:

- Volunteers share their writing with the class. The class will validate and question reasons and evidence provided to support opinions.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Explain Events

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *struct, scrib, scrip*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Explore Poetry** - Read *Ring Around the World*. Summarize and discuss the theme of the poem.
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *Three Native Nations* pgs. 26-31 understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the author includes to support an understanding of the Sioux way of life.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 330
- *Three Native Nations*
- Digital Options
- Sequence Chart Organizer TR37

- TE pg. 330
- Student Writing

### Resources:

#### Lesson 13 READING: Explain Events

- TE pg. 332
- TE pg. 332
- *Three Native Nations: Of the Woodlands, Plains, and Desert*
- TE pg. 332
- *Ring Around the World* Text Collection pg.123
- TE pg. 332
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 26-31
- TE pg. 332 Shared Reading Routine TR10-11
- *Three Native Nations: Of the Woodlands, Plains, and Desert* pgs. 26-31
- TE pg. 332 Think-Pair-Share Routine TR2-3
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 26-31
- TE pg. 333
- *Three Native Nations* pgs. 26-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- Benchmark Vocabulary - quill, social, custom
- Benchmark Vocabulary Routine for Informational Text TR24-25
- Generative Vocabulary Chart TE 203-205

## Grade 4 Reading/Writing

### Reading Analysis:

- **Explain Events** - Display and complete with class the Web B Chart to find evidence about events in the text.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Compound Sentences** - Use examples from *Three Native Nations: Of the Woodlands, Plains, and Deserts* to identify and understand compound sentences.

#### Set the Purpose:

- **Introduce a Topic Clearly** - Share elements of a strong introduction to opinion writing. Explain that opinion pieces begin with strong introductory statements.

#### Teach and Model:

- **Introduce a Topic Clearly** - Provide models that show when writers develop an introduction to an opinion essay, they state their opinion explicitly, and they provide details that relate clearly to the topic.

#### Prepare to Write:

- **Write an Introductory Paragraph** - Present scholars with guiding questions to assist in developing a plan for writing an introductory statement. Model crafting an introductory statement. Model writing introductory sentences.

#### Independent Writing Practice:

- **Write an Introductory Paragraph** - Scholars will craft their introductory paragraph that introduces the opinion essay they planned in Lesson 12. Remind scholars to establish a topic and state their opinion clearly and to use a strategy that will motivate the reader to learn more about the opinion.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify topics and opinions, and comment about the effectiveness of the strategy the writer used to gain readers' attention.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Main Ideas and Details

#### Foundational Skills Mini-Lesson:

- **Latin Roots**

- TE pg. 334
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pg. 26
- Web B Chart TR45

### Resources:

#### Lesson 13 WRITING: Opinion Writing

- TE pg. 341
- *Three Native Nations: Of the Woodlands, Plains, and Deserts*

- TE pg. 338

- TE pg. 338
- Teacher Modeled Writing

- TE pg. 339
- Teacher Modeled Writing
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pg.27

- TE pg. 340
- Student Writing Lesson 12
- Digital Options

- TE pg. 340
- Student Writing

### Resources:

#### Lesson 14 READING: Main Ideas and Details

- TE pg. 342

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Scholars will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine: *Three Native Nations* pgs. 32-39 to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Pueblo peoples managed to thrive in the desert in ancient times.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Determine Main Idea and Details** - Display and complete with class the Main Idea Chart to identify the main idea and key details that support it.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Explain that progressive verb tenses show actions continuing over time, using a form of the verb to be and a verb ending in *-ing*. Use examples to identify verb tenses.

### Set the Purpose:

- **Use Evidence from the Text** - Share with scholars the elements of strong opinion writing and the role of visuals in a text.

### Teach and Model:

- TE pg. 342
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 32-39
- TE pg. 342
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 32-39
- TE pg. 342 Shared Reading Routine TR10-11
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 32-39
- TE pg. 342
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 32-39
- Think-Pair-Share Routine TR2-3
- TE pg. 343
- *Three Native Nations* pgs. 32-39
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 343-344
- By-the-Way Words - pueblo, tributaries, mimicking
- Benchmark Vocabulary - irrigation, fashion
- Benchmark Vocabulary Routine for Informational Text TR24-25
- Generative Vocabulary Chart TE 203-205
- TE pg. 344
- *Three Native Nation: Of the Woodlands, Plains, and Deserts* pgs. 38-39
- Main Idea Chart TR36

### Resources:

#### Lesson 14 WRITING: Opinion Writing

- TE pg. 351
- TE pg. 348



## Grade 4 Reading/Writing

- **Use Evidence from the Text** - Provide visual models from *Three Native Nations*. Explain that models clarify ideas and details.

### Prepare to Write:

- **Write an Opinion Paragraph About a Visual** - Present scholars with guiding questions. Model forming and stating an opinion. Model supporting an opinion about visuals.

### Independent Writing Practice:

- **Write an Opinion Paragraph About a Visual** - Scholars will review pgs. 32-29 of *Three Native Nations* paying attention to the visuals. They will then write a paragraph giving their opinion about the visual that best supports the text.

### Share Writing:

- Volunteers share their writing with the class. The class will comment on presentations.

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Identify Key Details

#### Foundational Skills Mini-Lesson:

- **Latin Roots**

#### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Scholars will understand how interactions among communities affect cultures and people.*
- **Engage Scholars** - Share the Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to read *Three Native Nations* pgs. 40-46 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what types of information about Pueblo people the author provides.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 348
- Models from *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs.32-35

- TE pg. 349
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 34-35
- Teacher Modeling

- TE pg. 350
- *Three Native Nations*
- Digital Options

- TE pg. 350
- Student Writing

### Resources:

#### Lesson 15 READING: Identify Key Details

- TE pg. 352

- TE pg. 352
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 40-46

- TE pg. 352
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 40-46

- TE pg. 352 Shared Reading Routine TR10-11
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 40-46

- TE pg. 352 Think-Pair-Share Routine TR2-3
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pgs. 40-46

- TE pg. 353
- *Three Native Nations* pgs. 40-46
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 353-354
- By-the-Way Words - adobe brick, Zuni

## Grade 4 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Key Details** - Display and complete the Sorting Boxes to sort key details about Pueblo men and women from *Three Native Nations: Of the Woodlands, Plains, and Deserts*.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Commas and Coordinating Conjunctions** - Review coordinating conjunctions by reminding scholars that a coordinating conjunction often joins two independent clauses.

#### Set the Purpose:

- **Linking Words to Connect Reasons and Opinions** - Explain that linking words connect opinions with evidence, including reasons and examples, that support an opinion. Provide examples of linking words and phrases.

#### Teach and Model:

- **Linking Words to Connect Reasons and Opinions** - Provide a model to show how linking words and phrases help organize evidence and reasons/details that support their ideas.

#### Prepare to Write:

- **Organize by Grouping Related Information**- Scholars will use guiding questions to review the important elements of opinion writing that they can apply to their own writing. Model stating and supporting an opinion. Model using linking words and phrases.

#### Independent Writing Practice:

- **Organize by Grouping Related Information** - Scholars will continue to write about the visual that provides the most enhanced information in the text. They will focus on organizing ideas and details by grouping related information into well-organized paragraphs, connecting ideas with linking words and phrases.

#### Share Writing:

- Volunteers will share their writing. The class will identify the opinion, outline the support, and note the use and purpose of linking words and phrases.

- Benchmark Vocabulary - dominated
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 354
- *Three Native Nations: Of the Woodlands, Plains, and Deserts* pg. 40
- Sorting Boxes Graphic Organizer TR42

### Resources:

#### Lesson 15 WRITING: Opinion Writing

- TE pg. 361

- TE pg. 358

- TE pg. 358
- Teacher Modeled Writing

- TE pg. 359
- *Three Native Nations Of the Woodlands, Plains, and Deserts*
- Teacher Modeled Writing

- TE pg. 360
- Digital Options

- TE pg. 360
- Student Writing
- Writing Keystone Checklist

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 16 READING: Use Details and Examples to Support Ideas

##### Foundational Skills Mini-Lesson:

- **Related Words**

##### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to review notes and key passages in *The Longest Night* and *Three Native Nations* remembering main ideas and key details.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what types of details and information in each text support our understanding of American Indians.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Language Analysis:

- **Word Choice** - Guide scholars to look at specific examples from the text to study the effect of domain-specific words.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Spell Correctly** - Explain to scholars that misspellings can detract from message. Online or print dictionaries can be used to check spellings.

##### Set the Purpose:

### Resources:

#### Lesson 16 READING: Use Details and Examples to Support Ideas

- TE pg. 362
- TE pg. 362
- *The Longest Night, Three Native Nations*
- TE pg. 362
- *The Longest Night, Three Native Nations*
- TE pg. 362
- *The Longest Night and Three Native Nations*
- Shared Reading Routine TR10-11
- TE pg. 362
- *The Longest Night and Three Native Nations*
- Think-Pair-Share Routine TR2-3
- TE pg. 363
- *The Longest Night and Three Native Nations*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 353-354
- Benchmark Vocabulary -vigil, obstacle, customs, ceremonies
- Benchmark Vocabulary Routine for Informational and Literary Texts TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 364
- *The Longest Night* pgs. 8, 42

### Resources:

#### Lesson 16 WRITING: Opinion Writing

- TE pg. 371

## Grade 4 Reading/Writing

- **Develop a Conclusion** - Remind scholars that an effective conclusion restates the writer's point of view and summarizes main points using different wording from the other paragraphs. It does not introduce new information, but can be strengthened with a "clincher."

### Teach and Model:

- **Develop a Conclusion** - Explain that when writers write a concluding paragraph, they restate the topic, summarize their main ideas, and leave the reader with a fresh thought.

### Prepare to Write:

- **Write a Concluding Paragraph** - Scholars will use guiding questions to help form strong conclusions for their opinion writing. Scholars will brainstorm how to restate their opinions in new words. Model summarizing and restating, highlighting details, and leaving an impression.

### Independent Writing Practice:

- **Write a Concluding Paragraph** - Scholars will continue writing their opinion by adding a concluding paragraph. Remind them to restate and summarize their opinion in one or two sentences, using new words. Tell scholars to provide a "clincher" that adds a fresh twist.

### Share Writing:

- Volunteers share their concluding paragraphs with the class. The class will describe what they think the overall content of the opinion was. Help decide if the conclusion needs to be revised.

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Summarize and Contrast Texts

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to review notes and graphic organizers making connections across

- TE pg. 368

- TE pg. 368
- Teacher Modeled Writing

- TE pg. 369
- Teacher Modeling

- TE pg. 370
- Digital Options

- TE pg. 370
- Student Writing

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Summarize and Contrast Texts

- TE pg. 372

- TE pg. 372
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*

- TE pg. 372
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*

- TE pg. 372
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*

## Grade 4 Reading/Writing

texts and focusing on comparing and contrasting details.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the main topic of each text is similar and different.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Make Connections** - Display and complete the Three-Column Chart to contrast texts by summarizing to highlight overall differences.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Spell Correctly** - Review dictionary use with scholars. Use examples from the texts to practice dictionary usage.

#### Set the Purpose:

- **Improve Your Writing** - Remind scholars that editing and proofreading are important steps that will strengthen their writing. Provide scholars with the elements of strong opinion writing.

#### Teach and Model:

- **Improve Your Writing** - Provide model that presents excerpts from an opinion essay, paying careful attention to detail required during editing/proofreading process.

#### Prepare to Write:

- **Improve Your Writing** - Present guiding questions to scholars to consider when editing/proofreading. Model editing for clarity. Model proofreading by asking questions about conventions.

#### Independent Writing Practice:

- Shared Reading Routine TR10-11

- TE pg. 372
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Think-Pair-Share Routine TR2-3

- TE pg. 373
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 374
- Benchmark Vocabulary -warriors, possessions, alliance
- Benchmark Vocabulary Routines for Literary and Informational Texts TR24-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 374
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Three-Column Chart TR40

### Resources:

#### Lesson 17 WRITING: Opinion Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- Student Model

- TE pg. 379
- Teacher Modeling

## Grade 4 Reading/Writing

- **Improve Your Writing** - Scholars will edit/proofread opinion text, and rewrite their revised paper.

### Share Writing:

- Volunteers share their writing with the class asking others to identify opinion statement, supporting reasons, and what each reason adds to overall opinion.

### Learning Opportunities/Strategies:

#### **Lesson 18 READING: Use Details to Compare/Contrast Texts**

#### **Foundational Skills Mini-Lesson:**

- **Related Words**

#### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand the importance of supporting opinions about various texts.*
- **Engage Scholars** - Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Read** - Follow Shared Reading Routine to review notes and graphic organizers from texts in module making connections across texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss one way each text informs readers about how the people used natural resources.

#### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### **Reading Analysis:**

- **Compare/Contrast** - Display and complete with class the Venn Diagram to explain that making connections across texts involves comparing/contrasting key details in the texts.

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 18 READING: Use Details to Compare/Contrast Texts**

- TE pg. 382
- TE pg. 382
- *The Longest Night, Three Native Nations, Northwest Coast Peoples*
- TE pg. 382
- *The Longest Night, Three Native Nations, Northwest Coast Peoples*
- TE pg. 382
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Shared Reading Routine TR10-11
- TE pg. 382
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Think-Pair-Share Routine TR2-3
- TE pg. 383
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 384
- Benchmark Vocabulary - ritual, significant, social
- Benchmark Vocabulary Routines for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 384
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Using the Dictionary** - Review dictionary use with scholars. Use examples from the texts to practice dictionary usage.

##### Set the Purpose:

- **Publish Your Writing**- Remind scholars that after proofreading/editing, the next step is to publish and present.

##### Teach and Model:

- **Publish Your Writing** - Use Student Model to help explain to scholars the questions they should ask themselves when determining the best way to share their work.

##### Prepare to Write:

- **Publish and Present Opinion Writing** - Scholars will choose a publishing and presentation method that suits this style of writing. Model using computer software to present opinions and adding supportive visuals. Allow time for scholars to gather materials.

##### Independent Writing Practice:

- **Publish and Present Opinion Writing** - Scholars will publish/present opinion writing they have been working on. Remind scholars to use computer software to show opinions and reasoning in a clear way, and to provide visuals to support their opinions.

##### Share Writing:

- Volunteers will share writing with the class. The class will discuss how well they understood the opinion statement and the reasons.

### Learning Opportunities/Strategies:

#### Lesson 19 WRITING: Opinion Writing

- **Set the Purpose:** Introduce the writing prompt: What is your opinion on the use of energy and fuel from renewable vs. nonrenewable resources. Which one do you think is the most valuable? Read the article from ReadWorks: Energy for Life.
- **Teach and Model:** Teacher models forming an opinion about renewable and nonrenewable resources and finding reasons from the text.
- **Prepare to Write:** Students create reasons and evidence to support their opinions.
- **Independent Writing:** Students introduce their topic with a clear opinion statement, provide logically ordered reasons that are supported by facts and details from

### Resources:

#### Lesson 18 WRITING: Opinion Writing

- TE pg. 391
- TE pg. 388
- TE pg. 388
- Student Model
- *The Longest Night, Three Native Nations, and Northwest Coast Peoples*
- TE pg. 389
- Teacher Modeled Writing
- TE pg. 390
- Digital Options
- TE pg. 390
- Student Writing

### Resources:

#### Lesson 19 WRITING: Opinion Writing

- Read works Article: Energy for Life



## Grade 4 Reading/Writing

the text, link opinion and reasons using words, phrases, and clauses, and provide a conclusion related to their opinion.

- **Sharing:** Students report their writing presenting their opinion with logical ideas and facts with descriptive details to support their opinion.

### Learning Opportunities/Strategies:

#### **Performance Based Assessment:**

- **Opinion Task: Write About Native American Culture**  
- Scholars will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up.
- **Scholars will:**
  - introduce the topic and state their opinion.
  - provide reasons for their opinion and use text evidence to support them.
  - provide a conclusion that restates their opinion.

#### **Prepare:**

- **Review** - Discuss Essential Questions: *How can readers state and support opinions about both literary and informational texts? How do writers use text evidence to support their opinions?*
- **Revisit the Text** - Remind scholars that in *The Longest Night*, they learn about a native ritual that one young man goes through in order to be considered a warrior. In *Northwest Coast People*, the author touches upon each area of the Northwest Coast. *Three Native Nations* tells about the history and culture of three different native nations.
  - Display and read aloud excerpt from *The Longest Night*.
  - Display and read aloud excerpt from *Northwest Coast Peoples*.
  - Display and read aloud excerpt from *Three Native Nations: Of the Woodlands, Plains, and Desert*.

Tell scholars that when they are deciding which Native American culture they wish they had grown up in, they should compare information provided in all three texts. Scholars begin with a Venn Diagram, which will help them decide which group they prefer.

- **Create:** Scholars will compare Wind Runner's Vision Quest in *The Longest Night* to information on village and family life in *Northwest Coast Peoples*. Then, consider information presented on daily life in *Three Native Nations*.

### Resources:

#### **Performance-Based Assessment:**

- TE pgs. 392
- Reproducible pg. 396

- TE pg. 393

- TE pg. 393
- *The Longest Night* pg. 4
- *Three Native Nations* pg. 6
- *Northwest Coast Peoples* pg. 108
- Venn Diagram TR43

- TE pg. 394
- Venn Diagram TR43
- *The Longest Night*, *Three Native Nations*, and *Northwest Coast Peoples*

## Grade 4 Reading/Writing

<ul style="list-style-type: none"><li>● <b>Score Writing:</b> Use Opinion Writing Rubric</li><li>● <b>Present:</b> Follow suggestions for scholars to share their writing with the class or in small groups.</li><li>● <b>Reflect and Respond:</b> For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.</li></ul>	<ul style="list-style-type: none"><li>● TE pg. 397 Opinion Writing Rubric</li><li>● TE pg. 398</li><li>● Digital Options</li><li>● TE 399</li></ul>		
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27  Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Extension</li><li>● Sleuth</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Text Club Routines TR24-27  Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● Performance-Based Assessment Lesson</li></ul> Scaffolded Instruction - Strategic Support If...then...Quick Check  ReadyUp! Intervention	Reader's & Writer's Journal <ul style="list-style-type: none"><li>● Prompts - Write in Response to Reading</li><li>● Benchmark Vocabulary Practice</li></ul> Small Group Options: <ul style="list-style-type: none"><li>● Guided Reading</li><li>● Conference on Independent Reading</li><li>● Reading Analysis Support</li><li>● Sleuth</li><li>● Foundational Skills</li><li>● Guided Writing</li></ul> Realize Online Platform <ul style="list-style-type: none"><li>● Games/Videos</li><li>● Listen to Reading</li></ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"><li>● Unlock the Text</li><li>● Unlock the Writing</li><li>● Unlock Language Learning</li><li>● Performance-Based Assessment Lesson</li></ul> Scaffolded Instruction - English Language Scholars If...then...Quick Check  ReadyUp! Intervention

# Grade 4 Reading/Writing

## Unit Three: Exploring Impact and Effect - Module A

### Stage 1: Desired Results

#### Standards & Indicators:

##### **NJSLS ELA Reading Foundational Skills**

- **L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.4.3.a.-** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.a.-** Read grade-level text with purpose and understanding.
- **L.RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

##### **NJSLS ELA Reading**

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of a character, setting, or event that draws on textual evidence.
- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.-** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.PP.4.5.-** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.-** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.-** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

##### **NJSLS ELA Writing Foundational Skills**

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

## Grade 4 Reading/Writing

- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.F.** -Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### NJSLS ELA Writing

- **W.IW.4.2.-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.-** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **W.IW.4.2.B.-** Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.4.2.C.-** Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **W.IW.4.2.D.-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.E.-** Provide a conclusion related to the information or explanation presented.
- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

## Grade 4 Reading/Writing

- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Math**

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
- **4.M.A.2.-** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions and decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### **NJSLS Social Studies**

- **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

### **NJSLS Science**

- **4-ESS1-1.-** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- **4-ESS2-1.-** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- **4-ESS2-2.-** Analyze and interpret data from maps to describe patterns of Earth's features.
- **4-ESS3-2.-** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

### **NJSLS Health and Physical Education**

- **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- **2.1.5.CHSS.1:** Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- **9.4.5.IML.6 -** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

## Grade 4 Reading/Writing

<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Readers understand that different types of texts can be used to analyze similar topics and ideas.</li> <li>• Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.</li> <li>• Learners understand that science is a newer method of explaining natural phenomena.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <p>How do readers use both literary and informational texts to increase their understanding of a topic?</p> <p>How do writers use evidence from both literary and informational texts to state and support an opinion?</p>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Readers will analyze both literary and informational texts on the same topic.</li> <li>• Writers will use evidence from both literary and informational texts to write an opinion essay..</li> <li>• Learners will understand that the ways in which people explain natural phenomena have changed over time.</li> </ul> <p><b>Text Complexity Measures - TR48 - TR57</b> The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> <li>• <b>Quantitative Measures</b> <ul style="list-style-type: none"> <li>◦ Lexile</li> </ul> </li> <li>• <b>Qualitative Measures</b> <ul style="list-style-type: none"> <li>◦ Literary/Informational Text</li> <li>◦ Text Structure</li> <li>◦ Language and Vocabulary</li> <li>◦ Theme and Knowledge Demands</li> </ul> </li> <li>• <b>Reader and Task Consideration</b> <ul style="list-style-type: none"> <li>◦ Motivation, Knowledge, Experiences of Students</li> <li>◦ Difficulty of the Task or Questions Posed</li> </ul> </li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Visuals</li> <li>• Explain an Event</li> <li>• Compare/Contrast</li> <li>• Figurative Language</li> <li>• Word Meanings</li> <li>• Draw Inferences</li> <li>• Similes/Metaphors</li> <li>• Compare Settings</li> <li>• Sensory Details</li> <li>• Describe a Character</li> <li>• Synonyms</li> <li>• Context Clues</li> <li>• Describe an Event</li> <li>• Summarize</li> <li>• Purpose of a Text</li> <li>• Make Connections</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• State and Support an Opinion</li> <li>• Write an Opinion Paragraph</li> <li>• Use Facts/Details to Support Opinion</li> <li>• Write an Opinion Paragraph About Comparisons</li> <li>• Write an Introductory Paragraph</li> <li>• Support an Opinion with Facts and Details</li> <li>• Support Opinion with Valid Evidence</li> <li>• Write an Opinion Paragraph about a Simile</li> <li>• Use Text Evidence to Support an Opinion</li> <li>• Write an Opinion Paragraph about a Description</li> <li>• Support an Opinion with Text Evidence</li> <li>• Plan an Opinion Piece that Compares/Contrasts</li> <li>• Write a Draft of an Opinion Piece</li> <li>• Write a Closing Paragraph</li> <li>• Reverse a Closing Paragraph</li> <li>• Revise a Draft Using Linking Words</li> <li>• Edit and Proofread an Opinion Piece</li> <li>• Publish and Present an Opinion Piece</li> </ul>
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <p><b>Performance Based Assessment:</b></p>	<p><b><u>Other Evidence:</u></b></p> <p><b>Beginning of Year Assessment:</b></p>

## Grade 4 Reading/Writing

- **Opinion Task:** Identify Effective Writing-Scholars will analyze two of the texts they have read in this module-*Earthquakes* and *Quake!*-and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.
- **Scholars will:**
  - introduce the topic and state their opinion.
  - create a clear organizational structure.
  - provide reasons that are supported by evidence from the texts.
  - use linking words to connect their reasons to their opinion.
  - provide a conclusion that summarizes their opinion.

- Baseline Assessment

### Formative Assessments:

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

### Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

**Lesson 1 - READING: Use Details and Examples to Talk About a Text**

#### Foundational Skills Mini-Lesson:

- **Multiple Meaning Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of texts can be used to analyze similar topics and ideas.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-9 in *Earthquakes* focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what types of damages caused by earthquakes are described in the text.

**Close Read:**

### Resources:

**Lesson 1 - READING: Use Details and Examples to Talk About a Text**

- TE pg. 12
- TE pg. 12
- TE pg. 12
- *Earthquakes*
- TE pg. 12
- *Earthquakes* pgs. 4-9
- Shared Reading Routine TR10-11
- TE pg. 12
- *Earthquakes* pgs. 4-9
- Think-Pair-Share Routine TR2-3



## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Sequence** - Display and complete with class the Sequence Chart to record sequence of events.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Use examples from text to work with progressive verb tenses. Have scholars use progressive tenses to discuss what happens in the classroom or their lives.

#### Set the Purpose:

- **Features of Opinion Writing** - Provide different types of opinion writing. Share the elements of strong opinion writing with scholars.

#### Teach and Model:

- **Features of Opinion Writing** - Explain that when writers write an opinion based text, they first read closely to understand key ideas, then form their opinion. Opinions are substantiated by detail, facts, and quotations. Provide Student Model.

#### Prepare to Write:

- **State and Support an Opinion** - Present scholars with guiding questions to prepare them to write about their opinions. Model forming/stating an opinion. Model using details to support opinions.

#### Independent Writing Practice:

- **State and Support an Opinion** - Scholars will look at photo on pg. 4 and reread text on pg.5. Write a paragraph explaining whether the earthquake had some positive effects on the population or only negative effects. Support opinion with reasons and evidence from the text.

#### Share Writing:

- TE pg. 13 *Earthquakes* pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - earthquake, faults
- Benchmark Vocabulary - instruments, populated, energy
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 14
- Sequence Chart TR46
- *Earthquakes* pg. 8

### Resources:

#### Lesson 1 - WRITING: Opinion Writing

- TE pg. 21
- *Earthquakes* pg.8
- TE pg. 18
- TE pg. 18
- Student Model
- TE pg. 19
- Teacher Modeled Writing
- TE pg. 20
- *Earthquakes* pgs. 4-5
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will identify the opinion statement, including reasons and evidence. Comment on writer's use of verbs and verb tenses.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Identify Key Ideas and Details

##### Foundational Skills Mini-Lesson:

- **Multiple-Meaning Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of texts can be used to analyze similar topics and ideas.*
- **Explore Poetry** - Read poem. Discuss rhyme, meter, and verse in the poem.
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 10-13 in *Earthquakes* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why most earthquakes happen in California.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Visuals** - Display and complete T-Chart with class to record factual statements supported by the map on pg. 11.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Modal Auxiliaries** - Use examples to help scholars use and understand modal auxiliaries. Compose sentences.

- TE pg. 20
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 2 - READING: Identify Key Ideas and Details

- TE pg. 22
- TE pg. 22
- *Instructions for Earth's Dishwasher* Text Collection pg. 55
- TE pg. 22
- *Earthquakes* pg. 10-13
- TE pg. 22
- *Earthquakes* pg. 10-13
- Shared Reading Routine TR10-11
- TE pg. 22
- *Earthquakes* pg. 10-13
- Think-Pair-Share Routine TR2-3
- TE pg. 23 *Earthquakes* pg. 10-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - crust, plates
- Benchmark Vocabulary - dense, churns, strains, stresses
- Benchmark Vocab Routine for Info Text TR24-27
- Generative Vocabulary Chart TE pgs. 3-5
- TE pg. 24
- T-Chart TR39
- *Earthquakes* pg. 11

### Resources

#### Lesson 2 WRITING: Opinion Writing

- TE pg. 31

## Grade 4 Reading/Writing

### Set the Purpose:

- **Use Visuals to Support Opinion** - Explain that visuals can be a useful way to summarize text, and can sometimes help explain an idea more concisely than text alone.

### Teach and Model:

- **Use Visuals to Support Opinion** - Walk through process of analyzing visuals to help form an opinion about a text. Display map of earthquake zones. Provide Student Model.

### Prepare to Write:

- **Write an Opinion Paragraph** - Share the process scholars can use when responding to opinion writing prompts. Identify possible viewpoints and list details to support reasons. Model identifying and determining a viewpoint to write about.

### Independent Writing Practice:

- **Write an Opinion Paragraph** - Scholars will write an opinion paragraph telling which of the maps more effectively supports the topic of the text. Scholars will include two examples of details from the text that are supported by the map they choose.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the opinion statement in each paragraph.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Explain Events

### Foundational Skills Mini-Lesson:

- **Multiple Meaning Word**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of texts can be used to analyze similar topics and ideas.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-17 in *Earthquakes* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details in the text surrounding the San Francisco earthquake.

- TE pg. 28

- TE pg. 28
- *Earthquakes* pg. 10-11
- Student Model

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- Digital Options

- TE pg. 30
- Student Writing

### Resources:

#### Lesson 3 READING: Explain Events

- TE pg. 32

- TE pg. 32
- *Earthquakes* pgs. 14-17

- TE pg. 32
- *Earthquakes* pgs. 14-17

- TE pg. 32
- *Earthquakes* pgs. 14-17
- Shared Reading Routine TR10-11

- TE pg. 32
- *Earthquakes* pgs. 14-17
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Explain an Event** - Display and complete the Web B Chart to record details about the San Francisco earthquake.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Use Relative Adverbs** - Remind scholars that relative adverbs tell location, timing, and reason. Scholars write sentences using words that tell where, when, and why.

### Set the Purpose:

- **Produce Clear Opinions** - Remind scholars that an opinion is a belief or idea that a person forms about a topic or situation. Use guiding questions to help scholars analyze opinion writing.

### Teach and Model:

- **Produce Clear Opinions** - Use student model to help scholars see that writers clearly state an opinion and provide details to support it.

### Prepare to Write:

- **Facts and Details to Support an Opinion** - Explain that in opinion writing, an opinion isn't simply what a writer likes or dislikes, but an idea formed after researching or gathering facts/details about a topic. Help scholars create a list of sources they can use to research a topic. Summarize the steps involved in forming a clear and supported opinion.

### Independent Writing Practice:

- **Facts and Details to Support an Opinion** - Scholars will write a brief explanation of what happened during the San Francisco earthquake of 1906, showing clear writing and organization of text. They will state opinion

- TE pg. 33
- *Earthquakes* pgs. 14-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - San Andreas Fault
- Benchmark Vocabulary - violent, vertical
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 34
- Web B Chart TR45
- *Earthquakes* pgs. 16-17

### Resources:

#### Lesson 3 WRITING: Opinion Writing

- TE pg. 41
- TE pg. 38
- TE pg. 38
- Student Model
- TE pg. 39
- Teacher Modeled Writing
- List of Digital Sources
- TE pg. 40
- Digital Options

## Grade 4 Reading/Writing

about what the most significant impact of the event was and provide facts, details, and visuals as support.

### Share Writing:

- Volunteers share their writing with the class. Class will decide if opinion is sufficiently supported by facts/details.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Compare and Contrast Details

### Foundational Skills Mini-Lesson:

- **Multiple-Meaning Words**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 18-23 in *Earthquakes* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how scientists measure and compare earthquakes.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Compare/Contrast**- Use models from *Earthquakes* to focus on how the author compares/contrasts the sizes of earthquakes.

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 4 READING: Compare and Contrast Details

- TE pg. 42
- TE pg. 42
- *Earthquakes* pgs. 18-23
- TE pg. 42
- *Earthquakes* pgs. 18-23
- TE pg. 42
- *Earthquakes* pgs. 18-23
- Shared Reading Routine TR10-11
- TE pg. 42
- *Earthquakes* pgs. 18-23
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *Earthquakes* pgs. 18-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-54
- By-the-Way Words - seismographs, magnitude, Richter scale
- Benchmark Vocabulary - detect, registers, immense, effects
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 44
- *Earthquakes* pgs. 20 & 23

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Correct Capitalization** - Use examples from *Earthquakes* to review that proper nouns and proper adjectives are always capitalized, as is the first word of every sentence. Write sentences using correct capitalization.

##### Set the Purpose:

- **Group Related Ideas** - Remind scholars of the elements that opinion writing should include. Explain that grouping reasons and opinions they support helps readers understand why the opinion is valid.

##### Teach and Model:

- **Group Related Ideas** - Use examples from *Earthquakes* to show how the writer groups related information about measuring and comparing earthquakes.

##### Prepare to Write:

- **Write an Opinion Paragraph About Comparisons** - Present scholars with guiding questions that will assist them in developing an opinion. Model how to form and state an opinion, and how to find evidence in the text to support the opinion.

##### Independent Writing Practice:

- **Write an Opinion Paragraph About Comparisons** - Scholars will review text and photos on pgs. 18-23. They will write a paragraph to express their opinion about the way the text makes comparisons between Sumatra and San Francisco earthquakes.

##### Share Writing:

- Volunteers share their writing with the class. Class will identify the opinion statement and supporting reasons/evidence in each shared paragraph.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Use Key Details and Examples to Talk About Text

##### Foundational Skills Mini-Lesson:

- **Multiple-Meaning Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*

### Resources:

#### Lesson 4 WRITING: Opinion Writing

- TE pg. 51
- *Earthquakes*

- TE pg. 48

- TE pg. 48
- *Earthquakes*

- TE pg. 49
- Teacher Modeled Writing

- TE pg. 50
- *Earthquakes* pgs. 18-23
- Digital Options

- TE pg. 50
- Student Writing

### Resources:

#### Lesson 5 READING: Use Key Details and Examples to Talk About Text

- TE pg. 52

- TE pg. 52
- *Earthquakes* pgs. 24-29

## Grade 4 Reading/Writing

- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 24-29 in *Earthquake* focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the types of damage caused by earthquakes in the text.

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Figurative Language** - Display and complete with class the T-Chart to explain that a simile is a comparison of two unlike things.

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Use Adjectives Correctly** - Discuss what an adjective is and how it should be placed before the word it describes. Scholars list adjectives that appeal to the senses.

#### Set the Purpose:

- **Introduce a Topic** - Explain to scholars that in opinion writing, the first paragraph set the stage for what is to come. Share elements of a strong introduction.

#### Teach and Model:

- **Introduce a Topic** - Explain that before writing an opinion, scholars must understand key ideas. Use model to show that the writer's opinion is introduced in the opening paragraphs.

#### Prepare to Write:

- TE pg. 52
- *Earthquakes* pgs. 24-29
- TE pg. 52
- *Earthquakes* pgs. 24-29
- Shared Reading Routine TR10-11
- TE pg. 52
- *Earthquakes* pgs. 24-29
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Earthquakes* pgs. 24-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Words - volcanoes, quicksand
- Benchmark Vocabulary - miniature, erupted, foundations
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 54
- T-Chart TR39
- *Earthquakes* pg. 24

### Resources:

#### Lesson 5 WRITING: Opinion Writing

- TE pg. 61
- TE pg. 58
- TE pg. 58
- Student Model



## Grade 4 Reading/Writing

- **Write an Introductory Paragraph** - Present scholars with guiding questions that will assist them in developing a plan for writing their introductory paragraph. Model forming and stating an opinion about the Alaskan earthquake.

### Independent Writing Practice:

- **Write an Introductory Paragraph** - Scholars will write an introductory paragraph describing events caused by the 1964 earthquake in Anchorage, Alaska. They will introduce the topic clearly, explain why the earthquake was important, and state their opinion about the topic.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the topic and opinion statement, and comment on the use of adjectives used to describe events caused by the earthquakes.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Comprehend Informational Text

#### Foundational Skills Mini-Lesson:

- **Suffixes -ian, -ist, -ism**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 30-32 in *Earthquakes* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some ways to stay safe during an earthquake, and how the author organizes information in this section of text.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 59
- Teacher Modeled Writing

- TE pg. 60
- Digital Options

- TE pg. 60
- Student Writing

### Resources:

#### Lesson 6 READING: Comprehend Informational Text

- TE pg. 62

- TE pg. 62
- *Earthquakes* pgs. 30-32

- TE pg. 62
- *Earthquakes* pgs. 30-32

- TE pg. 62
- *Earthquakes* pgs. 30-32
- Shared Reading Routine TR10-11

- TE pg. 62
- *Earthquakes* pgs. 30-32
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *Earthquakes* pgs. 30-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 63-64
- By-the-Way Words - earthquake-prone, earthquake-resistant

## Grade 4 Reading/Writing

Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Meaning** - Model how to use text features to better understand the meanings of words.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Prepositional Phrases** - Remind scholars that a preposition shows the relationship between a noun/pronoun and another word in the sentence. Write sentences with prepositional phrases.

#### Set the Purpose:

- **Develop the Topic to Support an Opinion** - Explain to scholars that effective opinion writing is built on a clearly stated opinion supported by compelling reasons, facts, and examples, using linking words/phrases to make the relationship between ideas and evidence clear.

#### Teach and Model:

- **Develop the Topic to Support an Opinion** - Use Student Model to help scholars understand how linking words and phrases clarify the relationships between reasons, facts, examples, and the opinion they support.

#### Prepare to Write:

- **Support an Opinion with Facts and Details** - Remind scholars that they must be able to support their opinion with strong facts, reasons, and examples. Model forming an opinion based on the text. model grouping related ideas using linking words.

#### Independent Writing Practice:

- **Support an Opinion with Facts and Details** - Scholars will write a paragraph stating and supporting opinion about whether they would live in an earthquake-prone area.

#### Share Writing:

- Volunteers share their writing with the class. Class will identify opinion statement and the reasons, facts, and examples that support it.

- Benchmark Vocabulary - slightest, predict
- Benchmark Vocab Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 64
- *Earthquakes* pgs. 30-32

### Resources:

#### Lesson 6 WRITING: Opinion Writing

- TE pg. 71

- TE pg. 68

- TE pg. 68
- Student Model

- TE pg. 69
- Teacher Modeled Writing
- *Earthquakes* pg. 30

- TE pg. 70
- Digital Options

- TE pg. 70
- Student Writing
- Writing Keystone Checklist

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Make Inferences About Text

##### Foundational Skills Mini-Lesson:

- **Suffixes -ian, -ist, -ism**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of text can be used to analyze similar topics and ideas.*
- **Explore Poetry** - Read poem *Natural Disasters*. Identify rhythmic structure of the poem.
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 5-8 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss clues in the text that reveal setting.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Draw Inferences** - Display and complete the Inference Chart to use story clues to make inferences about the animals' behavior in the text.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Commas and Quotation Marks** - Use examples from *Quake!* to teach proper use of commas and quotation marks. Provide scholars with comic strip and have them write dialogue using quotation marks and commas.

##### Set the Purpose:

- **Use Valid Evidence** - Tell scholars sometimes they need to make inferences to come to conclusions

### Resources:

#### Lesson 7 READING: Make Inferences About Text

- TE pg. 72
- TE pg. 72
- *Quake!* Text Collection pgs. 5-8
- TE pg. 72
- *Natural Disasters* Text Collection pgs. 56
- TE pg. 72
- *Quake!* Text Collection pgs. 5-8
- TE pg. 72 Shared Reading Routine TR10-11
- *Quake!* Text Collection pgs. 5-8
- TE pg. 72 Think-Pair-Share Routine TR2-3
- *Quake!* Text Collection pgs. 5-8
- TE pg. 73 *Quake!* Text Collection pgs. 5-8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words - produce
- Benchmark Vocabulary - tense, coaxed, agitated, frantic
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 74
- *Quake!* Text Collection pgs. 5-8
- Inference Chart T40

### Resources:

#### Lesson 7 WRITING: Opinion Writing

- TE pg. 81
- *Quake!*
- TE pg. 78

## Grade 4 Reading/Writing

<p>based on text. Emphasize that inferences are not wild guesses.</p> <p><b>Teach and Model:</b></p> <ul style="list-style-type: none"> <li>• <b>Use Valid Evidence</b> - Use models and guiding questions to direct scholars through pgs. 6-7 of <i>Quake!</i></li> </ul> <p><b>Prepare to Write:</b></p> <ul style="list-style-type: none"> <li>• <b>Support an Opinion with Valid Evidence</b> - Follow steps to help prepare writers to write a response to an opinion-based prompt. Model weighing evidence and forming an opinion.</li> </ul> <p><b>Independent Writing Practice:</b></p> <ul style="list-style-type: none"> <li>• <b>Support an Opinion with Valid Evidence</b> - Scholars will respond to prompt: How do you think Jacob feels about the dog? Scholars will form an opinion and support it with valid text evidence.</li> </ul> <p><b>Share Writing:</b></p> <ul style="list-style-type: none"> <li>• Volunteers share their writing with the class. Class will identify each writer's opinion and the evidence each writer used.</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Lesson 8 READING: Understand Figurative Language</b></p> <p><b>Foundational Skills Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>• <b>Suffixes -ian, -ist, -ism</b></li> </ul> <p><b>Build Understanding:</b></p> <ul style="list-style-type: none"> <li>• <b>Set the Purpose</b> - Enduring Understanding: <i>Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.</i></li> <li>• <b>Engage Scholars</b> - Essential Questions: <i>How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?</i></li> <li>• <b>Read</b> - Follow Shared Reading Routine to read pgs. 8-10 in <i>Quake!</i> focusing on what the text is about.</li> <li>• <b>Turn and Talk</b> - Follow Think-Pair-Share Routine to discuss how the author describes the danger of the earthquake.</li> </ul> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Cite Text Evidence</b> - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• TE pg. 78</li> <li>• Student Model</li> <li>• <i>Quake!</i> pgs. 6-7</li> <li>• TE pg. 79</li> <li>• Teacher Modeled Writing</li> <li>• TE pg. 80</li> <li>• Digital Options</li> <li>• TE pg. 80</li> <li>• Student Writing</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Lesson 8 READING: Understand Figurative Language</b></p> <ul style="list-style-type: none"> <li>• TE pg. 82</li> <li>• TE pg. 82</li> <li>• <i>Quake!</i> pgs. 8-10 Text Collection</li> <li>• TE pg. 82</li> <li>• <i>Quake!</i> pgs. 8-10 Text Collection</li> <li>• TE pg. 82</li> <li>• <i>Quake!</i> pgs. 8-10 Text Collection</li> <li>• Shared Reading Routine TR10-11</li> <li>• TE pg. 82</li> <li>• <i>Quake!</i> pgs. 8-10 Text Collection</li> <li>• Think-Pair-Share Routine TR2-3</li> <li>• TE pg. 83</li> <li>• <i>Quake!</i> pgs. 8-10 Text Collection</li> <li>• Whole Class Discussion Routine TR4-5</li> </ul>
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## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Similes/Metaphors** - Display and complete the Three-Column Chart to record examples of figurative language using *Quake!*

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Modal Auxiliaries** - Use models and sentence frames to teach *can*, *may*, and *must*.

#### Set the Purpose:

- **Analyze Evidence** - In opinion writing, the writer clearly states their opinion and then backs it up with reasons that are supported by strong evidence. Share list of specific types of evidence used to support an opinion based on a text.

#### Teach and Model:

- **Analyze Evidence** - Explain that writers analyze evidence used to support opinions to make sure statements are valid. The most important reason or piece of evidence should be presented first. Share Student Model.

#### Prepare to Write:

- **Write an Opinion Paragraph About a Simile** - Explain that scholars will write an opinion paragraph about a simile from the text, after rereading relevant sections of the text to look for evidence that will support an opinion. Model forming and stating an opinion about similes on pgs. 8-9 of *Quake!* Point out that writers often use *I think*, *I believe*, or *in my opinion* to show their opinion. Model thinking about evidence.

#### Independent Writing Practice:

- **Write an Opinion Paragraph About a Simile** - Display prompt: *Jacob's ears filled with a roar as loud as thunder. What does this simile mean? State your opinion on whether or not this simile is effective. Support your reasons with evidence from the text.* Scholars write paragraph in response to the prompt.

#### Share Writing:

- Small Group Discussion TR6-7
- TE pgs. 83-84
- By-the-Way Words - pitched
- Benchmark Vocabulary - realized, stampeded, careened
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 84
- *Quake!* pg. 9 Text Collection
- Three-Column Chart TR40

### Resources:

#### Lesson 8 WRITING: Opinion Writing

- TE pg. 91
- TE pg. 88
- TE pg. 88
- Student Model
- TE pg. 89
- *Quake!* pgs. 8-9 Text Collection
- Teacher Modeled Writing
- TE pg. 90
- Journal Prompt
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. Class identifies opinion, reasons, and evidence.

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Describe Story Elements

##### Foundational Skills Mini-Lesson:

- **Suffixes -ian, -ist, -ism**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.*
- **Engage Scholars** -Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs, 11-13 in *Quake!* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details about the setting that reveal the effects of the earthquake.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Compare Settings** - Display and complete with class the Compare/Contrast Chart to compare/contrast the setting before and after the aftershock of the earthquake.

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Frequently Confused Words** - Use examples to determine the correct meanings and spellings of homophones.

##### Set the Purpose:

- TE pg. 90
- Student Writing

### Resources:

#### Lesson 9 READING: Describe Story Elements

- TE pg. 92

- TE pg. 92
- *Quake!* pgs. 11-13 Text Collection

- TE pg. 92
- *Quake!* pgs. 11-13 Text Collection

- TE pg. 92
- *Quake!* pgs. 11-13 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 92
- *Quake!* pgs. 11-13 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Quake!* pgs. 11-13 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 94
- Benchmark Vocabulary - aimlessly, debris, emerged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 94
- Compare/Contrast Chart TR33
- *Quake!* pgs. 11-13 Text Collection

### Resources:

#### Lesson 9 WRITING: Opinion Writing

- TE pg. 101

## Grade 4 Reading/Writing

- **Use Text Evidence** - Writers have to convince readers of the validity of their beliefs or judgements and provide reasons and evidence for their opinions. Provide list of questions that will assist scholars in drawing inferences and forming opinions about literary texts.

### Teach and Model:

- **Use Sensory Details** - Writers form opinions about texts and look for evidence from text to support their opinions. Provide Student Model.

### Prepare to Write:

- **Use Text Evidence to Support an Opinion** - Scholars will be gathering text evidence to form and support an opinion about the changes in the setting of *Quake!* pgs. 11-13. Provide a list of steps to take to complete a T-Chart and analyze the setting. Model forming and stating an opinion.

### Independent Writing Practice:

- **Use Text Evidence to Support an Opinion** - Scholars will think about the text on pgs. 11-13 and review graphic organizers. They write a paragraph in response to the prompt: *What can you conclude about the setting following the earthquake in Quake!?* using evidence from the *Quake!*

### Share Writing:

- Volunteers share their writing with the class. Class will identify the opinion statement, including text evidence. Discuss similarities and differences in opinions.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Descriptive Details

#### Foundational Skills Mini-Lesson:

- **Suffixes -ian, -ist, -ism**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of text can be used to analyze similar topics and ideas.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-16 in *Quake!* understanding what the text is mainly about.

- TE pg. 98

- TE pg. 98
- Student Model

- TE pg. 99
- *Quake!* pgs. 11-13 Text Collection
- Teacher Modeled Writing
- T-Chart organizer

- TE pg. 100
- Prompt
- *Quake!* pgs. 11-13 Text Collection
- Digital Options

- TE pg. 100
- Student Writing

### Resources:

#### Lesson 10 READING: Descriptive Details

- TE pg. 102

- TE pg. 102
- *Quake!* pgs. 14-16 Text Collection

- TE pg. 102
- *Quake!* pgs. 14-16 Text Collection

- TE pg. 102
- *Quake!* pgs. 14-16 Text Collection
- Shared Reading Routine TR10-11



## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what effect the conversation with the stranger has in the story and Jacob's state of mind.

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Sensory Details** - Display and complete with class the Three-Column Chart to record how Jacob is feeling after the earthquake.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Order Adjectives Correctly** - Scholars will practice writing descriptive sentences about San Francisco after the earthquake, using three correctly ordered adjectives.

#### Set the Purpose:

- **Analyze Sensory Details** - Remind scholars that sensory details are used to communicate experiences and events precisely and they appeal to a reader's 5 senses. Provide list of questions for scholars to consider when analyzing sensory details.

#### Teach and Model:

- **Analyze Sensory Details** - Provide models to help scholars notice how sensory details help readers understand Jacob's experience.

#### Prepare to Write:

- **Analyze Sensory Details** - Scholars will use a T-Chart to list sensory details for each sense on one side and the same detail without the sensory language on the other. Circle the words that are most helpful and explain why.

#### Independent Writing Practice:

- **Analyze Sensory Details** - Scholars will choose a descriptive paragraph from *Quake!* and write a paragraph explaining why it is effective. Scholars can

- TE pg. 102
- *Quake!* pgs. 14-16 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Quake!* pgs. 14-16 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - temblor
- Benchmark Vocabulary - casual, precaution
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 104
- *Quake!* pgs. 14-16 Text Collection
- Three-Column Chart TR40

### Resources:

#### Lesson 10 WRITING: Opinion Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- Student Model

- TE pg. 109
- *Quake!* Text Collection
- T-Chart TR39

- TE pg. 110
- *Quake!* Text Collection
- T-Chart TR39

## Grade 4 Reading/Writing

choose 2-3 examples from their T-Chart to support their opinions.

### Share Writing:

- Volunteers share their writing with the class. will identify similarities and differences in the supporting reasons and examples.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Describe a Character

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *aqua, dict*

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.*
- **Engage Scholars** - Scholars will think about the Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 16-20 in *Quake!* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss Jacob's main concern and the main motivation for his actions.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Describe Character** - Display and complete with class the Web B organizer to describe how Jacob reacts when he reaches the site of his apartment building.

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- Digital Options

- TE pg. 110
- Student Writing

### Resources:

#### Lesson 11 READING: Describe a Character

- TE pg. 112

- TE pg. 112
- *Quake!* pgs. 16-20 Text Collection

- TE pg. 112
- *Quake!* pgs. 16-20 Text Collection

- TE pg. 112
- *Quake!* pgs. 16-20 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 112
- *Quake!* pgs. 16-20 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 113 *Quake!* pgs. 16-20 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 114
- Benchmark Vocabulary - unrecognizable, massive, intact, suggestion
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 114
- *Quake!* pg. 18
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 11 WRITING: Opinion Writing

## Grade 4 Reading/Writing

- **Comma before Coordinating Conjunction** - Use examples to understand that when writing a compound sentence with a coordinating conjunction, a comma must be placed before the coordinating conjunction.

### Set the Purpose:

- **Text Evidence to Support an Opinion** - Tell scholars that as long as writers draw evidence from the text to support their opinions, different opinions can be valid. Share the characteristics of opinion writing that effectively uses text evidence.

### Teach and Model:

- **Text Evidence to Support an Opinion** - Review examples that demonstrate how writers can analyze information from the text to form an opinion.

### Prepare to Write:

- **Support an Opinion with Text Evidence** - Tell scholars they will be writing an opinion about whether or not Jacob displays qualities of bravery in *Quake!* Present steps for scholars to consider that will help them prepare to write. Model how to identify and analyze text evidence, form and state an opinion, and paraphrase text evidence.

### Independent Writing Practice:

- **Support an Opinion with Text Evidence**- Scholars will write a paragraph about whether Jacob displays qualities of bravery, using text evidence to form their opinion.

### Share Writing:

- Volunteers share their writing with the class. Class will provide feedback.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Use Text Details to Describe an Event

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *aqua, dict*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary*

- TE pg. 121
- *Quake!* pgs. 18-19 Text Collection

- TE pg. 118

- TE pg. 118
- *Quake!* pg. 18 Text Collection

- TE pg. 119
- Teacher Modeled Writing

- TE pg. 120
- *Quake!* Text Collection
- Digital Options

- TE pg. 120
- Student Writing

### Resources:

#### Lesson 12 READING: Use Text Details to Describe an Event

- TE pg. 122

- TE pg. 122
- *Quake!* pgs. 20-24 Text Collection

- TE pg. 122
- *Quake!* pgs. 20-24 Text Collection

## Grade 4 Reading/Writing

and informational texts to state and support an opinion?

- **Read** - Follow Shared Reading Routine to read pgs. 20-24 in *Quake!* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details in the setting that show types of damage caused by the San Francisco earthquake.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Synonyms** - Display and complete with class the Web B organizer to discuss synonyms for the word *said* that the author uses.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Use and Order Adjectives Correctly** - Model how to look up words in a dictionary so scholars get a sense of how to find the right word. Explain the order that adjectives should be in when used in sentences.

#### Set the Purpose:

- **Plan and Prewrite** - Remind scholars what an opinion is. Share steps for writing an opinion about a text. Explain that a graphic organizer can help with planning.

#### Teach and Model:

- **Plan and Prewrite** - Review graphic organizers and discuss which can be used to plan when comparing two texts. Use examples from *Quake!*

#### Prepare to Write:

- **Plan an Opinion Piece That Compares/ Contrasts** - Explain that scholars will compare/contrast *Quake!* and *Earthquakes* over the next several lessons. Model identifying the best graphic organizer and how to record facts about the two texts.

- TE pg. 122
- *Quake!* pgs. 20-24
- Shared Reading Routine TR10-11

- TE pg. 122
- *Quake!* pgs. 20-24
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Quake!* pgs. 20-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 124
- Benchmark Vocabulary - reverted, consequently, catastrophe
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- *Quake!* pg. 23
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 12 WRITING: Opinion Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- Web, Venn Diagram, Cause/Effect Chart, Sequence Chart
- *Quake!* pg. 23

- TE pg. 129
- Teacher Modeled Writing
- *Quake!* and *Earthquakes*

## Grade 4 Reading/Writing

### Independent Writing Practice:

- **Plan an Opinion Piece That Compares/ Contrasts -**  
Introduce the prompt: Compare and contrast *Earthquakes* and *Quake!* Which text do you think offers a stronger account of an earthquake? Why? What elements in the text support the account best? Review texts one at a time and record evidence in a Venn Diagram.

### Share Writing:

- Volunteers share their graphic organizers with the class. Class will offer feedback about ways each organizer can be improved.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Compare Key Ideas and Details in Two Texts

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *aqua, dict*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that different types of texts can be used to analyze similar topics and ideas.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to reread and review *Quake!* and *Earthquakes*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details are similar about earthquakes in the two texts.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- TE pg. 130
- *Quake!* and *Earthquakes*
- Venn Diagram TR43
- Digital Options

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 13 READING: Compare Key Ideas and Details in Two Texts

- TE pg. 132
- TE pg. 132
- *Earthquakes* and *Quake!*
- TE pg. 132
- *Earthquakes* and *Quake!*
- TE pg. 132
- *Earthquakes* and *Quake!*
- Shared Reading Routine TR10-11
- TE pg. 132
- *Earthquakes* and *Quake!*
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- *Earthquakes* and *Quake!*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 134
- Benchmark Vocabulary - erupted, foundations, agitated, frantic
- Benchmark Vocab Routines for Literary & Informational Text TR24-31
- Generative Vocabulary Chart TE 3-5

## Grade 4 Reading/Writing

- **Figurative Language-** Display and complete with class the Three-Column Chart to record examples of figurative language used in each text.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Form Progressive Verb Tenses-** Use examples from *Earthquakes* and "Quake!" to identify and understand progressive verb tenses.

##### Set the Purpose:

- **Write a Draft-** Remind scholars that an opinion is a belief that is formed after analyzing information on a topic.

##### Teach and Model:

- **Write a Draft** - Explain that drafting is when writers get their opinions, reasons, and ideas down on paper. Display graphic organizer from previous lesson. Display student model.

##### Prepare to Write:

- **Draft an Opinion Piece** - Present scholars with guiding questions to assist in preparing them to draft an opinion piece that compares *Quake!* and *Earthquakes*. Scholars will decide which offers a stronger account of an earthquake. Model gathering information and forming an opinion about the text. Model choosing evidence.

##### Independent Writing Practice:

- **Draft an Opinion Piece** - Scholars will write a draft of their opinion about which text provides a stronger account of an earthquake. They will choose the strongest text evidence from their graphic organizer to support their opinion.

##### Share Writing:

- Volunteers share their writing with the class asking for specific feedback on paragraphs, specifically on organization and text evidence. Class will offer suggestions to improve upon a clearer opinion, stronger reasons, and better organization.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Understand Words and Phrases Found in Mythology

##### Foundational Skills Mini-Lesson:

- **Latin Roots** *aqua, dict*

- TE pg. 134
- *Earthquakes* pg. 6 and *Quake!* pg. 16
- Three-Column Chart TR40

### Resources:

#### Lesson 13 WRITING: Opinion Writing

- TE pg. 141
- *Earthquakes* pg. 13 and *Quake!* pg. 14

- TE pg. 138

- TE pg. 138
- Student Model
- *Earthquakes* and *Quake!*

- TE pg. 139
- Student Venn Diagram from Lesson 12
- *Earthquakes* and *Quake!*
- Teacher Modeled Writing

- TE pg. 140
- Student Venn Diagram from Lesson 12
- *Earthquakes* and *Quake!*
- Digital Options

- TE pg. 140
- Student Writing

### Resources:

#### Lesson 14 READING: Understand Words and Phrases Found in Mythology

- TE pg. 142

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** -Enduring Understanding: *Readers understand that different types of texts can be used to analyze similar topics and ideas.*
- **Engage Scholars** - Essential Questions: *How do readers use both literary and informational texts to increase their understanding of a topic? How do writers use evidence from both literary and informational texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 25-30 in *Earthshaker's Bad Day* to understand what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the interactions between characters that help make the myth engaging.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Context Clues** - Display and complete with class the Three-Column Chart to figure out the meanings of the *trident* using context clues.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use models to show how prepositional phrases can function as adverbial phrases that answer questions such as "Which one?," "What kind?," "Where?," "When?" or "How long?"

#### Set the Purpose:

- **Write a Conclusion** - Explain that an opinion text should end by restating the opinion, bringing the writing to a definite end, and including a "clincher." Present checklist to scholars.

#### Teach and Model:

- TE pg. 142
- *Earthshaker's Bad Day* pgs. 25-30 Text Collection
- TE pg. 142
- *Earthshaker's Bad Day* pgs. 25-30 Text Collection
- TE pg. 142
- *Earthshaker's Bad Day* pgs. 25-30 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 142
- *Earthshaker's Bad Day* pgs. 25-30 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 143
- *Earthshaker's Bad Day* pgs. 25-30 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 143-144
- By-the-Way Words - patron, strife
- Benchmark Vocabulary - transport, summons, represents, practical
- Benchmark Vocab Routine for Lit Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 144
- *Earthshaker's Bad Day* pg. 25 Text Collection
- Three-Column Chart TR40

### Resources:

#### Lesson 14 WRITING: Opinion Writing

- TE pg. 151
- *Earthshaker's Bad Day* pgs. 26-29 Text Collection
- TE pg. 148
- Checklist



## Grade 4 Reading/Writing

- **Write a Conclusion** - Display student model to help scholars see that the writer concludes by summarizing and restating the opinion.

### Prepare to Write:

- **Write a Closing Paragraph** - Present scholars with guiding questions to assist in writing a strong concluding statement. Model summarizing and restating, revising and deleting, and leaving an impression.

### Independent Writing Practice:

- **Write a Closing Paragraph** - Scholars will revise or add an appropriate conclusion to the draft they wrote in Lesson 13. Direct scholars to use different words when restating their opinion, change and add details to strengthen writing as needed, and leave an impression with a "clincher," by making an observation or asking a question that the reader is left to think about.

### Share Writing:

- Volunteers share their writing with the class giving feedback on how their conclusion relates to the information they already provided, or ways the conclusion could be improved upon.

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Describe and Analyze Plot Events

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *aqua, dict*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic.*
- **Explore Poetry** - Read and discuss *Islands*.
- **Engage Scholars** - Essential Questions: *How do readers use both lit and inform texts to increase their understanding of a topic? How do writers use evidence from both lit and inform texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 31-36 to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the setting of the story influences what happens.

- TE pg. 148
- Student Model

- TE pg. 149
- Teacher Modeling

- TE pg. 150
- Student Writing Lesson 13
- Digital Options

- TE pg. 150
- Student Writing

### Resources:

#### Lesson 15 READING: Describe and Analyze Plot Events

- TE pg. 152
- TE pg. 152
- *The Monster Beneath the Sea* pgs. 31-36 Text Collection
- *Islands* pg. 55 Text Collection
- TE pg. 152
- *The Monster Beneath the Sea* pgs. 31-36 Text Collection
- TE pg. 152 Shared Reading Routine TR10-11
- *The Monster Beneath the Sea* pgs. 31-36 Text Collection
- TE pg. 152 Think-Pair-Share Routine TR2-3
- *The Monster Beneath the Sea* pgs. 31-36 Text Collection

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Describe an Event** - Display and complete with class the Web B organizer to chart events in the story.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Confusing Words** - Use examples to look at context to ensure proper spelling.

### Set the Purpose:

- **Strengthen Conclusion** - Explain that ending with a strong concluding statement is the final step of drafting a strong conclusion.

### Teach and Model:

- **Strengthen Conclusions** - Use Student Model to explain that writers strengthen conclusions by deleting, moving, and revising some sentences to include only their strongest details and examples.

### Prepare to Write:

- **Write a Closing Paragraph** - Scholars will consider guiding questions as they prepare to write. Model summarizing/restating opinion, revising/deleting details, and leaving a strong impression.

### Independent Writing Practice:

- **Write a Closing Paragraph** - Scholars reread entire comparison of the two texts to make sure their opinion is clear about which text offers the strongest account of an earthquake. Scholars then focus on strengthening their conclusion by revising it.

### Share Writing:

- Volunteers share their closing paragraphs with the class. Class will address whether opinion is focused, details are strong enough to support an opinion, and the clincher leaves an impression.

- TE pg.153 *The Monster Beneath the Sea* pgs. 31-36 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 153-154
- By-the-Way Words - lair, parchment
- Benchmark Vocabulary - commotion, decaying, torrent
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 154
- *The Monster Beneath the Sea* pg. 33
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 15 WRITING: Opinion Writing

- TE pg. 161

- TE pg. 158

- TE pg. 158
- Student Model

- TE pg. 159
- Teacher Modeling

- TE pg. 160
- Student Writing Lesson 14
- Digital Options

- TE pg. 160
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 16 READING: Summarize Texts

##### Foundational Skills Mini-Lesson:

- **Prefixes** *im-*, *in-*

##### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*
- **Engage Scholars** - Essential Questions: *How do readers use both lit and inform texts to increase their understanding of a topic? How do writers use evidence from both lit and inform texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to reread and review notes from all three texts, focusing on main ideas and text features.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: How does the informational text bolster understanding of the literary texts about earthquakes?

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Summarize** - Display and complete with class the Main Idea Chart to summarize by identifying key details.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Relative Adjectives** - Use examples to help scholars identify relative adverbs, nouns being modified, and additional information given in the following clause.

##### Set the Purpose:

- **Develop the Topic** - Explain that after writers complete a draft, they use strong linking words and

### Resources:

#### Lesson 16 READING: Summarize Texts

- TE pg. 162
- TE pg. 162
- *Earthshaker's Bad Day, The Monster Beneath the Sea, Earthquakes*
- TE pg. 162
- *Earthshaker's Bad Day, The Monster Beneath the Sea, Earthquakes*
- TE pg. 162 Shared Reading Routine TR10-11
- *Earthshaker's Bad Day, The Monster Beneath the Sea, Earthquakes*
- TE pg. 162 Think-Pair-Share Routine TR2-3
- *Earthshaker's Bad Day, The Monster Beneath the Sea, Earthquakes*
- TE pg. 163 *Earthshaker's Bad Day, The Monster Beneath the Sea, Earthquakes*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 164
- Benchmark Vocabulary - populated, transport, propelled
- Benchmark Vocabulary Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 164
- *Earthshaker's Bad Day* Text Collection
- Main Idea Chart TR36

### Resources:

#### Lesson 16 WRITING: Opinion Writing

- TE pg. 171
- TE pg. 168
- Checklist

## Grade 4 Reading/Writing

phrases to clarify relationship between ideas and evidence that supports them. Share checklist with scholars.

### Teach and Model:

- **Develop the Topic** - Use student model to help scholars see how the writer states an opinion and used text evidence as reasons to support it. Point out linking words/phrases.

### Prepare to Write:

- **Revise a Draft Using Linking Words** - Scholars will use guiding questions to help prepare to revise opinion drafts. Model clarifying an opinion statement. Identify and review examples of evidence and linking words and phrases.

### Independent Writing Practice:

- **Revise a Draft Using Linking Words** - Scholars revise their drafts by using linking words to connect opinions with reasons that support it. Scholars make sure they have a clearly supported opinion and a revised conclusion. Scholars rewrite paragraphs.

### Share Writing:

- Volunteers share their writing with the class asking others for specific feedback on their opinions, especially whether linking words connect opinions with supporting reasons.

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Compare/Contrast Texts on Similar Topic

#### Foundational Skills Mini-Lesson:

- Prefix *im-*, *in-*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*
- **Engage Scholars** - Essential Questions: *How do readers use both lit and inform texts to increase their understanding of a topic? How do writers use evidence from both lit and inform texts to state and support an opinion?*
- **Read** - Review notes from all four selections focusing on how texts provide information about earthquakes.

- TE pg. 168
- Student Model

- TE pg. 169
- Teacher Modeling

- TE pg. 170
- Student Writing Lesson 15
- Digital Options

- TE pg. 170
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 17 READING: Compare/Contrast Texts on Similar Topic

- TE pg.172

- TE pg. 172
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*

- TE pg. 172
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*

- TE pg. 172 Shared Reading Routine TR10-11
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details included in informational and literary texts about earthquakes.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary and Informational Texts to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Purpose of a Text** - Display and complete with class the Cause-Effect Chart identify causes and effects of earthquakes.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Commas Before Coordinating Conjunctions** - Use examples to point out how scholars can join two independent clauses by using a comma and a coordinating conjunction.

#### Set the Purpose:

- **Edit and Proofread** - Point out that writers review many aspects of their writing before considering it final. Provide list to guide scholars of what they should consider when editing and proofreading.

#### Teach and Model:

- **Edit and Proofread** - Display Student Model to show how writers use linking words, correct spelling, and proper conventions to clearly identify the relationship between opinions and examples.

#### Prepare to Write:

- **Edit and Proofread an Opinion Piece** - Share guiding questions to assist in making sure text examples support opinions. Provide sample opinion-based paragraphs referring to texts in the module. Incorporate direct quotes, as well as spelling, punctuation, and capitalization errors. Model editing and proofreading for spelling, punctuation, and capitalization.

- TE pg. 172 Think-Pair-Share Routine TR2-3
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*

- TE pg. 173 *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 173-174
- By-the-Way Words: quake
- Benchmark Vocabulary - immense, effects, massive, intact, summons, represents, torrent
- Benchmark Vocabulary Routines for Literary and Informational Texts TR24-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- *Earthquakes, The Monster Beneath the Sea, Earthshaker's Bad Day*
- Cause-Effect Chart TR32

### Resources:

#### Lesson 17 WRITING: Opinion Writing

- TE pg. 181

- TE pg. 178

- TE pg. 178
- Student Model

- TE pg. 179
- Sample Opinion-Based Paragraphs
- Teacher Modeling

## Grade 4 Reading/Writing

### Independent Writing Practice:

- **Edit and Proofread** - Scholars will edit and proofread their comparison essay, checking for proper punctuation and spelling.

### Share Writing:

- Volunteers share their writing. Ask class to review the edits and make suggestions for additional corrections.

### Learning Opportunities/Strategies:

#### Lesson 18 READING: Compare and Integrate Information

### Foundational Skills Mini-Lesson:

- **Prefixes *im-*, *in-***

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that science is a newer method of explaining natural phenomena.*
- **Engage Scholars** - Essential Questions: *How do readers use both lit and inform texts to increase their understanding of a topic? How do writers use evidence from both lit and inform texts to state and support an opinion?*
- **Read** - Follow Shared Reading Routine to review what was learned in each text about earthquakes.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how fictional texts about earthquakes enhance and add to our understanding of informational text about earthquakes.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routines for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Make Connections** - Display and complete with class the T-Chart to make connections between descriptions of fires in *Earthquakes and Quake!*

- TE pg. 180
- Student Writing Lesson 16
- Digital Options

- TE pg. 180
- Student Writing

### Resources:

#### Lesson 18 READING: Compare and Integrate Information

- TE pg. 182
- TE pg. 182
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- TE pg. 182
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- TE pg. 182 Shared Reading Routine TR10-11
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- TE pg. 182 Think-Pair-Share Routine TR2-3
- *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- TE pg. 183 *Earthquakes, Quake!, The Monster Beneath the Sea, Earthshaker's Bad Day*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 183-184
- By-the-Way Words - temblors
- Benchmark Vocabulary - detect, registers, aimlessly, emerged, practical, commotion, decaying
- Benchmark Vocabulary Routines for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 184
- T-Chart TR39
- *Earthquakes* pg. 16 and *Quake!* pg. 20

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Compound Sentences** - Remind scholars to add a comma before forming compound sentences with coordinating conjunctions such as *and*, *but*, or *so*.

##### Set the Purpose:

- **Publish and Present** - Provide questions for scholars to consider when they publish and present their writing.

##### Teach and Model:

- **Publish and Present** - Use model to show how the writer developed a plan for publishing and presenting an opinion piece.

##### Prepare to Write:

- **Publish and Present an Opinion Piece** - Explain that scholars will create a plan for how they will publish (e.g., post on a class blog) and present (e.g., deliver a speech) their work. Collect any visuals and other resources needed.

##### Independent Writing Practice:

- **Publish and Present an Opinion Piece** - Scholars will gather visuals and other resources needed. Alter writing as necessary for their publication and presentation. Practice live presentations with a partner. Publish and present to the class.

##### Share Writing:

- After scholars present, have them identify the opinion stated in their presentation.

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

- **Opinion Task: Identify Effective Writing** -Scholars will analyze two of the texts they have read in this module - *Earthquakes* and *Quake!* - and state and support an opinion about which text more effectively portrays the impact of earthquakes on human beings.
- **Scholars will:**
  - introduce the topic and state their opinion.
  - create a clear organizational structure.
  - provide reasons that are supported by evidence from the texts.
  - use linking words to connect their reasons to their opinion.
  - provide a conclusion that summarizes their opinion.

### Resources:

#### Lesson 18 WRITING: Opinion Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- Student Model

- TE pg. 189

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing

### Resources:

#### Performance-Based Assessment:

- TE 192
- Student Reproducible pg. 196



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Performance-Based Assessment

##### Prepare:

- **Review - Discuss Essential Questions:** *How do readers use both lit and inform texts to increase their understanding of a topic? How do writers use evidence from both lit and inform texts to state and support an opinion?*
- **Revisit the Text** - Remind scholars that in *Earthquakes*, the reader learns facts about the cause of an earthquake and the destruction it can bring. Note that in *Quake!*, the author takes a different approach by telling a fictional story about how people in San Francisco were affected by the earthquake of 1906.
  - Display and read aloud excerpt from *Earthquakes*.
  - Display and read aloud excerpt from *Quake!*

Tell scholars that in order to determine the more effective text for the Performance-Based Assessment, they need to consider how each text describes the impact of earthquakes on people in similar and different ways. Begin with a Venn Diagram to help organize similarities and differences.

- **Create:** Guide scholars to think about how each text approaches the topic of earthquakes. Point out that while each book focuses on a different aspect of the earthquake experience for people, there are some similarities. Scholars note similarities and differences on their Venn Diagrams. Decide which text more effectively shows the impact of earthquakes on humans. Scholar then write their opinions.
- **Score Writing:** Use Opinion Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

### Resources:

#### Performance-Based Assessment

- TE 193
- TE 193
- *Earthquakes* pg. 16
- *Quake!* pg. 9
- Venn Diagram Chart TR43 or T-Chart TR39
- TE 194
- Venn Diagram
- *Earthquakes, Quake!*
- Digital options
- TE 197 Opinion Writing Rubric
- TE 198
- Digital Option
- TE 199

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Scholars	On Grade Level Scholars	Struggling Scholars	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul>

## Grade 4 Reading/Writing

<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Unlock Language Learning</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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### Unit Three: Exploring Impact and Effect - Module B

#### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.**-Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.4.3.a.**- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.**- Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.a.**-Read grade-level text with purpose and understanding.
- **L.RF.4.4.b.**- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.c.**- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Reading

- **RL.CR.4.1.** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

## Grade 4 Reading/Writing

- **RL.TS.4.4.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.PP.4.5.** Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

### NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

## Grade 4 Reading/Writing

- **L.VL.4.2.C.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### NJSLS ELA Writing

- **W.IW.4.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.4.2.A.** - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- **W.IW.4.2.B.** - Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.4.2.C.** - Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- **W.IW.4.2.D.** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.4.2.E.** - Provide a conclusion related to the information or explanation presented.
- **W.WP.4.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.4.4.A.** - Identify audience, purpose, and intended length of composition before writing.
- **W.WP.4.4.B.** - Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.4.4.C.** - Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.4.4.D.** - With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WP.4.4.E.** -After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B.** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C.** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **RSL.PE.4.1.D.** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** - Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.** - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.** - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

## Grade 4 Reading/Writing

### NJSLS Math

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
- **4.M.A.2.-** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions and decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### NJSLS Social Studies

- **6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

### NJSLS Science

- **4-ESS1-1.-** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- **4-ESS2-1.-** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- **4-ESS2-2.-** Analyze and interpret data from maps to describe patterns of Earth's features.
- **4-ESS3-2.-** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

### NJSLS Health and Physical Education

- **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- **2.1.5.CHSS.1:** Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

### NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

#### Central Idea / Enduring Understanding:

- Readers understand that specific strategies can be used to help them understand what they read.
- Writers understand that research of both literary and informational texts can be used to convey ideas and information.
- Learners understand the effects of changes in nature on both the environment and people.

#### Essential/Guiding Question:

How do readers draw inferences from and analyze text to develop understanding?

How do writers research and use ideas from both literary and informational texts?

#### Content:

- Readers will quote a text directly when drawing inferences from and analyzing the text.
- Writers will draw evidence from informational texts to support analysis, reflection, and research.
- Learners will understand the effects of changes to Earth's surface.

#### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**

#### Skills(Objectives):

##### **Reading**

- Recognize and Explain Genre
- Interpret Visuals
- Sentence Length
- Summarize
- Context Clues
- Cause and Effect
- Describe Details
- Author's Purpose
- Mood and Atmosphere
- Character Traits
- Compare/Contrast Secondhand Accounts

## Grade 4 Reading/Writing

<ul style="list-style-type: none"> <li>○ Lexile</li> <li>● <b>Qualitative Measures</b> <ul style="list-style-type: none"> <li>○ Literary/Informational Text</li> <li>○ Text Structure</li> <li>○ Language and Vocabulary</li> <li>○ Theme and Knowledge Demands</li> </ul> </li> <li>● <b>Reader and Task Consideration</b> <ul style="list-style-type: none"> <li>○ Motivation, Knowledge, Experiences of Scholars</li> <li>○ Difficulty of the Task or Questions Posed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Descriptive Details</li> <li>● Compare and Contrast</li> <li>● Understand Scientific Texts</li> <li>● Word Choice</li> <li>● Craft and Structure</li> <li>● Make Connections Across Texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Research and Write Informative Paragraph</li> <li>● Create a Diagram</li> <li>● Group Related Information in a Paragraph</li> <li>● Write Paragraphs to Summarize</li> <li>● Write Paragraphs Using Precise Vocabulary</li> <li>● Write Paragraphs to Explain</li> <li>● Write Research Questions for an Interview</li> <li>● Develop a Topic and Write a Draft</li> <li>● Plan and Draft Travel Brochures</li> <li>● Conduct Research and Write to Inform</li> <li>● Write an Informative Paragraph</li> <li>● Write Two Informative Paragraphs</li> <li>● Plan and Prewrite a News Report</li> <li>● Draft a News Report</li> <li>● Write a Strong Conclusion</li> <li>● Revise a News Report</li> <li>● Edit/Proofread a News Report</li> <li>● Publish and Present a News Report</li> </ul>
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### Stage 2: Assessment Evidence

<p><u><b>Performance Task(s):</b></u></p> <p><b>Performance Based Assessment:</b></p> <ul style="list-style-type: none"> <li>● <b>Informative/Explanatory Task:</b> Write a News Report - Have scholars choose a natural event to research (for example, a hurricane, tornado or other storm, flood, volcanic eruption, or erosion). They will write a news report that explains the effects of the natural event on both living things and Earth.</li> <li>● <b>Scholars will:</b> <ul style="list-style-type: none"> <li>○ introduce the topic clearly.</li> <li>○ group related information into paragraphs with headings.</li> <li>○ develop the topic with information from their research.</li> <li>○ include illustrations and other visuals or multimedia, when appropriate, to support their writing.</li> <li>○ link ideas using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>.</li> <li>○ use precise and domain-specific vocabulary.</li> <li>○ provide a strong conclusion.</li> </ul> </li> </ul>	<p><u><b>Other Evidence:</b></u></p> <p><b>Beginning of Year Assessment:</b></p> <ul style="list-style-type: none"> <li>● Baseline Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Reading Keystones <ul style="list-style-type: none"> <li>○ Benchmark Vocabulary Practice</li> <li>○ Text Analysis Practice/Application</li> <li>○ Write in Response to Reading</li> </ul> </li> <li>● Reading Keystone Rubrics <ul style="list-style-type: none"> <li>○ Reading/Language Analysis</li> <li>○ Write in Response to Reading</li> <li>○ Benchmark Vocabulary</li> </ul> </li> <li>● Writing Keystones: <ul style="list-style-type: none"> <li>○ Checklists</li> </ul> </li> <li>● Writing Rubrics: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Informative/Explanatory</li> <li>○ Opinion</li> </ul> </li> <li>● Oral Reading Fluency Quick Checks</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Selection Test - Anchor Text</li> <li>● Performance-Based Assessment - Module A &amp; B</li> <li>● End-of-Unit Assessment</li> </ul>
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## Grade 4 Reading/Writing

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Lesson 1 - READING: Use Details/Examples to Explain Text**

###### **Foundational Skills Mini-Lesson:**

- **Prefixes *trans-*, *tele-***

###### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand specific strategies can be used to help them understand what they read.*
- **Explore Poetry**- Read and discuss.
- **Engage Scholars**- Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to introduce table of contents, glossary, index, and pgs.4-5 to understanding what text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what you learn about the eruption from picture and text.

###### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

###### **Reading Analysis:**

- **Recognize/Explain Genre** - Display and complete with class the Web A organizer to chart genre characteristics.

#### Learning Opportunities/Strategies:

##### **Lesson 1 - WRITING: Informative/Explanatory**

###### **Conventions Mini-Lesson:**

- **Produce Complete Sentences**- Use models to show complete sentences. Scholars compose sentences about volcanic eruption in Iceland.

###### **Set the Purpose:**

#### Resources:

##### **Lesson 1 - READING: Use Details/Examples to Explain Text**

- TE pg. 212
- TE pg. 212
- TE pg. 212 *Living with Lava* Text Collection pg. 56
- TE pg. 212
- *Anatomy of a Volcanic Eruption* pgs. 203-205, 46, 48
- TE pg. 212
- *Anatomy of a Volcanic Eruption* pgs. 4-5
- Shared Reading Routine TR10-11
- TE pg. 212
- *Anatomy of a Volcanic Eruption* pgs. 4-5
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- *Anatomy of a Volcanic Eruption* pgs. 4-5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 213-214
- By-the-Way Words - vent, glacier
- Benchmark Vocabulary - volcano, atmosphere, spewed
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 214
- Web A Graphic Organizer TR44
- *Anatomy of a Volcanic Eruption* pgs. 4-5

#### Resources:

##### **Lesson 1 - WRITING: Informative/Explanatory**

- TE pg. 221



## Grade 4 Reading/Writing

- **Write to Inform** - Emphasize importance of informative writing as a way to demonstrate what they have learned about subjects they have studied. Provide list of what good informative writing includes.

### Teach and Model:

- **Write to Inform** - Provide a model to show that explanatory/informative text uses headings and begins by clearly stating a topic. Then the topic is developed using precise language.

### Prepare to Write:

- **Research and Write an Informative Paragraph** - Scholars need to identify a topic to write about. Model how to find reliable sources. Model gathering info and taking notes.

### Independent Writing Practice:

- **Research and Write an Informative Paragraph** - Scholars research and write an informative paragraph explaining how a famous volcano was formed.

### Share Writing:

- Volunteers share their writing with the class. The class will name the topic of each paragraph and discuss what they learned.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Interpret Visuals to Understand Ideas

#### Foundational Skills Mini-Lesson:

- Prefixes *amphi-*, *anti-*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-13 focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which visuals help gain new understandings from the text, and what those understandings were.

#### Close Read:

- TE pg. 218

- TE pg. 218
- Models

- TE pg. 219

- TE pg. 220
- Digital Options

- TE pg. 219
- Student Writing

### Resources:

#### Lesson 2 - READING: Interpret Visuals to Understand Ideas

- TE pg. 222

- TE pg. 222

- TE pg. 222
- *Anatomy of a Volcanic Eruption* pgs. 6-13

- TE pg. 222
- *Anatomy of a Volcanic Eruption* pgs. 6-13
- Shared Reading Routine TR10-11

- TE pg. 222
- *Anatomy of a Volcanic Eruption* pgs. 6-13
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Interpret Visuals** - Display and complete with class the Three-Column Chart to interpret visuals in the text.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Use Relative Adverbs** - Use examples to remind scholars about three common relative adverbs: where, when, and why. Compose sentences.

#### Set the Purpose:

- **Use Visuals** - Review different kinds of visuals that might go along with text. Have scholars name other types of visuals.

#### Teach and Model:

- **Use Visuals** - Use visuals from *Anatomy of a Volcanic Eruption* to see various types of visuals throughout the text.

#### Prepare to Write:

- **Create a Diagram** - Explain that often informative/explanatory writing can be enhanced by visual multimedia components. Model how to determine the purpose of a visual. Model how to brainstorm an idea for a visual.

#### Independent Writing Practice:

- **Create a Diagram** - Scholars will create a diagram of an active volcano. Include labels and boxed text that gives additional information about the diagram.

#### Share Writing:

- Volunteers share their diagrams with the class. The class will identify additional facts and information provided in labels or boxed text.

- TE pg. 223
- *Anatomy of a Volcanic Eruption* pgs. 6-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - plates, divergent, ridge
- Benchmark Vocabulary - pressure, interior, collide, disruption
- Benchmark Vocab Routine for Info Text TR24-27
- Generative Vocabulary Chart TE pgs. 203-205

- TE pg. 224
- *Anatomy of a Volcanic Eruption* pgs. 6-7
- Three-Column Chart TR40

### Resources:

#### Lesson 2 WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- *Anatomy of a Volcanic Eruption* pgs. 6-7, 9

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- *Anatomy of a Volcanic Eruption*
- Digital Options

- TE pg. 230
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Explain Key Details

##### Foundational Skills Mini-Lesson:

- Prefixes *trans-*, *tele-*, *amphi-*, *anti-*

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that research of both literary and informational texts can be used to convey ideas and information.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-19 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what kinds of volcanoes and volcanic structures are described in the text.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Language Analysis:

- **Sentence Length** - With scholars, focus on rereading keywords and sentences to better understand the author's choices and how they shape meaning.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Use Relative Adverbs** - Use examples from *The Anatomy of a Volcanic Eruption* to remind scholars that relative adverbs include the words where, when, and why to tell location, timing, situation, or reason something happens.

##### Set the Purpose:

### Resources:

#### Lesson 3 READING: Explain Key Details

- TE pg. 232
- TE pg. 232
- *Anatomy of a Volcanic Eruption* pgs. 14-19
- TE pg. 232
- *Anatomy of a Volcanic Eruption* pgs. 14-19
- TE pg. 232
- *Anatomy of a Volcanic Eruption* pgs. 14-19
- Shared Reading Routine TR10-11
- TE pg. 232
- *Anatomy of a Volcanic Eruption* pgs. 14-19
- Think-Pair-Share Routine TR2-3
- TE pg. 233
- *Anatomy of a Volcanic Eruption* pgs. 14-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 233-234
- By-the-Way Words - landforms
- Benchmark Vocabulary - originate, expected, structures
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 234
- *Anatomy of a Volcanic Eruption* pgs. 16

### Resources:

#### Lesson 3 WRITING: Informative/Explanatory Writing

- TE pg. 241
- *The Anatomy of a Volcanic Eruption*

## Grade 4 Reading/Writing

- **Group Related Information** - Remind scholars that in an informative/explanatory text the writer gives information and factual details about a topic. Writers group related information and use headings to help make it easy to find information later.

### Teach and Model:

- **Group Related Information** - Provide models from text to show how writers group related information together in the same paragraph or section.

### Prepare to Write:

- **Group Related Information in Paragraphs** - Share guiding questions about finding and organizing information. Model identifying reliable sources. Model paraphrasing information from a source. Model grouping information.

### Independent Writing Practice:

- **Group Related Information in Paragraphs** - Scholars will write an informative paragraph that explains what a volcanologist does. Scholars will group related information and use a heading.

### Share Writing:

- Volunteers share their writing with the class. The class will notice how writers grouped information and identify any headings they used.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Comprehend and Summarize Text

#### Foundational Skills Mini-Lesson:

- Prefixes *trans-*, *tele-*, *amphi-*, *anti-*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand specific strategies can be used to help them understand what they read.*
- **Explore Poetry**- Read and discuss poem pg. 57.
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 20-27 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how scientists categorize and compare volcanic eruptions.

- TE pg. 238

- TE pg. 238
- *The Anatomy of a Volcanic Eruption* pg. 16
- Student Model

- TE pg. 239
- Teacher Modeled Writing

- TE pg. 240
- *The Anatomy of a Volcanic Eruption*
- Digital Options

- TE pg. 240
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 4 READING: Comprehend and Summarize Text

- TE pg. 242
- TE pg. 242
- *Anatomy of a Volcanic Eruption* pgs. 20-27
- TE pg. 242 *Center of the Earth* Text Collection
- TE pg. 242
- *Anatomy of a Volcanic Eruption* pgs. 20-27
- TE pg. 242
- *Anatomy of a Volcanic Eruption* pgs. 20-27
- Shared Reading Routine TR10-11
- TE pg. 242
- *Anatomy of a Volcanic Eruption* pgs. 20-27
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions/Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Summarize** - Display and complete Web A organizer to chart the characteristics of a volcanic eruption.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Relative Pronouns** - Remind scholars that relative pronouns introduce relative clauses. Examples of relative pronouns are *that*, *whose*, *which*, and *who*.

#### Set the Purpose:

- **Summarize Information** - Explain that writers of informational texts must gather and summarize information from a variety of sources, and that information must come together to write an original, new text.

#### Teach and Model:

- **Summarize Information** - Use model to explain that writers of informational texts make decisions about the best way to summarize information in order to communicate facts and ideas clearly.

#### Prepare to Write:

- **Write Paragraphs to Summarize** - Scholars will select one volcanic eruption listed on the chart on pg. 25 of *Anatomy of a Volcanic Eruption* to conduct research on and write several paragraphs about. Model choosing a topic, gathering at least three resources, and summarizing research.

#### Independent Writing Practice:

- **Write Paragraphs to Summarize** - Write several paragraphs about the volcanic eruption that was chosen. Summarize clearly.

#### Share Writing:

- TE pg. 243
- *Anatomy of a Volcanic Eruption* pgs. 20-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 243-244
- By-the-Way Words - eruption column, characteristics, severity
- Benchmark Vocabulary - categorize, explodes, intervals, occurred
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 244
- Web A Graphic Organizer TR44
- *Anatomy of a Volcanic Eruption* pgs. 20

### Resources:

#### Lesson 4 WRITING: Informative/Explanatory Writing

- TE pg. 251
- *Anatomy of a Volcanic Eruption*
- TE pg. 248
- TE pg. 248
- Teacher Model
- TE pg. 249
- Teacher Modeled Writing
- *Anatomy of a Volcanic Eruption* pg. 25
- TE pg. 250
- *Anatomy of a Volcanic Eruption*
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class, explaining how they summarized their information to make it clear and easy to read.

### Learning Opportunities/Strategies:

#### **Lesson 5 READING: Use Reading Strategies to Comprehend Text**

##### **Foundational Skills Mini-Lesson:**

- **Prefixes** *trans-*, *tele-*, *amphi-*, *anti-*

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 28-31 focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what we have learned about people who study volcanoes.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Context Clues** - Use the text to find domain-specific words that can be defined using context clues.

### Learning Opportunities/Strategies:

#### **Lesson 5 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Modal Auxiliaries** - Use examples to show how modal auxiliaries can be used in sentences.

##### **Set the Purpose:**

- **Make Effective Word Choices** - Explain that effective word choice is important for writers of technical or

- TE pg. 250
- Student Writing

### Resources:

#### **Lesson 5 READING: Use Reading Strategies to Comprehend Text**

- TE pg. 252
- TE pg. 252
- *Anatomy of a Volcanic Eruption* pgs. 28-31
- TE pg. 252
- *Anatomy of a Volcanic Eruption* pgs. 28-31
- TE pg. 252
- *Anatomy of a Volcanic Eruption* pgs. 28-31
- Shared Reading Routine TR10-11
- TE pg. 252
- *Anatomy of a Volcanic Eruption* pgs. 28-31
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- *Anatomy of a Volcanic Eruption* pgs. 28-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - geology
- Benchmark Vocabulary - investigations, diverted
- Benchmark Vocab Routine for Info Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 254
- *Anatomy of a Volcanic Eruption* pgs. 28-31

### Resources:

#### **Lesson 5 WRITING: Informative/Explanatory Writing**

- TE pg. 261
- TE pg. 258

## Grade 4 Reading/Writing

scientific texts. Using domain-specific words helps make writing clear and accurate. Precise language gives the writing more credibility.

### Teach and Model:

- **Make Effective Word Choices** - Provide models to show how writers use domain-specific vocabulary with context clues to make it easier for readers to understand.

### Prepare to Write:

- **Write Paragraphs Using Precise Language** - Tell scholars they will select a volcanology tool from the list on pg. 31 of the text to learn about. They will write several paragraphs to explain how the tool is used, providing facts/details and domain-specific vocabulary. Model researching, planning and focus, and organizing.

### Independent Writing Practice:

- **Write Paragraphs Using Precise Language** - Scholars write several paragraphs about a selected volcanology tool, its importance, and the way it works. Use facts and details as well as precise, domain-specific vocabulary to explain how the tool works.

### Share Writing:

- Volunteers share writing with the class. Class will identify examples of domain-specific vocabulary.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Describe Cause and Effect

#### Foundational Skills Mini-Lesson:

- **Synonyms**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of change in nature on both the environment and people.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 32-35 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the way the text is organized under headings helps the readers.

- TE pg. 258
- Teacher Model

- TE pg. 259
- Teacher Modeled Writing
- *Anatomy of a Volcanic Eruption* pg. 31

- TE pg. 260
- *Anatomy of a Volcanic Eruption* pg. 31
- Digital Options

- TE pg. 260
- Student Writing

### Resources:

#### Lesson 6 READING: Describe Cause and Effect

- TE pg. 262
- TE pg. 262
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- TE pg. 262
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- TE pg. 262
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- Shared Reading Routine TR10-11
- TE pg. 262
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- Think-Pair-Share Routine TR2-3



## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Cause/Effect**- Display and complete with class the Cause-Effect Chart to record causes and effects of volcanic activity.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Informative/Explanatory Writing

### Conventions Mini-Lesson:

- **Punctuating Quotations from a Text** - Use examples to demonstrate how quotes are written and punctuated within a text.

### Set the Purpose:

- **Draw Supportive Evidence from Texts** - Guide scholars in recalling that the purpose of informational writing is to inform through text and often visuals.

### Teach and Model:

- **Draw Supportive Evidence from Texts** - Use examples to show that the writer provides evidence to support several different points about the text.

### Prepare to Write:

- **Write Paragraphs to Explain** - Tell scholars they will write several paragraphs about how volcanoes can be both beneficial and dangerous, using text evidence to support the points they make. Model gathering supporting evidence. Model choosing final points.

### Independent Writing Practice:

- **Write Paragraphs to Explain** - Scholars will use the information on pgs. 32-35 of *Anatomy of a Volcanic Eruption* to write several paragraphs explaining the benefits and dangers of volcanic eruptions. Scholars will include a diagram with a caption and labels to illustrate information in their texts.

### Share Writing:

- TE pg. 263
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - mineral, geothermal energy
- Benchmark Vocabulary - benefits, resources, nutrients
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 264
- Cause-Effect Chart TR32
- *Anatomy of a Volcanic Eruption* pg. 32

### Resources:

#### Lesson 6 WRITING: Informative/Explanatory Writing

- TE pg. 271
- TE pg. 268
- TE pg. 268
- Models
- TE pg. 269
- Teacher Modeled Writing
- TE pg. 270
- *Anatomy of a Volcanic Eruption* pgs. 32-35
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will compile a list of the benefits and dangers discussed and find the evidence for each point.

### Learning Opportunities/Strategies:

#### **Lesson 7 READING: Refer to Details When Explaining Events**

##### **Foundational Skills Mini-Lesson:**

- **Antonyms**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of changes in nature on both the environment and people.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 36-41 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what descriptive details help readers understand the force of Krakatau?

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Descriptive Details** - Display and complete with class the T-Chart to record descriptive details from the text and the senses they relate to.

### Learning Opportunities/Strategies:

#### **Lesson 7 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Recognize and Correct Fragments** - Use examples to identify correct sentence fragments.

##### **Set the Purpose:**

- TE pg. 270
- Student Writing

### Resources:

#### **Lesson 7 READING: Refer to Details When Explaining Events**

- TE pg. 272
- TE pg. 272
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- TE pg. 272
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- TE pg. 272
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- Shared Reading Routine TR10-11
- TE pg. 272
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - tsunamis, vibrant
- Benchmark Vocabulary - residents, survivors, refuge
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 274
- *Anatomy of a Volcanic Eruption* pg. 36
- T-Chart TR39

### Resources:

#### **Lesson 7 WRITING: Informative/Explanatory Writing**

- TE pg. 281

## Grade 4 Reading/Writing

- **Research** - Explain that research is the collection and analysis of information from experiences using print and digital sources. Ask guiding questions about research sources.

### Teach and Model:

- **Research** - Provide models to explain that a short piece of informational text can take weeks of research.

### Prepare to Write:

- **Write Research Questions for an Interview** - Explain that writers interview people as part of research. Before interviewing, the prepare by researching, brainstorming, and choosing a list of questions they want to ask. Model doing research on a topic. Model brainstorming and choosing questions that encourage more than yes/no answers.

### Independent Writing Practice:

- **Write Research Questions for an Interview** - Scholars refer to pgs. 36-41 of *Anatomy of a Volcanic Eruption* and write research questions for an interview with a volcanologist. They will do additional research using the Internet or school library. Then pairs interview each other. Allow interviewees to use the text to find concrete details and examples for answers.

### Share Writing:

- Volunteers share the interview questions that brought the best responses. Ask class why the questions presented were effective.

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Explain How Evidence Supports Author's Purpose

#### Foundational Skills Mini-Lesson:

- **Synonyms/Antonyms**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of change in nature on both the environment and people.*
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 42-45 focusing on what text is about.

- TE pg. 278

- TE pg. 278
- Models

- TE pg. 279
- Teacher Modeled Writing

- TE pg. 280
- *Anatomy of a Volcanic Eruption* pgs. 36-41
- Digital Options

- TE pg. 280
- Student Writing

### Resources:

#### Lesson 8 READING: Explain How Evidence Supports Author's Purpose

- TE pg. 282

- TE pg. 282
- *Anatomy of a Volcanic Eruption* pgs. 42-45
- TE pg. 282
- *Mount Saint Helens* pg. 57 Text Collection

- TE pg. 282
- *Anatomy of a Volcanic Eruption* pgs. 42-45

- TE pg. 282 Shared Reading Routine TR10-11
- *Anatomy of a Volcanic Eruption* pgs. 42-45

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the author's purpose for including quotations from Patricia Jones.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Author's Purpose** - Display and complete with class the Web B organizer to chart details that show the author's purpose for writing.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Recognize and Correct Run-Ons** - Use examples to show how to correct run-on sentences.

#### Set the Purpose:

- **Develop a Topic** - Tell scholars they will be writing a draft on the topic of what life is like living in the shadow of a volcano.

#### Teach and Model:

- **Develop a Topic** - Use examples to help explain that the writer of *Anatomy of a Volcanic Eruption* states her topic on pgs. 42-43 and then develops facts and concrete details.

#### Prepare to Write:

- **Develop a Topic and Write a Draft** - Walk scholars through the steps they can use to develop their topics. Model planning research with a K-W-L Chart. Model taking notes.

#### Independent Writing Practice:

- **Develop a Topic and Write a Draft** - Scholars will write an informative/explanatory draft on the topic of what life is like living in the shadow of a volcano. Use *Anatomy of a Volcanic Eruption* pgs. 44-45 for facts and quotations.

#### Share Writing:

- TE pg. 282
- *Anatomy of a Volcanic Eruption* pgs. 42-45
- Think-Pair-Share Routine TR2-3

- TE pg. 283 *Anatomy of a Volcanic Eruption*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 283-284
- By-the-Way Words - earthquake, bulge, landslide
- Benchmark Vocabulary - contained, experiencing, tremors
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 284
- *Anatomy of a Volcanic Eruption* pg. 43
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 8 WRITING: Informative/Explanatory Writing

- TE pg. 291
- *Anatomy of a Volcanic Eruption*

- TE pg. 288

- TE pg. 288
- Student Model
- *Anatomy of a Volcanic Eruption*

- TE pg. 289
- K-W-L Chart TR35
- Teacher Modeled Writing

- TE pg. 290
- K-W-L Chart TR35
- *Anatomy of a Volcanic Eruption* pgs. 44-45
- Digital Options

## Grade 4 Reading/Writing

- Recall agreed upon rules for discussions. Volunteers share drafts with the class, speaking clearly and at an understandable pace. The class will identify facts and quotations and pose specific questions about the information presented.

### Learning Opportunities/Strategies:

#### **Lesson 9 READING: Draw on Details to Describe Setting and Events**

##### **Foundational Skills Mini-Lesson:**

- **Synonyms/Antonyms**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read *Escape from Pompeii* pgs. 37-45 focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the narrator describes the geographic setting of Pompeii.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Mood and Atmosphere** - Display and complete with class the Web A organizer to record details about the setting to identify the mood and atmosphere of the selection.

### Learning Opportunities/Strategies:

#### **Lesson 9 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Progressive Verb Tenses** - Scholars use progressive tenses to discuss things they like to do after school and on weekends.

- TE pg. 290
- Student Writing

### Resources:

#### **Lesson 9 READING: Draw on Details to Describe Setting and Events**

- TE pg. 292
- TE pg. 292
- *Escape from Pompeii* pgs. 37-45 Text Collection
- TE pg. 292
- *Escape from Pompeii* pgs. 37-45 Text Collection
- TE pg. 292
- *Escape From Pompeii* pgs 37-45 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 292
- *Escape From Pompeii* pgs 37-45 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 293
- *Escape From Pompeii* pgs 37-45 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 294
- Benchmark Vocabulary - seriously
- Benchmark Vocab Routine Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 294
- *Escape From Pompeii* pg. 39 Text Collection
- Web A Graphic Organizer TR44

### Resources:

#### **Lesson 9 WRITING: Informative/Explanatory Writing**

- TE pg. 301

## Grade 4 Reading/Writing

### Set the Purpose:

- **Establish a Purpose**- Share elements of strong informational writing with scholars.

### Teach and Model:

- **Establish a Purpose** - Provide model from *The Story of Pompeii* to demonstrate how to carefully select factual information and avoid expressing opinions.

### Prepare to Write:

- **Plan and Draft Travel Brochures** - Explain that following prewriting activities will help with planning and drafting brochures. Refer to bulleted list. Model using T-Chart to record ideas.

### Independent Writing Practice:

- **Plan and Draft Travel Brochures** - Scholars will plan and draft travel brochures that inform and invite travelers to ancient Pompeii. Use descriptive details, precise vocabulary, illustrations or multimedia elements, and appropriate formatting.

### Share Writing:

- Volunteers share their writing and visuals with the class. The class will imagine they are travelers considering a trip to Pompeii. Review key ideas.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Understand Characters Through Story Details

#### Foundational Skills Mini-Lesson:

- **Synonyms/Antonyms**

#### Build Understanding:

- **Set the Purpose** -Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read *Escape from Pompeii* pgs. 46-54 for an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the events of the story strengthen the relationship between Tranio and Livia.

#### Close Read:

- TE pg. 298

- TE pg. 298
- *The Story of Pompeii* pg. 54 Text Collection

- TE pg. 299
- T-Chart TR39
- Sample Travel Brochures
- Teacher Modeled Writing

- TE pg. 300
- Digital Options

- TE pg. 300
- Student Writing

### Resources:

#### Lesson 10 READING: Understand Characters Through Story Details

- TE pg. 302

- TE pg. 302
- *Escape from Pompeii* pgs. 46-54 Text Collection

- TE pg. 302
- *Escape from Pompeii* pgs. 46-54 Text Collection

- TE pg. 302
- *Escape from Pompeii* pgs. 46-54 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 302
- *Escape from Pompeii* pgs. 46-54 Text Collection
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Character Traits**- Display and complete with class the Four-Column Chart to use details from to draw inferences about Traino's character.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Consult References to Spell Words** - Scholars will consult online or print dictionaries for assistance with spelling.

#### Set the Purpose:

- **Link Ideas** - Explain that writers who write about historical events often use linking words or phrases to show time order or sequence of events. Introduce bank of sequence words and phrases.

#### Teach and Model:

- **Summarize** -Provide model to demonstrate how to use time words and phrases to link ideas when they write about sequence of events.

#### Prepare to Write:

- **Conduct Research and Write to Inform** - Explain that scholars will conduct research to write an informative piece about an aspect of the events of Pompeii. Model how to complete a K-W-L chart using guiding questions.

#### Independent Writing Practice:

- **Conduct Research and Write to Inform** - Scholars will conduct research and write to inform readers about the events at Pompeii, using linking words and phrases. Use Sequence Chart to organize information from the K-W-L chart used earlier.

#### Share Writing:

- TE pg. 303
- *Escape from Pompeii* pgs. 46-54 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 303-304
- By-the-Way Words - moorings, churn
- Benchmark Vocabulary - quivered, anxious, desperately
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 304
- *Escape from Pompeii* pg. 53 Text Collection
- Four-Column Chart TR34

### Resources:

#### Lesson 10 WRITING: Informative/Explanatory Writing

- TE pg. 311
- TE pg. 308
- TE pg. 308
- *The Story of Pompeii* pg.54 Text Collection
- TE pg. 309
- *Escape from Pompeii, The Story of Pompeii*
- Teacher Modeled Writing
- K-W-L Chart TR35
- TE pg. 310
- *Escape from Pompeii, The Story of Pompeii*
- Sequence Chart B
- Digital Options



## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will identify linking words, which help the reader connect ideas and understand the time sequence.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Compare Accounts of Events

##### Foundational Skills Mini-Lesson:

- **Words from French**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that research of both literary and informational texts can be used to convey ideas and information.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to reread both texts focusing on the main ideas and key details that tell about volcanoes like Vesuvius.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss details about volcanoes that are similar in both texts. Discuss how the visual content of each text informs about the topic.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Compare/Contrast**- Display and complete with class the Venn Diagram to chart how secondhand accounts of events are written by authors.

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Modal Auxiliaries** - Use examples to show modals in context. Scholars use modal auxiliaries to tell what they want to be when they grow up.

- TE pg. 310
- Student Writing

### Resources:

#### Lesson 11 READING: Compare Accounts of Events

- TE pg. 312
- TE pg. 312
- *Anatomy of a Volcanic Eruption, Escape from Pompeii*
- TE pg. 312
- *Anatomy of a Volcanic Eruption, Escape from Pompeii*
- TE pg. 312 Shared Reading Routine TR10-11
- *Anatomy of a Volcanic Eruption, Escape from Pompeii*
- TE pg. 312 Think-Pair-Share Routine TR2-3
- *Anatomy of a Volcanic Eruption, Escape from Pompeii*
- TE pg. 313 *Anatomy of a Volcanic Eruption, Escape from Pompeii*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 314
- Benchmark Vocabulary - originate, expected, structures, seriously, quivered
- Benchmark Vocab Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 314
- *Anatomy of a Volcanic Eruption* pg. 36 and, *Escape from Pompeii* pg. 54
- T-Chart TR39

### Resources:

#### Lesson 11 WRITING: Informative/Explanatory Writing

- TE pg. 321

## Grade 4 Reading/Writing

### Set the Purpose:

- **Research a Topic** - Share with scholars the characteristics of sound research.

### Teach and Model:

- **Research a Topic**- Use models to show how the author provides a guide for readers to do their own research. Discuss annotations.

### Prepare to Write:

- **Write an Informative Paragraph** - Explain that scholars will be writing an informative paragraph about the impact of one of Earth's natural processes, including how we can reduce harmful effects. Complete prewriting steps. Model conducting research and taking careful notes.

### Independent Writing Practice:

- **Write an Informative Paragraph** - Scholars will use research they conducted and notes they took to write a paragraph about how to reduce the impact of a natural Earth process on humans.

### Share Writing:

- Volunteers share their writing with the class. The class will review key ideas expressed. Identify the approach of the writer's informative text, whether details and facts are presented in a firsthand or secondhand account, or both.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Use Descriptive Details

### Foundational Skills Mini-Lesson:

- **Words from French**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-11 focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the early clues that this earthquake would be different, and how the author shows a problem and its solutions on pg. 10.

- TE pg. 318

- TE pg. 318
- *Anatomy of a Volcanic Eruption* pg. 47

- TE pg. 319
- Teacher Modeled Writing

- TE pg. 320
- Student Research
- Digital Options

- TE pg. 320
- Student Writing

### Resources:

#### Lesson 12 READING: Use Descriptive Details

- TE pg. 322

- TE pg. 322
- *A Tsunami Unfolds*
- TE pg. 322
- *A Tsunami Unfolds* pgs. 4-11

- TE pg. 322
- *A Tsunami Unfolds* pgs. 4-11
- Shared Reading Routine TR10-11

- TE pg. 322
- *A Tsunami Unfolds* pgs. 4-11
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Descriptive Details** - Display and complete the T-Chart to record descriptive language and what it makes the reader visualize.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Commas Before Coordinating Conjunctions** - Review compound sentences. Use examples to review comma and coordinating conjunction placement.

#### Set the Purpose:

- **Develop a Topic and Draw Inferences** - Provide bulleted list that explains to scholars what writers do to better develop their topics.

#### Teach and Model:

- **Develop a Topic and Draw Inferences** - Explain that writers often include information that helps readers make inferences about a topic. Provide models from *A Tsunami Unfolds* to show how writers use various techniques to develop a topic for the reader to draw inferences of their own.

#### Prepare to Write:

- **Write Two Informative Paragraphs** - Explain that scholars will write two paragraphs explaining how forces of nature affect the land. Present scholars with guiding questions as they prepare to write. Model developing a topic and drawing inferences.

#### Independent Writing Practice:

- **Write Two Informative Paragraphs** - Review *Anatomy of a Volcanic Eruption* and *A Tsunami Unfolds*. Write two paragraphs explaining how forces of nature affect the land.

#### Share Writing:

- TE pg. 323
- *A Tsunami Unfolds* pgs. 4-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 323-324
- By-the-Way Words - epicenter, aftershock, tsunami
- Benchmark Vocabulary - collapsed, networks, evacuation
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 324
- *A Tsunami Unfolds* pgs. 4-11
- T-Chart TR36

### Resources:

#### Lesson 12 WRITING: Informative/Explanatory Writing

- TE pg. 331
- *A Tsunami Unfolds* pgs. 8, 10

- TE pg. 328

- TE pg. 328
- *A Tsunami Unfolds*

- TE pg. 329
- Teacher Modeled Writing

- TE pg. 330
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with a partner. Partners will identify how the writing was organized and any inferences drawn.

### Learning Opportunities/Strategies:

#### **Lesson 13 READING: Compare Firsthand and Secondhand Accounts**

##### **Foundational Skills Mini-Lesson:**

- **Words from French**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Writers understand that research of both literary and informational texts can be used to convey ideas and information.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read *A Tsunami Unfolds* pgs. 12-19 understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what types of challenges Yumi and others face when the tsunami reached land.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Compare/Contrast** - Display and complete with class the Venn Diagram to compare/contrast first and secondhand accounts.

### Learning Opportunities/Strategies:

#### **Lesson 13 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Order Adjectives** - Use examples to point out that when adjectives are listed they follow a specific order.

##### **Set the Purpose:**

- TE pg. 330
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 13 READING: Compare Firsthand and Secondhand Accounts**

- TE pg. 332
- TE pg. 332
- *A Tsunami Unfolds*
- TE pg. 332
- *A Tsunami Unfolds* pgs. 12-19
- TE pg. 332
- *A Tsunami Unfolds* pgs. 12-19
- Shared Reading Routine TR10-11
- TE pg. 332
- *A Tsunami Unfolds* pgs. 12-19
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *A Tsunami Unfolds* pgs. 12-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 334
- By-the-Way Words - sea walls, seismic wave, nuclear
- Benchmark Vocabulary - evacuate, scrambling, monitoring, broadcast
- Benchmark Vocab Routine for Info. Text TR24-25
- Generative Vocabulary Chart TE 203-205
- TE pg. 334
- *A Tsunami Unfolds* pg. 15
- Venn Diagram TR45

### Resources:

#### **Lesson 13 WRITING: Informative/Explanatory Writing**

- TE pg. 341

## Grade 4 Reading/Writing

- **Plan and Prewrite** - Explain that planning and prewriting follows a certain set of steps. Provide those steps to scholars.

### Teach and Model:

- **Plan and Prewrite** - Provide models to help explain that writers consider all of the prewriting steps before they begin writing.

### Prepare to Write:

- **Plan and Prewrite a News Report** - Present scholars with guiding questions to assist in prewriting for a news report that informs readers about the impact of a natural disaster on the Earth and its inhabitants. Model prewriting, determining purpose and support, and researching and organizing.

### Independent Writing Practice:

- **Plan and Prewrite a News** Scholars will begin the prewriting steps for a news report that informs readers about the impact of a natural disaster on the Earth and its inhabitants. Brainstorm natural disasters and sources scholars might use to find information. Scholars state their topic, audience, and purpose.

### Share Writing:

- Volunteers share their prewriting plan with the class, stating the topic, audience, and purpose. The class will review the planning information and suggest any other types of support writers might want to research for their news story.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Explain Events and Concepts

#### Foundational Skills Mini-Lesson:

- **Words from French**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they need.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read *A Tsunami Unfolds* pgs. 20-25 to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the author uses a problem and solution structure to inform readers about the tsunami.

- TE pg. 338

- TE pg. 338
- *A Tsunami Unfolds*

- TE pg. 339
- Teacher Modeled Writing

- TE pg. 340
- Digital Options

- TE pg. 340
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 14 READING: Explain Events and Concepts

- TE pg. 342

- TE pg. 342
- *A Tsunami Unfolds* pgs. 20-25

- TE pg. 342
- *A Tsunami Unfolds* pgs. 20-25

- TE pg. 342
- *A Tsunami Unfolds* pgs. 20-25
- Shared Reading Routine TR10-11

- TE pg. 342
- *A Tsunami Unfolds* pgs. 20-25
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Understanding Scientific Texts** - Display and complete with class the Sorting Circles organizer to chart tsunami details, science facts, and science words.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Informative/Explanatory Writing

### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use examples to help identify prepositional phrases. Write prepositional phrases to answer questions.

### Set the Purpose:

- **Organize Information in a Draft** - Review with scholars how a writer can organize an informative/explanatory text.

### Teach and Model:

- **Organize Information in a Draft** - Provide models that show how to develop paragraphs and text boxes with facts, details, and other information.

### Prepare to Write:

- **Draft a News Report** - Explain to scholars that as they begin drafting their news reports, they should refer back to the plans they formed during prewriting. Model stating and supporting the topic and organizing a draft.

### Independent Writing Practice:

- **Draft a News Report** - Scholars will draft a news report that informs readers about the effects of a natural disaster on Earth and its people. Focus on organizing ideas and information.

### Share Writing:

- TE pg. 343
- *A Tsunami Unfolds* pgs. 20-25
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 343-344
- By-the-Way Words - radiation, relief, organizations
- Benchmark Vocabulary - crisis, stranded
- Benchmark Vocab Routine for Info. Text TR24-25
- Generative Vocabulary Chart TE 203-205

- TE pg. 344
- *A Tsunami Unfolds* pg. 20
- Three Sorting Circles Organizer TR41

### Resources:

#### Lesson 14 WRITING: Informative/Explanatory Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- *A Tsunami Unfolds*

- TE pg. 349
- Teacher Modeled Writing

- TE pg. 350
- Digital Options

## Grade 4 Reading/Writing

- Volunteers share their writing with the class. The class will identify additions, deletions, and organizational changes they feel would make the news report stronger.

### Learning Opportunities/Strategies:

#### **Lesson 15 READING: Analyze Causes and Effects**

##### **Foundational Skills Mini-Lesson:**

- **Words from French**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of changes in nature on both the environment and people.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to read *A Tsunami Unfolds* pgs. 26-31 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss ways the tsunami continued to affect people after the event occurred.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Causes and Effects** - Display and complete with class the Cause-Effect chart to record causes and effects related to the nuclear crisis.

### Learning Opportunities/Strategies:

#### **Lesson 15 WRITING: Informative/Explanatory Writing**

##### **Conventions Mini-Lesson:**

- **Use Prepositional Phrases** - Use examples to review prepositional phrases. Scholars will fill in the blanks with prepositional phrases on the board.

##### **Set the Purpose:**

- TE pg. 350
- Student Writing

### Resources:

#### **Lesson 15 READING: Analyze Causes and Effects**

- TE pg. 352
- TE pg. 352
- *A Tsunami Unfolds* pgs. 26-31
- TE pg. 352
- *A Tsunami Unfolds* pgs. 26-31
- TE pg. 352
- *A Tsunami Unfolds* pgs. 26-31
- Shared Reading Routine TR10-11
- TE pg. 352
- *A Tsunami Unfolds* pgs. 26-31
- Think-Pair-Share Routine TR2-3
- TE pg. 353
- *A Tsunami Unfolds* pgs. 26-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 353-354
- By-the-Way Words - hydrogen, hypothermia
- Benchmark Vocabulary - grim, mistrusted, rescue
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 354
- *A Tsunami Unfolds* pgs. 26-31
- Cause-Effect Chart TR32

### Resources:

#### **Lesson 15 WRITING: Informative/Explanatory Writing**

- TE pg. 361



## Grade 4 Reading/Writing

- **Develop a Conclusion** - Explain the criteria of a strong conclusion.

### Teach and Model:

- **Develop a Conclusion** - Provide models to show that a good concluding section meets criteria in creative ways.

### Prepare to Write:

- **Write a Strong Conclusion** - For the news report they have been drafting, scholars will develop a concluding section or paragraph based on guiding questions. Model summarizing and restating and making a fresh point.

### Independent Writing Practice:

- **Write a Strong Conclusion** - Scholars continue to write the news report they began drafting by writing a conclusion. Conclusion should meet the following criteria: summarizing, highlighting important examples details/ information, providing a fresh point of view. Encourage the use of one or more headings to group ideas in the conclusion.

### Share Writing:

- Volunteers will share their conclusions. The class will comment on the strengths in the conclusions as well as make helpful suggestions about how the conclusion might be made even stronger.

### Learning Opportunities/Strategies:

#### **Lesson 16 READING: Compare Accounts on Same Topic**

### **Foundational Skills Mini-Lesson:**

- **Suffixes -ous, -able, -ible**

### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of changes in nature on both the environment and people.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to reread notes and key passages in both texts to review main ideas and key details.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss ways the two texts are similar in form and content.

### **Close Read:**

- TE pg. 358

- TE pg. 358
- Teacher Modeled Writing

- TE pg. 359
- Teacher Modeled Writing

- TE pg. 360
- Digital Options

- TE pg. 360
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 16 READING: Compare Accounts on Same Topic**

- TE pg. 362

- TE pg. 362
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*

- TE pg. 362
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*

- TE pg. 362
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*
- Shared Reading Routine TR10-11

- TE pg. 362
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Word Choice**- Scholars will look at specific examples from both texts to study authors' word choices.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Provide examples to review progressive tenses. Scholars work in pairs to write sentences about volcanoes/tsunamis that use progressive verb tenses.

#### Set the Purpose:

- **Use Precise Vocabulary** - Remind scholars that good writers use precise language. Provide list of criteria.

#### Teach and Model:

- **Use Precise Vocabulary** - Provide models from *Anatomy of a Volcanic Eruption* and *A Tsunami Unfolds* to show that when writers revise their writing, they keep the precise language goals in mind.

#### Prepare to Write:

- **Revise a News Report** - Use guiding questions to help scholars revise word choices. Model using appropriate terms, choosing precise words, and choosing descriptive words.

#### Independent Writing Practice:

- **Revise a News Report** - Scholars will revise news reports, paying particular attention to using precise words and phrases. Advise scholars to verify that their replacements are more exact and correct than the original words.

#### Share Writing:

- Volunteers share their writing with the class highlighting at least three examples of revisions they made in word choice, and explain why they made the changes. Class will note any other words and phrases they think could be made stronger or more precise.

- TE pg. 363
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 354
- Benchmark Vocabulary - originate, expected, crisis
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 364
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*

### Resources:

#### Lesson 16 WRITING: Informative/Explanatory Writing

- TE pg. 371

- TE pg. 368

- TE pg. 368
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds*

- TE pg. 369
- Teacher Modeled Writing

- TE pg. 370
- Digital Options

- TE pg. 370
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Integrate Info from Multi. Texts

##### Foundational Skills Mini-Lesson:

- **Suffixes -ous, -able, -ible**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that specific strategies can be used to help them understand what they read.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to reread key passages and review visuals to remember key details about the events each text describes.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how each text combines science information with personal experiences.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Language Analysis:

- **Craft and Structure** - Display and complete with class the Three-Column Chart to record descriptive details and their effects among texts.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Informative/Explanatory Writing

##### Conventions Mini-Lesson:

- **Commas in Compound Sentences** - Use models to show that a comma is used between two independent clauses to create a compound sentence.

##### Set the Purpose:

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Integrate Info from Multiple Texts

- TE pg. 372
- TE pg. 372
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- TE pg. 372
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- TE pg. 372 Shared Reading Routine TR10-11
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- TE pg. 372 Think-Pair-Share Routine TR2-3
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- TE pg. 373 *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 374
- Benchmark Vocabulary - evacuate, survive, interior, pressure, collide, anxious
- Benchmark Vocabulary Routines for Literary and Informational Texts TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 374
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- Three-Column Chart TR40

### Resources:

#### Lesson 17 WRITING: Informative/Explanatory Writing

- TE pg. 381

## Grade 4 Reading/Writing

- **Edit and Proofread** - Present scholars with a checklist to follow as they edit and proofread their work.

### Teach and Model:

- **Edit and Proofread** - Provide models from *A Tsunami Unfolds* to model proper use of conventions.

### Prepare to Write:

- **Edit and Proofread a News Report** - Remind scholars that error-free writing makes a good impression on readers because it shows that writers have taken the time and effort to present their best work. Review some general rules that might be useful while editing. Model ways to edit by providing questions scholars can ask themselves. Model proofreading by asking questions.

### Independent Writing Practice:

- **Edit and Proofread a News Report** - Scholars will edit/proofread the news report they have been working on, making sure to use proper punctuation and capitalization.

### Share Writing:

- Volunteers share their writing with the class. Ask the class to provide feedback.

### Learning Opportunities/Strategies:

#### Lesson 18 READING: Compare/Contrast

#### Foundational Skills Mini-Lesson:

- **Suffixes -ous, -able, -ible**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand the effects of changes in nature on both the environment and people.*
- **Engage Scholars** - Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Read** - Follow Shared Reading Routine to review texts from the module remembering key ideas and visuals.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss negative and positive effects of earthquakes and volcanoes.

#### Close Read:

- TE pg. 378

- TE pg. 378
- *A Tsunami Unfolds* pgs. 4, 9

- TE pg. 379

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 18 READING: Compare/Contrast

- TE pg. 382

- TE pg. 382
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*

- TE pg. 382
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*

- TE pg. 382 Shared Reading Routine TR10-11
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*

- TE pg. 382 Think-Pair-Share Routine TR2-3
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Make Connections Across Texts** - Display and complete with class the Three-Column Chart to record elements - topic, main ideas, visuals.

### Learning Opportunities/Strategies:

#### Lesson 18 WRITING: Informative/Explanatory Writing

#### Conventions Mini-Lesson:

- **Use Commas and Quotation Marks** - Use examples to show how to place commas and quotation marks around exact words taken from the text.

#### Set the Purpose:

- **Publish and Present** - Scholars consider list of questions as they finalize their plans to publish and present their news report.

#### Teach and Model:

- **Publish and Present** - Use Student Model to help scholars see how a writer begins planning to publish and present a news report.

#### Prepare to Write:

- **Publish and Present a News Report** - Scholars will choose a publishing and presentation method that suits a news report. Look at examples of news reports online, listening to rate, speed and intonation the speaker uses. Practice trying to emulate the speaking style. Model using appropriate terms, decide on visuals, model planning the visuals.

#### Independent Writing Practice:

- **Publish and Present a News Report** - Scholars publish and present revised and edited news reports written in previous lessons.

#### Share Writing:

- TE pg. 383 *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 384
- By-the-Way Words - dormant
- Benchmark Vocabulary - investigations, desperately, radiation, contamination
- Benchmark Vocabulary Routines for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 384
- *Anatomy of a Volcanic Eruption, A Tsunami Unfolds, Escape from Pompeii*
- Three-Column Chart TR40

### Resources:

#### Lesson 18 WRITING: Informative/Explanatory Writing

- TE pg. 391
- TE pg. 388
- TE pg. 388
- Student Model
- TE pg. 389
- Teacher Modeled Writing
- News Report Websites
- TE pg. 390
- Digital Options

## Grade 4 Reading/Writing

- Volunteers present their news reports. Class will discuss how well the report and supporting visuals worked together to help understand the topic.

### Learning Opportunities/Strategies:

#### **Performance Based Assessment:**

- **Informative/Explanatory Task: Write a News Report** - Have scholars choose a natural event to research (for example, a hurricane, tornado or other storm, flood, volcanic eruption, or erosion). They will write a news report that explains the effects of the natural event on both living things and Earth.
- **Scholars will:**
  - introduce the topic clearly.
  - group related information into paragraphs with headings.
  - develop the topic with information from their research.
  - include illustrations and other visuals or multimedia, when appropriate, to support their writing.
  - link ideas using words and phrases such as *another*, *for example*, *also*, and *because*.
  - use precise and domain-specific vocabulary.
  - provide a strong conclusion.

#### **Prepare:**

- **Review** - Discuss Essential Questions: *How do readers draw inferences from and analyze text to develop understanding? How do writers research and use ideas from both literary and informational texts?*
- **Revisit the Text** - Remind scholars that in *Anatomy of a Volcanic Eruption*, the author describes the different kinds of volcanoes, their features, and how an erupting volcano affects the land around it. Note that in *A Tsunami Unfolds*, the author writes about the effect of the tsunami that struck Japan on March 11, 2011.
  - Display and read aloud excerpt from *Anatomy of a Volcanic Eruption*.
  - Display and read aloud excerpt from *A Tsunami Unfolds*.

Tell scholars that when they think about the information necessary for the Performance- Based Assessment, they will be looking for details and definitions and will create illustrations that will make their news reports factual and interesting. Have them begin with a web graphic organizer, which will help them organize the facts about their chosen topics.

- TE pg. 390
- Student Writing

### Resources:

#### **Performance-Based Assessment:**

- TE pgs. 392
- Reproducible pg. 396

- TE pg. 393

- TE pg. 393
- *Anatomy of a Volcanic Eruption* pg. 32
- *A Tsunami Unfolds* pg. 14
- Web B Organizer TR45

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### **Performance Based Assessment:**

- **Create:** Scholars will read through the books to decide on their topics. Provide access to other research sources, such as encyclopedias and approved Internet links. Scholars can watch videos of news reports to see the kinds of information that reporters include. Scholars can look at the photos and other media people have used to illustrate their ideas on the Internet and in the books. Have scholars organize their research using a Web B graphic organizer. After scholars finish researching, they will synthesize all of their information into a news report.
- **Score Writing:** Use Informative/Explanatory Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

### Resources:

#### **Performance Based Assessment:**

- TE pg. 394
- Web B organizer TR45
- *Anatomy of a Volcanic Eruption*
- *A Tsunami Unfolds*
- Reference Sources
- Digital Option
- TE pg. 397 Informative/Explanatory Rubric
- TE pg. 398
- Digital Option
- TE 399

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Scholars</b>	<b>On Grade Level Scholars</b>	<b>Struggling Scholars</b>	<b>Special Needs/ELL</b>
Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Extension</li> <li>● Sleuth</li> </ul> Realize Online Platform <ul style="list-style-type: none"> <li>● Games/Videos</li> <li>● Listen to Reading</li> </ul> Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Extension</li> <li>● Sleuth</li> </ul> Realize Online Platform <ul style="list-style-type: none"> <li>● Games/Videos</li> <li>● Listen to Reading</li> </ul> Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Support</li> <li>● Sleuth</li> <li>● Foundational Skills</li> <li>● Guided Writing</li> </ul> Realize Online Platform <ul style="list-style-type: none"> <li>● Games/Videos</li> <li>● Listen to Reading</li> </ul> Scaffolded Strategies Handbook: <ul style="list-style-type: none"> <li>● Unlock the Text</li> <li>● Unlock the Writing</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Support</li> <li>● Sleuth</li> <li>● Foundational Skills</li> <li>● Guided Writing</li> </ul> Realize Online Platform <ul style="list-style-type: none"> <li>● Games/Videos</li> <li>● Listen to Reading</li> </ul> Scaffolded Strategies Handbook:



## Grade 4 Reading/Writing

	Using Small Group Discussion Routine	<ul style="list-style-type: none"> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Unlock Language Learning</li> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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### Unit Four: Creating Innovative Solutions - Module A

#### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS ELA Reading Foundational Skills

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.4.4.A.** Read grade-level text with purpose and understanding.
- **L.RF.4.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.4.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### NJSLS ELA Reading

- **RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.4.2.-** Summarize a literary text and interpret the author's theme citing key details from the text.
- **RL.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- **RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- **RL.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

## Grade 4 Reading/Writing

### NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  - **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  - **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
  - **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
  - **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
  - **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
  - **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
  - **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.KL.4.1.C.** -Choose punctuation for effect.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VI.4.3.** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.A.** -Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **L.VI.4.3.B.** -Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.** -Recognize and explain the meaning of common idioms, adages, and proverbs.

### NJSLS ELA Writing

- **W.NW.4.3-** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.a.-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.b.-**Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.c-**Use a variety of transitional words and phrases to manage the sequence of events.
- **W.NW.4.3.d.-**Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.4.3.e.-** Provide a conclusion that follows from the narrated experiences or events.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

## Grade 4 Reading/Writing

### **NJSLS ELA Speaking and Listening**

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### **NJSLS Math**

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
- **4.M.A.2.-** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions and decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### **NJSLS Social Studies**

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.EconNM.6:** Examine the qualities of entrepreneurs in a capitalistic society.

### **NJSLS Science**

- **4-PS3-1.-** Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- **4-PS3-2.-** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- **4-PS3-3.-** Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- **4-PS3-5.-** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- **4-ESS3-1.-** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- **4-PS4-1.-** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- **4-PS4-3.-** Generate and compare multiple solutions that use patterns to transfer information.

### **NJSLS Health and Physical Education**

- **2.1.5.SSH.6:** Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

## Grade 4 Reading/Writing

- **2.1.5.SSH.7:** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

### **NJSLS - Career Readiness, Life Literacies, and Key Skills**

- **9.1.5.FP.2** - Identify the elements of being a good steward of money.
- **9.2.5.CAP.2** -Identify how you might like to earn an income.
- **9.2.5.CAP.7:** Identify factors to consider before starting a business.

### **Central Idea / Enduring Understanding:**

- Readers understand the elements of narrative texts and how to use them to determine the theme of a story.
- Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.
- Learners understand that collaboration often leads to creative solutions.

### **Essential/Guiding Question:**

How do readers describe in depth the elements of a story?

How do writers use narrative elements successfully when creating stories?

### **Content:**

- Readers will analyze a story's characters, setting, theme, problem, and events leading up to a solution.
- Writers will use story elements to write an original narrative.
- Learners will understand how creativity, cooperation, and innovation can make a difference in people's lives.

### **Text Complexity Measures - TR48 - TR57**

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Scholars
  - Difficulty of the Task or Questions Posed

### **Skills(Objectives):**

#### **Reading**

- Genre
- Interpret Visuals
- Author's Word Choice
- Draw Inferences
- Summarize
- Descriptive Details
- Character Traits
- Figurative Language
- Theme
- Character Development
- Transitions and Signal Words
- Mood and Word Choice
- Analyze Characters
- First-Person Narration
- Context Clues
- Compare Settings
- Compare Text Features and Structures
- Make Connections Across Texts

#### **Writing**

- Write the Beginning of a Story
- Write About Characters Facing a Challenge
- Write a Scene of Dialogue
- Write an Opening Paragraph
- Intro a Character Who Describes the Setting
- Write a Scene About Two Characters
- Write a Personal Narrative in Sequence
- Write a Draft of a Narrative About Two Char.
- Write a Sequel Using Dialogue
- Develop and Write a Narrative
- Write a Conclusion to an Existing Story
- Write a Narrative About a Problem and Solution

## Grade 4 Reading/Writing

- Plan and Prewrite a Narrative
- Write a Draft of a Narrative
- Write a Conclusion to a Narrative
- Revise the Draft of a Narrative
- Edit and Proofread a Narrative
- Publish and Present a Narrative

### Stage 2: Assessment Evidence

#### Performance Task(s):

##### **Performance Based Assessment:**

- **Narrative Task:** Write a Short Story- Scholars will write a short story about a character who solves a problem or overcomes a challenge with an innovative solution.
- **Scholars will:**
  - establish a situation, introduce the narrator and/or characters, and organize a logical sequence of events.
  - use dialogue to develop events and show the responses of characters to situations.
  - use a variety of transitional words and phrases to manage the sequence of events.
  - use specific words, phrases, and sensory details to describe experiences and events.
  - provide an effective conclusion that follows from the narrated events.

#### Other Evidence:

##### **Beginning of Year Assessment:**

- Baseline Assessment

##### **Formative Assessments:**

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

##### **Summative Assessments:**

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Lesson 1 - READING: Use Details to Analyze Story Elements**

##### **Foundational Skills Mini-Lesson:**

- **Related Words**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of a story.*
- **Engage Scholars** -Think about the Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 1-3 focusing on what the text is about.

#### Resources:

##### **Lesson 1 - READING: Use Details to Analyze Story Elements**

- TE pg. 12
- TE pg. 12
- TE pg. 12
- *Lunch Money* Chapters 1-3
- TE pg. 12
- *Lunch Money* Chapters 1-3
- Shared Reading Routine TR10-11

## Grade 4 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the details that are important to Greg.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Genre** - Display and complete T-Chart with class to record details about the main character's development.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Order Adjectives Within Sentences** - Use models to show the specific order of adjectives within sentences.

#### Set the Purpose:

- **Establish a Situation** - Explain that in a narrative, the writer establishes a situation by describing a character, place, or event. Consider questions about *Lunch Money*.

#### Teach and Model:

- **Establish a Situation**- Provide examples from *Lunch Money* to help scholars understand how writers establish a situation.

#### Prepare to Write:

- **Write the Beginning of a Story** - Tell scholars that they will be writing the beginning of a narrative in which there is a problem that needs to be solved. Guide scholars in creating a basic outline of what will happen in the story from beginning to end. Recall their own experiences. Decide who the characters will be, jotting down notes. Decide on setting.

#### Independent Writing Practice:

- **Write the Beginning of a Story** - Tell scholars they will be writing the beginning of a story in which there is a problem that needs to be solved. Scholars need to include relevant information from their own

- TE pg. 12
- *Lunch Money* Chapters 1-3
- Think-Pair-Share Routine TR2-3

- TE pg. 13
- *Lunch Money* Chapters 1-3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 13-14
- By-the-Way Words - investments, nuisance
- Benchmark Vocabulary - amateur, profit, initiative
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 14
- T-Chart TR39
- *Lunch Money* Chapters 1-3

### Resources:

#### Lesson 1 - WRITING: Narrative Writing

- TE pg. 21

- TE pg. 18
- *Lunch Money*

- TE pg. 18
- *Lunch Money*

- TE pg. 19

- TE pg. 20
- Digital Options

## Grade 4 Reading/Writing

experiences. Scholars should establish the situation by describing the characters or setting and introduce the problem.

### Share Writing:

- Volunteers share their writing with the class. The class will identify the situation that has been established.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Analyze Characters

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*
- **Explore Poetry** - Read poem and identify rhyme.
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 4-6 in *Lunch Money* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details help readers envision how Greg learned about and planned the process of building a comic book.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- **Interpret Visuals** - Display and complete with class the Web A organizer to interpret illustrations in the text.

- TE pg. 20
- Student Writing

### Resources:

#### Lesson 2 - READING: Analyze Characters

- TE pg. 22
- TE pg. 22
- *Lunch Money* pg. 121 Text Collection
- TE pg. 22
- *Lunch Money* Chapters 4-6
- TE pg. 22
- *Lunch Money* Chapters 4-6
- Shared Reading Routine TR10-11
- TE pg. 22
- *Lunch Money* Chapters 4-6
- Think-Pair-Share Routine TR2-3
- TE pg. 23
- *Lunch Money* Chapters 4-6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - marketing, launch
- Benchmark Vocabulary - operation, logically, bargain, accusing
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE pgs. 3-5
- TE pg. 24
- *Lunch Money* pgs. 30-32
- Web A Graphic Organizer TR44



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Review Personal Pronouns** - Use examples to show that personal pronouns change depending on how they are used in a sentence.

##### Set the Purpose:

- **Introduce a Narrator and Characters** - Explain that a narrator is either a character in the story or an unknown “third person” through which events are told. Have scholars consider guiding questions, as they think about narrators.

##### Teach and Model:

- **Introduce a Narrator and Characters** - Use examples from *Lunch Money* to help scholars analyze how the writer establishes a third-person narrator.

##### Prepare to Write:

- **Write About Characters Facing a Challenge** - Scholars will be writing part of a narrative in which characters are facing a challenge. They must decide from whose point of view the story will be told. Model developing the narrator for a narrative. Create a basic outline that establishes the challenge the characters will face. Model developing the outline.

##### Independent Writing Practice:

- **Write About Characters Facing a Challenge** - Scholars will write two or three paragraphs about characters who are facing a challenge. Introduce narrator and at least one other character.

##### Share Writing:

- Volunteers share their diagrams with the class. The class will identify point of view of the narrator and the name and traits of at least one character.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Understand How Literary Elements Work Together

##### Foundational Skills Mini-Lesson:

- **Related Words**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of a story.*

### Resources:

#### Lesson 2 WRITING: Narrative Writing

- TE pg. 31
- TE pg. 28
- TE pg. 28
- *Lunch Money* pgs. 26, 40
- TE pg. 29
- Teacher Modeled Writing
- TE pg. 30
- Digital Options
- TE pg. 30
- Student Writing

### Resources:

#### Lesson 3 READING: Understand How Literary Elements Work Together

- TE pg. 32
- TE pg. 32
- *Lunch Money* Chapters 7-8

## Grade 4 Reading/Writing

- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 7-8 in *Lunch Money* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what it is about Mr. Z that appeals to the reader's sense of humor.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Author's Word Choice** - With scholars, focus on how the author's use of descriptive words, dialogue, exclamation points, and italics show Greg's emotions.

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Relative Pronouns** - Use examples from *Lunch Money* to demonstrate how relative pronouns relate to other nouns.

#### Set the Purpose:

- **Use Dialogue** - Remind scholars that narratives can be about real or imagined events, can be told by a character in the story or by an outside narrator, and usually begin by establishing a situation or problem and introducing characters. Events are presented in a clear sequence and unfold naturally. Narratives often include dialogue to help develop and describe events.

#### Teach and Model:

- **Use Dialogue** - Provide examples from *Lunch Money* to help scholars analyze how the writer uses dialogue to convey information about events as well as the character's thoughts and feelings.

- TE pg. 32
- *Lunch Money* Chapters 7-8
- TE pg. 32
- *Lunch Money* Chapters 7-8
- Shared Reading Routine TR10-11
- TE pg. 32
- *Lunch Money* Chapters 7-8
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Lunch Money* Ch.7-8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 33-34
- By-the-Way Words - grub
- Benchmark Vocabulary - chaos, illusion, activate
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 34
- *Lunch Money* pgs. 62-63

### Resources:

#### Lesson 3 WRITING: Narrative Writing

- TE pg. 41
- *Lunch Money* pgs. 64, 68, 57

- TE pg. 38

- TE pg. 38
- *Lunch Money* pgs. 64, 73
- Teacher Model

## Grade 4 Reading/Writing

### Prepare to Write:

- **Write a Scene of Dialogue** - Scholars will write a scene of dialogue between characters who work together to come up with a solution to a problem. Use examples from the text to model how to introduce the event, narrator/ characters, and organize sequence.

### Independent Writing Practice:

- **Write a Scene of Dialogue** - Scholars write a scene of dialogue between two or more characters who work together to come up with a creative solution to a problem. Use transitional word and phrases.

### Share Writing:

- Volunteers share their writing with the class. The class will identify narrator, characters, problem, and solution.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Make Inferences

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 9-11 in *Lunch Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what new ideas about Maura are introduced in these chapters.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

#### Reading Analysis:

- TE pg. 39
- Teacher Modeled Writing
- *Lunch Money* pgs. 62-65

- TE pg. 40
- Digital Options

- TE pg. 40
- Student Writing

### Resources:

#### Lesson 4 READING: Make Inferences

- TE pg. 42
- TE pg.42
- *Lunch Money* Chapters 9-11
- TE pg. 42
- *Lunch Money* Chapters 9-11
- TE pg. 42
- *Lunch Money* Chapters 9-11
- Shared Reading Routine TR10-11
- TE pg. 42
- *Lunch Money* Chapters 9-11
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *Lunch Money* Ch. 9-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-54
- By-the-Way Words - market, flattery
- Benchmark Vocabulary - irrational, production, imitation
- Benchmark Vocab Routine for Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5

## Grade 4 Reading/Writing

- **Draw Inferences** - Display and complete the Three-Column Chart to record inferences about the characters in *Lunch Money*.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Subject-Verb Agreement** - Review example sentences from *Lunch Money* pointing out that subjects and verbs agree.

##### Set the Purpose:

- **Use Concrete Words and Phrases** - Explain that concrete words are nouns that name something we can see, hear, touch, taste, or smell. Good writers use concrete words and phrases to make their descriptions come alive by appealing to the reader's senses. Use guiding questions when considering concrete details.

##### Teach and Model:

- **Use Concrete Words and Phrases** - Provide models from *Lunch Money* to help scholars see that writers use concrete words and phrases to describe events.

##### Prepare to Write:

- **Write an Opening Paragraph** - Tell scholars they will write the opening paragraph of a narrative in which a character or third-person narrator describes the setting. First, scholars need to think about an event, a narrator, and characters. Then, they will plan the order of events. Model choosing an event, discuss how to introduce the narrator/characters, and discuss the sequence of events.

##### Independent Writing Practice:

- **Write an Opening Paragraph** - Scholars identify an event to write about, then write an opening paragraph in which the character or narrator describes the setting of the story. Include concrete words and phrases.

##### Share Writing:

- Volunteers share their writing with the class. Class identifies concrete words and phrases.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Summarize Text

##### Foundational Skills Mini-Lesson:

- **Related Words**

- TE pg. 44
- Three-Column Chart TR40
- *Lunch Money* pgs. 93-94

### Resources:

#### Lesson 4 WRITING: Narrative Writing

- TE pg. 51
- *Lunch Money* pgs. 89, 97, 93

- TE pg. 48

- TE pg. 48
- *Lunch Money*
- Teacher Model

- TE pg. 49
- Teacher Modeled Writing

- TE pg. 250
- Digital Options

- TE pg. 250
- Student Writing

### Resources:

#### Lesson 5 READING: Summarize Text

- TE pg. 52

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** -Enduring Understanding: *Learners understand that collaboration often leads to creative solutions.*
- **Engage Scholars** -Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 12-14 in *Lunch Money* focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which details in the story help to deepen understanding of Maura and Greg.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Context Clues** - Display and complete with class the Main Idea Chart to summarize text by identifying main ideas and events.

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Pronoun-Antecedent Agreement**- Use examples to show that pronouns must agree with their antecedents.

#### Set the Purpose:

- **Use Research in Narratives** - Explain to scholars that writers must research anything they do not know firsthand. Provide guiding questions for scholars to consider.

#### Teach and Model:

- **Use Research in Narratives** - Provide models to show how an author includes authentic details in a story.

- TE pg. 52
- *Lunch Money* Chapters 12-14
- TE pg. 52
- *Lunch Money* Chapters 12-14
- TE pg. 52
- *Lunch Money* Chapters 12-14
- Shared Reading Routine TR10-11
- TE pg. 52
- *Lunch Money* Chapters 12-14
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Lunch Money* Chapters 12-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Words - notorious, stern
- Benchmark Vocabulary - conceited, empire
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 54
- Main Idea Chart TR36
- *Lunch Money* pgs. 110-125

### Resources:

#### Lesson 5 WRITING: Narrative Writing

- TE pg. 61
- TE pg.58
- TE pg. 58
- *Lunch Money* pgs. 112-131

## Grade 4 Reading/Writing

### Prepare to Write:

- **Introduce a Character Who Describes the Setting**  
- Tell scholars they will be writing the opening paragraphs of a narrative in which the setting is a small business. They will need to research to find details to use to describe the setting and introduce a narrator/character. Consider guiding questions to prepare. Provide examples using *Lunch Money*.

### Independent Writing Practice:

- **Introduce a Character Who Describes the Setting**  
- Scholars imagine a story that is set at a small business. Research details about the business that can be used to describe the setting to make it realistic to readers. Write a few opening paragraphs that introduce a narrator or character using concrete words.

### Share Writing:

- Volunteers share writing with the class. Class will identify examples of concrete details.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Examine Descriptive Details

#### Foundational Skills Mini-Lesson:

- **Suffix -ion**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of a story.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 15-16 in *Lunch Money* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the details that show Greg and Maura's relationship is changing.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the

- TE pg. 59
- Teacher Modeled Writing
- *Lunch Money* pgs.25-33

- TE pg. 60
- Digital Options

- TE pg. 60
- Student Writing

### Resources:

#### Lesson 6 READING: Examine Descriptive Details

- TE pg. 62
- TE pg. 62
- *Lunch Money* Chapters 15-16
- TE pg. 62
- *Lunch Money* Chapters 15-16
- TE pg. 62
- *Lunch Money* Chapters 15-16
- Shared Reading Routine TR10-11
- TE pg. 62
- *Lunch Money* Chapters 15-16
- Think-Pair-Share Routine TR2-3
- TE pg. 63
- *Lunch Money* Chapters 15-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 64
- Benchmark Vocabulary - contrast, contritely
- Benchmark Vocab Routine for Literary Text TR28-31

## Grade 4 Reading/Writing

meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Descriptive Details**- Explain that authors include descriptive details to help readers visualize characters, settings, and events. Find examples of descriptive details in *Lunch Money*.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Use Adverbs** - Use examples to find adverbs in sentences. Scholars write new sentences containing adverbs.

#### Set the Purpose:

- **Use Descriptive Details** - Explain that writers can use vivid sensory language to tell what the characters look like, say, and do. Provide a list of the elements good narratives typically include.

#### Teach and Model:

- **Use Descriptive Details** - Review some of the types of descriptive details a writer can provide to tell about thoughts, feelings, words, and actions of characters. Provide models from *Lunch Money* to further the discussion.

#### Prepare to Write:

- **Write a Scene About Two Characters** - Tell scholars they will write a scene that includes descriptive details about two or more characters who are trying to solve a problem. Consider guiding questions. Model brainstorming about a character. Model adding descriptive details.

#### Independent Writing Practice:

- **Write a Scene About Two Characters** - Scholars will write a scene about two or more characters who are working together to solve a problem, including descriptive details in their scene.

#### Share Writing:

- Volunteers share their writing with the class. The class will identify descriptive details and tell whether they are the narrator's observations or information conveyed through characters' thoughts, feelings, words, or actions.

- Generative Vocabulary Chart TE 3-5

- TE pg. 64
- *Lunch Money* pgs. 145--146

### Resources:

#### Lesson 6 WRITING: Narrative Writing

- TE pg. 71
- *Lunch Money* Ch. 15-16

- TE pg. 68

- TE pg.68
- *Lunch Money* pg. 163

- TE pg. 69
- Teacher Modeled Writing

- TE pg. 70
- Digital Options

- TE pg. 70
- Student Writing



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Describe Characters in Depth

##### Foundational Skills Mini-Lesson:

- **Suffix -ion**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that collaboration often leads to creative solutions.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 17-19 in *Lunch Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Maura notices about the book club flyer and how it makes her feel.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Character Traits** - Display and complete with class the Web B organizer to list character traits describing Maura.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Form and Use Prepositional Phrases** - Use examples to show that prepositional phrases answer the questions *when, where, how, or which one.*

##### Set the Purpose:

- **Develop an Event Sequence** - Explain that writers use transitional words, including sequence words, to lead the reader through the order of events. These words keep the action of the story moving forward.

### Resources:

#### Lesson 7 READING: Describe Characters in Depth

- TE pg. 72
- TE pg. 72
- TE pg. 72
- *Lunch Money* Chapters 17-19
- TE pg. 72
- *Lunch Money* Chapters 17-19
- Shared Reading Routine TR10-11
- TE pg. 72
- *Lunch Money* Chapters 17-19
- Think-Pair-Share Routine TR2-3
- TE pg. 73
- *Lunch Money* Chapters 17-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Words- fundraiser, credits
- Benchmark Vocabulary- efficient, derailed, controversy
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 74
- *Lunch Money* pg. 177
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 7 WRITING: Narrative Writing

- TE pg. 81
- TE pg. 78

## Grade 4 Reading/Writing

### Teach and Model:

- **Develop an Event Sequence** - Provide models to help explain that the writer uses sequence words to help the reader clearly see the order of events.

### Prepare to Write:

- **Write a Personal Narrative in Sequence** - Explain that scholars will be writing a narrative about a real life experience in their life, including a clear sequence that unfolds naturally and a variety of transitional words. Provide guiding questions. Model sequencing events and using transitional words and phrases.

### Independent Writing Practice:

- **Write a Personal Narrative in Sequence** - Scholars will write about their actions, thoughts, and feelings from an experience they had that involved making a big decision. Remind scholars to organize their information as a sequence of events, using transitional words and sequence words.

### Share Writing:

- Volunteers will share writing with the class. Class will identify transitional words and phrases.

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Analyze Word Choice

### Foundational Skills Mini-Lesson:

- **Suffix -ion**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 20-22 in *Lunch Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the author describes the personal conflicts Greg is experiencing in this part of the story.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.

- TE pg. 78
- Teacher Model

- TE pg. 79
- Teacher Modeled Writing

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing

### Resources:

#### Lesson 8 READING: Analyze Word Choice

- TE pg. 82
- TE pg. 82
- *Lunch Money* Chapters 20-22
- TE pg. 82
- *Lunch Money* Chapters 20-22
- TE pg. 82
- *Lunch Money* Chapters 20-22
- Shared Reading Routine TR10-11
- TE pg. 82
- *Lunch Money* Chapters 20-22
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- *Lunch Money* Chapters 20-22
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Figurative Language**- Reread key sentences in chapter 21 to scholars, focusing on author's use of similes and metaphors.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Display forms of verb be. Use examples from *Lunch Money*.

#### Set the Purpose:

- **Develop a Topic** - Remind scholars that writers use sensory details that come from the five senses to tell precisely about experiences or events. Explain that sensory details help create settings, describe characters, and communicate central ideas.

#### Teach and Model:

- **Develop a Topic** - Use chapter 21 of *Lunch Money* to illustrate how the writer uses sensory details to develop story elements. Then provide additional models to show how sensory details give readers a clear picture of Greg's experiences from his point of view.

#### Prepare to Write:

- **Write a Draft of a Narrative About Two Characters** - Tell scholars that they will be writing a draft of a narrative about two people competing to sell a similar product. The draft should include sensory details that convey events precisely. Use a web graphic organizer to respond to questions. Model how to develop an idea.

#### Independent Writing Practice:

- **Write a Draft of a Narrative About Two Characters** - Scholars write a draft about two characters competing to sell similar products, using sensory details to convey events precisely.

#### Share Writing:

- Volunteers share their writing. Class will identify sensory details that helped visual events.

- TE pgs. 83-84
- Benchmark Vocabulary - agenda, pioneering
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 84
- *Lunch Money* Chapter 21

### Resources:

#### Lesson 8 WRITING: Narrative Writing

- TE pg. 91
- *Lunch Money*

- TE pg. 88

- TE pg. 88
- *Lunch Money* Chapter 21
- Student Model

- TE pg. 89
- Web organizer

- TE pg. 90
- Digital Options

- TE pg. 90
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### **Lesson 9 READING: Use Elements of Narrative to Determine Theme**

##### **Foundational Skills Mini-Lesson:**

- **Suffix -ion**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of a story.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read chapters 23-24 in *Lunch Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Maura and Greg learned about how to achieve their goals.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Theme** - Display and complete with class the Main Idea Chart to record how Greg's ideas about money have changed.

### Learning Opportunities/Strategies:

#### **Lesson 9 WRITING: Narrative Writing**

##### **Conventions Mini-Lesson:**

- **Use Coordinating Conjunctions** - Review coordinating conjunctions. Use examples from *Lunch Money* to teach coordinating conjunctions.

##### **Set the Purpose:**

- **Establish a Purpose** - Explain that when writing dialogue, writers use commas, quotation marks, and special paragraphing. Share elements of strong dialogue with scholars.

### Resources:

#### **Lesson 9 READING: Use Elements of Narrative to Determine Theme**

- TE pg. 92
- TE pg. 92
- *Lunch Money* Chapters 23-24
- TE pg. 92
- *Lunch Money* Chapters 23-24
- TE pg. 92
- *Lunch Money* Chapters 23-24
- Shared Reading Routine TR10-11
- TE pg. 92
- *Lunch Money* Chapters 23-24
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- *Lunch Money* Chapters 23-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - vendors
- Benchmark Vocabulary - confession, privilege, negotiations
- Benchmark Vocab Routine Lit. Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 94
- *Lunch Money* Chapters 23-24
- Main Idea Chart TR36

### Resources:

#### **Lesson 9 WRITING: Narrative Writing**

- TE pg. 101
- *Lunch Money*
- TE pg. 98

## Grade 4 Reading/Writing

### Teach and Model:

- **Establish a Purpose** - Provide models from *Lunch Money* to help explain that dialogue is often a more effective way to develop characters than narrative description.

### Prepare to Write:

- **Write a Sequel Using Dialogue** - Tell scholars they will be writing a sequel to *Lunch Money* in which Greg and Maura discuss adding a new product to their Chunky Comics business. Use web organizer to analyze characters of Greg and Maura for their sequel. Demonstrate how the author uses dialogue to advance the plot and how dialogue reveals the relationship between Maura and Greg.

### Independent Writing Practice:

- **Write a Sequel Using Dialogue** - Scholars will write a sequel to *Lunch Money* in which Greg and Maura discuss adding a new product to their Chunky Comics business, using dialogue to reveal what each character thinks the new product should be.

### Share Writing:

- Volunteers share their writing with the class. The class will discuss similarities and differences among sequels.

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Describe Characters and Events

#### Foundational Skills Mini-Lesson:

- **Suffix -ion**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of a story.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read pgs 74-80 in *Max Malone* for an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the details that help to introduce the characters of Max and his family.

- TE pg. 98
- *Lunch Money* pgs. 211, 213

- TE pg. 99
- *Lunch Money*
- Web Graphic Organizer
- Teacher Modeled Writing

- TE pg. 100
- *Lunch Money*
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 10 READING: Describe Characters and Events

- TE pg. 102

- TE pg. 102
- *Max Malone Makes a Million* pgs. 74-80 Text Collection

- TE pg. 102
- *Max Malone Makes a Million* pgs. 74-80 Text Collection

- TE pg. 102
- Shared Reading Routine TR10-11
- *Max Malone Makes a Million* pgs. 74-80 Text Collection

- TE pg. 102
- Think-Pair-Share Routine TR2-3
- *Max Malone Makes a Million* pgs. 74-80 Text Collection

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Character Development** - Display and complete with class the Main Idea Chart to record Max's thoughts, words, and actions.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Modal Auxiliaries** - Use examples to identify modal auxiliaries and explain the condition of time or mood.

#### Set the Purpose:

- **Analyze Sensory Details** - Explain that when readers are able to visualize the elements of a story, they connect with characters and stories, which keeps them interested in reading the story. Provide list of questions to help scholars analyze sensory details.

#### Teach and Model:

- **Analyze Sensory Details** - Use examples to explain that sensory details make writing precise and help readers visualize characters, setting, and events.

#### Prepare to Write:

- **Develop and Write a Narrative** - Explain that narrative writing requires careful planning. Scholars use Story Sequence chart to plan a narrative. Model questions scholars should consider as they plan narrative. After scholars complete charts, model how to annotate with sensory details.

#### Independent Writing Practice:

- **Develop and Write a Narrative** - Ask scholars to imagine what they would do with the profits if they had a million-dollar business. Then write a narrative on the topic. Scholars should introduce characters, setting, and plot events and conclude narrative with

- TE pg. 103
- *Max Malone Makes a Million* pgs. 74-80 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - millionaire, personalized
- Benchmark Vocabulary - victory, fortune
- Benchmark Vocab Routine for Lit Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 104
- *Max Malone Makes a Million* pgs. 78-79 Text Collection
- Main Idea Chart TR36

### Resources:

#### Lesson 10 WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108

- TE pg. 108
- *Max Malone Makes a Million* pgs. 76, 78, 79

- TE pg. 109
- Teacher Modeled Writing
- Story Sequence B TR38

- TE pg. 110
- Sequence Chart B TR38
- Digital Options

## Grade 4 Reading/Writing

final outcome of main character's plans for the money.

### Share Writing:

- Volunteers share their writing with the class. The class identifies sensory details and sequence of events.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Details to Describe Events

#### Foundational Skills Mini-Lesson:

- **Words from German**

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read pgs. 81-87 in *Max Malone Makes a Million* for an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what problems come up when the boys bake cookies.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Transition/Signal Words** - With scholars, focus on how the author uses transitional words and phrases to connect ideas. Explain that signal words help readers follow sequence of events.

- TE pg. 310
- Student Writing

### Resources:

#### Lesson 11 READING: Details to Describe Events

- TE pg. 112
- TE pg. 112
- *Max Malone Makes a Million* pgs. 81-87 Text Collection
- TE pg. 112
- *Max Malone Makes a Million* pgs. 81-87 Text Collection
- TE pg. 112
- Shared Reading Routine TR10-11
- *Max Malone Makes a Million* pgs. 81-87 Text Collection
- TE pg. 112
- Think-Pair-Share Routine TR2-3
- *Max Malone Makes a Million* pgs. 81-87 Text Collection
- TE pg. 113
- *Max Malone Makes a Million* pgs. 81-87 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 113-114
- By-the-Way Words - batch
- Benchmark Vocabulary - enveloped, quality
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 114
- *Max Malone Makes a Million* pgs. 81-82 Text Collection



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Commas/Quotation Marks in Dialogue** - Use examples to show placement of punctuation in dialogue.

##### Set the Purpose:

- **Draw Evidence from Literary Texts** - Writers often write to share their thoughts about a story. Using details and text evidence to support their analysis, writers clearly explain their thoughts about a piece of writing. Share questions to consider when analyzing a text.

##### Teach and Model:

- **Draw Evidence from Literary Texts** - Explain that it is important to use text evidence to analyze characters/events in a story. Provide models to find evidence about Gordy's/Max's characters.

##### Prepare to Write:

- **Write a Conclusion to an Existing Story** - Ask scholars to think about what might happen next in *Max Malone* and then write a conclusion to the story. Model brainstorming conclusion ideas with evidence from the text and new details. Review ideas, evidence, and details scholars organized on their charts.

##### Independent Writing Practice:

- **Write a Conclusion to an Existing Story** - Scholars write a conclusion to the story that tells what happens next for Gordy and Max. Scholars must make sure their conclusion ends the story and follows logically from the events they have read so far.

##### Share Writing:

- Volunteers share their writing with the class. Class identifies evidence from the text that supports the conclusion.

### Learning Opportunities/Strategies:

#### Lesson 12 READING: Describe Characters and Events

##### Foundational Skills Mini-Lesson:

- **Words from German**

##### Build Understanding:

- **Set the Purpose**- Enduring Understanding: *Learners understand the collaboration often leads to creative solutions.*

### Resources:

#### Lesson 11 WRITING: Narrative Writing

- TE pg. 121
- TE pg. 118
- TE pg. 118
- *Max Malone Makes a Million* pgs. 81-82
- TE pg. 119
- *Max Malone Makes a Million*
- Teacher Modeled Writing
- T-Chart TR39
- TE pg. 120
- *Max Malone Makes a Million*
- Digital Options
- TE pg. 120
- Student Writing

### Resources:

#### Lesson 12 READING: Describe Characters and Events

- TE pg. 122
- TE pg. 122
- *Max Malone Makes a Million* pgs. 88-93

## Grade 4 Reading/Writing

- **Engage Scholars** - Think about the Essential Questions: How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?
- **Read** - Follow Shared Reading Routine to read pgs. 88-93 in *Max Malone Makes a Million* for an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Max and Gordy's experience with making lemonade resemble their experience with making cookies.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Mood/Word Choice** - Display and complete the Four-Column Chart to analyze how author's word choices help establish mood.

### Learning Opportunities/Strategies:

#### Lesson 12 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Produce Complete Sentences** - Review components of complete sentences. Use examples to fix run-ons and fragments.

#### Set the Purpose:

- **Develop a Plot** - Writers often draw on their own life experiences to portray how characters act in fictional situations. Share questions that scholars should consider when identifying how a writer draws on real-life experiences.

#### Teach and Model:

- **Develop a Plot** - Through discussion and examples, help scholars see that the writer of *Max Malone Makes a Million* draws on what she knows about how people might react in real-life situations to create realistic character actions.

- TE pg. 122
- *Max Malone Makes a Million* pgs. 88-93

- TE pg. 122
- *Max Malone Makes a Million* pgs. 88-93
- Shared Reading Routine TR10-11

- TE pg. 122
- *Max Malone Makes a Million* pgs. 88-93
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Max Malone Makes a Million* pgs. 88-93
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 123-124
- By-the-Way Words - charged
- Benchmark Vocabulary - insulted
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 124
- *Max Malone Makes a Million* pgs. 88-93
- Four-Column Chart TR34

### Resources:

#### Lesson 12 WRITING: Narrative Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- *Max Malone Makes a Million*

## Grade 4 Reading/Writing

### Prepare to Write:

- **Write Narrative About Problem/Solution** - Explain that scholars will work in small groups to brainstorm topics and think about a specific problem people have to work together to solve. Model taking notes and creating a sequence of events.

### Independent Writing Practice:

- **Write Narrative About Problem/Solution** - Scholars create a piece of narrative fiction about characters who work to find a solution to a specific problem, using the sequence of events they created.

### Share Writing:

- Volunteers share their writing with the class. Class will identify problem and solution. Then discuss whether they think the writer based events of real-life experiences.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Use Key Details to Analyze Characters

#### Foundational Skills Mini-Lesson:

- **Words from German**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand the collaboration often leads to creative solutions.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to reread *Lunch Money* and *Max Malone Makes a Million* and review what the main characters and plots have in common.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the main characters are alike and different in both texts.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and Whole Class/Small Group Discussion Routine to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 129
- Teacher Modeled Writing

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

### Resources:

#### Lesson 13 READING: Use Key Details to Analyze Characters

- TE pg. 132
- TE pg. 132
- *Lunch Money, Max Malone Makes a Million*
- TE pg. 132
- *Lunch Money, Max Malone Makes a Million*
- TE pg. 132
- *Lunch Money, Max Malone Makes a Million*
- Shared Reading Routine TR10-11
- TE pg. 132
- *Lunch Money, Max Malone Makes a Million*
- Think-Pair-Share Routine TR2-3
- TE pg. 133
- *Lunch Money, Max Malone Makes a Million*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 133-134
- By-the-Way Words - business, competitor
- Benchmark Vocabulary - amateur, profit, initiative, victory, fortune
- Benchmark Vocab Routine for Literary Text TR28-31

## Grade 4 Reading/Writing

### Reading Analysis:

- **Analyze Characters** - Display and complete with class the T-Chart to compare the motivations of Greg and Max.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Combine Sentences** - Use examples from *Lunch Money* to model ways to combine two original sentences.

#### Set the Purpose:

- **Plan and Prewrite** - Provide scholars with checklist questions to use as they work to plan and prewrite a piece of narrative writing.

#### Teach and Model:

- **Plan and Prewrite** - Provide a model to help scholars see that a Story Sequence Chart can help in the planning and prewriting of a narrative.

#### Prepare to Write:

- **Plan and Prewrite a Narrative** - Explain that scholars will write a short story in which the main character makes a discovery that changes his or her life. Scholars brainstorm events that lead up to the character's discovery. Provide a Story Sequence organizer to help organize events.

#### Independent Writing Practice:

- **Plan and Prewrite a Narrative** - Scholars use the ideas in their Story Sequence charts to help create a preliminary draft of a narrative about a character and what he or she discovers that changes his or her life.

#### Share Writing:

- Volunteers share their writing with the class. Class will identify the main character, the discovery, and the main events.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Story Elements

#### Foundational Skills Mini-Lesson:

- **Words from German**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*

- Generative Vocabulary Chart TE 3-5

- TE pg. 134
- *Lunch Money, Max Malone Makes a Million*
- T-Chart TR39

### Resources:

#### Lesson 13 WRITING: Narrative Writing

- TE pg. 141
- *Lunch Money*

- TE pg. 138

- TE pg. 138
- Student Model
- Story Sequence Chart

- TE pg. 139
- Web Graphic Organizer TR45
- Story Sequence Graphic Organizer TR38

- TE pg. 140
- Digital Options
- Story Sequence Graphic Organizer TR38

- TE pg. 140
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 14 READING: Story Elements

- TE pg. 142

- TE pg. 142
- *Coyote School News* pgs. 58-66 Text Collection

## Grade 4 Reading/Writing

- **Explore Poetry** - Use poem *Gold* to discuss features of life in the desert.
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to read pgs. 58-66 in *Coyote School News* to understand what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how to describe the Ramirez family.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **First-Person Narration** - Display and complete with class the Web B organizer to chart details that indicate first-person narration.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Relative Adverbs** - Use examples to help identify common relative adverbs.

#### Set the Purpose:

- **Use Transitional Words and Phrases** - Explain that writers use transitional words and phrases to make the sequence of events clear to the reader. Share guiding questions to help scholars identify use of transitional words.

#### Teach and Model:

- **Use Transitional Words and Phrases** - Provide models from *Coyote School News* to show the writer uses transitional words and phrases to organize the events in the story.

#### Prepare to Write:

- TE pg. 142
- *Gold* pg. 122 Text Collection
- TE pg. 142
- *Coyote School News* pgs. 58-66 Text Collection
- TE pg. 142
- *Coyote School News* pgs. 58-66 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 142
- *Coyote School News* pgs. 58-66 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 143
- *Coyote School News* pgs. 58-66 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 143-144
- By-the-Way Words - stencil, mimeograph
- Benchmark Vocabulary - inspection
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 3-5
- TE pg. 144
- *Coyote School News* pgs. 58-66 Text Collection
- Web B Graphic Organizer TR45

### Resources:

#### Lesson 14 WRITING: Narrative Writing

- TE pg. 151
- *Coyote School News* Text Collection
- TE pg. 148
- TE pg. 148
- *Coyote School News* pgs. 63, 66 Text Collection

## Grade 4 Reading/Writing

- **Draft a Narrative** - Explain to scholars that they will continue the process started in Lesson 13. They will use the chart they made to begin drafting a story about a main character whose discovery changes his or her life. Model creating quick outline, writing draft, and adding transitional words/phrases using Cinderella story.

### Independent Writing Practice:

- **Draft a Narrative** - Scholars review prewriting notes and begin drafting stories. Explain that they will be able to revise their drafts later. Concentrate on getting all ideas written down to flesh out the story. Introduce the main character and setting. Use descriptive phrases and dialogue.

### Share Writing:

- Volunteers share their writing with the class. The class will identify main character and whether the writer revealed the discovery that changes his or her life.

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Use Details to Determine Theme

#### Foundational Skills Mini-Lesson:

- **Words from German**

#### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of the story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Shared Reading Routine to read pgs. 67-73 in *Coyote School News* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what problem Monchi experiences and how he reacts to it.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg.149
- Teacher Modeled Writing
- Cinderella Story

- TE pg.150
- Digital Options

- TE pg. 350
- Student Writing

### Resources:

#### Lesson 15 READING: Use Details to Determine Theme

- TE pg. 152
- TE pg. 152
- *Coyote School News* pgs. 67-73 Text Collection
- TE pg. 152
- *Coyote School News* pgs. 67-73 Text Collection
- TE pg. 152
- *Coyote School News* pgs. 67-73 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 152
- *Coyote School News* pgs. 67-73 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 153
- *Coyote School News* pgs. 67-73 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 153-154
- By-the-Way Words - spurs, lassoes

## Grade 4 Reading/Writing

Informational Text to teach the meanings of words.  
Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Context Clues** - Display and complete with class the Three-Column Chart to use context clues to figure out meaning of Spanish words in text.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Review Complex Sentences** - Use examples from *Coyote School News* to show dependent and independent clauses.

#### Set the Purpose:

- **Write a Conclusion** - Explain the criteria of a strong conclusion. Provide list of guiding questions that scholars might use as a checklist as they work to write an effective conclusion.

#### Teach and Model:

- **Write a Conclusion** - Provide examples from *Coyote School News* to show that the writer writes a conclusion that follows logically from the events in the story, wraps up plot lines, and reveals Monchi's story in a surprising and interesting way.

#### Prepare to Write:

- **Write a Conclusion to a Narrative** - Remind scholars that an effective conclusion provides the reader with information that helps them understand the moral lesson or theme of a story and leaves them with something extra to think about. Model summarizing a theme. Have scholars share what makes a conclusion memorable. Discuss how to revise and delete unneeded information.

#### Independent Writing Practice:

- **Write a Strong Conclusion** - Scholars write a conclusion to the narrative they have been working on.

#### Share Writing:

- Volunteers will share their writing. Class will identify the central message or theme as expressed in the narrative's conclusion.

- Benchmark Vocabulary - promoted, contributed
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 3-5

- TE pg.154
- *Coyote School News* pgs. 67, 73
- Three-Column Chart TR40

### Resources:

#### Lesson 15 WRITING: Narrative Writing

- TE pg. 161
- *Coyote School News* Text Collection

- TE pg. 158

- TE pg.158
- *Coyote School News* pg.73 Text Collection

- TE pg. 159
- Teacher Modeled Writing

- TE pg. 160
- Digital Options

- TE pg.160
- Student Writing



## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 16 READING: Compare Characters, Actions, Settings

##### Foundational Skills Mini-Lesson:

- **Homographs**

##### Build Understanding:

- **Set the Purpose** - Share Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of the story.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to reread portions of both texts to identify key details about characters, settings, and events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details help establish the settings in *Lunch Money* and *Coyote School News*.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Compare Settings** - Display and complete with class the T-Chart to the settings of both stories.

### Learning Opportunities/Strategies:

#### Lesson 16 WRITING: Narrative Writing

##### Conventions Mini-Lesson:

- **Compound Sentences** - Provide chart showing functions of coordinating conjunctions. Have scholars focus on specific sentences from text.

##### Set the Purpose:

- **Revise** - Explain that writers orient their readers by using declarative sentences to introduce the narrator and give details about the setting. Signal

### Resources:

#### Lesson 16 READING: Compare Characters, Actions, Settings

- TE pg.162
- TE pg. 162
- *Lunch Money, Coyote School News*
- TE pg. 162
- *Lunch Money, Coyote School News*
- TE pg. 162
- *Lunch Money, Coyote School News*
- Shared Reading Routine TR10-11
- TE pg.162
- *Lunch Money, Coyote School News*
- Think-Pair-Share Routine TR2-3
- TE pg.163
- *Lunch Money, Coyote School News*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 153-154
- By-the-Way Words - ideas, copies, copy
- Benchmark Vocabulary - irrational, production, imitation, inspection
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 164
- *Lunch Money, Coyote School News*
- T-Chart TR39

### Resources:

#### Lesson 16 WRITING: Narrative Writing

- TE pg. 171
- Chart
- TE pg. 168

## Grade 4 Reading/Writing

words/phrases about when events are happening add clarity to the writing. Provide checklist to help partners revise each others narratives.

### Teach and Model:

- **Revise** - Provide models from *Coyote School News* and *Lunch Money* to help identify ways scholars can better orient readers as they revise narratives.

### Prepare to Write:

- **Revise Narrative** - Remind scholars that good writers take the time to strengthen their writing by reading their first draft and revising it. Discuss steps scholars can follow to revise their drafts. Model revising the introduction. Include dialogue and descriptive details. Revise the conclusion.

### Independent Writing Practice:

- **Revise Narrative** - Scholars return to the draft of their short story and revise it.

### Share Writing:

- Volunteers share their writing with the class. Class will identify the narrator, setting, and central message. Offer suggestions to further revise.

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Comp/Contr Characters & Actions

#### Foundational Skills Mini-Lesson:

- **Homographs**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to reread key passages and look for a general understanding of what each text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the main characters in the texts are similar and different.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 168
- *Lunch Money* pg. 39
- *Coyote School News* pg. 60

- TE pg. 169
- Teacher Modeled Writing

- TE pg.170
- Digital Options

- TE pg. 170
- Student Writing

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Comp/Contr Characters & Actions

- TE pg. 172

- TE pg. 172
- *Lunch Money, Max Malone, Coyote School News*

- TE pg. 172
- *Lunch Money, Max Malone, Coyote School News*

- TE pg. 172
- *Lunch Money, Max Malone, Coyote School News*
- Shared Reading Routine TR10-11

- TE pg. 172
- *Lunch Money, Max Malone, Coyote School News*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Lunch Money, Max Malone, Coyote School News*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Compare Text Features/Structure** - Display and complete with class the Four-Column Chart to record text features of *Lunch Money*.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Narrative Writing

#### Conventions Mini-Lesson:

- **Commas in Compound Sentences**- Use examples to show that a comma is placed before the coordinating conjunction in a compound sentence.

#### Set the Purpose:

- **Edit and Proofread** - Present scholars with a checklist to follow as they edit and proofread their work.

#### Teach and Model:

- **Edit and Proofread** - Provide models from *Lunch Money* and *Coyote School News* to model proper use of conventions.

#### Prepare to Write:

- **Edit and Proofread a Narrative** - Explain that narrative writing incorporates characters, settings, and events and uses dialogue to convey speech. Have scholars consider guiding questions to be sure they are using proper conventions and sentence structure. Display and model reading paragraph line by line. Model making corrections.

#### Independent Writing Practice:

- **Edit and Proofread a Narrative** - Ask scholars to edit and proofread the story they wrote. Make sure to use correct spelling and grammar. Check punctuation in dialogue, contractions, and other areas. Have scholars verify that they have used a variety of sentence structures.

#### Share Writing:

- Volunteers share their writing with the class. Guide scholars to ask for specific feedback on their stories.

- TE pgs. 173-174
- By-the-Way Words - talent, creative
- Benchmark Vocabulary - efficient, derailed, controversy, promoted, enveloped, quality
- Benchmark Vocab Routines for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5

- TE pg. 174
- *Lunch Money*
- Four-Column Chart TR34

### Resources:

#### Lesson 17 WRITING: Narrative Writing

- TE pg. 181
- *Lunch Money*, *Max Malone*, *Coyote School News*

- TE pg. 178
- Checklist

- TE pg. 178
- *Lunch Money* pg. 212
- *Coyote School News* pg.62

- TE pg. 179
- Teacher Modeled Writing

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing
- Writing Keystone Checklist

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### **Lesson 18 READING: Compare/Contrast Characters/Events**

##### **Foundational Skills Mini-Lesson:**

- **Homographs**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Readers understand the elements of narrative texts and how to use them to determine the theme of the story.*
- **Engage Scholars** - Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*
- **Read** - Follow Shared Reading Routine to review texts from the module remembering key characters and plot events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss plot events in each text that help sustain reader interest.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Make Connections Across Texts** - Display and complete with class the Three-Column Chart to record elements - characters, settings, key events and themes.

### Learning Opportunities/Strategies:

#### **Lesson 18 WRITING: Narrative Writing**

##### **Conventions Mini-Lesson:**

- **Spell Words Correctly** - Remind scholars to use print or online dictionaries if they are unsure how to spell a particular word.

##### **Set the Purpose:**

- **Publish and Present** - Have scholars consider list of questions as they finalize their plans to publish and present their narrative.

### Resources:

#### **Lesson 18 READING: Compare/Contrast Characters/Events**

- TE pg.182
- TE pg. 182
- *Lunch Money, Max Malone, Coyote School News*
- TE pg. 182
- *Lunch Money, Max Malone, Coyote School News*
- TE pg. 182
- *Lunch Money, Max Malone, Coyote School News*
- Shared Reading Routine TR10-11
- TE pg. 182
- *Lunch Money, Max Malone, Coyote School News*
- Think-Pair-Share Routine TR2-3
- TE pg. 183
- *Lunch Money, Max Malone, Coyote School News*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - confession, privilege, negotiations, contributed, insulted
- Benchmark Vocab Routines for Literary Text TR28-31
- Generative Vocabulary Chart TE 3-5
- TE pg. 184
- *Lunch Money, Max Malone, Coyote School News*
- Three-Column Chart TR40

### Resources:

#### **Lesson 18 WRITING: Narrative Writing**

- TE pg. 191
- TE pg. 188

## Grade 4 Reading/Writing

### Teach and Model:

- **Publish and Present** - Use Student Model that shows one way to present writing. Point out decisions the writer made, and how the writer adds cues to writing to help present the story.

### Prepare to Write:

- **Publish and Present a Narrative** - Provide scholars with a sample piece of narrative text. Determine mood, suggest props/sound effects/ visuals that would be useful in a presentation. Have scholars decide which type of presentation they will use. Practice how to use voices, props, etc. Write a plan for presentation, gather props, visuals, etc. Make necessary alterations.

### Independent Writing Practice:

- **Publish and Present a News Report** - Scholars publish/present stories they have been working on. First, draft a plan for presentation. Then, alter writing for the presentation, as necessary. Finally, present to class.

### Share Writing:

- Volunteers will present their writing. Class will provide feedback, especially on presentation skills. Discuss details that may enhance presentations.

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

- **Narrative Task: Write a Short Story** - Scholars will write a short story about a character who solves a problem or overcomes a challenge with an innovative solution.
- **Scholars will:**
  - establish a situation, introduce the narrator and/or characters, and organize a logical sequence of events.
  - use dialogue to develop events and show the responses of characters to situations.
  - use a variety of transitional words and phrases to manage the sequence of events.
  - use specific words, phrases, and sensory details to describe experiences and events.
  - provide an effective conclusion that follows from the narrated events.

### Prepare:

- **Review** - Discuss Essential Questions: *How do readers describe in depth the elements of a story? How do writers use narrative elements successfully when creating stories?*

- TE pg. 188
- Student Model

- TE pg. 189
- Sample Narrative Text

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Performance-Based Assessment:

- TE 192
- Student Reproducible pg. 196

- TE 193

## Grade 4 Reading/Writing

- **Revisit the Text** - Remind scholars that in *Lunch Money*, Greg and Maura find that if they work together, they can be successful, while in *Coyote School News*, the scholars work together to not only expand their writing skills, but also to let others know what they are doing at school..
  - Display and read aloud excerpt from *Lunch Money*.
  - Display and read aloud excerpt from “Coyote School News.”

Tell scholars that when they think about writing their own narrative for the Performance Based Assessment, they will think about establishing a problem or situation for the main character and then creating a series of events that shows the character coming up with an innovative solution.

- **Create:** Have scholars think about a story they would like to write and what problem they would like the main character to have. Think about different and creative ways the character can solve the problem. Remind scholars that the idea is to be innovative with the solution. Write ideas in Story Sequence B organizer. Use notes to write short stories.
- **Score Writing:** Use Narrative Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow if...then..suggestions to support them as they complete other Performance-Based Assessments.

- TE 193
- *Lunch Money* pg. 195
- *Coyote School News* pg. 63
- Story Sequence B chart T38

- TE 194
- Story Sequence B Graphic Organizer TR38
- *Lunch Money*
- *Coyote School News*
- Digital options

- TE 197 Narrative Writing Rubric

- TE 198
- Digital Option

- TE 199

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Scholars	On Grade Level Scholars	Struggling Scholars	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Extension</li> <li>● Sleuth</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> <li>● Reading Analysis Support</li> <li>● Sleuth</li> </ul>	Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> <li>● Benchmark Vocabulary Practice</li> </ul> Small Group Options: <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Conference on Independent Reading</li> </ul>

## Grade 4 Reading/Writing

<p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>Reading Analysis Extension</li> <li>Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> <li>Reading Analysis Support</li> <li>Sleuth</li> <li>Foundational Skills</li> <li>Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>Games/Videos</li> <li>Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>Unlock the Text</li> <li>Unlock the Writing</li> <li>Unlock Language Learning</li> <li>Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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### Unit Four: Creating Innovative Solutions - Module B

#### Stage 1: Desired Results

##### Standards & Indicators:

##### NJSLS ELA Reading Foundational Skills

- L.RF.4.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- L.RF.4.3.a.-** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4.-** Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.a.-** Read grade-level text with purpose and understanding.
- L.RF.4.4.b.-** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- L.RF.4.4.c.-** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### NJSLS ELA Reading

- RL.CR.4.1.-** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2.-** Summarize a literary text and interpret the author's theme citing key details from the text.
- RL.4.3.-** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- RL.TS.4.4.-** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.PP.4.5.-** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.MF.4.6.-** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.



## Grade 4 Reading/Writing

- **RL.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
- **RI.CR.4.1.-** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.4.2.-** Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- **RI.IT.4.3.-** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.MF.4.6.-** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.-** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

### NJSLS ELA Writing Foundational Skills

- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.WF.4.2.A.** -Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- **L.WF.4.2.B.** -Write affixed words that involve a sound or spelling change in the base word.
- **L.WF.4.2.C.** -Spell grade-appropriate words correctly, consulting references as needed.
- **L.WF.4.2.D.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** -Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- **L.WF.4.3.A.** -Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- **L.WF.4.3.B.** -Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- **L.WF.4.3.C.** -Use independent clauses and coordinating conjunctions.
- **L.WF.4.3.D.** -Form irregular verbs; form and use progressive tenses.
- **L.WF.4.3.E.** -Form and use possessive nouns and pronouns.
- **L.WF.4.3.G.** -Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- **L.WF.4.3.H.** -Use apostrophes for possession.

### NJSLS Knowledge of Language

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.4.1.B.** -Choose words and phrases to convey ideas precisely.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.VL.4.2.A.** -Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.VL.4.2.B.** -Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- **L.VL.4.2.C.** -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.4.3.B.-** Determine the meaning of words and phrases that allude to significant characters found in literature.
- **L.VI.4.3.C.-** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.4.3.D.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

## Grade 4 Reading/Writing

### NJSLS ELA Writing

- **W.NW.4.3-** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- **W.NW.4.3.a.-** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.4.3.b.-** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.4.3.c-** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.NW.4.3.d.-** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.4.3.e.-** Provide a conclusion that follows from the narrated experiences or events.
- **W.AW.4.1.-** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

### NJSLS ELA Speaking and Listening

- **SL.PE.4.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.4.1.B-** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.4.1.C-** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **RSL.PE.4.1.D-** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.-** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.-** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.PI.4.4.-** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.4.5.-** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.4.6.-** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### NJSLS Math

- **4.NBT.4.-** With accuracy and efficiency, add and subtract multi-digit whole numbers using the standard algorithm.
- **4.M.A.2.-** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions and decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

### NJSLS Social Studies:

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

## Grade 4 Reading/Writing

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

### NJSLS Science:

- **4-PS3-1.-** Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- **4-PS3-2.-** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- **4-PS3-3.-** Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- **4-PS3-4.-** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- **4-ESS3-1.-** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- **4-PS4-1.-** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- **4-PS4-3.-** Generate and compare multiple solutions that use patterns to transfer information.

### NJSLS Health and Physical Education

- **2.3.5.PS.4:** Develop strategies to safely communicate through digital media with respect.
- **2.3.5.PS.5:** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- **2.1.5.SSH.3:** Demonstrate ways to promote dignity and respect for all people.

### NJSLS - Career Readiness, Life Literacies, and Key Skills

- **C9.1.5.CP.1** - Identify the advantages of maintaining a positive credit history.
- **9.1.5. EG.5** - Identify sources of consumer protection and assistance.
- **9.1.5.FI.1** - Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.1.5.FP.2** - Identify the elements of being a good steward of money.
- **9.1.5.FP.3** - Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.PB.1** - Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **9.1.5.PB.2** - Describe choices consumers have with money (e.g., save, spend, donate).
- **9.2.5.CAP.2** -Identify how you might like to earn an income.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

### Central Idea / Enduring Understanding:

- Readers understand that both literary and informational texts can be analyzed for ideas and information.
- Writers understand that writing uses reasons and evidence to support ideas and information.
- Learners understand that innovation is important for sustained economic growth.

### Essential/Guiding Question:

How can readers use text to explain information and ideas?

How do writers support opinions using reasons and evidence?

### Content:

- Readers will quote a text directly when drawing inferences from and analyzing the text.
- Writers will state and support an opinion with reasons and evidence.
- Learners will understand how innovative ideas spark economic growth.

### Skills(Objectives):

#### **Reading**

- Use Reasons/Evidence to Talk About Text
- Main Idea and Details
- Domain-Specific Words
- Draw Conclusions
- Synonyms and Antonyms
- Craft and Structure

## Grade 4 Reading/Writing

### Text Complexity Measures - TR48 - TR57

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

- Summarize
- Character Analysis
- Word Choice
- Theme
- Dialogue
- Draw Inferences
- Determine Character Motivation
- Analyze Descriptive Details
- Key Ideas and Details
- Make Connections

### Writing

- Write in Response to a Question
- Write an Opinion and Support it with Details
- State and Support an Opinion Clearly
- Create Brochure with Stated/Supported Opinion
- Opinion Paragraph Supporting POV
- Write a Short Essay
- Research and Write About a Topic
- Conclude with a Strong Statement
- State and Provide Reasons for Opinion
- Select Strong Supporting Reasons
- Research Facts/Info to Support an Opinion
- Draft an Opinion Paragraph
- Write Conclusion to Sum Up Opinion
- Draft Opinion Paragraph
- Plan and Prewrite Response to Prompt
- Use Details from Texts to Support Opinion
- Revise/Strengthen Opinion Essay
- Publish/Present Opinion Essay

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Performance Based Assessment:

- **Opinion Task:** Write About Innovations- As a class, brainstorm a list of technology-related innovations that have impacted the economy and changed the way people do things, such as televisions, ATMs, cell phones, etc. Scholars will choose one innovation that they feel has had the greatest impact on people's daily lives. Scholars will state and support their opinion.
- **Scholars will:**
  - introduce the topic clearly and state their opinion.
  - create an organizational structure that supports their opinion.
  - provide reasons that are supported by facts and details.
  - use linking words and phrases such as for instance, in order to, and because to connect their reasons to their opinion.

### Other Evidence:

#### Beginning of Year Assessment:

- Baseline Assessment

#### Formative Assessments:

- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

## Grade 4 Reading/Writing

- provide a conclusion that summarizes their opinion.

### Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Lesson 1 - READING: Use Reasons and Evidence

##### Foundational Skills Mini-Lesson:

- **Latin Roots** *genre, port*

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Engage Scholars** - Think about the Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to introduce *Using Money*.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how money has changed since ancient times.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Main Idea and Details** - Display and complete with class the Main Idea Chart to record the main idea and supporting details.

### Learning Opportunities/Strategies:

#### Lesson 1 - WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Relative Pronouns** - Review the five relative pronouns. Use models from *Using Money*.

##### Set the Purpose:

### Resources:

#### Lesson 1 - READING: Use Reasons and Evidence

- TE pg. 212
- TE pg. 212
- TE pg. 212
- *Using Money* pgs. 4-7, 46-47
- TE pg. 212
- *Using Money* pgs. 4-7, 46-47
- Shared Reading Routine TR10-11
- TE pg. 212
- *Using Money* pgs. 4-7, 46-47
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- *Using Money* pgs. 4-7, 46-47
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 213-214
- By-the-Way Words-sources
- Benchmark Vocabulary-value, allowance
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 214
- Main Idea Chart TR36
- *Using Money* pg. 6

### Resources:

#### Lesson 1 - WRITING: Opinion Writing

- TE pg. 221

## Grade 4 Reading/Writing

- **Identify Purpose** - Discuss examples of opinion writing, then share elements of strong opinion writing.

### Teach and Model:

- **Identify Purpose** - Explain that before writers make an opinion based on text, they first read closely to understand key points. Based on their understanding of the text, writers form an opinion and state it clearly with reasons and evidence. Display student model.

### Prepare to Write:

- **Write in Response to a Question** - Explain to scholars that they should analyze an opinion prompt and develop a plan for their writing. Explain that scholars must be able to provide two or three reasons for their opinion, supported by details from the text. Scholars should write out their opinion statement, revising until it effectively states their opinion. Model writing an opinion statement. Model creating an outline to help plan the organization of the essay.

### Independent Writing Practice:

- **Write in Response to a Question** - Scholars write an opinion paragraph in response to the following question: Which money system is better, the modern money system or ancient systems of bartering?

### Share Writing:

- Volunteers share their writing with the class. The class will identify the opinion statement, including reasons and evidence.

### Learning Opportunities/Strategies:

#### Lesson 2 - READING: Reasons/Evidence to Support Main Ideas

#### Foundational Skills Mini-Lesson:

- **Latin Roots** *dur, ject*

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 8-15 in *Using Money* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss reasons to open a savings account.

- TE pg. 218

- TE pg. 218
- Student Model

- TE pg. 219

- TE pg. 220
- Digital Options

- TE pg. 219
- Student Writing

### Resources:

#### Lesson 2 - READING: Reasons/Evidence to Support Main Ideas

- TE pg. 222

- TE pg. 222

- TE pg. 222
- *Using Money* pgs. 8-15

- TE pg. 222
- *Using Money* pgs. 8-15
- Shared Reading Routine TR10-11

- TE pg. 222
- *Using Money* pgs. 8-15

## Grade 4 Reading/Writing

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Main Idea and Details** - Display and complete with class the Main Idea Chart to record main idea and supporting details.

### Learning Opportunities/Strategies:

#### Lesson 2 WRITING: Opinion Writing

### Conventions Mini-Lesson:

- **Use Commas and Quotation Marks** - Remind scholars of the rules for quoting something from a text. Provide examples from the text.

### Set the Purpose:

- **Link Opinions to Reasons** - Remind scholars that writers should begin by clearly stating his or her opinion. Next, organize the ideas that support the opinion in a logical way. Then, link the opinion and reasons with words and phrases that connect ideas. Display list of phrases that link.

### Teach and Model:

- **Link Opinions to Reasons** - Through discussion, help scholars see how a writer can use words and phrases to connect ideas to supporting details. Provide text examples.

### Prepare to Write:

- **Write an Opinion and Support it with Details** - Explain to scholars that they should analyze an opinion prompt and develop a plan for their writing. Explain that scholars must be able to provide two or three reasons for their opinion, supported by details from the text. Model how to choose supporting details. Scholars will create and outline to help organize the essay.

### Independent Writing Practice:

- **Write an Opinion and Support it with Details** - Scholars will write an opinion paragraph telling

- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *Using Money* pgs. 8-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - fee calculated
- Benchmark Vocabulary - charges, service
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 203-205

- TE pg. 224
- *Using Money* pgs. 8-15
- Main Idea Chart TR36

### Resources:

#### Lesson 2 WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228

- TE pg. 228
- Student Model

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- *Using Money* pgs. 8-15



## Grade 4 Reading/Writing

whether they think it is important to save money using at least two details from *Using Money* pgs. 8-15. Scholars should also find a phrase or sentence to quote.

### Share Writing:

- Volunteers share their paragraphs with the class. The class will identify linking words and phrases.

### Learning Opportunities/Strategies:

#### Lesson 3 READING: Main Idea and Key Details

#### Foundational Skills Mini-Lesson:

- **Latin Roots**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read *Using Money* pgs. 16-21 focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the most important details to understand checking accounts.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Domain-Specific Words** - Reread key words in *Using Money* to better understand author's word choice and how these choices shape meaning and explain banking.

- Digital Options

- TE pg. 230
- Student Writing

### Resources:

#### Lesson 3 READING: Main Idea and Key Details

- TE pg. 232

- TE pg. 232
- *Using Money* pgs. 16-21

- TE pg. 232
- *Using Money* pgs. 16-21

- TE pg. 232
- *Using Money* pgs. 16-21
- Shared Reading Routine TR10-11

- TE pg. 232
- *Using Money* pgs. 16-21
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *Using Money* pgs. 16-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 233-234
- By-the-Way Words - setting money aside
- Benchmark Vocabulary n- current, convenience, security
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 234
- *Using Money* pgs. 16-21

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 3 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Use Relative Adverbs** - Use examples from *Using Money* to remind scholars that relative adverbs include the words *where*, *when*, and *why*.

##### Set the Purpose:

- **State and Support an Opinion** - Remind scholars that writers must include reasons that support their opinion and that opinions and supporting reasons must be organized to make sense. The opinion is often restated in the conclusion.

##### Teach and Model:

- **State and Support an Opinion** - Point out that an opinion without support isn't a valid opinion. Provide and discuss Student Model.

##### Prepare to Write:

- **State and Support an Opinion Clearly** - Work with scholars to create a list of reliable sources they can use to research a topic. Create a list of Internet search terms. Remind them that information from the internet is not always accurate. Scholars should find more than one source for each fact to verify that information is correct. Form and state a clear opinion. Provide support.

##### Independent Writing Practice:

- **State and Support an Opinion Clearly** - Scholars will write a paragraph to answer the question: Which is more useful, traditional banking or online banking?

##### Share Writing:

- Volunteers share their writing with the class. The class will identify the opinion and at least two sentences that support it.

### Learning Opportunities/Strategies:

#### Lesson 4 READING: Reasons and Evidence

##### Foundational Skills Mini-Lesson:

- **Latin Roots**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas?*

### Resources:

#### Lesson 3 WRITING: Opinion Writing

- TE pg. 241
- TE pg. 238
- TE pg. 238
- *Using Money*
- Student Model
- TE pg. 239
- Teacher Modeled Writing
- TE pg. 240
- Digital Options
- TE pg. 240
- Student Writing

### Resources:

#### Lesson 4 READING: Reasons and Evidence

- TE pg. 242
- TE pg. 242
- *Using Money* pgs. 22-29
- TE pg. 242
- *Using Money* pgs. 22-29

## Grade 4 Reading/Writing

*How do writers support opinions using reasons and evidence?*

- **Read** - Follow Shared Reading Routine to read pgs. 22-29 in *Using Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the author illustrates the dangerous side of credit cards.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Draw Conclusions** - Display and complete with class the Web A organizer to use details from the text and personal knowledge and experiences to draw conclusions about the text.

### Learning Opportunities/Strategies:

#### Lesson 4 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Progressive Verb Tenses** - Remind scholars that progressive verb forms show continuing action. Provide examples.

#### Set the Purpose:

- **Establish a Purpose** - Remind scholars that establishing a purpose gives the writer direction. Provides scholars with checklist questions to follow as they work to establish a purpose for writing.

#### Teach and Model:

- **Establish a Purpose** - Remind scholars that they must make their purpose clear at the beginning of the text by clearly stating their opinion. Provide Student Model.

#### Prepare to Write:

- **Create a Brochure** - Scholars will write an informational brochure in which they state an opinion about a new kind of credit card. They will name the card and come up with ways it will benefit people.

- TE pg. 242
- *Using Money* pgs. 22-29
- Shared Reading Routine TR10-11

- TE pg. 242
- *Using Money* pgs. 22-29
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *Using Money* pgs. 22-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 243-244
- By-the-Way Words - misuse, minimum, illegal
- Benchmark Vocabulary - options, cancel
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 244
- Web A TR44
- *Using Money* pgs. 22-29

### Resources:

#### Lesson 4 WRITING: Opinion Writing

- TE pg. 251
- *Using Money*

- TE pg. 248

- TE pg. 248
- Student Model

- TE pg. 249
- Teacher Modeled Writing

## Grade 4 Reading/Writing

They will state and support their opinion and provide illustrations. Model brainstorming. Name the product. Take notes.

### Independent Writing Practice:

- **Create a Brochure** - Scholars will create an informational brochure in which they state an opinion about a new kind of credit card that will benefit people.

### Share Writing:

- Volunteers share their brochures with partners. The partners will identify opinion statements, reasons, and evidence in one another's brochures.

### Learning Opportunities/Strategies:

#### Lesson 5 READING: Identify Key Supporting Details

#### Foundational Skills Mini-Lesson:

- **Latin Roots**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that writing uses reasons and evidence to support ideas and information.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 30-33 in *Using Money* focusing on an understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the difference between wants and needs, and some examples of each.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

#### Language Analysis:

- **Synonyms/Antonyms** - With scholars, find examples of when the author uses synonyms and antonyms to make certain the text is easy to understand.

- TE pg. 250
- Digital Options

- TE pg. 250
- Student Writing

### Resources:

#### Lesson 5 READING: Identify Key Supporting Details

- TE pg. 252
- TE pg. 252
- *Using Money* pgs. 30-33
- TE pg. 252
- *Using Money* pgs. 30-33
- TE pg. 252
- *Using Money* pgs. 30-33
- Shared Reading Routine TR10-11
- TE pg. 252
- *Using Money* pgs. 30-33
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- *Using Money* pgs. 30-33
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - versus, figuring out
- Benchmark Vocabulary - income, expenses
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 254
- *Using Money* pgs. 30

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 5 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Relative Pronouns** - Use examples from *Using Money* to explain how relative pronouns work.

##### Set the Purpose:

- **Support Reasons with Facts and Details** - Remind scholars that writers support reasons with clear facts/details. Writers only use facts that strengthen point they are making in their writing. Point out examples in *Using Money*.

##### Teach and Model:

- **Support Reasons with Facts and Details** - Provide Students Model to help explain that when writers write an opinion piece, they state the opinion and provide clear reasons supported by facts and details.

##### Prepare to Write:

- **Opinion Paragraph Supporting Point of View** - Scholars will write an opinion paragraph to support this point of view: It is important to create and use a budget. Write at least four reasons why they think it's important. Use reference sources for research. Write notes. Revisit reasons, and form and support an opinion.

##### Independent Writing Practice:

- **Opinion Paragraph Supporting Point of View** - Scholars will write an opinion paragraph supporting the point of view that creating and using a budget is an important practice. Review notes and reasons. Create a graphic organizer for each reason.

##### Share Writing:

- Volunteers will share writing and visuals. Class will identify opinion statement and discuss whether they agree or disagree with the information presented.

### Learning Opportunities/Strategies:

#### Lesson 6 READING: Details and Examples to Explain Ideas

##### Foundational Skills Mini-Lesson:

- **Words from French**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that writing uses reasons and evidence to support ideas and information.*

### Resources:

#### Lesson 5 WRITING: Opinion Writing

- TE pg. 261
- TE pg. 258
- *Using Money* pgs. 22-27

- TE pg. 258
- Student Model

- TE pg. 259

- TE pg. 260
- Digital Options

- TE pg. 260
- Student Writing

### Resources:

#### Lesson 6 READING: Details and Examples to Explain Ideas

- TE pg. 262
- TE pg. 262
- *Using Money* pgs. 34-37

## Grade 4 Reading/Writing

- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 34-37 in *Using Money* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the borrow should know about interest rates.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Main Idea and Supporting Details**- Display and complete with class the Main Idea Chart to record ideas the author used to persuade readers.

### Learning Opportunities/Strategies:

#### Lesson 6 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Use Commas Before a Coordinating Conjunction in a Compound Sentence** - Provide examples of coordinating conjunctions. Use examples from *Using Money* to point out the comma comes before the conjunction.

#### Set the Purpose:

- **Create an Organizational Structure** - Explain that it is important to create an organizational structure, or pattern, for a text. Provide checklist questions to scholars as they create an organizational structure.

#### Teach and Model:

- **Create an Organizational Structure** - Provide student model to help scholars understand how writers create structures to make their points clear and well connected.

#### Prepare to Write:

- TE pg. 262
- *Using Money* pgs. 34-37
- TE pg. 262
- *Using Money* pgs. 34-37
- Shared Reading Routine TR10-11
- TE pg. 262
- *Using Money* pgs. 34-37
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Using Money* pgs. 34-37
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 263-264
- By-the-Way Words - payments
- Benchmark Vocabulary - purchases, oversees
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 264
- Main Idea Chart TR36
- *Using Money* pgs. 34

### Resources:

#### Lesson 6 WRITING: Opinion Writing

- TE pg. 271
- *Using Money* pg. 37
- TE pg. 268
- TE pg. 268
- Student Model

## Grade 4 Reading/Writing

- **Write a Short Opinion Essay** - Scholars will write an opinion essay to respond to this question: *Do you think banks should be allowed to offer subprime mortgages?* Scholars will write notes about their opinion with at least two reasons to support their opinions. Model forming an opinion about the question. Research using print or online resources. reread the reasons written prior to research and circle any that will be kept.

### Independent Writing Practice:

- **Write a Short Opinion Essay** - Scholars will write an opinion essay to respond to this question: *Do you think banks should be allowed to offer subprime mortgages?*

### Share Writing:

- Volunteers share their writing with the class. The class will identify opinion status and reasons and evidence provided to support the opinion.

### Learning Opportunities/Strategies:

#### Lesson 7 READING: Explain How Authors Support Ideas

#### Foundational Skills Mini-Lesson:

- **Words from French**

#### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Explore Poetry** - Display and discuss *Smart*.
- **Engage Students** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 38-41 in *Using Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why stocks are riskier to invest in than gold.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Benchmark Vocabulary Routine for Informational Text

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Digital Options

- TE pg. 270
- Student Writing

### Resources:

#### Lesson 7 READING: Explain How Authors Support Ideas

- TE pg. 272
- TE pg. 272
- *Using Money* pgs. 38-41
- *Smart* pg. 125 Text Collection
- TE pg. 272
- *Using Money* pgs. 38-41
- TE pg. 272
- *Using Money* pgs. 38-41
- Shared Reading Routine TR10-11
- TE pg. 272
- *Using Money* pgs. 38-41
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Using Money* pgs. 38-41
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - monetary, charitable trust



## Grade 4 Reading/Writing

to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Craft/Structure** - Remind scholars that a conjunction connects a group of words. Use the text to identify how conjunctions are used by the author.

### Learning Opportunities/Strategies:

#### Lesson 7 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Commas/Quotation Marks** - Use examples from *Using Money* to show that a comma and quotation marks are needed when using a speaker's exact words.

#### Set the Purpose:

- **Research and Draw Evidence** - Remind scholars that writers must provide evidence, like quotations, statistics, and facts, from informational sources to support their ideas.

#### Teach and Model:

- **Research and Draw Evidence** - Provide a student model to help scholars understand that quotations can provide strong evidence to support a writer's opinion.

#### Prepare to Write:

- **Research and Write About a Topic** - Scholars will be writing about a charity they like and why they like it. Model a K-W-L chart to assist in research. Explain that scholars need to use their own words, include quoted material, and cite evidence from their research. Remind scholars to write a strong conclusion sentence.

#### Independent Writing Practice:

- **Research and Write About a Topic** - Scholars will research a charity they like and write about why they are interested in this charity, including why they might like to donate money to that organization.

#### Share Writing:

- Volunteers share their writing with the class. Allow time for class to pose questions to follow up on the information presented. Ask class to identify each writer's strongest piece of evidence.

- Benchmark Vocabulary - organizations, research, scholarships
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 274
- *Using Money* pgs. 38-41

### Resources:

#### Lesson 7 WRITING: Opinion Writing

- TE pg. 281

- TE pg. 278

- TE pg. 278
- Student Model

- TE pg. 279
- Teacher Modeled Writing

- TE pg. 280
- Digital Options

- TE pg. 280
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 8 READING: Use Main Idea to Summarize a Text

##### Foundational Skills Mini-Lesson:

- **Words from French**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that writing uses reasons and evidence to support ideas and information.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 42-45 and 48 in *Using Money* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the main point of the chart on pg. 44.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

##### Reading Analysis:

- **Summarize** - Display and complete Web B with class to collect details to summarize information.

### Learning Opportunities/Strategies:

#### Lesson 8 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Prepositional Phrases** - Use examples to show that prepositional phrases answer one of the following phrases: *When? Where? How? Which one?*

##### Set the Purpose:

- **Provide a Concluding Statement** - Remind scholars that a concluding statement leaves the reader with a final impression and might restate the writer's opinion or leave the reader with an impression of the importance of the facts in the opinion.

### Resources:

#### Lesson 8 READING: Use Main Idea to Summarize a Text

- TE pg. 282
- TE pg. 282
- *Using Money* pgs. 42-45, 48
- TE pg. 282
- *Using Money* pgs. 42-45, 48
- TE pg. 282
- *Using Money* pgs. 42-45, 48
- Shared Reading Routine TR10-11
- TE pg. 282
- *Using Money* pgs. 44
- Think-Pair-Share Routine TR2-3
- TE pg. 283
- *Using Money* pgs. 42-45, 48
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284
- By-the-Way Words - glazed pottery
- Benchmark Vocabulary - resemble
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 284
- *Using Money* pgs. 42-45, 48
- Web B TR45

### Resources:

#### Lesson 8 WRITING: Opinion Writing

- TE pg. 291
- *Using Money* pg. 42
- TE pg. 288

## Grade 4 Reading/Writing

### Teach and Model:

- **Provide a Concluding Statement** - Use Student Model to show that providing strong conclusions helps the reader understand and possibly join in the writer's opinion.

### Prepare to Write:

- **Conclude an Opening Paragraph with a Strong Statement** - Scholars will write a paragraph in which they state and support the opinion that a person should start saving money at an early age, using key facts from the text. Remind scholars of the necessary parts of an effective opinion piece. Scholars will read the prompt, research as needed, write an opinion statement, cite evidence, and write a conclusion.

### Independent Writing Practice:

- **Conclude Opening Paragraph with Strong Statement** - Scholars will write paragraph in which they state/support the opinion that a person should start saving money at an early age.

### Share Writing:

- Volunteers share writing with the class. The class will identify the conclusions.

### Learning Opportunities/Strategies:

#### Lesson 9 READING: Analyze Characters in a Story

### Foundational Skills Mini-Lesson:

- **Words from French**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-14 in *A Tale of Two Poggles* focusing on understanding of what text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the most important characters and their likes/dislikes in these chapters.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.

- TE pg. 288
- Student Model

- TE pg. 289

- TE pg. 290
- Digital Options

- TE pg. 290
- Student Graphic Organizers

### Resources:

#### Lesson 9 READING: Analyze Characters in a Story

- TE pg. 292

- TE pg. 292
- *A Tale of Two Poggles* pgs. 4-14

- TE pg. 292
- *A Tale of Two Poggles* pgs. 4-14

- TE pg. 292
- *A Tale of Two Poggles* pgs. 4-14
- Shared Reading Routine TR10-11

- TE pg. 292
- *A Tale of Two Poggles* pgs. 4-14
- Think-Pair-Share Routine TR2-3

- TE pg. 293
- *A Tale of Two Poggles* pgs. 4-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow Benchmark Vocabulary Routine to teach meanings of words. Use Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Character Analysis** - Display and complete the T-chart with class to collect traits and evidence about a character in the text.

### Learning Opportunities/Strategies:

#### Lesson 9 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Modal Auxiliaries** - Use examples from the text to identify and discuss modal auxiliaries.

#### Set the Purpose:

- **Link Opinions and Reasons** - A writer must use words and phrases to link his or her opinion to the supporting reasons. The linking words and phrases make the relationship between opinions and reasons clear for the reader. Share information about types of linking words and phrases with scholars.

#### Teach and Model:

- **Link Opinions and Reasons** - Display student model and discuss how the writer uses different types of linking words.

#### Prepare to Write:

- **State and Provide Reasons for an Opinion** - Scholars will be writing an opinion about whether it is better to communicate through letters sent by regular mail or through emails and text messages. Share guiding questions and steps with scholars. Use Main Idea organizer to help develop an opinion and identify several supporting reasons. Model writing an opinion about the internet. Model providing and linking reasons.

#### Independent Writing Practice:

- **State and Provide Reasons for an Opinion** - Scholars will state and explain their opinion about whether it is better to write letters and put them in the mail or send emails and text messages. Use information outlined in graphic organizer.

#### Share Writing:

- Volunteers share their writing with the class. The class will repeat the opinion statement.

- TE pgs. 293-294
- By-the-Way Words - engineer, amusement park
- Benchmark Vocabulary - sternly, scornful, rotten
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 294
- *A Tale of Two Poggles* pgs. 4-14
- T-Chart TR39

### Resources:

#### Lesson 9 WRITING: Opinion Writing

- TE pg. 301
- *A Tale of Two Poggles* pgs. 7, 8, 14

- TE pg. 298

- TE pg. 298
- Student Model

- TE pg. 299
- Teacher Modeled Writing
- Main Idea Chart TR36

- TE pg. 300
- Digital Options

- TE pg. 300
- Student Writing

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Lesson 10 READING: Analyze Word Choice to Understand Details

##### Foundational Skills Mini-Lesson:

- **Words from French**

##### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 15-22 in *A Tale of Two Poggles* understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the main differences between Nether Poggle and Upper Poggle.

##### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### Language Analysis:

- **Word Choice** - With scholars, analyze the author's word choice using specific examples from the text.

### Learning Opportunities/Strategies:

#### Lesson 10 WRITING: Opinion Writing

##### Conventions Mini-Lesson:

- **Spell Correctly** - Scholars will consult digital or print dictionaries to check spellings of words.

##### Set the Purpose:

- **Organize Information** - Explain that writers usually want readers to agree with their opinions. Share plan for organizing that demonstrates a logical way to group advantages and disadvantages in opinion writing.

### Resources:

#### Lesson 10 READING: Analyze Word Choice to Understand Details

- TE pg. 302
- TE pg. 302
- *A Tale of Two Poggles* pgs. 15-22
- TE pg. 302
- *A Tale of Two Poggles* pgs. 15-22
- TE pg. 302
- *A Tale of Two Poggles* pgs. 15-22
- Shared Reading Routine TR10-11
- TE pg. 302
- *A Tale of Two Poggles* pgs. 15-22
- Think-Pair-Share Routine TR2-3
- TE pg. 303
- *A Tale of Two Poggles* pgs. 15-22
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 303-304
- By-the-Way Words - mezzanine, carousels
- Benchmark Vocabulary - miserable, grimmer, automatically
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 304
- *A Tale of Two Poggles* pgs. 18, 19, 21

### Resources:

#### Lesson 10 WRITING: Opinion Writing

- TE pg. 311
- TE pg. 308

## Grade 4 Reading/Writing

### Teach and Model:

- **Organize Information** - Provide student model to help explain how writers focus on developing their reasons in an organized way to help readers better understand their point of view.

### Prepare to Write:

- **Select Strong Supporting Reasons** - Scholars refer to opinion writing they began in previous lesson. In this lesson, they will present advantages/disadvantages to writing letters and emails or texting, to support their opinion. Provide questions to consider while writing. Model stating reasons. Model identifying advantages/disadvantages. Model grouping related information.

### Independent Writing Practice:

- **Select Strong Supporting Reasons** - Remind scholars of the goal of their writing from the previous lesson. Reread opinions and reasons and revise as necessary. Review list of advantages/disadvantages and select strongest supporting examples. Develop paragraphs that group related information.

### Share Writing:

- Volunteers share their writing with the class. The class will identify advantages and disadvantages.

### Learning Opportunities/Strategies:

#### Lesson 11 READING: Use Details to Determine Theme

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 23-32 in *A Tale of Two Poggles* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss key details about characters, the factory setting, and the events in this chapter.

#### Close Read:

- TE pg. 308
- Student Model

- TE pg. 309
- Teacher Modeled Writing

- TE pg. 310
- Digital Options

- TE pg. 310
- Student Writing

### Resources:

#### Lesson 11 READING: Use Details to Determine Theme

- TE pg. 312

- TE pg. 312
- *A Tale of Two Poggles* pgs. 23-32

- TE pg. 312
- *A Tale of Two Poggles* pgs. 23-32

- TE pg. 312
- *A Tale of Two Poggles* pgs. 23-32
- Shared Reading Routine TR10-11

- TE pg. 312
- *A Tale of Two Poggles* pgs. 23-32
- Think-Pair-Share Routine TR2-3

## Grade 4 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Theme** - With scholars, identify one theme of the story and find evidence to support the theme using Web B graphic organizer.

### Learning Opportunities/Strategies:

#### Lesson 11 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Progressive Tense Verbs** - Use examples to identify and discuss the meaning of progressive tense verbs.

#### Set the Purpose:

- **Conduct Research to Support Reasons** - Explain that to give their opinion and reasons with greater force, writers use relevant, reliable sources to research information that they can use to support their ideas. Share list of reliable sources of information.

#### Teach and Model:

- **Conduct Research to Support Reasons** - Use student model to explain that when opinion writers conduct research, they seek out relevant and reliable sources to support their opinions and reasons.

#### Prepare to Write:

- **Research Facts and Information to Support an Opinion** - Use guiding questions to help scholars research using reliable sources. Model gathering information sources. Model researching advantages/disadvantages.

#### Independent Writing Practice:

- **Research Facts and Information to Support an Opinion** - Scholars will review the opinion piece they have been drafting. Explain that they need to research facts/information from reliable sources. Scholars can revise their opinion statements as appropriate. Tell scholars to use charts, outline, or notes to record supporting evidence and sources.

#### Share Writing:

- TE pg. 313
- *A Tale of Two Poggles* pgs. 23-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way Words - chute, compartments
- Benchmark Vocabulary - revolve, enormous, distinctive
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 314
- *A Tale of Two Poggles* pgs. 29
- Web B TR45

### Resources:

#### Lesson 11 WRITING: Opinion Writing

- TE pg. 321
- *A Tale of Two Poggles* pg. 27

- TE pg. 318

- TE pg. 318
- Student Model

- TE pg. 319
- Teacher Modeled Writing

- TE pg. 320
- Digital Options



## Grade 4 Reading/Writing

- Volunteers share their research by stating opinion, reason, and evidence.

### Learning Opportunities/Strategies:

#### **Lesson 12 READING: Determine Significance of Words in Dialogue**

##### **Foundational Skills Mini-Lesson:**

- **Related Words**

##### **Build Understanding:**

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 33-40 in *A Tale of Two Poggles* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss Alejandro and Nina's bright ideas in this chapter.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Language Analysis:**

- **Dialogue** - Use story to help scholars analyze the author's use of dialogue.

### Learning Opportunities/Strategies:

#### **Lesson 12 WRITING: Opinion Writing**

##### **Conventions Mini-Lesson:**

- **Use Modal Auxiliaries** - Review modal auxiliaries. Share and discuss examples from story.

##### **Set the Purpose:**

- **Draw Evidence** - Writers must do research to find evidence to support their opinion. Review some of the different types of evidence writers use.

- TE pg. 320
- Student Writing

### Resources:

#### **Lesson 12 READING: Determine Significance of Words in Dialogue**

- TE pg. 322
- TE pg. 322
- *A Tale of Two Poggles* pgs. 33-40
- TE pg. 322
- *A Tale of Two Poggles* pgs. 33-40
- TE pg. 322
- *A Tale of Two Poggles* pgs. 33-40
- Shared Reading Routine TR10-11
- TE pg. 322
- *A Tale of Two Poggles* pgs. 33-40
- Think-Pair-Share Routine TR2-3

- TE pg. 323
- *A Tale of Two Poggles* pgs. 33-40
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 324
- Benchmark Vocabulary - cautiously, persuade, operate
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 324
- *A Tale of Two Poggles* pgs. 33-34

### Resources:

#### **Lesson 12 WRITING: Opinion Writing**

- TE pg. 331
- *A Tale of Two Poggles* pgs. 33, 40
- TE pg. 328

## Grade 4 Reading/Writing

### Teach and Model:

- **Draw Evidence** - Use Student Model to point out that when writers draw evidence from an informational text, they look for specific facts and figures as well as examples that support their ideas.

### Prepare to Write:

- **Draft and Opinion Paragraph** - Students will consider guiding questions as they prepare to write about which method of communication is the most effective way to communicate. Model reviewing opinions/reasons, choosing evidence, and how to include evidence.

### Independent Writing Practice:

- **Draft and Opinion Paragraph** - Scholars will draft paragraph on their opinion of the most effective method of communication.

### Share Writing:

- Volunteers share their writing with the class, asking for specific feedback on their use of evidence to support their opinion.

### Learning Opportunities/Strategies:

#### Lesson 13 READING: Draw Inferences from a Text

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 41-48 in *A Tale of Two Poggles* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Think-Pair-Share Routine to discuss how Alejandro and Nina are good citizens of Nether Poggle.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine to support their answers with evidence.

- TE pg. 328
- Student Model

- TE pg. 329
- Teacher Modeled Writing

- TE pg. 330
- Digital Options

- TE pg. 330
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 13 READING: Draw Inferences from a Text

- TE pg. 332

- TE pg. 332
- *A Tale of Two Poggles* pgs. 41-48

- TE pg. 332
- *A Tale of Two Poggles* pgs. 41-48

- TE pg. 332
- *A Tale of Two Poggles* pgs. 41-48
- Shared Reading Routine TR10-11

- TE pg. 332
- *A Tale of Two Poggles* pgs. 41-48
- Think-Pair-Share Routine TR2-3

- TE pg. 333
- *A Tale of Two Poggles* pgs. 41-48
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Draw Inferences** - Display and complete the Three-Column Chart to make inferences by analyzing text details and other knowledge.

### Learning Opportunities/Strategies:

#### Lesson 13 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Order Adjectives** - Use examples from text to identify and understand order of adjectives.

#### Set the Purpose:

- **Write a Conclusion** - Share with scholars the elements of a strong conclusion for an opinion.

#### Teach and Model:

- **Write a Conclusion** - Use Student Model to help scholars recognize how the conclusion restates the opinion and the final statement leaves the reader with something to think about.

#### Prepare to Write:

- **Write a Conclusion to Sum Up an Opinion** - Remind scholars that a strong conclusion helps to clarify their opinion. Present scholars with guiding questions as they prepare to write. Model summarizing and restating an opinion, checking information, and leaving an impression.

#### Independent Writing Practice:

- **Write a Conclusion to Sum Up an Opinion** - Scholars review the paragraph they wrote in previous lessons and write a conclusion statement that sums up their opinion about methods of communication.

#### Share Writing:

- Volunteers share their conclusion statements with the class. Ask for specific feedback on the clarity of their restated opinion and whether the final sentence leaves a strong impression.

### Learning Opportunities/Strategies:

#### Lesson 14 READING: Details and Examples

#### Foundational Skills Mini-Lesson:

- **Related Words**

- TE pgs. 333-334
- By-the-Way Words - election
- Benchmark Vocabulary - transform, local, clever
- Benchmark Vocab Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 334
- *A Tale of Two Poggles* pgs. 41-43
- Three-Column Chart TR40

### Resources:

#### Lesson 13 WRITING: Opinion Writing

- TE pg. 341
- *A Tale of Two Poggles* pgs. 44-46

- TE pg. 338

- TE pg. 338
- Student Model

- TE pg. 339
- Teacher Modeled Writing

- TE pg. 340
- Digital Options

- TE pg. 340
- Student Writing

### Resources:

#### Lesson 14 READING: Details and Examples

- TE pg. 342

## Grade 4 Reading/Writing

### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 94-107 in *The Boy Who Invented TV* focusing on an understanding of what the text is mainly about.
- **Turn and Talk** - Think-Pair-Share Routine to discuss the machines that fascinated Philo when he was growing up.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Determine Character Motivation** - Display and complete with class the T-Chart chart to record characters' actions and motivations.

### Learning Opportunities/Strategies:

#### Lesson 14 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Order Adjectives** - Use examples from text to teach order of adjectives.

#### Set the Purpose:

- **Draw Evidence** - Discuss how a writer can draw evidence from multiple texts to help form and support an opinion. Provide questions for scholars to consider.

#### Teach and Model:

- **Draw Evidence** - Provide a model to help explain that when writers write an opinion comparing texts, they

- TE pg. 342
- *The Boy Who Invented TV* pgs. 94-107 Text Collection

- TE pg. 342
- *The Boy Who Invented TV* pgs. 94-107 Text Collection

- TE pg. 342
- *The Boy Who Invented TV* pgs. 94-107 Text Collection
- Shared Reading Routine TR10-11

- TE pg. 342
- *The Boy Who Invented TV* pgs. 94-107 Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 343
- *The Boy Who Invented TV* pgs. 94-107 Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 343-344
- By-the-Way Words - mechanical, generated, bombarded
- Benchmark Vocabulary - captivated, inventions, appealing
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205

- TE pg. 344 T-Chart TR39
- *The Boy Who Invented TV* pg. 104 Text Collection

### Resources:

#### Lesson 14 WRITING: Opinion Writing

- TE pg. 351
- *The Boy Who Invented TV* pgs. 95, 106, TC

- TE pg. 348

- TE pg. 348
- Models

## Grade 4 Reading/Writing

analyze both texts and draw detail and examples from each to support their opinion.

### Prepare to Write:

- **Draft an Opinion Paragraph** - Tell scholars they will be examining two texts in order to argue which text does a better job of explaining how innovation led to the creation of new products and services. Review both texts. Gather several examples from each to support their opinion. Draft opening statement.

### Independent Writing Practice:

- **Draft an Opinion Paragraph** - Scholars will review *The Boy Who Invented TV* and *A Tale of Two Poggles* to draft an opinion paragraph about which text does a better job explaining how innovation led to new products and services. Scholars should draw on text evidence from both texts to support their opinion

### Share Writing:

- Volunteers share their writing with the class. The class will identify the opinion statement and note the evidence that was drawn from both texts.

### Learning Opportunities/Strategies:

#### Lesson 15 READING: Identify and Analyze Descriptive Details

#### Foundational Skills Mini-Lesson:

- **Related Words**

#### Build Understanding:

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Shared Reading Routine to read pgs. 108-120 in *The Boy Who Invented TV* focusing on understanding what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the basic parts of the *Image Dissector*, their functions, and the materials used to construct them.

#### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 349
- *The Boy Who Invented TV*
- *A Tale of Two Poggles*

- TE pg. 350
- Digital Options

- TE pg. 350
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Lesson 15 READING: Identify and Analyze Descriptive Details

- TE pg. 352
- TE pg. 352
- *The Boy Who Invented TV* pgs. 108-120 Text Collection
- TE pg. 352
- *The Boy Who Invented TV* pgs. 108-120 Text Collection
- TE pg. 352
- *The Boy Who Invented TV* pgs. 108-120 Text Collection
- Shared Reading Routine TR10-11
- TE pg. 352
- *The Boy Who Invented TV* pgs. 108-120 Text Collection
- Think-Pair-Share Routine TR2-3
- TE pg. 353
- *The Boy Who Invented TV* pgs. 108-120 Text Collection

## Grade 4 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Language Analysis:

- **Analyze Descriptive Details** - With class reread and discuss descriptive details in the text.

### Learning Opportunities/Strategies:

#### Lesson 15 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Direct Speech and Quotations** - Use examples to teach punctuation used in a direct quotation.

#### Set the Purpose:

- **Plan and Prewrite an Opinion** - Review steps before publication in the writing process. Explain that prewriting is a key step. Before writers begin a draft, they form an opinion and research evidence to support it. They then decide how to organize their reasons and how to use details they have gathered.

#### Teach and Model:

- **Plan and Prewrite an Opinion** - Provide a model to show that planning/prewriting are vital steps in writing. Note supporting details and sources so they can be quoted or referred to when writing.

#### Prepare to Write:

- **Plan and Prewrite a Response to a Prompt** - Scholars will be planning and prewriting a response to a prompt. They will gather evidence from texts they have read to support their opinion. Present guiding questions for scholars to use when they begin to plan/prewrite. Model gathering and organizing evidence.

#### Independent Writing Practice:

- **Plan and Prewrite an Opinion** - Scholars will plan/prewrite a response to the prompt: "Support the opinion that innovation is needed for economic growth. Use details from *Using Money*, *The Boy Who Invented TV*, and *A Tale of Two Poggles* to support the opinion." Create an organizational T-Chart.

#### Share Writing:

- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 353-354
- By-the-Way Words - parallel, electrical, current
- Benchmark Vocabulary - transmitting, devoured, revolutionary
- Benchmark Vocab Routine for Info. Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 354
- *The Boy Who Invented TV* pgs. 109-116, TC

### Resources:

#### Lesson 15 WRITING: Opinion Writing

- TE pg. 361
- TE pg. 358
- TE pg. 358
- Models
- TE pg. 359
- Teacher Modeled Writing
- TE pg. 360
- Digital Options
- T-Chart TR39

## Grade 4 Reading/Writing

- Volunteers will share T-Charts. The class will discuss the effectiveness of writer's plan.

### Learning Opportunities/Strategies:

#### **Lesson 16 READING: Make Connections Between Key Ideas in Texts**

##### **Foundational Skills Mini-Lesson:**

- **Greek Roots**

##### **Build Understanding:**

- **Set the Purpose** - Share the following Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Scholars review both texts looking for connections between both.
- **Turn and Talk** - Think-Pair-Share Routine to discuss how each text illustrates the importance of investment.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Identify Key Ideas and Details** - Display and complete with class the Three-Column Chart to determine key ideas and details about wants and needs in both texts.

### Learning Opportunities/Strategies:

#### **Lesson 16 WRITING: Opinion Writing**

##### **Conventions Mini-Lesson:**

- **Use Relative Pronouns** - Use models to identify and discuss relative pronouns.

- TE pg. 360
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 16 READING: Make Connections Between Key Ideas in Texts**

- TE pg. 362
- TE pg. 362
- *Using Money, The Boy Who Invented TV*
- TE pg. 362
- *Using Money, The Boy Who Invented TV*
- TE pg. 362
- *Using Money, The Boy Who Invented TV*
- Shared Reading Routine TR10-11
- TE pg. 362
- *Using Money, The Boy Who Invented TV*
- Think-Pair-Share Routine TR2-3

- TE pg. 363
- *Using Money, The Boy Who Invented TV*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 353-354
- By-the-Way Words - investments
- Benchmark Vocabulary - service, charges, captivated, inventions
- Benchmark Vocab Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 203-205
- TE pg. 364
- *Using Money, The Boy Who Invented TV*
- Three-Column Chart TR40

### Resources:

#### **Lesson 16 WRITING: Opinion Writing**

- TE pg. 371
- *The Boy Who Invented TV* pg.116



## Grade 4 Reading/Writing

### Set the Purpose:

- **Draft Opinion Writing** - Tell scholars that in this lesson they will develop, evaluate, and organize their ideas, and draft their response to yesterday's prompt. Answer questions about the three texts to further develop prewriting T-Chart.

### Teach and Model:

- **Draft Opinion Writing** - Use Student Model to help scholars understand that writers use text evidence to support their opinions, and they use an organizational structure to group related ideas.

### Prepare to Write:

- **Use Details from Texts to Support Opinion** - Scholars will evaluate their evidence and organize their ideas. Model evaluating ideas and details. Model organizing reasons and the details that support opinions.

### Independent Writing Practice:

- **Use Details from Texts to Support Opinion** - Scholars will respond to prompt: *Support the opinion that innovation is needed for economic growth. Use details from Using Money, The Boy Who Invented TV, and A Tale of Two Poggles to support the opinion.* Use linking words and phrases and including a strong concluding statement that summarizes their opinion.

### Share Writing:

- Volunteers share their drafts with the class. Identify reasons and evidence provided to support opinions. Class will provide feedback about what might be improved in the next stages.

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Use Details to Determine a Theme

### Foundational Skills Mini-Lesson:

- **Greek and Latin Suffixes**

### Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that both literary and informational texts can be analyzed for ideas and information.*
- **Engage Students** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Assign roles and have class perform play. Review elements of a drama, including cast, character's lines, scene, setting, descriptions, and stage directions.

- TE pg. 368
- T-Chart

- TE pg. 368
- Student Model

- TE pg. 369

- TE pg. 370
- Digital Options

- TE pg. 370
- Student Writing

### Learning Opportunities/Strategies:

#### Lesson 17 READING: Use Details to Determine a Theme

- TE pg. 372

- TE pg. 372
- *RoBo Cleaner* pgs. TR68-73

- TE pg. 372
- *RoBo Cleaner* pgs. TR68-73
- Shared Reading Routine TR10-11

- TE pg. 372
- *RoBo Cleaner* pgs. TR68-73
- Read Aloud Routine TR8-9

## Grade 4 Reading/Writing

- **Turn and Talk** - Think-Pair-Share Routine to discuss what Juan expects RoBo Cleaner to accomplish and what RoBo Cleaner actually does.

### Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

### Reading Analysis:

- **Determine Theme** - Display and complete with class Web B to web one theme from the story and details to support that theme.

### Learning Opportunities/Strategies:

#### Lesson 17 WRITING: Opinion Writing

#### Conventions Mini-Lesson:

- **Comma Before Coordinating Conjunction** - Use examples to identify and discuss placement of comma in a compound sentence.

#### Set the Purpose:

- **Revise, Edit, Proofread** - Remind scholars that revising, editing, and proofreading are the last steps writers take before publishing and presenting. Provide scholars with questions to consider during this stage.

#### Teach and Model:

- **Revise, Edit, Proofread** - Use Student Model to help explain that revising, editing, and proofreading make writing more professional and polished.

#### Prepare to Write:

- **Revise and Strengthen Opinion Essay** - Model revising, editing, and proofreading an opinion.

#### Independent Writing Practice:

- **Revise and Strengthen Opinion Essay** - Scholars will revise/edit/proofread opinion essay they drafted in Lessons 15-16.

#### Share Writing:

- TE pg. 362
- *RoBo Cleaner* pgs. TR68-73
- Think-Pair-Share Routine TR2-3

- TE pg. 373
- *RoBo Cleaner* pgs. TR68-73
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 373-374
- By-the-Way Words- heating tubes, butterfingers
- Benchmark Vocab- vacuum, intelligence, alien
- Benchmark Vocab Routines for Literary Text TR28-31
- Generative Vocabulary Chart TE 203-205

- TE pg. 374
- *RoBo Cleaner* pgs. TR73
- Web B TR45

### Resources:

#### Lesson 17 WRITING: Opinion Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- Student Model

- TE pg. 379

- TE pg. 380
- Digital Options

## Grade 4 Reading/Writing

- Partners share revised and edited opinion essays. Identify strengths and weaknesses in each other's work and make suggestions for further edits.

### Learning Opportunities/Strategies:

#### **Lesson 18 READING: Compare Concepts Across Texts**

##### **Foundational Skills Mini-Lesson:**

- **Greek Roots, Greek/Latin Suffixes**

##### **Build Understanding:**

- **Set the Purpose** - Enduring Understanding: *Learners understand that innovation is important for sustained economic growth.*
- **Engage Scholars** - Essential Questions: *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Read** - Review texts identifying key ideas and similarities.
- **Turn and Talk** - Think-Pair-Share Routine to discuss topics and ideas all three texts have in common.

##### **Close Read:**

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

##### **Reading Analysis:**

- **Make Connections**- Display and complete with class Web B to chart how each text shows that innovation promotes economic growth.

### Learning Opportunities/Strategies:

#### **Lesson 18 WRITING: Opinion Writing**

##### **Conventions Mini-Lesson:**

- **Prepositional Phrases**-Use examples from the texts to identify and discuss prepositional phrases.

- TE pg. 380
- Student Writing
- Writing Keystone Checklist

### Resources:

#### **Lesson 18 READING: Compare Concepts Across Texts**

- TE pg. 382
- TE pg. 382
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- TE pg. 382
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- TE pg. 382
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- Shared Reading Routine TR10-11
- TE pg. 382
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- Think-Pair-Share Routine TR2-3
- TE pg. 383
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 384
- Benchmark Vocabulary - expenses, automatically, appealing
- Benchmark Vocabulary Routines for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE 203-205
- TE pg. 384
- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*
- Web B TR45

### Resources:

#### **Lesson 18 WRITING: Opinion Writing**

- TE pg. 391

## Grade 4 Reading/Writing

### Set the Purpose:

- **Publish and Present** - Point out that writers should consider some factors before finalizing their plans to publish and present their opinion piece. Present scholars with a list of questions to consider.

### Teach and Model:

- **Publish and Present** - Use Student Model to help scholars see how a writer created a plan for publishing and presenting their writing.

### Prepare to Write:

- **Publish and Present Opinion Essay** - Scholars will be publishing and presenting the essay they developed in Lesson 15-17. Model making a plan, and presenting. Allow scholars to make alterations to their writing to better support their presentation method.

### Independent Writing Practice:

- **Publish and Present Opinion Essay** - Scholars will publish/present essays. Make alterations as necessary, practice, and present to class.

### Share Writing:

- Volunteers will share writing with the class, asking for specific feedback, especially on presentation skills.

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

- **Opinion Task: Write About Innovations** - As a class, brainstorm a list of technology-related innovations that have impacted the economy and changed the way people do things, such as televisions, ATMs, cell phones, etc. Scholars will choose one innovation that they feel has had the greatest impact on people's daily lives. Scholars will state and support their opinion.
- **Scholars will:**
  - introduce the topic clearly and state their opinion.
  - create an organizational structure that supports their opinion.
  - provide reasons that are supported by facts and details.
  - use linking words and phrases such as for instance, in order to, and because to connect their reasons to their opinion.
  - provide a conclusion that summarizes their opinion.

- *Using Money, A Tale of Two Poggles, The Boy Who Invented TV*

- TE pg. 388

- TE pg. 388
- Student Model

- TE pg. 389
- Teacher Modeled Writing

- TE pg. 390
- Digital Options

- TE pg. 390
- Student Writing
- Writing Keystone Checklist

### Resources:

#### Performance-Based Assessment:

- TE pgs. 392
- Reproducible pg. 396

## Grade 4 Reading/Writing

### Learning Opportunities/Strategies:

#### Performance Based Assessment:

##### Prepare:

- **Review - Discuss Essential Questions:** *How can readers use text to explain information and ideas? How do writers support opinions using reasons and evidence?*
- **Revisit the Text** - Remind scholars that in *The Boy Who invented TV*, the reader learns about how different inventions affected Philo Farnsworth and other people's lives. As scholars revisit text, encourage them to take notes on the innovations and their effects to help them support their own opinion writing later. Discuss one innovation and its effects from the text below.
  - Display and read aloud excerpt from *The Boy Who invented TV*.

Tell scholars that when they think about choosing an innovation for the Performance-Based Assessment, they will think about their main idea and include details that support their opinion. Have them begin with a Main Idea graphic organizer, which will help them organize their main idea and supporting details.

- **Create:** Scholars will think about an innovation that has impacted the economy and changed the way people do things. Encourage scholars to brainstorm a list of different technology related inventions that have had the biggest impact on everyday life. Once they have an idea about which invention they want to discuss, encourage them to think about how that invention has changed the way people do things. Have them use a Main Idea graphic organizer to help them organize their main idea, supporting facts, and details for their innovation. Then have them write their opinion statements.
- **Score Writing:** Use Informative/Explanatory Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow if...then...suggestions to support them as they complete other Performance-Based Assessments.

### Resources:

#### Performance Based Assessment:

- TE pg. 393
- TE pg. 393
- *The Boy Who invented TV* pg. 102
- Main Idea Organizer TR36
- TE pg. 394
- Main Idea Chart TR36
- Digital Option
- TE pg. 397 Informative/Explanatory Rubric
- TE pg. 398-399 Digital Option

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> <li>● Prompts - Write in Response to Reading</li> </ul>	Reader's & Writer's Journal	Reader's & Writer's Journal	Reader's & Writer's Journal

## Grade 4 Reading/Writing

<ul style="list-style-type: none"> <li>• Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Extension</li> <li>• Sleuth</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> <li>• Prompts - Write in Response to Reading</li> <li>• Benchmark Vocabulary Practice</li> </ul> <p>Small Group Options:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conference on Independent Reading</li> <li>• Reading Analysis Support</li> <li>• Sleuth</li> <li>• Foundational Skills</li> <li>• Guided Writing</li> </ul> <p>Realize Online Platform</p> <ul style="list-style-type: none"> <li>• Games/Videos</li> <li>• Listen to Reading</li> </ul> <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> <li>• Unlock the Text</li> <li>• Unlock the Writing</li> <li>• Unlock Language Learning</li> <li>• Performance-Based Assessment Lesson</li> </ul> <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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## Grade 4 Reading/Writing

### ReadyGen 2024-2025 Reading Pacing Guide - Grade 4

	Units	Unit Days	Cumulative TOTAL
MP 1	<b>ReadyGEN Unit 1 - Observing the World Around Us</b> <ul style="list-style-type: none"> <li> <b>Module A</b> <ul style="list-style-type: none"> <li><i>Science Squad: Porpoises in Peril (8)</i></li> <li><i>Mary Anning: The Girl Who Cracked Open the World (4)</i></li> <li><i>Compare Porpoises in Peril and Mary Anning (1)</i></li> <li><i>Fragile Frogs (2)</i></li> <li><i>Compare Porpoises in Peril, Mary Anning and Fragile Frogs (1)</i></li> </ul> </li> <li> <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>Pages 2-5 of TE</li> <li>All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li> <b>Foundational Skills (Use Foundational Skills Lessons FS 1-14)</b> <ul style="list-style-type: none"> <li><i>Endings -ed, -ing: (sprinted, sitting, speaking, chuckled, gathered, emerged, munching, flipped, opened, noticed, watching, carrying, walked, approached, added, wondering, looked, grumbled, scaring)</i></li> <li><i>Base Words, Endings -er, -est: (brighter, brightest; later, latest; heftier, heftiest; darker, darkest; faster, fastest; happy, happier, happiest; muddy, muddier, muddiest; hard, harder, hardest; collect, research)</i></li> <li><i>Suffixes -or, -er: (visitor, director, speaker, researcher, actor, professor, owner, finders, collectors, discoverer, investigator)</i></li> <li><i>Compound Words: (backpack, watercolor, workshop, fisherman, seaweed, bullfrog, wheelchair, greenhouse, backbone, truckload, foothills)</i></li> </ul> </li> <li> <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li><i>Labor Day-1st Monday</i></li> <li><i>Hispanic Heritage Month - September 15-October 15</i></li> <li><i>Commodore Barry Day - September 13th</i></li> <li><i>Constitution Day - September 17th</i></li> </ul> </li> <li><b>Flex Days (3 days)</b></li> <li><b>Notes:</b></li> </ul>	16	
		4	
		3	
			23
MP 1	<b>ReadyGEN Unit 1 - Observing the World Around Us</b> <ul style="list-style-type: none"> <li> <b>Module B</b> <ul style="list-style-type: none"> <li><i>Skeletons Inside and Out (8)</i></li> <li><i>King of the Parking Lot (3)</i></li> <li><i>Compare Skeletons Inside and Out and King of the Parking Lot (1)</i></li> </ul> </li> <li> <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>Pages 202-205</li> <li>All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li> <b>Foundational Skills (Use Foundational Skills Lessons FS 14-25)</b> <ul style="list-style-type: none"> <li><i>Suffixes -ist, -ive, -ness: (protective, scientist, shyness, supportive, active, zoologist, florist, sickness, expensive, attentiveness, bicyclist, tourist, inventive, easily, ornithologist, herpetologist, intensive, correctness)</i></li> <li><i>Synonyms: (hard: firm, solid, tough; flexible: bendable, elastic, limber; protect: support; grow, develop)</i></li> </ul> </li> </ul>	12	



## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>○ <i>Antonyms: (hard/soft, outer/inner, endoskeleton/exoskeleton, inside/outside, diseased/healthy, raise/lower, straighten/bend, backward/forward, rigid/flexible)</i></li> <li>○ <i>Prefixes: -un, -in (unattached, inflexible, unselfish, inability, uncover, unconfirmed,</i></li> <li>○ <i>Words from Other Languages: (skeleton, chimpanzee, kangaroo, jaguar, pelvis, monarch, laboratory, muscle)</i></li> <li>● <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li>○ <i>National Indigenous People Day - 2nd Monday</i></li> <li>○ <i>Veteran's Day - November 11th</i></li> </ul> </li> <li>● <b>Flex Days (3 days)</b></li> <li>● <b>Unit 1-Assessments (1-4 days)</b></li> <li>● <b>PBA Assessment - Informative (use writing block)</b></li> <li>● <b>Unit Assessment</b></li> <li>● <b>Notes:</b></li> </ul>	<div>2</div> <div>3</div> <div>4</div>	44
	<b>Units</b>	<b>Unit Days</b>	<b>Cumulative TOTAL</b>
MP 2	<b>ReadyGEN Unit 2 - Connecting Character, Culture, and Community</b> <ul style="list-style-type: none"> <li>● <b>Module A</b> <ul style="list-style-type: none"> <li>○ <i>Why the Sea is Salty (4)</i></li> <li>○ <i>How the Stars Fell Into the Sky (2)</i></li> <li>○ <i>Pecos Bill (3)</i></li> <li>○ <i>John Henry ((2)</i></li> <li>○ <i>Compare Why the Sea is Salty, How the Stars Fell Into the Sky and Pecos Bill (2)</i></li> </ul> </li> <li>● <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>○ Pages 2-5</li> <li>○ All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li>● <b>Foundational Skills (Use Foundational Skills Lessons FS 1-14)</b> <ul style="list-style-type: none"> <li>○ <i>Latin Prefixes dis-, re-, non-: (disable, nonimportant, disappeared, disinterested, nonfat, disobey, nonsense, recount, restretch, retelling, discontinue, nonissue)</i></li> <li>○ <i>Compound Words: (artwork, barefoot, moonbeam, snowstory, daylight, expressway, sunshine, strawberry, headline, blackberry, moonlight, afternoon, homework, nightstand, goldfish, cowboy, horseshoes, kinfolk, sagebrush, rattlesnake, seabed)</i></li> <li>○ <i>Suffix -ly: (nearly, lazily, gently, merry, responsible, patient, actually, really, ready, incredible, dreadful, pretty, double, barely, perfect, easy, mysterious, mighty, desperate, drowsy, miserable)</i></li> <li>○ <i>Unknown Words: (smothered, preserve, seabed, swapped)</i></li> </ul> </li> <li>● <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li>○ <i>Thanksgiving - 4th Thursday</i></li> </ul> </li> <li>● <b>Flex Days (5 days)</b></li> <li>● <b>Notes:</b></li> </ul>	<div>13</div> <div>1</div> <div>5</div>	64
MP 2	<b>ReadyGEN Unit 2 - Connecting Character, Culture, and Community</b> <ul style="list-style-type: none"> <li>● <b>Module B</b> <ul style="list-style-type: none"> <li>○ <i>The Longest Night (6)</i></li> <li>○ <i>Three Native Nations: Of the Woodlands, Plains, and Desert (7)</i></li> <li>○ <i>Compare The Longest Night and Three Native Nations (1)</i></li> </ul> </li> </ul>	14	

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>● <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>○ Pages 202-205</li> <li>○ All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li>● <b>Foundational Skills (Use Foundational Skills Lessons FS 14-25)</b> <ul style="list-style-type: none"> <li>○ <i>Words from Latin: (quest, inquire, request, vision, visible, visit, revise; ante/before; cedere/to go; ancestors, vigor/vigorously)</i></li> <li>○ <i>Greek Roots sym-, fin-, -graph: (symbol, sympathy, symphony, symmetry; final, finished; geography, telegraph, photograph, chronological, chronic, chronos/time, synchronized, triple, abnormal)</i></li> <li>○ <i>Related Words/Generative Vocabulary: (decoration/decorative; acquiring/acquisitive/acquisition; possession/possessive/possessing; competition/competitor; disbelief/believable; memorize/memorial; relocate/location; manager/unmanageable; alliance/allies; elected/reelection; formed/deformity; worthy/worthless; mask/unmask; hunt/hunter; rebuild/building; wisely/unwise)</i></li> <li>○ <i>Latin Roots ante, cedere: ancestors, scribe, script, struct: (struct, construct, structure; script, describe, subscription, manuscript, postscript; scribe, destruction, scribble, inscription, construction, subscriptions, description,</i></li> </ul> </li> <li>● <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li>○ Muslim Heritage Month</li> <li>○ Dr. Martin Luther King, Jr. Day - 3rd Monday in January</li> <li>○ Holocaust Remembrance Day - January 27th</li> </ul> </li> <li>● <b>Flex Days (6 days)</b></li> <li>● <b>Unit 2-Assessments (1-4 days)</b></li> <li>● <b>PBA Assessment - Opinion (use writing block)</b></li> <li>● <b>Unit Assessment (exempt from writing tall tale)</b></li> <li>● <b>Notes:</b></li> </ul>	<p>2</p> <p>6</p> <p>4</p>	90
	<b>Units</b>	<b>Unit Days</b>	<b>Cumulative TOTAL</b>
MP 3	<b>ReadyGEN Unit 3 - Seeking Explanations</b> <ul style="list-style-type: none"> <li>● <b>Module A</b> <ul style="list-style-type: none"> <li>○ Earthquakes (6)</li> <li>○ Quake! (6)</li> <li>○ Compare Earthquakes and Quake! (1)</li> </ul> </li> <li>● <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>○ Pages 2-5</li> <li>○ All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li>● <b>Foundational Skills (Use Foundational Skills Lessons FS 1-14)</b> <ul style="list-style-type: none"> <li>○ <i>Multiple Meaning Words: (face, feet, rocks, crust, plate, can, heads, fault, strike, ground, wave, ruler)</i></li> <li>○ <i>Suffixes -ian, -ist, -ism: (scientist, patriotism, Oregonian, library, violin, real, magic, novel, magnet, geologist, journalism, dietician, activist, guardian, mathematician, idealism, podiatrist, pedestrians, magician, dentist, optimism, scientist, librarian, journalism)</i></li> <li>○ <i>Latin Roots aqua, dict: (diction, dictionary, aquarium, aquatic, indictment, aquamarine, dictate, aquaculture, contradict, )</i></li> </ul> </li> </ul>	13	

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>Prefixes <i>im-, ir-</i>: (<i>imperfect, immature, incapable, impure, imbalance, ineffective, injustice, immeasurable, impossible, incorrect, immature, immoral, insane, incapable, inexplicable, impatient, impolite, indefinite, inactive, incomplete</i>)</li> <li><b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li><i>Black History Month - February</i></li> <li><i>Freedom Day - February 1st</i></li> <li><i>Presidents' Day - 3rd Monday in February</i></li> <li><i>Women's History Month - March</i></li> </ul> </li> <li><b>Flex Days (8 days)</b></li> <li><b>Notes:</b> Studies Weekly has Black History Month and Women's History Month resources</li> </ul>	<p>4</p> <p>8</p>	115
MP 3	<b>ReadyGEN Unit 3 - Seeking Explanations</b> <ul style="list-style-type: none"> <li><b>Module B</b> <ul style="list-style-type: none"> <li><i>Anatomy of a Volcanic Eruption (8)</i></li> <li><i>A Tsunami Unfolds (2)</i></li> <li><i>Escape from Pompeii (2)</i></li> <li><i>Compare and Contrast- Anatomy of a Volcanic Eruption &amp; Escape from Pompeii (1)</i></li> </ul> </li> <li><b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>Pages 202-205</li> <li>All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li><b>Foundational Skills (Use Foundational Skills Lessons FS 14-25)</b> <ul style="list-style-type: none"> <li><i>Greek and Latin Prefixes trans-, tele-, amphi-, anti-</i>: (<i>transform, transparent, amphipacific, antipathy, transport, transmit, televise, amphibian, antisocial, anticlimactic, transcend, telekinesis, amphipod, antidote, telecommunication</i>)</li> <li><i>Synonyms</i>: (<i>violent: fierce; forceful: destructive; harmful: disastrous; energy, power; pattern: arrangement; enormous: very big; beautiful; daring: fearless; twisted: wriggled</i>)</li> <li><i>Antonyms</i>: (<i>vibrant, dull; enormous, tiny; beautiful; massive, tiny; day, dark; massive, small</i>)</li> <li><i>Words from French</i>: (<i>boutique, ballet, detour, restaurant, entrepreneur, coupon, gourmet, satellite, memoir, portrait, sauté, debris, rationing, traffic, sabotage, reservoir</i>)</li> <li><i>Suffixes -ous, -able, -ible</i>: (<i>dangerous, valuable, incredible, poisonous, famous, reasonable, collective, hazardous, furious, expandable, forcible, permissible, remarkable, nervous</i>)</li> </ul> </li> <li><b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li><i>April - Celebrate Diversity Month</i></li> </ul> </li> <li><b>Flex Days (5 days)</b></li> <li><b>Unit 3 - Assessments (1-4 days)</b></li> <li><b>PBA Assessment - Informative (use writing block)</b></li> <li><b>Unit Assessment</b></li> <li><b>Notes:</b></li> </ul>	<p>13</p> <p>1</p> <p>5</p> <p>4</p>	135
	<b>Units</b>	<b>Unit Days</b>	<b>Cumulative TOTAL</b>
MP 4	<b>ReadyGEN Unit 4 - Becoming an Active Citizen</b>	11	

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>● <b>Module A</b> <ul style="list-style-type: none"> <li>○ <i>Lunch Money (11)</i></li> </ul> </li> <li>● <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>○ Pages 2-5</li> <li>○ All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li>● <b>Foundational Skills (Use Foundational Skills Lessons FS 1-14)</b> <ul style="list-style-type: none"> <li>○ <i>Related Words/Generative Vocabulary: (seller, selling, sellable; investment, /investor, reinvest, investing; protect, protector, protection, detect; predicted, unpredictable, dictation, dictionary, contradict; courage, discourage, discouragement, encourage; disappointed, appointment; customize, customary)</i></li> <li>○ <i>Suffix -ion: (reflection, interruption, permit, permission; immerse, immersion; express, expression; introduce, introduction; preparation, equations; distribute, distribution; decide, decision; imagine, imagination; subtract, subtraction; complicate, complication; separate, separation; reduce, reduction; produce, production)</i></li> <li>○ <i>Words from German: (wunderkind, kitsch, prattle, streusel, wanderlust, poodle, dachshund, pretzel, waltz, knapsack, kindergarten, glitz, kaput, hamburger, )</i></li> <li>○ <i>Homographs: (live/live, minute/minute, bow/bow, address/address, row/row, present/present), subject/subject, compress/compress, bass/bass)</i></li> </ul> </li> <li>● <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li>○ <i>Emancipation Day - April 16th</i></li> <li>○ <i>Earth Day - April 22nd</i></li> <li>○ <i>Arbor Day - Last Friday in April</i></li> </ul> </li> <li>● <b>Flex Days (8 days)</b></li> <li>● <b>Notes:</b></li> </ul>	3	
		8	157
MP 4	<b>ReadyGEN Unit 4 - Becoming an Active Citizen</b> <ul style="list-style-type: none"> <li>● <b>Module B</b> <ul style="list-style-type: none"> <li>○ <i>A Tale of Two Poggles (5)</i></li> </ul> </li> <li>● <b>Generative Vocabulary to Unlock Text</b> <ul style="list-style-type: none"> <li>○ Pages 202-205</li> <li>○ All vocabulary/generative vocabulary must be taught using module resources as needed.</li> </ul> </li> <li>● <b>Foundational Skills (Use Foundational Skills Lessons FS 14-25)</b> <ul style="list-style-type: none"> <li>○ <i>Latin Roots gener, port, dur, ject: (transporting, generate, generation, import, projection, durability, rejection, endurable, report, durable, general, generous, portable, import, durable, enduring, inject, reject, duration)</i></li> <li>○ <i>Words from French: (credit, sabotage, ambulance, research, apartment, courier, coupon, camouflage, memoir, souvenir, envelope, rapport, crayon, plaque, promenade)</i></li> <li>○ <i>Related Words/Generative Vocabulary: (proper: properly, improper, improperly; paint: painted, painter, unpainted, repainted; pack; popular; popularize, unpopular, popularity; magnet: magnetic, magnetism, magnetize, magneto; repair: repairing, disrepair)</i></li> <li>○ <i>Greek Roots: (phonograph, telegraph, autograph)</i></li> </ul> </li> </ul>	5	

## Grade 4 Reading/Writing

	<ul style="list-style-type: none"> <li>○ <i>Greek and Latin Suffixes -ment, -ize, -ive: (development, modernize, heroism, instrument:</i></li> </ul>		
	<ul style="list-style-type: none"> <li>● <b>Holidays &amp; Observances</b> <ul style="list-style-type: none"> <li>○ <i>Asian American Pacific Islander (AAPI) Month - May</i></li> <li>○ <i>Memorial Day - Last Monday in May</i></li> <li>○ <i>Flag Day - June 14th</i></li> <li>○ <i>Juneteenth - June 19th</i></li> </ul> </li> </ul>	4	
	● <b>Flex Days (10 days)</b>	10	
	● <b>Unit 4 - Assessments (1-4 days)</b>	4	
	● <b>PBA Assessment - Narrative (use writing block)</b>		
	● <b>Unit Assessment</b>		
	● <b>Notes:</b>		
			<b>180</b>