

English Language Arts Scope and Sequence: 4th Grade

Overarching Theme: Character

Unit 1: Making a Difference

Big Idea related to the theme: *What can we do to make a difference?*

See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade.

	Foundational Skills	Reading and Responding	Language Arts
Unit 1 Lesson1	<p>Word Analysis: Prefixes <i>dis-</i>, <i>non-</i>, <i>un-</i>, and <i>re-</i> Antonyms and Synonyms</p> <p>Phonics and Decoding: • spelled <i>oo</i>, <i>u</i>, <i>u_e</i>, <i>_ew</i>, <i>_ue</i>, and <i>/oo/</i> spelled <i>oo</i> <i>/ow/</i> and <i>/aw/</i></p>	<p>Story: <i>Saving the City below the Sea</i> Genre: Legend</p> <p>Essential Question • Who can make a difference in the world?</p> <p><i>Ava and Pip</i> Genre: Realistic Fiction Lexile: 680L</p> <p>Essential Question • How can making a difference start at home?</p> <p>Social Studies Connection: A Diary That Lives On</p> <p>Comprehension Strategies • Making Connections • Clarifying</p> <p>Access Complex Text • Compare and Contrast • Making Inferences</p> <p>Writer's Craft • Point of View • Story Elements: Character</p> <p>Vocabulary: sloped, base, remain, disturb, passing, tender, gullible, transplant, pep, reassured, suspiciously, flattered, reinforcement, awkwardness, conquer, coordinated</p> <p>Fluency: Accuracy, Rate, Expression</p> <p>Inquiry/Research: Step 1—Develop Questions • Connect Inquiry to Making a Difference</p>	<p>Writing: Opinion Writing • Prewriting • Drafting</p> <p>Grammar, Usage, and Mechanics: • Nouns</p>

		<ul style="list-style-type: none"> • Generate Ideas and Questions • Develop a Research Question 	
Unit 1 Lesson 2	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Inflectional Endings -ed and -ing • Shades of Meaning <p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • Closed Syllables 	<p>Story: <i>Louis Braille's Gift to the Blind</i> Genre: Biography Lexile: 870L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • When can helping oneself also help others? <p>Social Studies Connection: How to Use a Braille Slate and Stylus</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Summarizing • Making Connections <p>Access Complex Text</p> <ul style="list-style-type: none"> • Fact and Opinion • Classify and Categorize <p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Biographies and Autobiographies • Language Use: Descriptive Words, Effective Adjectives and Adverbs <p>Vocabulary: institute, certain, dormitory, code, represented, technique, vertical, cell, distinctly, murmured</p> <p>Fluency: Accuracy, Automaticity, Prosody, Rate</p> <p>Inquiry/Research: Step 2—Create Conjectures</p> <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information 	<p>Writing: Opinion Writing</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Verbs
Unit 1 Lesson 3	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Homophones and Homographs • Word Relationships <p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • Open Syllables 	<p>Story: <i>Charlotte's Web</i> Genre: Fantasy Lexile: 780L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • What can friends do to help each other? <p>Science Connection: A Web-Spinning Trick</p> <p>Comprehension Strategies</p>	<p>Writing: Opinion Writing</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing/Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Adjectives

		<ul style="list-style-type: none"> • Predicting • Confirming Predictions • Revising Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Point of View • Text Features: Illustrations <p>Vocabulary: astride, drowsed, patch, glistened, woven, uttered, exertions, solemnly, bewilderment, blundered</p> <p>Fluency: Intonation, Prosody, Expression, Rate</p> <p>Inquiry/Research: Step 3—Collect Information</p> <ul style="list-style-type: none"> • Research and Combine Notes • Conduct Research and Interviews • Organize and Synthesize Information 	
Unit 1 Lesson 4	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Suffixes -ly, -y, -ful, and -less • Range of Meaning <p>Phonics and Decoding:</p> <ul style="list-style-type: none"> • /er/, /ar/, and /or/ 	<p>Story: <i>Seeds of Change: Planting a Path to Peace</i></p> <p>Genre: Biography Lexile: 820L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How can a small idea grow into a big difference? <p>Science Connection: Survival of the Wild Fig Tree</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Fact and Opinion • Main Idea and Details <p>Writer's Craft</p> <ul style="list-style-type: none"> • Author's Purpose • Point of View 	<p>Writing: Opinion Writing</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Adverbs

		<p>Vocabulary: fees, nourishment, rich, customs, molecules, lens, abundant, landscape, corrupt, sturdy</p> <p>Fluency: Accuracy, Prosody, Automaticity, Rate</p> <p>Inquiry/Research: Step 4—Revise Conjectures</p> <ul style="list-style-type: none"> • Evaluate and Adjust the Conjecture • Collect More Information • Organize All Information 	
Unit 1 Lesson 5	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Suffixes <i>-ion, -sion, -tion</i> and <i>-ity</i> • Words with the Same Base <p>Phonics and Decoding: Consonant + le Syllable</p>	<p>Story: <i>Nelson Mandela</i> Genre: Biography Lexile: 920L Essential Question</p> <ul style="list-style-type: none"> • How can people work together to build a better future? <p><i>The Statesman</i> Genre: Poetry Lexile: NP Essential Question</p> <ul style="list-style-type: none"> • Why is having perseverance important when you want to change something? <p>Social Studies Connection: Truth and Reconciliation in South Africa</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Visualizing • Asking and Answering Questions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Language Use: Structure • Genre Knowledge: Narrative Poems • Text Features: Illustrations <p>Vocabulary: brace, bountiful, fertile, apartheid, rallies, underground, disguises, cleanse, harmony, comrades</p> <p>Fluency: Accuracy, Prosody, Intonation, Expression</p>	<p>Writing: Opinion Writing</p> <ul style="list-style-type: none"> • Publishing • Prewriting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Pronouns

		Inquiry/Research: Step 5—Develop Presentations <ul style="list-style-type: none"> • Choose a Type of Presentation • Work on a Presentation Plan • Set Up a Schedule for Presentations 	
Unit 1 Lesson 6	Word Analysis: <ul style="list-style-type: none"> • Prefixes <i>dis-</i>, <i>non-</i>, <i>un-</i>, and <i>re-</i> • Antonyms and Synonyms • Inflectional Endings <i>-ed</i> and <i>-ing</i> • Shades of Meaning • Homophones and Homographs • Word Relationships • Suffixes <i>-ly</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-ion</i>, <i>-sion</i>, <i>-tion</i>, and <i>-ity</i> • Range of Meaning • Words with the Same Base Phonics and Decoding: <ul style="list-style-type: none"> • Short Vowels /a/ and /e/ • Long Vowels /ā/ and /ē/ • Short Vowels /i/, /o/, and /u/ • Long Vowels /ī/, /ō/, and /ū/ • R-Controlled Vowels • Consonant Digraphs and Blends • Schwa and /ə/ • <i>o</i> spelled <i>oo</i>, <i>u</i>, <i>u_e</i>, <i>_ew</i>, <i>_ue</i>, and <i>_oo</i> spelled <i>oo</i> • /ow/ and /aw/ • Closed Syllables • Open Syllables • /er/, /ar/, and /or/ • Consonant + <i>le</i> Syllable 	Story: <i>More Than a Game: Making a Difference through Athletics</i> Genre: Biography Lexile: 930L Essential Question <ul style="list-style-type: none"> • Where do you see the effects of difference makers? <i>Swim, Girl, Swim</i> Genre: Poetry Lexile: NP Essential Question <ul style="list-style-type: none"> • Why do we honor difference makers? Science Connection: Swimming Can Be a Drag Comprehension Strategies <ul style="list-style-type: none"> • Summarizing • Asking and Answering Questions • Making Connections Access Complex Text <ul style="list-style-type: none"> • Making Inferences • Fact and Opinion • Classify and Categorize Writer's Craft <ul style="list-style-type: none"> • Point of View • Genre Knowledge: Biographies and Autobiographies • Author's Purpose • Language Use: Dialogue Vocabulary: century, track and field, league, professional, demonstrate, meet, honor, prejudice, bronze Fluency: Accuracy, Automaticity, Rate, Prosody Inquiry/Research: Step 6—Deliver Presentations	Writing: Opinion Writing <ul style="list-style-type: none"> • Drafting • Revising • Editing • Publishing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Nouns • Verbs • Adjectives • Adverbs • Pronouns

		<ul style="list-style-type: none"> • Deliver Presentations • Review Conjecture and Ask New Questions 	
Overarching Theme: Changes Unit 2: Science Fair Big Idea related to the theme: <i>How is science put into action?</i> <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade</i>			
Unit 2 Lesson 1	Word Analysis: <ul style="list-style-type: none"> • Regular and Irregular Comparatives and Superlatives • Range of Meaning 	Story: <i>Mesmerized: How Ben Franklin Solved a Mystery That Baffled All of France</i> Genre: Narrative Nonfiction Essential Questions <ul style="list-style-type: none"> • What is the scientific method? • Why do scientists use the scientific method? <i>The Discovery Fair</i> Genre: Play Lexile: NP Essential Questions <ul style="list-style-type: none"> • How do scientists collaborate? • What do they learn from each other? Social Studies Connection: Radium and the FDA Comprehension Strategies <ul style="list-style-type: none"> • Clarifying • Making Connections Access Complex Text <ul style="list-style-type: none"> • Classify and Categorize • Making Inferences Writer's Craft <ul style="list-style-type: none"> • Genre Knowledge: Play • Language Use: Dialogue Vocabulary: method, astonishing, force, groused, quandary, placebo, converse, reputation, lead, radiation, catalyst, controversial, sites, luminous, efficient, observe Fluency: Accuracy, Expression, Intonation	Writing: Informational Writing <ul style="list-style-type: none"> • Prewriting <ul style="list-style-type: none"> • Drafting Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Direct Objects

		Inquiry/Research: Step 1—Develop Questions <ul style="list-style-type: none"> • Connect Inquiry to Science Fair • Generate Ideas and Questions <ul style="list-style-type: none"> • Develop a Research Question 	
Unit 2 Lesson 2	Word Analysis: <ul style="list-style-type: none"> • Greek Roots <i>phon</i> and <i>graph</i> • Prefixes <i>auto-</i> and <i>tele-</i> <ul style="list-style-type: none"> • Word Relationships 	Story: <i>Ruby Goldberg's Bright Idea</i> Genre: Realistic Fiction Lexile: 830L Essential Question <ul style="list-style-type: none"> • Who can be an inventor? <i>Michael Built a Bicycle</i> Lexile: NP Genre: Poetry Essential Questions <ul style="list-style-type: none"> • What would you invent? • What steps would you take? Science Connection: Camera Obscura Comprehension Strategies <ul style="list-style-type: none"> • Summarizing • Visualizing Access Complex Text <ul style="list-style-type: none"> • Cause and Effect • Fact and Opinion Writer's Craft <ul style="list-style-type: none"> • Genre Knowledge: Realistic Fiction • Language Use: Exaggeration • Story Elements: Character Vocabulary: superstition, preoccupied, caution, pollinate, patent, theory, tension, spewed, disrupting, cunning Fluency: Automaticity, Expression, Prosody, Rate Inquiry/Research: Step 2—Create Conjectures <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture 	Writing: Informational Writing <ul style="list-style-type: none"> • Revising • Editing • Publishing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases

		<ul style="list-style-type: none"> Plan to Collect Information 	
Unit 2 Lesson 3	Word Analysis: <ul style="list-style-type: none"> Latin Roots <i>tract</i>, <i>sign</i>, <i>dic</i>, and <i>man</i> Antonyms and Synonyms 	<p>Story: <i>My Brothers' Flying Machine: Orville, Wilbur, and Me</i> Genre: Narrative Nonfiction Lexile: 790L</p> <p>Essential Question</p> <ul style="list-style-type: none"> What can inspire inventors? <p><i>The Diary of Orville Wright, 1903</i> Genre: History Text—Primary Source Lexile: 1070L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> How do scientists record their observations? Why do they record them? <p><i>Crazy Boys</i> Genre: Poetry Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> Why do inventors need courage? How can perseverance pay off? <p>Science Connection: Gliding Toward Powered Flight</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> Asking and Answering Questions Clarifying Making Connections Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> Cause and Effect Compare and Contrast Main Idea and Details Making Inferences <p>Writer's Craft</p> <ul style="list-style-type: none"> Genre Knowledge: Free Verse Poem Genre Knowledge: History Texts Language Use: Repetition 	<p>Writing: Informational Writing</p> <ul style="list-style-type: none"> Prewriting Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> Capitalization

		<ul style="list-style-type: none"> • Story Elements: Setting • Text Features: Photographs and Captions <p>Vocabulary: marveling, tinkering, mused, spanned, bare, confidence, absorbed, trial, lever, manner</p> <p>Fluency: Accuracy, Expression, Prosody, Rate</p> <p>Inquiry/Research: Step 3-Collect Information</p> <ul style="list-style-type: none"> • Take Summary Notes • Conduct Internet Research • Organize and Synthesize Information 	
Unit 2 Lesson 4	Word Analysis: Regular Plural Nouns	<p>Story: <i>Godspeed, John Glenn</i></p> <p>Genre: Biography</p> <p>Lexile: 1110L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How do scientists build on previous discoveries? <p>Science Connection: The Art of Scientific Teamwork</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Text Features: Illustrations • Text Features: Punctuation <p>Vocabulary: degree, citation, experimental, ultimately, due to, conducted, tuned in, material, malfunction, quest</p> <p>Fluency: Accuracy, Prosody, Intonation, Expression</p> <p>Inquiry/Research: Step 4—Revise Conjectures</p> <ul style="list-style-type: none"> • Check Conjectures Against Findings • Collect More Information 	<p>Writing: Informational Writing</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Simple Sentences, Sentence Types, and End Punctuation

		<ul style="list-style-type: none"> Organize All Information 	
Unit 2 Lesson 5	Word Analysis: Irregular Plural Nouns	<p>Story: <i>To Space & Back</i> Genre: Autobiography Lexile: 980L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> Why do scientists go to space? What do they hope to learn? <p>Social Studies Connection: The Women of the FLATs Group</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> Summarizing Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> Main Idea and Details Fact and Opinion <p>Writer's Craft</p> <ul style="list-style-type: none"> Language Use: Formal vs. Informal Language Language Use: Sensory Details <p>Vocabulary: orbit, application, quarters, access, hatch, harnesses, procedure, shudder, pulsating, spectacular</p> <p>Fluency: Automaticity, Intonation, Prosody, Rate</p> <p>Inquiry/Research: Step 5—Develop Presentations</p> <ul style="list-style-type: none"> Choose a Type of Presentation Work on a Presentation Plan Schedule Student Presentations 	<p>Writing: Informational Writing</p> <ul style="list-style-type: none"> Prewriting Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> Coordinating Conjunctions
Unit 2 Lesson 6	Word Analysis: <ul style="list-style-type: none"> Regular and Irregular Comparatives and Superlatives Range of Meaning Greek Roots <i>phon</i> and <i>graph</i> Prefixes <i>auto-</i> and <i>tele</i> Word Relationships 	<p>Story: <i>An Out-of-This-World Experience</i> Genre: Informational Text Lexile: 870L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> What has science made possible? What will it make possible in the future? <p>Science Connection: What Makes a Rocket Move?</p>	<p>Writing: Informational Writing</p> <ul style="list-style-type: none"> Revising Editing Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> Direct Objects

	<ul style="list-style-type: none"> • Latin Roots <i>tract, sign, dic, and man</i> • Antonyms and Synonyms • Regular Plural Nouns • Irregular Plural Nouns 	<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Sequence • Cause and Effect • Main Idea and Details <p>Writer's Craft</p> <ul style="list-style-type: none"> • Text Features: Illustrations • Text Features: Photographs and Captions • Language Use: Sensory Details <p>Vocabulary: spacecraft, mission, adapt, sense, atmosphere, station, halo, immense, module, impact</p> <p>Fluency: Accuracy, Rate, Prosody, Pace</p> <p>Inquiry/Research: Step 6—Deliver Presentations</p> <ul style="list-style-type: none"> • Present Findings • Review Conjecture and Ask New Questions 	<ul style="list-style-type: none"> • Prepositions and Prepositional Phrases • Capitalization • Simple Sentences, Sentence Types, and End Punctuation • Coordinating Conjunctions
<p>Overarching Theme: Communities</p> <p>Unit 3: Our Heritage, Our History</p> <p>Big Idea related to the theme: <i>Where do people in our country come from?</i></p> <p><i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade.</i></p>			
Unit 3 Lesson 1	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Open and Hyphenated Compound Words • Shades of Meaning 	<p>Story: <i>Listen</i></p> <p>Genre: Poetry</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Where have our ancestors come from? • How did they get here? <p><i>The Unbreakable Code</i> Genre: Historical Fiction</p> <p>Lexile: 710L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What can we learn from our ancestors? • How can our heritage inspire us? <p>Social Studies Connection: The First Code Talkers</p>	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Prewriting • Drafting <p>Grammar, Usage, and Mechanics:</p> <p>Compound Subjects and Predicates</p>

		<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Making Connections • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Compare and Contrast <p>Writer's Craft</p> <ul style="list-style-type: none"> • Story Elements: Setting • Point of View <p>Vocabulary: spyglasses, whitecap, famine, sustenance, indentured, labor, dank, faint, sagged, sternly, platoon, desperately, operations, transmission, recruits, creased, battered, broadcasting</p> <p>Fluency: Accuracy, Automaticity, Expression</p> <p>Inquiry/Research: Step 1—Develop Questions</p> <ul style="list-style-type: none"> • Connect Inquiry to Our Heritage, Our History • Generate Ideas and Questions • Develop a Research Question 	
Unit 3 Lesson 2	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Suffixes -ment and -al/-ial • Antonyms and Synonyms 	<p>Story: <i>Ben and the Emancipation Proclamation</i></p> <p>Genre: Narrative Nonfiction</p> <p>Lexile: 670L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What struggles did our ancestors face? • How does telling stories of our ancestors' struggles honor them? <p><i>The Emancipation Proclamation</i></p> <p>Genre: Historical Document</p> <p>Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Why do we read historical documents? • What can we learn from them? <p>Social Studies Connection: Songs of Freedom</p>	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics: Compound Sentences</p>

		<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Summarizing • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Historical Document • Language Use: Formal vs. Informal Language • Author's Purpose <p>Vocabulary: apprenticed, clerk, dense, abolition, emancipation, plantation, whittled, flee, regiment, jostled, designated, rebellion</p> <p>Fluency: Prosody, Expression, Intonation, Rate</p> <p>Inquiry/Research: Step 2—Create Conjectures</p> <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information 	
Unit 3 Lesson 3	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Suffixes <i>-able/-ible</i> • Latin Root <i>port</i> • Word Relationships 	<p>Story: <i>Fiona's Lace</i></p> <p>Genre: Historical Fiction</p> <p>Lexile: AD740L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How is art a part of heritage? • How can art contribute to traditions? <p>Social Studies Connection: The History of Crochet Lace in Ireland</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Sequence 	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Run-Ons and Sentence Fragments

		<p>Writer's Craft</p> <ul style="list-style-type: none"> • Story Elements: Character • Text Features: Illustrations <p>Vocabulary: textile, mill, tittered, wistfully, arthritis, contract, agency, bade, Wearily, levying, posh, obliged</p> <p>Fluency: Expression, Accuracy, Rate, Automaticity</p> <p>Inquiry/Research: Step 3—Collect Information</p> <ul style="list-style-type: none"> • Take Notes from Sources • Conduct a Survey • Organize and Synthesize Information 	
Unit 3 Lesson 4	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Latin Root <i>mob/mot/mov</i> • Range of Meaning 	<p>Story: <i>Hope and Tears: Ellis Island Voices</i></p> <p>Genre: Informational Text</p> <p>Lexile: 1050L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • Why is the United States sometimes referred to as a nation of immigrants? <p>Science Connection: Science and Hospital Design at Ellis Island</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Main Idea and Details • Fact and Opinion <p>Writer's Craft</p> <ul style="list-style-type: none"> • Narrative Elements: Setting • Text Features: Photographs and Captions <p>Vocabulary: immigrant, port, contagious, warrant, inspections, breathless, mental, pry, quenches, interpreters, sought</p> <p>Fluency: Prosody, Automaticity, Pace, Expression</p>	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Publishing • Prewriting • Drafting • Revising <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Plural Nouns

		Inquiry/Research: Step 4—Revise Conjectures <ul style="list-style-type: none"> Evaluate and Revise the Conjecture Collect More Information Organize All Information 	
Unit 3 Lesson 5	Word Analysis: <ul style="list-style-type: none"> Prefixes <i>over-</i>, <i>under-</i>, <i>sub-</i>, and <i>inter-</i> 	Story: <i>My Diary from Here to There</i> Genre: Historical Fiction Lexile: 780L Essential Questions <ul style="list-style-type: none"> Why do families immigrate? How would moving to a different country change your life? Social Studies Connection: The Delano Grape Strike and Boycott Comprehension Strategies <ul style="list-style-type: none"> Predicting Revising/Confirming Predictions Summarizing Access Complex Text <ul style="list-style-type: none"> Making Inferences Compare and Contrast Writer's Craft <ul style="list-style-type: none"> Story Elements: Plot Point of View Vocabulary: worked, griddle, opportunities, huddle, saguaros, citizen, boycotts, conditions, farewell, culture, patrol, papers Fluency: Prosody, Automaticity, Rate, Intonation Inquiry/Research: Step 5—Develop Presentations <ul style="list-style-type: none"> Choose a Type of Presentation Work on a Presentation Plan Set Up a Schedule for Presentations 	Writing: Narrative Writing <ul style="list-style-type: none"> Editing Publishing Prewriting Drafting Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> Subject/Verb Agreement
Unit 3 Lesson 6	Word Analysis: <ul style="list-style-type: none"> Open and Hyphenated Compound Words Shades of Meaning 	Story: <i>Fish for Jimmy</i> Genre: Historical Fiction Lexile: AD880L Essential Questions <ul style="list-style-type: none"> What challenges can groups of people face? 	Writing: Narrative Writing <ul style="list-style-type: none"> Revising Editing Publishing

	<ul style="list-style-type: none">• Suffixes -ment, -al/-ial, and -able/-ible• Antonyms and Synonyms• Latin Root port• Word Relationships• Latin Root mob/mot/mov• Range of Meaning• Prefixes over-, under-, sub-, and inter-	<ul style="list-style-type: none">• How can people work together to overcome challenges set before them? <p><i>Shaped by Words</i> Genre: Poetry Lexile: NP Essential Question</p> <ul style="list-style-type: none">• How are we shaped by our heritage? <p>Science Connection: One Novel Navigator</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none">• Asking and Answering Questions• Making Connections• Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none">• Making Inferences• Main Idea and Details• Sequence <p>Writer’s Craft</p> <ul style="list-style-type: none">• Genre Knowledge: Free Verse Poem• Language Use: Figurative Language• Story Elements: Setting• Story Elements: Character• Text Features: Illustrations <p>Vocabulary: stock, badges, posed, descent, desolate, barracks, shears, glanced, trickle, permitted, based on, spies</p> <p>Fluency: Automaticity, Prosody, Intonation, Expression</p> <p>Inquiry/Research: Step 6—Deliver Presentations</p> <ul style="list-style-type: none">• Present Findings• Review Conjecture and Ask New Questions	<p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none">• Compound Subjects and Predicates• Compound Sentences• Run-Ons and Sentence Fragments• Plural Nouns• Subject/Verb Agreement
<p>Overarching Theme: Life Science</p> <p>Unit 4: Adaptations in Action</p> <p>Big Idea related to the theme: <i>How do adaptations help plants and animals?</i></p> <p><i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade.</i></p>			

<p>Unit 4 Lesson 1</p>	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Greek Roots <i>logos, geo, cycl</i>, and <i>meter</i> • Word Relationships 	<p>Story: <i>The Burgess Animal Book for Children: Peter and Jumper Go to School</i></p> <p>Genre: Fable</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How are some animals' adaptations different? • How are they similar? <p><i>How & Why Stories</i></p> <p>Genre: Folktales</p> <p>Lexile: 620L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How have people used stories to explain nature? <p>Science Connection: Why Do Animals Have Tails?</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Visualizing • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Language Use: Personification • Genre Knowledge: Folktales <p>Vocabulary: hardly, prompt, hind, brush, marsh, sheepish, indeed, attempt, furious, council, arranged, gorgeous, poke, signal, judge, longed, mainland, sly, gleam</p> <p>Fluency: Prosody, Rate, Expression</p> <p>Inquiry/Research: Step 1—Develop Questions</p> <ul style="list-style-type: none"> • Connect Inquiry to Adaptations in Action • Generate Ideas and Questions • Develop a Research Question 	<p>Writing: Comparing and Contrasting</p> <ul style="list-style-type: none"> • Prewriting • Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Subordinating and Correlative Conjunctions
-------------------------------	--	--	---

Unit 4 Lesson 2	Word Analysis: <ul style="list-style-type: none"> • Suffixes <i>-ist</i> and <i>-ous</i> • Antonyms and Synonyms 	Story: <i>Animal Defense Academy</i> Genre: Informational Text Lexile: 920L Essential Questions <ul style="list-style-type: none"> • What types of animals must defend themselves? • What kinds of adaptations serve as defenses? Science Connection: A Shark Repellent? Comprehension Strategies <ul style="list-style-type: none"> • Summarizing • Asking and Answering Questions Access Complex Text <ul style="list-style-type: none"> • Classify and Categorize • Compare and Contrast Writer's Craft <ul style="list-style-type: none"> • Text Features: Headings • Language Use: Idioms, Adages, and Proverbs • Text Features: Photographs and Captions Vocabulary: prowling, carnivores, predators, decoy, monarch, gland, prairie, dogs, scurry, texture, roost, mucus, range Fluency: Accuracy, Automaticity, Rate, Intonation Inquiry/Research: Step 2—Create Conjectures <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information 	Writing: Comparing and Contrasting <ul style="list-style-type: none"> • Revising • Editing • Publishing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Complex Sentences
Unit 4 Lesson 3	Word Analysis: <ul style="list-style-type: none"> • Prefixes <i>fore-</i>, <i>co-</i>, and <i>mis-</i> • Words with the Same Base 	Story: <i>Masters of Illusion</i> Genre: Informational Text Lexile: 810L Essential Question <ul style="list-style-type: none"> • How is camouflage an adaptation? <i>Ghost Crab</i> Genre: Poetry	Writing: Writing to Explain <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Possessive Nouns and Pronouns

		<p>Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What adaptations do ghost crabs have? • What adaptation does the name ghost crab suggest? <p>Science Connection: Hiding from an Extinct Predator</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Making Connections <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Main Idea and Details <p>Writer's Craft</p> <ul style="list-style-type: none"> • Language Use: Descriptive Words • Language Use: Structure • Text Features: Diagrams and Charts • Genre Knowledge: Science Texts <p>Vocabulary: illusion, genes, target, increase, developed, generations, ferocious, appear, transparent, ripple, coral, unless</p> <p>Fluency: Automaticity, Prosody, Intonation, Rate</p> <p>Inquiry/Research: Step 3—Collect Information</p> <ul style="list-style-type: none"> • Taking Notes • Using an Index • Organize and Synthesize Information 	
Unit 4 Lesson 4	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Prefixes <i>il-</i>, <i>im-</i>, <i>in-</i>, and <i>de-</i> • Range of Meaning 	<p>Story: <i>Plants Found a Way</i></p> <p>Genre: Narrative Nonfiction</p> <p>Lexile: 850L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What kinds of adaptations might help plants? • Where can you see plant adaptations? <p><i>The Trees Speak</i></p> <p>Genre: Poetry</p> <p>Lexile: NP</p>	<p>Writing:</p> <p>Writing to Explain</p> <ul style="list-style-type: none"> • Publishing <p>Research Report</p> <p>Prewriting</p> <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Verb Tenses

		<p>Essential Question</p> <ul style="list-style-type: none"> • How do a tree's leaves and roots help it survive? <p>Science Connection: An Unusual Heritage</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Fact and Opinion • Main Idea and Details <p>Writer's Craft</p> <ul style="list-style-type: none"> • Language Use: Sensory Language • Language Use: Idioms • Text Features: Bulleted Lists • Text Features: Diagrams <p>Vocabulary: botany, in partnership with, without further ado, presentation, substance, felt the jitters, merge, germinate, resist, cue, rare, lack</p> <p>Fluency: Accuracy, Automaticity, Rate, Expression</p> <p>Inquiry/Research: Step 4—Revise Conjectures</p> <ul style="list-style-type: none"> • Review and Revise the Conjecture • Collect More Information • Organize All Information 	
Unit 4 Lesson 5	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Greek Root <i>bio</i> • Latin Root <i>aud</i> 	<p>Story: <i>Survival at 40 Below</i></p> <p>Genre: Informational Text</p> <p>Lexile: 1000L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What animals can be found in cold habitats? • What adaptations are necessary to survive there? <p>Social Studies Connection: The Creation of Nunavut Territory</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Predicting 	<p>Writing: Research Report</p> <ul style="list-style-type: none"> • Drafting • Revising <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Irregular Verbs

		<ul style="list-style-type: none"> • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Sequence • Making Inferences <p>Writer's Craft</p> <ul style="list-style-type: none"> • Text Features: Maps • Narrative Elements: Setting <p>Vocabulary: sheer, grazing, cache, esophagus, insulating, browses, ceases, vital, conserve, prey, withered</p> <p>Fluency: Accuracy, Automaticity, Prosody, Rate</p> <p>Inquiry/Research: Step 5—Develop Presentations</p> <ul style="list-style-type: none"> • Choose a Type of Presentation • Work on a Presentation Plan • Set Up a Schedule for Presentations 	
Unit 4 Lesson 6	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Greek Roots <i>logos, geo, cycl,</i> and <i>meter</i> • Word Relationships • Suffixes <i>-ist</i> and <i>-ous</i> • Antonyms and Synonyms • Prefixes <i>fore-, co-, mis-, il-, im-, in-,</i> and <i>de</i> • Words with the Same Base • Range of Meaning • Greek Root <i>bio</i> • Latin Root <i>aud</i> 	<p>Story: <i>Survival at 120 Above</i></p> <p>Genre: Informational Text</p> <p>Lexile: 960L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What animals can be found in warm habitats? • What adaptations are necessary to survive there? <p>Science Connection: The Sand Dunes of the Simpson Desert</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Visualizing • Asking and Answering Questions • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Compare and Contrast • Main Idea and Details <p>Writer's Craft</p>	<p>Writing: Research Report</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Subordinating and Correlative Conjunctions • Complex Sentences • Possessive Nouns and Pronouns • Verb Tenses • Irregular Verbs

		<ul style="list-style-type: none"> • Text Features: Maps • Narrative Elements: Setting • Author's Purpose <p>Vocabulary: sensor, blistering, eandering, saunter, surface, nocturnal, swiftly, secreting, equivalent, fleeting, nimble, aquatic</p> <p>Fluency: Accuracy, Rate, Prosody, Expression</p> <p>Inquiry/Research: Step 6—Deliver Presentations</p> <ul style="list-style-type: none"> • Present Findings • Review Conjectures and Ask New Questions 	
<p>Overarching Theme: Government</p> <p>Unit 5: National Treasures</p> <p>Big Idea related to the theme: <i>What makes a national treasure?</i></p> <p><i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade.</i></p>			
Unit 5 Lesson 1	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Latin Roots <i>nat</i> and <i>scrib/scrip</i> • Antonyms and Synonyms 	<p>Story: <i>Sleepover at the National Archives</i></p> <p>Genre: Realistic Fiction</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to preserve documents? • What kinds of documents are worth preserving? <p><i>Paul Revere's Ride</i></p> <p>Genre: Historical Fiction</p> <p>Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How did patriots contribute to our country's founding? • How can a story become a national treasure? <p>Social Studies Connection: The Real Midnight Ride</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Predicting • Revising/Confirming Predictions • Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Sequence 	<p>Writing: Persuasive Essay</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Order of Adjectives in Sentences

		<p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Narrative Poem • Language Use: Metaphors and Similes <p>Vocabulary: throngs, atrium, tated, encasement, brittle, modern, drown, opposite, phantom, mast, tide, tread, stealthy, sentinel, dread, impetuous, tranquil, skirt, aghast, defiance, peril</p> <p>Fluency: Prosody, Rate, Expression</p> <p>Inquiry/Research: Step 1—Develop Questions</p> <ul style="list-style-type: none"> • Connect Inquiry to National Treasures • Generate Ideas and Questions • Develop a Research Question 	
Unit 5 Lesson 2	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Prefixes <i>en-</i> and <i>ex-</i> • Suffixes <i>-en</i> and <i>-ic</i> • Shades of Meaning 	<p>Story: <i>Give Me Liberty!</i></p> <p>Genre: Informational Text</p> <p>Lexile: 1190L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Who wrote the Declaration of Independence? • What was its purpose? <p><i>Let Independence Ring</i></p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How did people react to the Declaration of Independence? • Why is it important to so many people? <p>Social Studies Connection: The Thinkers Behind the Declaration</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Fact and Opinion • Compare and Contrast <p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Narrative Poem • Point of View • Author's Purpose • Language Use: Quotations 	<p>Writing: Persuasive Essay</p> <ul style="list-style-type: none"> • Publishing <p>Response to Nonfiction</p> <ul style="list-style-type: none"> • Prewriting • Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Comparative and Superlative Adjectives and Adverbs

		<p>Vocabulary: pamphlet, draft, delegates, aloof, retreat, abstained, favored, denounced, deliberations, version, durable, parchment, secure, alter</p> <p>Fluency: Accuracy, Intonation, Rate, Prosody</p> <p>Inquiry/Research: Step 2—Create Conjectures</p> <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information 	
Unit 5 Lesson 3	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Prefixes <i>anti-</i> and <i>pro-</i> • Greek Roots <i>therm</i> and <i>photo</i> • Word Relationships 	<p>Story: <i>Our Constitution: A Blueprint for Government</i></p> <p>Genre: Informational Text</p> <p>Lexile: 930L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What is the purpose of the Constitution? • What does the Bill of Rights protect? <p>Social Studies Connection: Article 5</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Clarifying <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Main Idea and Details <p>Writer's Craft</p> <ul style="list-style-type: none"> • Text Features: Photographs and Illustrations with Captions • Text Features: Venn Diagrams • Text Features: Maps <p>Vocabulary: separate, ensure, at stake, yield, welfare, individual, federal, republic, aim, limit, demand, preserve, petition, grievance</p> <p>Fluency: Accuracy, Automaticity, Prosody, Pace</p> <p>Inquiry/Research: Step 3—Collect Information</p> <ul style="list-style-type: none"> • Take Linear Notes • Evaluate Sources 	<p>Writing: Response to Nonfiction</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Demonstrative, Reflexive, and Relative Pronouns

		<ul style="list-style-type: none"> Organize and Synthesize Information 	
Unit 5 Lesson 4	Word Analysis: <ul style="list-style-type: none"> Suffixes <i>-hood</i>, <i>-ate</i>, and <i>-ure</i> Words with the Same Base 	Story: <i>Mice in the Mint</i> Genre: Fantasy Lexile: 780L Essential Questions <ul style="list-style-type: none"> What is a treasury? Why did the United States need a mint? Social Studies Connection: The Story of "Greenbacks" Comprehension Strategies <ul style="list-style-type: none"> Making Connections Predicting Revising/Confirming Predictions Access Complex Text <ul style="list-style-type: none"> Sequence Cause and Effect Writer's Craft <ul style="list-style-type: none"> Point of View Story Elements: Character Vocabulary: mint, secretary, tactics, strategy, delivered, command articles, uphold, stance, cement, bind, specifically, complex, item Fluency: Automaticity, Intonation, Prosody, Expression Inquiry/Research: Step 4—Revise Conjectures <ul style="list-style-type: none"> Review and Revise the Conjecture Collect More Information Organize All Information 	Writing: Describing an Event <ul style="list-style-type: none"> Prewriting Drafting Revising Editing Publishing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> Commas and Quotation Marks in Direct Quotations and Dialogue
Unit 5 Lesson 5	Word Analysis: Latin Roots <i>flect</i> , <i>ped</i> , and <i>loc</i>	Story: <i>Lady Liberty: A Biography</i> Genre: Narrative Nonfiction Lexile: AD760L Essential Questions <ul style="list-style-type: none"> Who contributed to the Statue of Liberty? 	Writing: Response to Literature <ul style="list-style-type: none"> Prewriting Drafting Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> Homophones

		<ul style="list-style-type: none"> • Why are they an important part of the American story? <p><i>The New Colossus</i> Genre: Poetry Lexile: NP Essential Question <ul style="list-style-type: none"> • What does the Statue of Liberty represent? Science Connection: Fighting Corrosion Comprehension Strategies <ul style="list-style-type: none"> • Visualizing • Asking and Answering Questions Access Complex Text <ul style="list-style-type: none"> • Main Idea and Details • Fact and Opinion Writer's Craft <ul style="list-style-type: none"> • Language Use: Personification • Language Use: Symbolism • Text Features: Illustrations • Point of View Vocabulary: steerage, monument, dictator, colossal, precise, oblivious, gala, auction, makeshift, veterans, protrude, accomplished Fluency: Automaticity, Rate, Prosody, Accuracy Inquiry/Research: Step 5—Develop Presentations <ul style="list-style-type: none"> • Choose a Type of Presentation • Work on a Presentation Plan • Set Up a Schedule for Presentations </p>	
Unit 5 Lesson 6	Word Analysis: <ul style="list-style-type: none"> • Latin Roots <i>nat</i> and <i>scrib/scrip</i> • Antonyms and Synonyms • Prefixes <i>en-</i>, <i>ex-</i>, <i>anti-</i>, and <i>pro</i> • Suffixes <i>-en</i>, <i>-ic</i>, <i>-hood</i>, <i>-ate</i>, and <i>-ure</i> • Shades of Meaning 	Story: <i>The Smithsonian Institution</i> Genre: Informational Text Lexile: 890L Essential Questions <ul style="list-style-type: none"> • What is the Smithsonian Institution? • Why was it founded? 	Writing: Response to Literature <ul style="list-style-type: none"> • Revising • Editing • Publishing Grammar, Usage, and Mechanics: <ul style="list-style-type: none"> • Order of Adjectives in Sentences

	<ul style="list-style-type: none"> • Greek Roots <i>therm</i> and <i>photo</i> • Word Relationships • Words with the Same Base • Latin Roots <i>flect, ped, and loc</i> 	<p>Social Studies Connection: The First National Weather Service</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Clarifying • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Classify and Categorize • Compare and Contrast <p>Writer's Craft</p> <ul style="list-style-type: none"> • Text Features: Time Lines • Text Features: Headings and Subheadings • Text Features: Maps <p>Vocabulary: centers, galleries, sun, artifacts, specimens, recent, funding, took shape, dream, reserve, depths, contact, subway, attend</p> <p>Fluency: Automaticity, Accuracy, Rate, Prosody</p> <p>Inquiry/Research: Step 6—Deliver Presentations</p> <ul style="list-style-type: none"> • Present Findings • Review Conjectures and Ask New Questions 	<ul style="list-style-type: none"> • Comparative and Superlative Adjectives and Adverbs • Demonstrative, Reflexive, and Relative Pronouns • Commas and Quotation Marks in Direct Quotations and Dialogue • Homophones
<p>Overarching Theme: Creativity</p> <p>Unit 6: Art in Literature</p> <p>Big Idea related to the theme: <i>Where do you see literature and art together?</i></p> <p><i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: Fourth Grade.</i></p>			
Unit 6 Lesson 1	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Prefixes <i>dis-</i>, <i>non-</i>, <i>un-</i>, and <i>re-</i> • Antonyms and Synonyms • Inflectional Endings <i>-ed</i> and <i>-ing</i> • Shades of Meaning • Homophones and Homographs • Word Relationships • Suffixes <i>-ly</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-ion</i>, <i>-sion</i>, <i>-tion</i>, and <i>-ity</i> • Range of Meaning 	<p>Story: <i>Inspiring Connections: Art and Literature</i></p> <p>Genre: Informational Text</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How can literature inspire art? <p><i>Paul Bunyan</i> Lexile: 820L</p> <p>Genre: Tall Tale</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do tall tales come to be? 	<p>Writing: Letter of Request</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Nouns • Verbs

	<ul style="list-style-type: none"> • Words with the Same Base 	<ul style="list-style-type: none"> • How can tall tales influence art? <p>Social Studies Connection: Advertising a Folk Hero</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Asking and Answering Questions • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Classify and Categorize • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Story Elements: Character • Text Features: Maps • Language Use: Exaggeration <p>Vocabulary: forms, word of mouth, period, feeling, moved, most, sets, source, drift, cradle, lumberjack, towering, border, herculean, topple, urge, ahead, weep, crack, by chance, stretch, brief</p> <p>Fluency: Intonation, Prosody, Expression</p> <p>Inquiry/Research: Step 1—Develop Questions</p> <ul style="list-style-type: none"> • Connect Inquiry to Literature Meets Art • Generate Ideas and Questions • Identify a Research Question 	<ul style="list-style-type: none"> • Adjectives • Adverbs • Pronouns
Unit 6 Lesson 2	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Regular and Irregular Comparatives and Superlatives • Range of Meaning • Greek Roots <i>phon</i> and <i>graph</i> • Prefixes <i>auto-</i> and <i>tele</i> • Word Relationships • Latin Roots <i>tract</i>, <i>sign</i>, <i>dic</i>, and <i>man</i> • Antonyms and Synonyms • Regular Plural Nouns 	<p>Story: <i>The Labors of Hercules</i></p> <p>Genre: Myth</p> <p>Lexile: 960L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What kinds of stories are told in mythology? • How can mythology influence art? <p><i>Ode on a Herculean Vase</i></p> <p>Genre: Poetry</p> <p>Lexile: NP</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How can a piece of art inspire literature? 	<p>Writing: Poetry</p> <ul style="list-style-type: none"> • Prewriting • Drafting • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Direct Objects • Prepositions and Prepositional Phrases • Capitalization

	<ul style="list-style-type: none"> • Irregular Plural Nouns 	<p>Social Studies Connection: Ancient Pottery Tells a Tale</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Predicting • Revising/Confirming Predictions • Visualizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Compare and Contrast • Main Idea and Details • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Ode • Text Structure: Meter and Rhyme • Language Use: Metaphors and Similes • Language Use: Idioms • Language Use: Adages and Proverbs <p>Vocabulary: mortal, despite, infant, defeating, distress, guilt, relieve, vicious, titanic, temper, ton, trench, react, match</p> <p>Fluency: Accuracy, Automaticity, Rate, Expression</p> <p>Inquiry/Research: Step 2—Create Conjectures</p> <ul style="list-style-type: none"> • Turn a Question into a Conjecture • Make a Conjecture • Plan to Collect Information 	<ul style="list-style-type: none"> • Simple Sentences, Sentence Types, and End Punctuation • Coordinating Conjunctions
Unit 6 Lesson 3	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Open and Hyphenated Compound Words • Shades of Meaning • Suffixes <i>-ment</i>, <i>-al/-ial</i>, and <i>-able/-ible</i> • Antonyms and Synonyms • Latin Root port • Word Relationships • Latin Root <i>mob/mot/mov</i> 	<p>Story: <i>Little Red Riding Hood</i></p> <p>Genre: Folktale</p> <p>Lexile: 750L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What themes are found in literature around the world? • Why do different cultures have literature with similar themes? <p>Science Connection: Wolves: Myth and Reality</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying 	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Prewriting • Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Compound Subjects and Predicates • Compound Sentences • Run-Ons and Sentence Fragments • Plural Nouns

	<ul style="list-style-type: none"> • Range of Meaning • Prefixes <i>over-</i>, <i>under-</i>, <i>sub-</i>, and <i>inter</i> 	<ul style="list-style-type: none"> • Visualizing • Summarizing <p>Access Complex Text</p> <ul style="list-style-type: none"> • Main Idea and Details • Making Inferences • Cause and Effect <p>Writer's Craft</p> <ul style="list-style-type: none"> • Story Elements: Setting • Author's Purpose • Story Elements: Plot <p>Vocabulary: beloved, sweet, blustery, hailed, crock, addressed, plump, devious, figure, already, persuade, amid, coiled, cautious</p> <p>Fluency: Automaticity, Intonation, Rate, Expression</p> <p>Inquiry/Research: Step 3—Collect Information</p> <ul style="list-style-type: none"> • Use a Mind Map to Organize Information • Utilize Multimedia Resources • Organize and Synthesize Information 	<ul style="list-style-type: none"> • Subject/Verb Agreement
Unit 6 Lesson 4	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Greek Roots <i>logos</i>, <i>geo</i>, <i>cycl</i>, and <i>meter</i> • Word Relationships • Suffixes <i>-ist</i> and <i>-ous</i> • Antonyms and Synonyms • Prefixes <i>fore-</i>, <i>co-</i>, <i>mis-</i>, <i>il-</i>, <i>im-</i>, <i>in-</i>, and <i>de</i> • Words with the Same Base • Range of Meaning • Greek Root <i>bio</i> • Latin Root <i>aud</i> 	<p>Story: <i>The Sun and the Moon</i></p> <p>Genre: Folktale</p> <p>Lexile: 620L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can themes be the same in literature from different cultures? • How can they be different? <p>Social Studies Connection: Have You Eaten Rice?</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Asking and Answering Questions • Predicting • Revising/Confirming Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Making Inferences • Sequence 	<p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Subordinating and Correlative Conjunctions • Complex Sentences • Possessive Nouns and Pronouns • Verb Tenses • Irregular Verbs

		<ul style="list-style-type: none"> • Compare and Contrast <p>Writer's Craft</p> <ul style="list-style-type: none"> • Story Elements: Setting • Story Elements: Character • Genre Knowledge: Folktales <p>Vocabulary: cakes, wise, obedient, of her life, honorable, tricksters, grove, scramble, enraged, embraced, glimpse, millet, determined, unraveling</p> <p>Fluency: Automaticity, Rate, Prosody, Expression</p> <p>Inquiry/Research: Step 4—Revise Conjectures</p> <ul style="list-style-type: none"> • Review and Revise the Conjecture • Collect More Information • Organize All Information 	
Unit 6 Lesson 5	<p>Word Analysis:</p> <ul style="list-style-type: none"> • Latin Roots <i>nat</i> and <i>crib/scrip</i> • Antonyms and Synonyms • Prefixes <i>en-</i>, <i>ex-</i>, <i>anti-</i>, and <i>pro</i> • Suffixes <i>-en</i>, <i>-ic</i>, <i>-hood</i>, <i>-ate</i>, and <i>-ure</i> • Shades of Meaning • Greek Roots <i>therm</i> and <i>photo</i> • Word Relationships • Words with the Same Base • Latin Roots <i>flect</i>, <i>ped</i>, and <i>loc</i> 	<p>Story: <i>Sleeping Beauty</i> Genre: Fairy Tale Lexile: 650L</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What kinds of stories are told in fairy tales? • How can fairy tales influence art? <p><i>Old Books, New Ideas</i> Genre: Explanatory Text Lexile: 890L</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How can books become works of art? <p><i>Inspiration</i> Genre: Poetry Lexile: NP</p> <p>Essential Question</p> <ul style="list-style-type: none"> • How can reading lead to creativity? <p>Social Studies Connection: Folklore and the Brothers Grimm</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Visualizing • Clarifying 	<p>Writing: Biography</p> <ul style="list-style-type: none"> • Prewriting • Drafting <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Order of Adjectives in Sentences • Comparative and Superlative Adjectives and Adverbs • Demonstrative, Reflexive, and Relative Pronouns • Commas and Quotation Marks in Direct Quotations and Dialogue • Homophones

		<p>Access Complex Text</p> <ul style="list-style-type: none"> • Cause and Effect • Main Idea and Details • Classify and Categorize • Fact and Opinion <p>Writer's Craft</p> <ul style="list-style-type: none"> • Language Use: Sensory Details • Text Features: Photographs • Text Features: Heading • Point of View • Language Use: Alliteration • Language Use: Figurative Language <p>Vocabulary: majesty, wealth, prick, wicked, thick, free, aside, overcome,</p> <p>Charities, decades, discipline, spring, media, angle</p> <p>Fluency: Automaticity, Expression, Accuracy, Rate</p> <p>Inquiry/Research: Step 5—Develop Presentations</p> <ul style="list-style-type: none"> • Choose a Type of Presentation • Work on a Presentation Plan • Set Up a Schedule for Presentations 	
Unit 6 Lesson 6	<p>Word Analysis: Review Lessons 1–5</p>	<p>Story: <i>The Doomed Prince</i></p> <p>Genre: Play</p> <p>Lexile: NP</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Where do stories come from? • Why might a story be unfinished? <p>Science Connection: Science and Art: Making Papyrus</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking and Answering Questions • Clarifying • Predicting 	<p>Writing: Biography</p> <ul style="list-style-type: none"> • Revising • Editing • Publishing <p>Grammar, Usage, and Mechanics:</p> <ul style="list-style-type: none"> • Review Lessons 1–5

	<ul style="list-style-type: none"> • Confirming/Revising Predictions <p>Access Complex Text</p> <ul style="list-style-type: none"> • Compare and Contrast • Making Inferences • Sequence <p>Writer's Craft</p> <ul style="list-style-type: none"> • Genre Knowledge: Play • Language Use: Adages and Proverbs • Language Use: Idioms • Language Use: Metaphors and Similes <p>Vocabulary: newly, omens, tidings, bundle, loyal, except, soar, court, identity, seek, rank, deserve, mark, wretched</p> <p>Fluency: Accuracy, Intonation, Automaticity, Expression</p> <p>Inquiry/Research: Step 6—Deliver Presentations</p> <ul style="list-style-type: none"> • Present Findings • Review Conjecture and Ask New Questions 	
--	--	--