

Fall Semester								Differentiation	
Date	Days	Unit	Standards Covered	Essential Questions/Plain English	Key Terminology	Assessments	Resources	Intervention Ideas	Challenge Ideas
Pre- Unit Study Days	3	Back to School Activities	S.L. 4.1	LT: Students will engage in meaningful discussions with peers and adults about a topic					
Q1 Week 1 and 2 +Screening	7-10	Unit 1: Reaching Out Lesson 1: Because of Winn-Dixie Essential Question: How do friends help each other? Target skill: Story Structure Target Strategy: Summarize Analyze the Text: Point of View Vocabulary strategies: Prefixes: re-, un-, dis-, using context, and reference materials Writing: Narrative writing and elaboration RGR Lesson 1 Closed Syllables: Short vowels Digraphs: ch, wh, th, sh, ck, ph	W.4.1 RF.4.3 RI.4.1 RI.4.4 RI.4.11 RI.4.2 RI.4.3 RI.4.6 RI.4.7 SL.4.1 SL.4.7	LT: Students will learn and use words with prefixes, re-, un-, and dis- LT: Students will describe a character, setting, or event, drawing on specific details in the text. LT: Students will summarize the text. LT: Students will compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. LT: Students will refer to details and examples in the a text when explaining what the text says and when drawing inferences from the text. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will produce complete sentences, recognizing and correcting fragments and run-ons. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information. LT: Students will be able to engage effectively in a range of collaborative discussions on grade 4 topics and texts.	comfort mention mood properly intends consistent positive advanced peculiar talent	Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening	Journeys Curriculum Think Central Really Great Reading	FastBridge Recommended Plan Fluency Partners	Movie Poster Retell the story through a different characters point of view.
Q1 Week 3 and 4 + Screening	7-10	Unit 1: Reaching Out Lesson 2: My Brother Martin Essential Question: What might lead a person to try and change the world? Target skill: Author's Purpose Target Strategy: Monitor and Clarify Analyze the Text: Explain Historical Events, Idioms Vocabulary strategies: Prefixes: in-, im-, il-, ir-, using context, and reference materials Writing: Narrative writing and purpose RGR Lesson 2 Closed Syllables: Short vowels, 2-sound blends.	W.4.3 W.4.10 RF.4.3 RI.4.4 RI.4.8 RI.4.11 RI.4.1 RI.4.2 RI.4.10 RI.4.12	LT: Students will learn and use words with prefixes, im-, in-, and ir-. LT: Students will be able to explain how an author uses reasons and evidence to support particular points in a text. LT: Students will refer to details and examples in a text when explaining what the text says and when drawing inferences from the the text. LT: Students will determine the theme of a story, drama, or poem form details in the text. LT: Students will read and comprehend literature. LT: Students will produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. LT: Students will use context as a clue to the meaning of a word or phrase. LT: Students will recognize and explain the meaning of common idioms. LT: Students will determine the meaning of general academic and domain-specific words or phrases in a text. LT: Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	injustice numerous segregation nourishing captured dream encounters preferred recall example	Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening	Journeys Curriculum Think Central Really Great Reading	FastBridge Recommended Plan Fluency Partners	I have a dream Cloud

Q1 Week 5 & 6 + Screening Project	7-10	<p>Unit 1: Reaching Out Lesson 3: My Librarian is a Camel Essential Question: How are books and libraries important to people and communities? Target skill: Cause and Effect Target Strategy: Monitor and Clarify Analyze the Text: Interpret Visuals, Domain-Specific Vocabulary Vocabulary Strategies: Using Context Writing: Narrative writing Dialogue and conventions</p> <p>RGR Lesson 3 Closed Syllables: Short vowels, 3-sound blends, Trigraphs</p>	<p>W.4.3 W.4.7 W.4.8 RI.4.3 RI.4.5 RI.4.7 RI.4.11 RI.4.13 RL.4.1 SL.4.1 SL.4.5 RF. 4.3</p>	<p>LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will read and comprehend high quality informational text. LT: Students will interpret information presented visually, orally, or, quantitatively. LT: Students will describe the overall structure of a text or part of a text. LT: Students will explain events/procedures/ideas/concepts in a text. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will be able to use commas and quotations mark to mark direct speech and quotations from a text. LT: Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LT: Students will conduct research projects to build knowledge through investigation of different aspects of a topic. LT: Students will gather relevant information form print and digital sources, take notes, and categorize information, and provide a list of sources. LT: Students will be able to add audio recordings and visual displays to presentations. LT: Students will be able to engage effectively in a range of collaborative discussions on grade 4 topics and texts.</p>	<p>isolated virtual devour remote impassable access obtain preserve extremes avid</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	<p>Country Study and Presentation</p>
Q1 Week 7	7-10	<p>Unit 1: Reaching Out Lesson 4: The Power of W.O.W. Essential Question: Why might people raise money for a cause? Target skill: Theme Target Strategy: Analyze/Evaluate Analyze the Text: Elements of Drama, Allusion Vocabulary strategies: Prefixes: non-, mis- Writing: Narrative writing fictional narrative and organization</p> <p>RGR Lesson 4 Closed Syllables: Multisyllabic words</p>	<p>W.4.3 W.4.11 RI.4.4 RI.4.11 RL.4.1 RL.4.2 RL.4.3 RL.4.5 RL.4.7 RL.4.9 RL.4.13 SL.4.7 RF. 4.3</p>	<p>LT: Students will be able to read and comprehend literature. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to explain major differences between poems, drama, & prose/refer to their structural elements. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to determine theme from details/summarize. LT: Students will be able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to use correct capitalization. LT: Students will be able to produce complete sentences, recognizing and correcting fragments and run-ons. LT: Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>assist burglaries innocent scheme regretfully misjudge suspect favor speculated prior</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	

Q1 Week 8	7-10	<p>Unit 1: Reaching Out Lesson 5: Stormalong Essential Question: Why do people pass down stories over the years? Target skill: Understanding Characters Target Strategy: Infer/Predict Analyze the Text: Point of View, Hyperbole Vocabulary strategies: Reference Materials Writing: Narrative writing fictional and conventions RGR Lesson 5 Closed and Open Syllables: y says long e at the end of multisyllabic words</p>	<p>W.4.3 W.4.11 RI.4.4 RI.4.11 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.13 RF.4.3</p>	<p>LT: Students will be able to use correct capitalization. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine theme from details/summarize. LT: Students will be able to describe a character, setting, or event, drawing on details from the text. LT: Students will be able to determine the meaning of words and phrases, including those that allude to characters in mythology. LT: Students will be able to explain major differences between poems, drama, and prose/refer to their structural elements. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to read and comprehend literature. LT: Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>seafaring tidal foaming outcast yearning memorable betrayed condition shortage horrified</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
Q1 Week 9	7-10	<p>Unit 2: Tell Me More Lesson 6: Invasion from Mars Essential Question: How are performances similar to and different from written stories? Target skill: Story Structure Target Strategy: Infer/Predict Analyze the Text: Elements of Drama, Formal and Informal Language Vocabulary strategies: Suffixes, -y and -ous Writing: Informative writing- news report and organization RGR Lesson 6 Closed and Open Syllables: Schwa</p>	<p>W.4.2 RI.4.4 RI.4.7 RI.4.11 RI.4.13 RL.4.1 RL.4.2 RL.4.3 RL.4.5 RL.4.13 SL.4.7 RF.4.3</p>	<p>LT: Students will be able to differentiate contexts that call for formal English and informal discourse. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to read and comprehend informational texts. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine theme from details. summarize. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to explain major differences between poems, drama, and prose/refer to their structural elements. LT: Students will be able to read and comprehend literature. LT: Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>alarm dreacted convey daring awe luminous indescribable extraordinary fade conferring</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	

<p>Quarter Break Q2 Week 10 & 11 Fall Conferences</p>	<p>7-10</p>	<p>Unit 2: Tell Me More Lesson 7: Coming Distractions: Questioning Movies Essential Question: How are movies a form of communication? Target skill: Fact and Opinion Target Strategy: Summarize Analyze the Text: Explain Concepts and Ideas, Domain-Specific Vocabulary Vocabulary strategies: Greek and Latin word parts- phon, photo, graph, auto, and tele. Writing: Informative writing- news report and organization RGR Lesson 7 VCE Syllables: Single-syllable and multisyllabic words</p>	<p>W.4.2 W.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.11 RL.4.2 RF.4.3</p>	<p>LT: Students will be able to determine theme from details/summarize. LT: Students will explain how an author uses reasons and evidence to support points. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will be able to explain events/procedures/ideas/concepts in text. LT: Students will be able to determine the main idea and explain how it is supported by details/summarize. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to choose words and phrases to convey ideas precisely. LT: Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>entertaining promote focus advertise jolts critics target thrilling angles generated.</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
<p>Q2 Week 12 & 13</p>	<p>7-10</p>	<p>Unit 2: Tell Me More Lesson 8: Me and Uncle Romie Essential Question: How do an artist's experiences affect his or her art? Target skill: Understanding Characters Target Strategy: Visualize Analyze the Text: Theme and Point of View Vocabulary strategies: Figurative language Writing: Informative Writing: book report and purpose RGR Lesson 8 VCE Syllables: Multisyllabic words</p>	<p>W.4.2 W.4.10 RI.4.4 RI.4.11 RL.4.1 RL.4.2 RL.4.3 RL.4.13 SL.4.7 RF.4.3</p>	<p>LT: Students will be able to form and use progressive verb tenses. LT: Students will be able to choose words and phrases to convey ideas precisely. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine theme from details/summarize. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to read and comprehend literature. LT: Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>glorious studio concerned model smeared ruined yanked streak schedule feast</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	<p>Collage</p>
<p>Q2 Week 14 & 15</p>	<p>7-10</p>	<p>Unit 2: Tell Me More Lesson 9: Dear Mr. Winston Essential Question: What are some different ways to do research? Target skill: Conclusions and Generalizations Target Strategy: Question Analyze the Text: Understanding Characters and Humor Vocabulary strategies: Antonyms Writing: Informative Writing: Explanatory essay and evidence. RGR Lesson 9 Common vowel teams: Long a: ai, ay Long e: ee, ea Long i: igh Long o: oa,</p>	<p>W.4.2 W.4.11 RF.4.4 RI.4.1 RF.4.3 RI.4.4 RI.4.7 RI.4.11 RI.4.13 RL.4.2 RL.4.3 RL.4.13</p>	<p>LT: Students will be able to use a comma before a coordinating conjunction in a compound sentence. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to read onlevel text with purpose and understanding. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to read and comprehend informational texts. LT: Students will be able to determine theme from details/summarize. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to read and comprehend literature. LT: Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>fault borrow reference fainted genuine local apologize proof slimy insisted</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	<p>Write a letter back to the student.</p>

Q2 Week 16 & 17 Screening	7-10	<p>Unit 2: Tell Me More Lesson 10: Jose! Born to Dance Essential Question: What does it take to be a great performer? Target skill: Author's Purpose Target Strategy: Analyze/Evaluate Analyze the Text: Genre: Biography, Simile and Metaphor Vocabulary strategies: Shades of meaning Writing: Informative Writing: Explanatory essay and elaboration</p> <p>RGR Lesson 10 Less common vowel teams: Long e:</p>	<p>W.4.2 RI.4.4 RI.4.5 RI.4.8 RI.4.11 RI.4.13 RL.4.12 RF.4.3</p>	<p>LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to explain the meaning of similes and metaphors in context. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to describe the overall structure of a text or part of a text. LT: Students will be able to explain how an author uses reasons and evidence to support points. LT: Students will be able to read and comprehend informational texts. LT: Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>debut stubborn permission hauling mournful towered triumph discouraged toured border</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
Q2 Week 18 +Screening	7-10	<p>Unit 3: Inside Nature Lesson 11: Hurricanes: Earth's Mightiest Storms Essential Question: What are the benefits of studying weather? Target skill: Text and Graphic Features Target Strategy: Infer/Predict Analyze the Text: Explain Scientific Ideas, Text Structure Vocabulary strategies: Suffixes: -ful, -less, -ness, -ment Writing: Persuasive Paragraphs</p> <p>RGR Lesson 11 /or/ spelled or and /ar/ spelled ar</p>	<p>W.4.1 W.4.10 W.4.11 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.10 RL.4.1 RL.4.11 RF.4.3</p>	<p>LT: Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LT: Students will determine the main idea of a text and explain how it is supported by key details; summarize the text LT: Students will explain events, procedures, or concepts in a text LT: Students will describe the overall structure of events, ideas, concepts, or information in a text or part of a text. LT: Students will interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. LT: Students will read and comprehend informational texts. LT: Students will correctly use frequently confused words. LT: Students will spell gradeappropriate words, consulting references as needed. LT: Students will consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>whirling rapidly condense source rotating rage experience ancient predict registered</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	Weather Report
Dec 19-21	3	Winter Break Activities							

4th Grade ELA Curriculum Plan

Spring Semester								Differentiation	
Date	Days	Unit	Standards	Essential Questions/Plain English	Key Terminology	Assessments	Resources	Intervention Ideas	Challenge Ideas
Q3 Week 1	3	Reuniting/Retraining Days	SL.4.4	LT: Students will engage in meaningful discussions with peers and adults about a topic					
Q3 Week 2	7-10	Unit 3: Inside Nature Lesson 12: The Earth Dragon Awakes Essential Question: How do natural disasters affect people? Target skill: Sequence of Events Target Strategy: Visualize Analyze the Text: Conclusions and Generalizations, Author's Word Choice Vocabulary strategies: Synonyms Writing: Opinion Writing RGR Lesson 12 Additional spellings of /or/: oar, our, oor, ore Spellings of /ar/ as in care: ear, air, are, ar	W.4.1 W.4.11 RI.4.4 RI.4.7 RI.4.11 RI.4.1 RL.4.3 RL.4.10 RF.4.3	LT: Students will spell gradeappropriate words, consulting references as needed. LT: Students will use context as a clue to the meaning of a word or phrase. LT: Students will consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will refer to details and examples when referring to what the text says explicitly and when drawing inferences. LT: Students will describe a character, setting, or event, drawing on specific details in the text. LT: Students will read and comprehend literature. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will read and comprehend informational texts. LT: Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	trembles wreckage slab possessions tenement crushing rubble debris timbers constructed	Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening	Journeys Curriculum Think Central Really Great Reading	FastBridge Recommended Plan Fluency Partners	Famous Earthquakes
Q3 Week 3 & 4	7-10	Unit 3: Inside Nature Lesson 13: Antarctic Journal Essential Question: How are the different parts of an ecosystem connected? Target skill: Sequence of Events Target Strategy: Summarize Analyze the Text: Domain-Specific Vocabulary, Simile and Metaphor Vocabulary Strategies: Greek and Latin Word Parts: spect, struct, tele, vis Writing: Persuasive Letter RGR Lesson 13 Spellings of /er/ as in wear	W.4.1 W.4.10 W.4.11 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.10 RI.4.11 RF.4.3	LT: Students will use modal auxiliaries to convey various conditions. LT: Students will spell gradeappropriate words, consulting references as needed. LT: Students will use context as a clue to the meaning of a word or phrase. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will determine the main idea and explain how it is supported by details; summarize. LT: Students will explain events/procedures/concepts in a text. LT: Students will describe the overall structure of a text or part of a text. LT: Students will interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text which it appears. LT: Students will read and comprehend informational texts. LT: Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	display alert weariness fractured standards vision huddle graceful stranded concluded	Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening	Journeys Curriculum Think Central Really Great Reading	FastBridge Recommended Plan Fluency Partners	Penguins
Q3 Week 5 & 6	7-10	Unit 3: Inside Nature Lesson 14: The Life and Times of the Ant Essential Question: How do living things each have an important role in the world? Target skill: Text and Graphic Features Target Strategy: Question Analyze the Text: Author's Purpose, Explain Scientific Concepts and Ideas Vocabulary Strategies: Suffixes: -able, -ible Writing: Persuasive Essays RGR Lesson 14 Spellings of /er/: or, ar R-controlled spellings REVIEW	W.4.1 RI.4.3 RI.4.4 RI.4.7 RI.4.8 RI.4.11 RL.4.1 RL.4.2 RL.4.10 RF.4.3	LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. LT: Students will explain events/procedures/ideas, concepts in a text. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will explain how an author uses reasons and evidence to support points. LT: Students will determine the theme from details/summarize. LT: Students will use knowledge of language and its conventions when reading. LT: Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	social exchanges excess reinforce storage transport chamber scarce obstacles transfers	Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Screening and Progress Monitoring RGR: Screening	Journeys Curriculum Think Central Really Great Reading	FastBridge Recommended Plan Fluency Partners	Ant Farm

Q3 Week 7	7-10	<p>Unit 3: Inside Nature Lesson 15: Ecology For Kids Essential Question: Why is it important to be informed about what is happening in our world? Target skill: Main Ideas and Details Target Strategy: Monitor/Clarify Analyze the Text: Author's Word Choice, Analyze an Argument Vocabulary Strategies: Using Context Writing: Persuasive Essay</p> <p>RGR Lesson 15 Spellings of /oo/ as in ooze: oo, u, u_e, ew</p>	<p>W.4.1 W.4.11 RF.4.4 RI.4.1 RI.4.2 RI.4.4 RI.4.8 RI.4.10 RI.4.11 RL.4.5</p>	<p>LT: Students will spell grade-appropriate words, consulting references as needed. LT: Students will consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning. LT: Students will determine the meaning of general academic and domain-specific words or phrases. LT: Students will use context to confirm or self-correct word recognition and understanding. LT: Students will explain major differences between poems, drama, and prose/refer to their structural elements. LT: Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LT: Students will determine the main idea and explain how it is supported by details/summarize. LT: Students will explain how an author uses reasons and evidence to support points. LT: Students will read and comprehend informational texts.</p>	<p>organisms directly affect traces vast habitats variety species banned radiation</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	<p>Recycling Posters</p>
Q3 Week 8	7-10	<p>Unit 4: Unbreakable Spirit Lesson 16: Riding Freedom Essential Question: What traits do successful people have? Target skill: Compare and Contrast Target Strategy: Monitor/Clarify Analyze the Text: Genre: Historical Fiction, Personification Vocabulary Strategies: Figurative Language Writing: Narrative Writing- descriptive paragraph and development.</p> <p>RGR Lesson 16 Spellings of /oi/ as in oink: oi, oy</p>	<p>W.4.10 RF.4.4 RI.4.4 RI.4.7 RI.4.11 RI.4.13 RL.4.1 RL.4.3 RL.4.10</p>	<p>LT: Students will be able to order adjectives within sentences according to conventional patterns. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to use context clues to self-correct word recognition and understanding. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to read and comprehend information texts. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to read and comprehend literature.</p>	<p>escorted swelled relied reputation worthy churning situation deserve defended satisfied</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
Q3 Week 9	7-10	<p>Unit 4: Unbreakable Spirit Lesson 17: The Right Dog for the Job Essential Question: How do people and animals help each other? Target skill: Sequence of Events Target Strategy: Summarize Analyze the Text: Domain-Specific Vocabulary, Main Ideas and Detail Vocabulary Strategies: Suffixes -ion, -ation, -ition Writing: Narrative Writing- friendly letter and purpose.</p> <p>RGR Lesson 17 Spellings of /ow/ as in owls, owl, owl</p>	<p>W.4.10 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.11 RI.4.13 RL.4.1</p>	<p>LT: Students will be able to choose words and phrases to convey ideas precisely. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine the main idea and explain how it is supported by details, summarize. LT: Students will be able to explain events/procedures/ideas/concepts in a text. LT: Students will be able to describe the overall structure of a text or part of a text. LT: Students will be able to read and comprehend informational texts.</p>	<p>reward graduate symbol foster disobey confidence patiently confesses ceremony performs</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	

Q3 Week 10	7-10	<p>Unit 4: Unbreakable Spirit Lesson 18: Hercules' Quest Essential Question: What makes a character memorable? Target skill: Story Structure Target Strategy: Question Analyze the Text: Theme, Allusion Vocabulary Strategies: Adages and proverbs Writing: Narrative Writing- story focus and elaboration.</p> <p>RGR Lesson 18 Spellings of /oo/ as in book: oo, u</p>	<p>W.4.10 RI.4.4 RI.4.11 RI.4.12 RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.13</p>	<p>LT: Students will be able to form and use prepositional phrases. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to recognize and explain the meaning of idioms, adages, and proverbs. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine theme from details, summarize. LT: Students will be able to describe a character, setting, or event, drawing on details. LT: Students will be able to read and comprehend literature. LT: Students will be able to determine the meaning of words and phrases, including those that allude to characters in mythology.</p>	<p>acquire unfortunate coerce boasted beamed glared ceased declared devised resourceful</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
Spring Break Q4 Week 1 & 2	7-10	<p>Unit 4: Unbreakable Spirit Lesson 19: Harvesting Hope: The Story of Cesar Chavez Essential Question: Why is farming important? Target skill: Conclusions and Generalizations Target Strategy: Infer/Predict Analyze the Text: Idioms, Problem and Solution Vocabulary Strategies: Reference materials Writing: Narrative Writing-Personal narrative and organization.</p> <p>RGR Lesson 19 Spellings of /aw/ as in awesome: au, aw</p>	<p>W.4.10 RI.4.1 RI.4.2 RI.4.5 RI.4.7 RI.4.11 RI.4.12 RI.4.13</p>	<p>LT: Students will be able to use relative pronouns and relative adverbs. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to recognize and explain the meaning of idioms, adages, and proverbs. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine the main idea and explain how it is supported by details, summarize. LT: Students will be able to describe the overall structure of a text or part of a text. LT: Students will be able to interpret information presented visually, orally, or quantitatively. LT: Students will be able to read and comprehend informational texts.</p>	<p>overcome association capitol drought dedicate publicity violence conflicts horizon brilliant.</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>	
Q4 Week 2 & 3	7-10	<p>Unit 4: Unbreakable Spirit Lesson 20: Sacagawea Essential Question: How do people from different cultures contribute to American history? Target skill: Main Idea and Details Target Strategy: Visualize Analyze the Text: Text Structure and Onomatopoeia Vocabulary Strategies: Shades of Meaning Writing: Narrative Writing-personal narrative and conventions.</p> <p>RGR Lesson 20 Other vowel spellings REVIEW</p>	<p>W.4.11 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.11 RI.4.13</p>	<p>LT: Students will be able to use correct capitalization. LT: Students will be able to use context as a clue to the meaning of an unknown word or phrase. LT: Students will be able to acquire and use general academic and domain specific words and phrases. LT: Students will be able to refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will be able to determine the main idea and explain how it is supported by details, summarize. LT: Students will be able to explain events/procedures/ideas/concepts in the text. LT: Students will be able to describe the overall structure of a text or part of a text. LT: Students will be able to read and comprehend informational texts.</p>	<p>territory accompany proposed interpreter duty supplies route corps clumsy landmark</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>		

Q4 Week 3 & 4	7-10	<p>Unit 5: Change It Up Lesson 21: The World According to Humphrey Essential Question: How can media be a distraction? Target skill: Theme Target Strategy: Summarize Analyze the Text: Point of View and Idioms Vocabulary Strategies: Using Context Writing: Narrative Writing- descriptive paragraph and development</p> <p>RGR Lesson 21 Vowel -ng and -nk chunks</p>	<p>W.4.10 RI.4.2 RI.4.4 RI.4.6 RI.4.7 RI.4.10 RI.4.12 RL.4.1 RL.4.10 RL.4.11</p>	<p>LT: Students will order adjectives within sentences according to conventional patterns. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will recognize and explain the meaning of idioms, adages, and proverbs. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will read and comprehend informational texts. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will determine theme from details/summarize. LT: Students will compare and contrast the point of view from which stories are narrated. LT: Students will read and comprehend literature.</p>	<p>appreciate blaring combination promptly introduce nocturnal feats effort suggest racket</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>
March 13-	0	Spring Break						
State Assessments Q4 Week 4 & 5	7-10	<p>Unit 5: Change It Up Lesson 22: I Could Do That! Essential Question: What causes change in a community? Target skill: Cause and Effect Target Strategy: Infer/Predict Analyze the Text: Domain-Specific Vocabulary, Conclusions and Generalizations Vocabulary Strategies: Adages and Proverbs Writing: Explanation</p> <p>RGR Lesson 22 Consonant-le Syllables</p>	<p>RI.4.1 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.11 RI.4.12 RL.4.10</p>	<p>LT: Students will use context as a clue to the meaning of an unknown word or phrase LT: Students will recognize and explain the meaning of idioms, adages and proverbs. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will explain events/procedures/concepts in a text. LT: Students will determine the meaning of general academic and domain-specific words and phrases. LT: Students will describe the overall structure of a text or part of a text. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will read and comprehend informational texts</p>	<p>politics intelligent disorderly approve polls legislature amendment candidates informed denied</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>
Q4 Week 6	7-10	<p>Unit 5: Change It Up Lesson 23: The Ever-Living Tree Essential Question: How do forests and trees show change? Target skill: Text and Graphic Features Target Strategy: Monitor/Clarify Analyze the Text: Text Structures and Similes Vocabulary Strategies: Prefixes pre-, inter-, ex- Writing: Procedural Composition Narrative Writing- descriptive paragraph and development.</p> <p>RGR Lesson 23 Latin chunks: -tion, -sion, -ture</p>	<p>W.4.10 RI.4.1 RI.4.4 RI.4.5 RI.4.7 RI.4.11 RL.4.1 RL.4.5 RL.4.10 RL.4.12</p>	<p>LT: Students will choose punctuation for effect. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will explain the meaning of similes and metaphors in context. LT: Students will acquire and use general academic and domainspecific words and phrases. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will describe the overall structure of a text or part of a text LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will read and comprehend informational texts. LT: Students will refer to details and examples when explaining what thetext says explicitly and when drawing inferences. LT: Students will explain major differences between poems, drama, and prose/refer to their structuralelements. LT: Students will read and comprehend literature.</p>	<p>resources dense evaporate shallow moisture civilized continent opportunities customs independent</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Recommended Plan Fluency Partners</p>

Screening Weeks 6-8	7-10	<p>Unit 5: Change It Up Lesson 24: Owen and Mzee Essential Question: How can animal behavior be like human behavior? Target skill: Compare and Contrast Target Strategy: Analyze/Evaluate Analyze the Text: Fact and Opinion, Author's Word Choice Vocabulary Strategies: Suffixes: -ed, -ly Writing: Research Report</p> <p>RGR Lesson 24 Hard and soft c and g</p>	<p>W.4.10 W.4.11 RI.4.1 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.10 RL.4.11</p>	<p>LT: Students will use commas and quotation marks to mark direct speech and quotations from a text. LT: Students will use a comma before a coordinating conjunction in a compound sentence. LT: Students will choose words and phrases for effect. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will describe the overall structure of a text or part of a text. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will explain how an author uses reasons and evidence to support points. LT: Students will read and comprehend informational texts.</p>	<p>bond suffered intruder companion enclosure inseparable charged chief exhausted affection</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Reccommended Plan Fluency Partners</p>
Q4 Week 9 & 10	7-10	<p>Unit 5: Change It Up Lesson 25: The Fun They Had Essential Question: How do inventions change the way we do things? Target skill: Author's Purpose Target Strategy: Question Analyze the Text: Genre: Science Fiction, Formal and Informal Language Vocabulary Strategies: Greek and Latin Word Parts: meter, therm, aud, fac Writing: Research Report</p> <p>RGR Lesson 25 Consonant suffixes: -s, -ful, -less, -ness, -ment, -ly</p>	<p>W.4.11 RI.4.4 RI.4.7 RI.4.10 RL.4.1 RL.4.3 RL.4.7 RL.4.10 RL.4.11</p>	<p>LT: Students will use correct capitalization. LT: Students will use a comma before a coordinating conjunction in a compound sentence. LT: Students will use context as a clue to the meaning of an unknown word or phrase. LT: Students will acquire and use general academic and domain specific words and phrases. LT: Students will interpret information presented visually, orally, or quantitatively. LT: Students will read and comprehend informational texts. LT: Students will refer to details and examples when explaining what the text says explicitly and when drawing inferences. LT: Students will describe a character, setting, or event, drawing on details. LT: Students will make connections between the text and a visual or oral representation of it. LT: Students will read and comprehend literature.</p>	<p>progress calculated dispute centuries superior insert waste inspector mechanical average</p>	<p>Comprehension, Grammar, and Vocabulary Assessments Spelling Test FastBridge: Progress Monitoring</p>	<p>Journeys Curriculum Think Central Really Great Reading</p>	<p>FastBridge Reccommended Plan Fluency Partners</p>
Total Days	5-12							