

## 4th Grade Journeys Classroom Blueprint

4th Grade		Unit 1: REACHING OUT						
Date	Lesson	Domain/Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
Q1	1	<b>Domain:</b> Community <b>Lesson Topic:</b> Helping Others <b>Domain-Specific Vocabulary:</b> citizen, resident, volunteer, public servant	<b>Anchor Text:</b> Because of Winn-Dixie <b>Genre:</b> Realistic Fiction <b>Paired Selection:</b> Because of Book Ends <b>Genre:</b> Informational Text <b>Essential Question: How do friends help each other?</b>	<b>Target Vocabulary:</b> comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent <b>Vocabulary Strategies:</b> Prefixes re-, un-, dis-	<b>Skill:</b> Story Structure <b>Strategy:</b> Summarize <b>2<sup>nd</sup> Read Skills:</b> Point of View	<b>Skill:</b> VCV Syllable Pattern <b>Fluency:</b> Accuracy and Self-Correction	<b>Skill:</b> Short a and Long a <b>Spelling Words:</b> blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak <b>Review:</b> skate, plan, chain, today, erase <b>Challenge:</b> fraction, trait, champion, activity, graceful	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Descriptive Paragraph <b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> What is a sentence? <b>How English Works:</b> Noun-Phrases
Q1	2	<b>Domain:</b> American History <b>Lesson Topic:</b> Civil Rights <b>Domain-Specific Vocabulary:</b> abolish, disobedience, slavery, reform	<b>Anchor Text:</b> My Brother Martin: A Sister Remembers Growing Up with Rev. Dr. Martin Luther King Jr. <b>Genre:</b> Biography <b>Paired Selection:</b> Langston Hughes: A Poet and a Dreamer <b>Genre:</b> Poetry <b>Essential Question: What might lead a person to try to change the world?</b>	<b>Target Vocabulary:</b> injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example <b>Vocabulary Strategies:</b> Prefixes in-, im-, il-, -ir-	<b>Skill:</b> Author's Purpose <b>Strategy:</b> Monitor/Clarify <b>2<sup>nd</sup> Read Skills:</b> Explain Historical Events Idioms	<b>Skill:</b> Open and Closed Syllables <b>Fluency:</b> Phrasing - Pauses	<b>Skill:</b> Short e and Long e <b>Spelling Words:</b> west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief <b>Review:</b> sweet, smell, spent, treat, leave <b>Challenge:</b> echo, menu, creature, reveal, restaurant	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Story <b>Focus Trait:</b> Purpose <b>Grammar Skill:</b> Kinds of Sentences <b>How English Works:</b> Modifying to Add Details
Q1	3	<b>Domain:</b> Communication <b>Lesson Topic:</b> Media <b>Domain-Specific Vocabulary:</b> demographics, censorship, public domain, public opinion	<b>Anchor Text:</b> My Librarian is a Camel <b>Genre:</b> Informational Text <b>Paired Selection:</b> From Idea to Book <b>Genre:</b> Informational Text <b>Essential Question: How are books and libraries</b>	<b>Target Vocabulary:</b> isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid <b>Vocabulary Strategies:</b> Using Context	<b>Skill:</b> Cause and Effect <b>Strategy:</b> Visualize <b>2<sup>nd</sup> Read Skills:</b> Interpret Visuals Domain-Specific Vocabulary	<b>Skill:</b> VCCV Syllable Pattern <b>Fluency:</b> Accuracy	<b>Skill: Short i and Long i</b> <b>Spelling Words:</b> skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split <b>Review:</b> gift, tight, sight, blind, shiny	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Dialogue <b>Focus Trait:</b> Conventions <b>Grammar Skill:</b> Quotations <b>How English Works:</b> Text Structure

			<b>important to people and communities?</b>				<b>Challenge:</b> ignorant, recognize, advice, twilight, rigid	
<b>Q1</b>	<b>4</b>	<b>Domain:</b> Community <b>Lesson Topic:</b> Raising Money <b>Domain-Specific Vocabulary:</b> charity, coalition, involvement, community service	<b>Anchor Text:</b> The Power of W.O.W! <b>Genre:</b> Play <b>Paired Selection:</b> The Kid's Guide to Money <b>Genre:</b> Informational Text <b>Essential Question: Why might people raise money for a cause?</b>	<b>Target Vocabulary:</b> assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior <b>Vocabulary Strategies:</b> Prefixes non-, mis-	<b>Skill:</b> Theme <b>Strategy:</b> Analyze/Evaluate <b>2<sup>nd</sup> Read Skills:</b> Elements of Drama Allusion	<b>Skill:</b> VCV and VCCV Syllable Patterns <b>Fluency:</b> Intonation	<b>Skill:</b> Short o and Long oo <b>Spelling Words:</b> block, shown, oatmeal, wrote, fellow, scold, coast, add, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe <b>Review:</b> foam, shadow, clock, glow, coach <b>Challenge:</b> bonus, approach, motion, continent, accomplish	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Fictional Narrative <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Fragments and Run-On Sentences <b>How English Works:</b> Verb Phrases
<b>Q1</b>	<b>5</b>	<b>Domain:</b> Cultures <b>Lesson Topic:</b> Traditional Tales <b>Domain-Specific Vocabulary:</b> lifestyle, tolerance, values, social rules	<b>Anchor Text:</b> Stormalong <b>Genre:</b> Tall Tale <b>Paired Selection:</b> Hoderi the Fisherman <b>Genre:</b> Play/Folk Tale <b>Essential Questions: Why do people pass down stories over the years?</b>	<b>Target Vocabulary:</b> yearning, memorable, betrayal, condition, seafaring, shortage, tidal, outcast, foaming, horrified <b>Vocabulary Strategies:</b> Reference Materials	<b>Skill:</b> Understanding Characters <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b> Hyperbole Point of View	<b>Skill:</b> Homophone s <b>Fluency:</b> Expression	<b>Skill: Homophones</b> <b>Spelling Words:</b> wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, minor, miner <b>Review:</b> it's its, their, there, they're <b>Challenge:</b> raise, raze, rays, principal, principle	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Imaginative Story: Draft, Revise, Edit, Publish <b>Focus Trait:</b> Conventions <b>Grammar Skill:</b> Proper Nouns <b>How English Works:</b> Text Cohesion

## 4th Grade

## Unit 2: TELL ME MORE

Date	Lesson	Domain/Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
<b>Q1</b>	<b>6</b>	<b>Domain:</b> The Arts <b>Lesson Topic:</b> Performance Arts <b>Domain-Specific Vocabulary:</b> broadcast, correspondent, journalism, public relations	<b>Anchor Text:</b> Invasion from Mars <b>Genre:</b> Play <b>Paired Selection:</b> The History of Radio <b>Genre:</b> Informational Text <b>Essential Question: How are performances similar to and different from written stories?</b>	<b>Target Vocabulary:</b> alarmed, reacted, convey, doing, awe, luminous, indescribable, extraordinary, fade, conferring <b>Vocabulary Strategies:</b> Suffixes -y, -ous	<b>Skill:</b> Story Structure <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b> Elements of Drama Formal and Informal Language	<b>Skill:</b> Common Consonant Digraphs <b>Fluency:</b> Expression	<b>Skill: Vowel Sounds: Short u and Long u, /yoo/, /oo/</b> <b>Spelling Words:</b> bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush <b>Review:</b> drew, true, cube, Sunday, stuff <b>Challenge:</b> computer,	<b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> News Report <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Verbs <b>How English Works:</b> Using Verb Tenses

							mustard, tissue, customer, attitude	
Q1	7	<p><b>Domain:</b> Communication</p> <p><b>Lesson Topic:</b> Media</p> <p><b>Domain-Specific Vocabulary:</b> studio, producer, release, manipulate</p>	<p><b>Anchor Text:</b> Coming</p> <p><b>Distractions:</b> Questioning Movies</p> <p><b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> How Do They Do That?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Essential Question: How are movies a form of communication?</b></p>	<p><b>Target Vocabulary:</b> entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</p> <p><b>Vocabulary Strategies:</b> Greek and Latin Word Parts - phon, photo, graph, auto, tele</p>	<p><b>Skill:</b> Fact and Opinion</p> <p><b>Strategy:</b> Summarize</p> <p><b>2<sup>nd</sup> Read Skills:</b> Explain Concepts and Ideas</p> <p><b>Domain-Specific Vocabulary</b></p>	<p><b>Skill:</b> Common Consonant Patterns: Clusters</p> <p><b>Fluency:</b> Phrasing - Punctuation</p>	<p><b>Skill: Vowel Sounds /oo/, /oo/</b></p> <p><b>Spelling Words:</b> bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</p> <p><b>Review:</b> stood, spoon, shook, balloon, tooth</p> <p><b>Challenge:</b> bulletin, cocoon, cushion, proofread, marooned</p>	<p><b>Writing Mode:</b> Informative Writing</p> <p><b>Writing Form:</b> Informal Paragraph</p> <p><b>Focus Trait:</b> Evidence</p> <p><b>Grammar Skill:</b> Verb Tenses</p> <p><b>How English Works:</b> Text Structure</p>
Q1	8	<p><b>Domain:</b> The Arts</p> <p><b>Lesson Topic:</b> Performance Arts</p> <p><b>Domain-Specific Vocabulary:</b> craftsmanship, aesthetics, exhibition, representation</p>	<p><b>Anchor Text:</b> Me and Uncle Romie</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> Sidewalk Artists</p> <p><b>Genre:</b> Reader's Theatre</p> <p><b>Essential Question: How do an artist's experiences affect his or her art?</b></p>	<p><b>Target Vocabulary:</b> glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</p> <p><b>Vocabulary Strategies:</b> Figurative Language</p>	<p><b>Skill:</b> Understanding Characters</p> <p><b>Strategy:</b> Visualize</p> <p><b>2<sup>nd</sup> Read Skills:</b> Point of View Theme</p>	<p><b>Skill:</b> Stressed and Unstressed Syllables</p> <p><b>Fluency:</b> Stress</p>	<p><b>Skill: Vowel Sounds /ou/, /o/</b></p> <p><b>Spelling Words:</b> aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</p> <p><b>Review:</b> awful, power, sound, almost, thousand</p> <p><b>Challenge:</b> applaud, foul, browse, gnaw, doubt</p>	<p><b>Writing Mode:</b> Informative Writing</p> <p><b>Writing Form:</b> Book Report</p> <p><b>Focus Trait:</b> Purpose</p> <p><b>Grammar Skill:</b> Progressive Verb Tenses</p> <p><b>How English Works:</b> Connecting Words</p>
Q1	9	<p><b>Domain:</b> Communication</p> <p><b>Lesson Topic:</b> Research</p> <p><b>Domain-Specific Vocabulary:</b> reference material, database, retrieval, bibliography</p>	<p><b>Anchor Text:</b> Dear Mr. Winston</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> Field Guide to Snakes of the Southwest</p> <p><b>Genre:</b> Informational Text</p> <p><b>Essential Questions: What are some different ways to do research?</b></p>	<p><b>Target Vocabulary:</b> fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</p> <p><b>Vocabulary Strategies:</b> Antonyms</p>	<p><b>Skill:</b> Conclusions and Generalizations</p> <p><b>Strategy:</b> Question</p> <p><b>2<sup>nd</sup> Read Skills:</b> Understanding Characters Humor</p>	<p><b>Skill:</b> Common Beginning Syllables</p> <p><b>Fluency:</b> Accuracy</p>	<p><b>Skill: Vowel + /r/ Sounds</b></p> <p><b>Spelling Words:</b> spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</p> <p><b>Review:</b> air, clear, large, pair, chair</p> <p><b>Challenge:</b> weary, startle, appear, barnacle, awareness</p>	<p><b>Writing Mode:</b> Informational Writing</p> <p><b>Writing Form:</b> Explanatory Essay: Prewrite</p> <p><b>Focus Trait:</b> Evidence</p> <p><b>Grammar Skill:</b> Compound and Complex Sentences</p> <p><b>How English Works:</b> Using Noun Phrases</p>

Q2	10	<b>Domain:</b> The Arts <b>Lesson Topic:</b> The Performance Arts <b>Domain-Specific Vocabulary:</b> choreography, dynamic, intermission, troupe	<b>Anchor Text:</b> Jose! Born to Dance <b>Genre:</b> Biography <b>Paired Selection:</b> Dance to the Beat <b>Genre:</b> Poetry <b>Essential Question: What does it take to be a great performer?</b>	<b>Target Vocabulary:</b> debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border <b>Vocabulary Strategies:</b> Shades of meaning	<b>Skill:</b> Author's Purpose <b>Strategy:</b> Analyze/Evaluate <b>2<sup>nd</sup> Read Skills:</b> Simile and Metaphor <b>Genre:</b> Biography	<b>Skill:</b> Vowel + r in Multi-Syllable Words <b>Fluency:</b> Intonation	<b>Skill: More Vowel + /r/ Sounds</b> <b>Spelling Words:</b> learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current <b>Review:</b> first, hurt, work, third, storm <b>Challenge:</b> curious, thorough, earnest, portion, foreign	<b>Writing Mode:</b> Informational Writing <b>Writing Form:</b> Explanatory Essay: Draft, Revise, Edit, Publish <b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> Pronouns <b>How English Works:</b> Using Verb Types
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**4<sup>th</sup> Grade Unit 3: INSIDE NATURE**

Date	Lesson	Domain/Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
Q2	11	<b>Domain:</b> Earth Science <b>Lesson Topic:</b> Hurricanes <b>Domain-Specific Vocabulary:</b> barometer, humidity, pressure, condensation	<b>Anchor Text:</b> Hurricanes: Earth's Mightiest Storms <b>Genre:</b> Informational Text <b>Paired Selection:</b> Recovering from Katrina <b>Genre:</b> Newspaper Article <b>Essential Question: What are the benefits of studying weather?</b>	<b>Target Vocabulary:</b> whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered <b>Vocabulary Strategies:</b> Suffixes -ful, -less, -ness, -ment	<b>Skill:</b> Text and Graphic Features <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b>	<b>Skill:</b> Compound Words <b>Fluency:</b> Phrasing: Punctuation	<b>Skill: Compound Words</b> <b>Spelling Words:</b> somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox <b>Review:</b> birthday, anyone, everything, without, sometimes <b>Challenge:</b> field, trip, absent-minded, life jacket, skyscraper, nevertheless	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Persuasive Paragraph <b>Focus Trait:</b> Purpose <b>Grammar Skill:</b> Frequently Confused Words <b>How English Works:</b> Text Cohesion
Q2	12	<b>Domain:</b> Earth Science <b>Lesson Topic:</b> Forces of Nature <b>Domain-Specific Vocabulary:</b> core, crust, epicenter, landform, rock	<b>Anchor Text:</b> The Earth Dragon Awakes <b>Genre:</b> Historical Fiction <b>Paired Selection:</b> Twisters <b>Genre:</b> Informational Text <b>Essential Question: How do</b>	<b>Target Vocabulary:</b> trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed <b>Vocabulary Strategies:</b> Synonyms	<b>Skill:</b> Sequence of Events <b>Strategy:</b> Visualize <b>2<sup>nd</sup> Read Skills:</b> Conclusions and Generalizations <b>Author's Word Choice</b>	<b>Skill:</b> Base Words and Endings <b>Fluency:</b> Rate	<b>Skill: Words Ending with -ed or -ing</b> <b>Spelling Words:</b> rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Problem-Solving Composition <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Possessive Nouns <b>How English Works:</b> Text Cohesion

			<b>natural disasters affect people?</b>				<b>Review:</b> changing, joking, swimming, wrapped, tapping <b>Challenge:</b> urged, striving, whipped, breathing, quizzed	
Q2	13	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Interdependence <b>Domain-Specific Vocabulary:</b> ecosystem, food, web, energy, resource,	<b>Anchor Text:</b> Antarctic Journal: Four Months at the Bottom of the World <b>Genre:</b> Narrative Nonfiction <b>Paired Selection:</b> Cold, Cold Science <b>Genre:</b> Informational Text <b>Essential Question: How are the different parts of an ecosystem connected?</b>	<b>Target Vocabulary:</b> display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded <b>Vocabulary Strategies:</b> Greek and Latin Word Parts: spect, struct, tele, vis	<b>Skill:</b> Sequence of Events <b>Strategy:</b> Summarize <b>2<sup>nd</sup> Read Skills:</b> Simile and Metaphor Domain-Specific Vocabulary	<b>Skill:</b> Recognizing Common Word Parts <b>Fluency:</b> Phrasing - Pauses	<b>Skill: More Words with -ed or -ing</b> <b>Spelling Words:</b> wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering <b>Review:</b> fixing, saving, stared, dropped, grinning <b>Challenge:</b> amusing, entertained, admitted, stunning, starving	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Persuasive Letter <b>Focus Trait:</b> Evidence <b>Grammar Skill:</b> Modal Auxiliaries <b>How English Works:</b> Using Verb Tenses
Q2	14	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Insects <b>Domain-Specific Vocabulary:</b> arthropod, exoskeleton, larva, invertebrate	<b>Anchor Text:</b> The Life and Times of the Ant <b>Genre:</b> Informational Text <b>Paired Selection:</b> The Dove and the Ant <b>Genre:</b> Fable/Traditional Tale <b>Essential Question: How do living things each have an important role in the world?</b>	<b>Target Vocabulary:</b> social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers <b>Vocabulary Strategies:</b> Suffixes -able, -ible	<b>Skill:</b> Text and Graphic Features <b>Strategy:</b> Question <b>2<sup>nd</sup> Read Skills:</b> Explain Scientific Concepts and Ideas Author's Purpose	<b>Skill:</b> Recognizing Suffixes <b>Fluency:</b> Stress	<b>Skill: Final Long e</b> <b>Spelling Words:</b> turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie <b>Review:</b> cherry, jelly, sticky, worry, curly <b>Challenge:</b> envy, fiery, mercy, discovery, mystery	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Persuasive Essay <b>Focus Trait:</b> Purpose <b>Grammar Skill:</b> Participles <b>How English Works:</b> Modifying to Add Details
Q2	15	<b>Domain:</b> Life Science <b>Lesson Topic:</b> The Environment <b>Domain-Specific Vocabulary:</b>	<b>Anchor Text:</b> Ecology for Kids <b>Genre:</b> Informational Text	<b>Target Vocabulary:</b> organisms, directly, affect, traces, vast, habitats, variety,	<b>Skill:</b> Main Ideas and Details <b>Strategy:</b> Monitor/Clarify	<b>Skill:</b> Three-Syllable Words <b>Fluency:</b> Expression	<b>Skill: Changing Final y to i</b> <b>Spelling Words:</b> tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied,	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Persuasive Essay: Draft, Revise, Edit, Publish

		<p>conversation, extinction, endangered, erosion, climate</p>	<p><b>Paired Selection:</b> Wonderful Weather Poems: <b>Genre:</b> Poetry <b>Essential Question: Why is it important to be informed about what is happening in our world?</b></p>	<p>species, banned, radiation <b>Vocabulary Strategies:</b> Using Context</p>	<p><b>2<sup>nd</sup> Read Skills:</b> Author's Word Choice Analyze an Argument</p>	<p>happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest <b>Review:</b> hurried, stories, carried, pennies, babies <b>Challenge:</b> heaviest, categories, communities, multiplied, qualities</p>	<p><b>Focus Trait:</b> Conventions <b>Grammar Skill:</b> Irregular Verbs <b>How English Works:</b> Condensing Ideas</p>
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4 <sup>th</sup> Grade		Unit 4: UNBREAKABLE SPIRIT						
Date	Lesson	Domain/Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
Q3	16	<b>Domain:</b> American History <b>Lesson Topic:</b> Individual Contributions <b>Domain-Specific Vocabulary:</b> frontier, pioneer, expansion, territory	<b>Anchor Text:</b> Riding Freedom <b>Genre:</b> Historical Fiction <b>Paired Selection:</b> Spindletop <b>Genre:</b> Informational Text <b>Essential Question: What traits do successful people have?</b>	<b>Target Vocabulary:</b> escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied <b>Vocabulary Strategies:</b> Figurative Language	<b>Skill:</b> Compare and Contrast <b>Strategy:</b> Monitor/Clarify <b>2<sup>nd</sup> Read Skills:</b> Personification <b>Genre:</b> Historical Fiction	<b>Skill:</b> Sound/Spelling Changes <b>Fluency:</b> Rate	<b>Skill: Spelling /k/, /ng/, and /kw/</b> <b>Spelling Words:</b> risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach <b>Review:</b> quick, squeeze, shark, second, circus <b>Challenge:</b> request, skeleton, peculiar, attic, reckless	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Descriptive Paragraph <b>Focus Trait:</b> Development <b>Grammar Skill:</b> Adjectives <b>How English Works:</b> Connecting Ideas
Q3	17	<b>Domain:</b> Health and Safety <b>Lesson Topic:</b> Service Animals <b>Domain-Specific Vocabulary:</b> safety, well-being, lifestyle, precaution	<b>Anchor Text:</b> The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog <b>Genre:</b> Narrative Fiction <b>Paired Selection:</b> Knowing Noses: Search-and-Rescue Dogs <b>Genre:</b> Narrative Nonfiction <b>Essential Question: How do people and animals benefit each other?</b>	<b>Target Vocabulary:</b> reward, graduate, symbol, faster, disobey, confidence, patiently, confesses, ceremony, performs <b>Vocabulary Strategies:</b> Suffixes -ion, -ation, -ition	<b>Skill:</b> Sequence of Events <b>Strategy:</b> Summarize <b>2<sup>nd</sup> Read Skills:</b> Main Idea and Details <b>Domain-Specific Vocabulary</b>	<b>Skill:</b> More Sound/Spelling Changes <b>Fluency:</b> Intonation	<b>Skill: Words with Final /j/ and /s/</b> <b>Spelling Words:</b> glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage <b>Review:</b> once, dance, age, bounce <b>Challenge:</b> fringe, average, fleece, fragrance, excellence	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Friendly Letter <b>Focus Trait:</b> Purpose <b>Grammar Skill:</b> Adverbs <b>How English Works:</b> Text Cohesion
Q3	18	<b>Domain:</b> Cultures <b>Lesson Topic:</b> Traditional Tales <b>Domain-Specific Vocabulary:</b> legacy, mythology, tradition, quest	<b>Anchor Text:</b> Hercules' Quest <b>Genre:</b> Myth <b>Paired Selection:</b> Zomo's Friends <b>Genre:</b> Folktale <b>Essential Question: What makes a character memorable?</b>	<b>Target Vocabulary:</b> acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful <b>Vocabulary Strategies:</b> Adages and Proverbs	<b>Skill:</b> Story Structure <b>Strategy:</b> Question <b>2<sup>nd</sup> Read Skills:</b> Theme Allusion	<b>Skill:</b> Recognizing Prefixes re-, un-, dis- <b>Fluency:</b> Accuracy and Self-Correction	<b>Skill: Prefixes re-, un-, dis-</b> <b>Spelling Words:</b> unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor <b>Review:</b> reuse, unfair, rewrite, unclear, untie <b>Challenge:</b> disband,	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Story <b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> Prepositions and Prepositional Phrases <b>How English Works:</b> Using Verb Tenses

							rearrange, discontinue, refund, unusual	
Q3	19	<b>Domain:</b> American History <b>Lesson Topic:</b> Agriculture <b>Domain-Specific Vocabulary:</b> agronomy, commerce, cultivate, subsistence	<b>Anchor Text:</b> Harvesting Hope: The Story of Cesar Chavez <b>Genre:</b> Biography <b>Paired Selection:</b> The Edible Schoolyard <b>Genre:</b> Informational Text <b>Essential Question: Why is farming important?</b>	<b>Target Vocabulary:</b> overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant <b>Vocabulary Strategies:</b> Reference Materials	<b>Skill:</b> Conclusions and Generalizations <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b> Idioms Problem and Solution	<b>Skill:</b> More Common Suffixes <b>Fluency:</b> Stress ,	<b>Skill: Suffixes: -ful, -less, -ness, -ment</b> <b>Spelling Words:</b> colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment <b>Review:</b> kindness, careful, sickness, helpless, fearful <b>Challenge:</b> numbness, ailment, resourceful, cleanliness, appointment	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Personal Narrative: Prewrite <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Relative Pronouns and Adverbs <b>How English Works:</b> Condensing Ideas
Q3	20	<b>Domain:</b> Cultures <b>Lesson Topic:</b> Native American History <b>Domain-Specific Vocabulary:</b> cultural identity, language, celebration, indigenous	<b>Anchor Text:</b> Sacagawea <b>Genre:</b> Biography <b>Paired Selection:</b> Native American Nature <b>Genre:</b> Poetry <b>Essential Question: How do different people from different cultures contribute to American History?</b>	<b>Target Vocabulary:</b> territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark <b>Vocabulary Strategies:</b> Shades of Meaning	<b>Skill:</b> Main Ideas and Details <b>Strategy:</b> Visualize <b>2<sup>nd</sup> Read Skills:</b> Onomatopoeia Text Structure	<b>Skill:</b> VCCV Pattern and Word Parts <b>Fluency:</b> Phrasing: Punctuation	<b>Skill: Words with VCCV Pattern</b> <b>Spelling Words:</b> million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort <b>Review:</b> until, invite, happen, forget, letter <b>Challenge:</b> occur, venture, challenge, rascal, splendid	<b>Writing Mode:</b> Narrative Writing <b>Writing Form:</b> Personal Narrative: Draft, Revise, Edit, Publish <b>Focus Trait:</b> Conventions <b>Grammar Skill:</b> Abbreviations <b>How English Works:</b> Using Noun Phrases

**4<sup>th</sup> Grade Unit 5: CHANGE IT UP**

Date	Lesson	Domain/Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
Q3	21	<b>Domain:</b> Communication <b>Lesson Topic:</b> Media	<b>Anchor Text:</b> The World According to Humphrey <b>Genre:</b> Fantasy <b>Paired Selection:</b> Make the Switch <b>Genre:</b> Advertisement <b>Essential Question: How can media be a distraction?</b>	<b>Target Vocabulary:</b> appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket <b>Vocabulary Strategies:</b> Using Context	<b>Skill:</b> Theme <b>Strategy:</b> Summarize <b>2<sup>nd</sup> Read Skills:</b> Idioms Point of View	<b>Skill:</b> VCV Pattern and Word Parts <b>Fluency:</b> <b>Accuracy</b>	<b>Skill: Words With VCV Pattern</b> <b>Spelling Words:</b> event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment <b>Review:</b> alive, open, orange, begin, forest <b>Challenge:</b> rumor, jealous, license, image, rival	<b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> Summary <b>Focus Trait:</b> Evidence <b>Grammar Skill:</b> Comparative and Superlative Adjectives and Adverbs <b>How English Works:</b> Connecting Ideas



Q3	22	<p><b>Domain:</b> Civics <b>Lesson Topic:</b> Citizen's Rights <b>Domain-Specific Vocabulary:</b> suffrage, legislation, assembly, judicial</p>	<p><b>Anchor Text:</b> I Could Do That! Esther Morris Gets Women to Vote <b>Genre:</b> Biography <b>Paired Selection:</b> The Role of the Constitution <b>Genre:</b> Informational Text <b>Essential Question:</b> What causes change in a community?</p>	<p><b>Target Vocabulary:</b> politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied <b>Vocabulary Strategies:</b> Adages and Proverbs</p>	<p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b> Conclusions and Generalizations Domain-Specific Vocabulary</p>	<p><b>Skill:</b> Syllable Patterns and Word Parts <b>Fluency:</b> Phrasing: Pauses</p>	<p><b>Skill: Words with VCCV and VCV Patterns</b> <b>Spelling Words:</b> dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken <b>Review:</b> again, enough, market, pencil, powder <b>Challenge:</b> decent, secure, standard, frontier, stampede</p>	<p><b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> Explanation <b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> Negatives <b>How English Works:</b> Modifying to Add Details</p>
Q3	23	<p><b>Domain:</b> Life Science <b>Lesson Topic:</b> Life Cycles <b>Domain-Specific Vocabulary:</b> seedling, pollination, maturity, life cycle, germinate</p>	<p><b>Anchor Text:</b> The Ever-Living Tree: The Life and Times of a Coast Redwood <b>Genre:</b> Informational Text <b>Paired Selection:</b> Towering Trees <b>Genre:</b> Poetry <b>Essential Question:</b> How do forests and trees show change?</p>	<p><b>Target Vocabulary:</b> resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent <b>Vocabulary Strategies:</b> Prefixes pre-, inter-, ex-</p>	<p><b>Skill:</b> Text and Graphic Features <b>Strategy:</b> Monitor/Clarify <b>2<sup>nd</sup> Read Skills:</b> Similes Text Structure</p>	<p><b>Skill:</b> Difficult VCCV Patterns <b>Fluency:</b> Stress</p>	<p><b>Skill: Words with VCCV Pattern</b> <b>Spelling Words:</b> poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine <b>Review:</b> person, basket, between, artist, jacket <b>Challenge:</b> regret, nephew, method, decline, vibrate</p>	<p><b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> Procedural Composition <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Punctuation <b>How English Works:</b> Text Structure</p>
Q4	24	<p><b>Domain:</b> Life Science <b>Lesson Topic:</b> Animal Behavior <b>Domain-Specific Vocabulary:</b> adaptation, community, learned behavior, survive, shelter</p>	<p><b>Anchor Text:</b> Owen and Mzee: The True Story of a Remarkable Friendship <b>Genre:</b> Narrative Nonfiction <b>Paired Selection:</b> Sea Sanctuary <b>Genre:</b> Informational Text <b>Essential Question:</b> How can animal behavior be like human behavior?</p>	<p><b>Target Vocabulary:</b> bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection <b>Vocabulary Strategies:</b> Suffixes -ed, -ly</p>	<p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Analyze/Evaluate <b>2<sup>nd</sup> Read Skills:</b> Fact and Opinion Author's Word Choice</p>	<p><b>Skill: VCCCV Pattern</b> <b>Fluency:</b> Intonation</p>	<p><b>Skill: Words with VCCCV Pattern</b> <b>Spelling Words:</b> hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom <b>Review:</b> daughter, neighbor, children, pumpkin, uncle <b>Challenge:</b> fortress, instant, exclaim, mattress, sculptor</p>	<p><b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> Research Report: Prewrite <b>Focus Trait:</b> Purpose <b>Grammar Skill:</b> Commas <b>How English Works:</b> Using Verb Phrases and Tenses</p>
Q4	25	<p><b>Domain:</b> Technology and Innovation <b>Lesson Topic:</b> Inventions</p>	<p><b>Anchor Text:</b> The Fun They Had <b>Genre:</b> Science Fiction <b>Paired Selection:</b> Toys! Amazing</p>	<p><b>Target Vocabulary:</b> progress, calculated, dispute, centuries, superior, insert, waste,</p>	<p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Question <b>2<sup>nd</sup> Read Skills:</b></p>	<p><b>Skill: VV Pattern</b> <b>Fluency:</b> Adjust Rate to Purpose</p>	<p><b>Skill: Words with VV Pattern</b> <b>Spelling Words:</b> idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin,</p>	<p><b>Writing Mode:</b> Informative Writing <b>Writing Form:</b> Research Report: Draft, Revise, Edit, Publish</p>

		<b>Domain-Specific Vocabulary:</b> storage, device, scanner, disc, records	Stories Behind Some Great Inventions <b>Genre:</b> Informational Text <b>Essential Question: How do inventions change the way we do things?</b>	inspector, mechanical, average <b>Vocabulary Strategies:</b> Green and Latin Word Parts meter, therm, aud, fac	Genre: Science Fiction Formal and Informal Language		period, February, cereal, video, meteor, rodeo <b>Review:</b> giant, lesson, program, quart, problem <b>Challenge:</b> variety, gradual, geography, diagram, punctuate	<b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> Proper Mechanics <b>How English Works:</b> Condensing Ideas
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**4<sup>th</sup> Grade Unit 6: Paths To Discovery**

Date	Lesson	Domain and Lesson Topic	Stories	Vocabulary	Comprehension	Decoding	Spelling	Writing
Q4	26	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Spiders	<b>Anchor Text:</b> The Girl Who Loved Spiders <b>Paired Selection:</b> Web Wise <b>Trade Book:</b> Just and the Best Biscuits <b>Trade Book:</b> Phineas L. MacGuire... Gets Slimed! <b>Essential Question: How does exploring nature help our understanding of the world?</b>	<b>Target Vocabulary:</b> peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable <b>Vocabulary Strategies:</b> Greek and Latin Word Parts	<b>Skill:</b> Story Structure <b>Strategy:</b> Visualize <b>2<sup>nd</sup> Read Skills:</b> Point of View	<b>Skill:</b> Common Final Syllables <b>Fluency:</b> Expression	<b>Skill: Final Schwa + /r/ Sound</b> <b>Spelling Words:</b> enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever <b>Review:</b> river, summer, dollar, center, number <b>Challenge:</b> calendar, error, popular, barrier, director	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Response to Fiction <b>Focus Trait:</b> Evidence <b>Grammar Skill:</b> Making Comparisons <b>How English Works:</b> Connecting Ideas
Q4	27	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Amphibians	<b>Anchor Text:</b> Amphibian Alert! <b>Paired Selection:</b> The Frog in the Milk Pail <b>Trade Book:</b> Just and the Best Biscuits <b>Trade Book:</b> Phineas L. MacGuire... Gets Slimed! <b>Essential Question: Why is it important to</b>	<b>Target Vocabulary:</b> betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities <b>Vocabulary Strategies:</b> Analogies	<b>Skill:</b> Main Ideas/Details <b>Strategy:</b> Question <b>2<sup>nd</sup> Read Skills:</b> Word Choice	<b>Skill:</b> More Final Syllables <b>Fluency:</b> Phrasing: Punctuation	<b>Skill: Final Schwa + /l/ Sound</b> <b>Spelling Words:</b> title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle <b>Review:</b> circle, travel, apple, little, purple <b>Challenge:</b> cancel, decimal, material, pretzel, triangle	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Journal Entry <b>Focus Trait:</b> Elaboration <b>Grammar Skill:</b> More Comparisons <b>How English Works:</b> Modifying to Add Details

			<b>learn about amphibians?</b>					
Q4	28	<b>Domain:</b> The Arts <b>Lesson Topic:</b> Visual Arts	<b>Anchor Text:</b> Museums: Worlds of Wonder <b>Paired Selection:</b> Making the Most of Trash <b>Trade Book:</b> Just and the Best Biscuits <b>Trade Book:</b> Phineas L. MacGuire...Gets Slimed! <b>Essential Question:</b> How do museums teach us about our world?	<b>Target Vocabulary:</b> apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast <b>Vocabulary Strategies:</b> Prefixes con-, com-, in-, im	<b>Skill:</b> Fact and Opinion <b>Strategy:</b> Monitor/Clarify <b>2<sup>nd</sup> Read Skills:</b> Tone	<b>Skill:</b> Stress in Multi-syllable Words <b>Fluency:</b> Rate	<b>Skill: Three-Syllable Words</b> <b>Spelling Words:</b> library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president <b>Review:</b> unlucky, powerful, grandmother, November <b>Challenge:</b> Internal, ornament, interview, universe, article	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Public Service Announcement <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Possessive Pronouns <b>How English Works:</b> Using Verb Types
Q4	29	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Conservation	<b>Anchor Text:</b> Save Timber Woods! <b>Paired Selection:</b> Following Muir: Persuasive Essay <b>Trade Book:</b> Just and the Best Biscuits <b>Trade Book:</b> Phineas L. MacGuire...Gets Slimed! <b>Essential Question:</b> What can people learn by working for a cause?	<b>Target Vocabulary:</b> defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed <b>Vocabulary Strategies:</b> Word Origins	<b>Skill:</b> Understanding Characters <b>Strategy:</b> Infer/Predict <b>2<sup>nd</sup> Read Skills:</b> Mood	<b>Skill:</b> Words with Silent Consonants <b>Fluency:</b> Phrasing: Pauses	<b>Skill: Words with Silent Consonants</b> <b>Spelling Words:</b> half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale <b>Review:</b> talk, knife, wrong, knock, hour <b>Challenge:</b> tomb, glisten, design, hasten, wrestle	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Opinion Essay <b>Focus Trait:</b> Organization <b>Grammar Skill:</b> Text Structure <b>How English Works:</b> Text Structure
Q4	30	<b>Domain:</b> Life Science <b>Lesson Topic:</b> Ecology	<b>Anchor Text:</b> Mystery at Reed's Pond <b>Paired Selection:</b> A Big Python Problem <b>Trade Book:</b> Just and the Best Biscuits <b>Trade Book:</b> Phineas L.	<b>Target Vocabulary:</b> appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress <b>Vocabulary Strategies:</b> Suffixes -er, -or, -ist	<b>Skill:</b> Conclusions/Generalizations <b>Strategy:</b> Summarize <b>2<sup>nd</sup> Read Skills:</b> Word Choice	<b>Skill:</b> Unusual Spellings <b>Fluency:</b> Accuracy and Self Correction	<b>Skill: Unusual Spellings</b> <b>Spelling Words:</b> meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money <b>Review:</b> front, head, elbow, shoe, mind <b>Challenge:</b> plaid, onion, guarantee, rhyme, submarine	<b>Writing Mode:</b> Opinion Writing <b>Writing Form:</b> Opinion Essay <b>Focus Trait:</b> Conventions <b>Grammar Skill:</b> Pronoun Contractions <b>How English Works:</b> Text Cohesion

		MacGuire...Gets Slimed! <b>Essential Question: What can we do to protect the environment?</b>					
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## Extended Reading with Trade Books - Do after Lessons 10, 20, 30

Date	After Lessons	Trade Book	Comprehension	Vocabulary	Decoding	Spelling	Speaking and Listening	Collaborative Writing Project
Q2	After Lesson 10	<b>Trade Book:</b> <b>Discovering Mars: The Amazing Story of the Red Planet</b> <b>Genre:</b> Informational Text	<b>Target Strategies:</b> Summarize Visualize Analyze/Evaluate Monitor/Clarify	<b>Content Vocabulary Words:</b> sphere, astronomers, telescope, poles, ange, conquest, diameter, craters, mammoth, solar system, basin, base, colossal, advanced, cosmic, rays, ultraviolet, microbes, roving, shuttles, gravity, cargo, mass, scheme, permafrost, sustain, ozone, atmosphere <b>Domain Specific Vocabulary:</b> orbit, constellation, asteroid, space probe	Review	Review	<b>Read Aloud:</b> Over the Moon <b>Speaking/Listening:</b> Use Transition Words	<b>Collaborative Project</b> Mars Expedition Seminar <b>Produce:</b> Write an Explanation; Plan a Speech <b>Write About Reading</b> <b>Write About Media</b> <b>Grammar Skill:</b> Review
Q3	After Lesson 20	<b>Trade Book:</b> <b>Horses</b> <b>Genre:</b> Informational Text	<b>Target Strategies:</b> Monitor/Clarify Visualize Infer/Predict	<b>Content Vocabulary Words:</b> ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod <b>Domain Specific Vocabulary:</b> tame, animal husbandry, feral, breeding, herd	Review	Review	<b>Read Aloud</b> The Horse in Mongolian Culture <b>Speaking/Listening:</b> Explain Historical Events	<b>Collaborative Project</b> Domestication Documentary <b>Produce:</b> Write a Recount; ; Plan a Presentation <b>Write About Reading</b> <b>Write About Media</b> <b>Grammar Skill:</b> Review
4	After Lesson 30	<b>Trade Book:</b> <b>Sea Turtles: Ocean Nomads</b> <b>Genre:</b> Informational Text	<b>Target Strategies:</b> Visualize Question Infer/Predict Summarize	<b>Content Vocabulary Words:</b> reef, coincidentally, extinct, strewn, dwellers, thrive, submerged, countless, perils, entangled, reptiles, external, comments, exceptionally, frequencies, streamlined, divert, vital, devour, intervals, knob, emerge, apparently, repelled, dunes, determines, percentage, significantly, depression, deposits, vague, internal, biologists, estimates, reproduce, satellite, pinpoint, navigational, cues, lagoon, regarded, delicacy, eroding, discards, ensure, cooperation, comply, refuges, havens, obstructions <b>Domain Specific Vocabulary:</b> aquarium, hibernate, tropics, vertebrate	Review	Review	<b>Read Aloud</b> Giant Turtles at Sea <b>Speaking/Listening:</b> Paraphrase	<b>Collaborative Project</b> Save the Sea Turtles <b>Produce:</b> Write a Report; Plan a Presentation <b>Write About Reading</b> <b>Write About Media</b> <b>Grammar Skill:</b> Review

