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<tr>
<td><strong>Listening/Speaking/Viewing</strong>&lt;br&gt;<strong>Focus Question</strong>: Do you think Ramón would make a good crime scene investigator? Why or why not?&lt;br&gt;Expand Vocabulary: Mystery, 43F&lt;br&gt;1.IG, 1.6D.2</td>
<td><strong>Listening/Speaking/Viewing</strong>&lt;br&gt;<strong>Focus Question</strong>: How would the investigator in &quot;Putting Together the Pieces of the Puzzle&quot; have looked for Ramón’s lunch in The Mystery of the Missing Lunch?&lt;br&gt;Speaking and Listening Strategies, 43A&lt;br&gt;Presentation of Personal Narrative, 43B&lt;br&gt;1.6A, 1.6C, 1.6D.2</td>
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<td><strong>Vocabulary</strong>&lt;br&gt;Spiral Review: Vocabulary Game, 43F&lt;br&gt;1.1F</td>
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<td><strong>Read</strong>&lt;br&gt;&quot;Putting Together the Pieces of the Puzzle,&quot; 38–41&lt;br&gt;1.1G, 1.1H.5, 1.2A; R4.A.2.1.2, R4.A.2.6, R4.B.1.1, R4.B.3.3.3&lt;br&gt;<strong>Comprehension</strong>&lt;br&gt;Science: Magazine Article Chart, 38&lt;br&gt;Practice Book A-O-B, 5&lt;br&gt;1.1G, 1.1H.5, 1.3F; R4.B.1.1, R4.B.3.3.3&lt;br&gt;<strong>Fluency</strong>&lt;br&gt;Partner Reading, 16R&lt;br&gt;1.1H.1, 1.1H.2, 1.1H.3, 1.1H.4</td>
<td><strong>Read</strong>&lt;br&gt;Self-Selected Reading, 16R&lt;br&gt;1.1H.4, 1.1H.5, R4.B.1.1.1&lt;br&gt;<strong>Comprehension</strong>&lt;br&gt;Connect and Compare, 41&lt;br&gt;1.1G.2-5, 1.1H.4-5; R4.B.1.2.1, R4.B.3.3.3&lt;br&gt;<strong>Fluency</strong>&lt;br&gt;Practice, 37A&lt;br&gt;Partner Reading, 16R&lt;br&gt;1.1H.1, 1.1H.2, 1.1H.3, 1.1H.4</td>
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**Writing**<br>Daily Writing Prompt: Write a short narrative about a mystery you or a family member solved.<br>Proofread a Personal Narrative, 43B<br>1.5F.3-5 | **Writing**<br>Daily Writing Prompt: Write a journal entry about an actual mystery you wish could be solved.<br>Publish a Personal Narrative, 43B<br>1.5G<br>**Grammar**<br>Daily Language Activities, 43I<br>Sentences, 43J<br>Grammar Practice Book, 4<br>1.5F.3, 5 | **Grammar**<br>Daily Language Activities, 43I<br>Sentences, 43J<br>Grammar Practice Book, 5–6<br>1.5F.3, 5<br>**Spelling**<br>Review and Proofread, 43H<br>Spelling Practice Book, 5<br>1.5F.1, 1.6A | **Spelling**<br>Posttest, 43H<br>Spelling Practice Book, 6<br>1.5F.1, 1.6A |
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<td><strong>Focus Question</strong> How is the insect in the photograph on page 45 adapting to survive? How do you adapt to your surroundings?</td>
<td><strong>Focus Question</strong> What characteristics allow desert animals to live in such a hot dry place?</td>
<td><strong>Focus Question</strong> Compare the plants and animals in Alaska's environment with those in the desert. Use details from both selections in your answer.</td>
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<td>1.1A, 1.1D, 1.1G, 1.1H.4-5, 1.3C.1-2, 1.3F; R4.A.2.4.1, R4.A.2.5.1</td>
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<td><strong>Daily Writing Prompt:</strong> Write a paragraph about a living creature that must adapt in order to survive. Prewrite a Cinquain, 69A</td>
<td><strong>Daily Writing Prompt:</strong> Write a list of questions you would have for survivors who were stranded in the desert for one month. Draft a Cinquain, 69A</td>
<td><strong>Daily Writing Prompt:</strong> Write about an instance when you wish you could camouflage yourself, and how this would help you. Writing Trait: Word Choice, 69B</td>
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### Grade 4, Unit 1, Week 2, *A Walk in the Desert*, 44A–69V

**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**DAY 4**

**Listening/Speaking/Viewing**
1. **Focus Question**: How are the animals in these poems well adapted to their environments? Compare them with animals from *A Walk in the Desert*.

**Media Literacy**: Travel Advertisements, 62

**Expand Vocabulary**: Adapting to Survive, 69F
1.1F, 1.1G.2, 1.6D.2

**DAY 5**

**Review and Assess**

**Listening/Speaking/Viewing**
1. **Focus Question**: Compare the main ideas and details in *Living in Alaska* and *A Walk in the Desert*.

**Speaking and Listening Strategies**, 69A
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**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

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**Vocabulary**
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**DAY 5**

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**READING**
- **Develop Comprehension**
- **Fluency**

**DAY 4**

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**Comprehension**
Poetry: Cinquain
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**Fluency**
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**LANGUAGE ARTS**
- **Writing**
- **Grammar**
- **Spelling**

**DAY 4**

**Writing**
**Daily Writing Prompt**: Write a list of suggestions for how someone could survive in a very cold place.
Proofread a Cinquain, 69B
1.4A, 1.5F.1, 3

**DAY 5**

**Writing**
**Daily Writing Prompt**: Write a journal entry about what you have to do to survive on a desert island.
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# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
  - **Comprehension**, 73A
- **Fluency**
  - **Model Fluency**, 71

### Language Arts
- **Writing**
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    - **Grammar Practice Book**, 13
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    - **Pretest Words with Long e**, 81G
    - **Spelling Practice Book**, 13-14

## DAY 2

### Oral Language
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- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics**

### Reading
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  - **Comprehension**, 73A
  - **Fluency**
  - **Partner Reading**, 70I

### Language Arts
- **Writing**
  - **Daily Writing Prompt**: Which endangered animal would you most like to see survive? Explain why. Find Information, 81A
  - **Grammar**
    - **Daily Language Activities**, 811
    - **Compound Sentences**, 811
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## DAY 3

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- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics**

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### Language Arts
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<td>• Focus Question: Summarize the most important ideas you have learned about national parks this week. Speaking and Listening Strategies, 81A Presentation of Expository Writing, 81B 1.6A, 1.6C, 1.6D.2, 1.6E.6</td>
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<td>• Read “Saving a National Park,” 78-79 Test Strategy: Right There 1.1H.5; R4.A.2.4.1, R4.B.3.2</td>
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<tr>
<td>• Daily Writing Prompt: Write an advertisement for a special attraction people would enjoy visiting in your community. Synthesize and Write, 81B 1.4B, 1.4B.3, 1.5A, 1.5B.1, 1.5C, 1.5E, 1.5F</td>
<td>• Daily Writing Prompt: Design a visitor’s guide for a national park. The guide should have descriptions of at least two park attractions. Share Information, 81B 1.5G, 1.6E.6, 1.8C.2</td>
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Grade 4, Unit 1, Week 3, Animals Come Home to Our National Parks, 70A-81V
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**Listening/Speaking/Viewing**

- **Focus Question:** What do you think is happening in the photograph on page 83?
  
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  - Read Aloud: "Persistence," 83
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**Day 2**

**Listening/Speaking**

- **Focus Question:** How can you handle your fears?
  
  - 1.6D.2

**Day 3**

**Listening/Speaking**

- **Focus Question:** Compare Ana's character to Dr. Street's character. In what ways are they alike and different?
  
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### DAY 4

**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**Focus Question** Which part of the solar system do you think Gloria would like to visit? Explain.

Expand Vocabulary: Astronauts, 107F 1.1G, 1.6D.2

**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

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- **Develop Comprehension**
- **Fluency**

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- **Grammar**
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Grade 4, Unit 1, Week 4. The Astronaut and the Onion. R2A-107V

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## PENNSYLVANIA Lesson Plan

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| Listening | Vocabulary |
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**READING**

**Develop Comprehension**

**Fluency**

**LANGUAGE ARTS**

**Writing**

**Grammar**

**Spelling**

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# PENNSYLVANIA Lesson Plan

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- **Vocabulary**
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- **Speaking**
- **Viewing**

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    - Social Studies: Textbook Excerpt
      - Primary Sources, 202 Practice Book A-0-B, 49
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    - Fluency
      - Partner Reading, 176l 1.1H.1-4

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**LANGUAGE ARTS**

- **Writing**
  - Daily Writing Prompt: Write an ad to persuade people to visit your hometown. Include descriptions of three places tourists would enjoy.
    - Proofread a Radio Ad, 207B 1.5F, 1.5F.2-3

- **Grammar**
  - Daily Language Activities, 207I
    - Singular and Plural Nouns, 207J Grammar Practice Book, 42
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**Listening/Speaking/Viewing**

- **Focus Question:** What are some of the biggest fears people might have about moving to a new country? How could they overcome those fears?

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### DAY 1
- **Listening/Speaking/Viewing**
  - Focus Question: How would you describe the country and people of China?
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**Writing**
- **Daily Writing Prompt**: In China it is a custom to bring a gift for your host. What gift would you bring? Explain why.
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**Writing**
- **Daily Writing Prompt**: Write a short story about buried treasure you found in your backyard.
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  - Grammar
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  - Spelling
    - Word Sorts, 219.G
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**Writing**
- **Daily Writing Prompt**: You are visiting a museum in another country. Write about the different kinds of objects you see.
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    - 1.BB.1, 1.C, 1.BB.1
  - Grammar
    - Daily Language Activities, 219.I
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- **Daily Writing Prompt:** Write a headline and news article explaining how art was stolen from a mummy's tomb.
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- Presentation of Expository Writing, 219B
  - 1.6A, 1.6C, 1.6D.2

**Vocabulary**
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**Comprehension**
- **Strategy:** Make Inferences and Analyze
  - **Skill:** Fact and Opinion
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**Fluency**
- Practice, 215A
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  - 1.1H.1-4

**Writing**
- **Daily Writing Prompt:** Suppose you have been chosen to interview someone from China. What are some questions you would ask about that country?
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**Grammar**
- Daily Language Activities, 219I
- Irregular Plural Nouns, 219J
  - Grammar Practice Book, 49–50
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**Spelling**
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  - 1.5F.1, 1.6A

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Grade 4, Unit 2, Week 3, Stealing Beauty, 208A–219V

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# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE

- **Listening**
  - Focus Question: What's happening in the picture on page 220? Would you put your head on that shiny ball? Why?
  - Build Background, 220
  - Read Aloud: "What REA Service Means to Our Farm Home," 221
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### LANGUAGE ARTS

- **Writing**
  - Daily Writing Prompt: Think about a problem you would like to solve. Create a solution and describe your invention.
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- **Grammar**
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  - 1.SF.3-4, 1.6A

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## DAY 2

### ORAL LANGUAGE

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  - Phonic: Decode Words with /ar/ and /or/, 247E
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### LANGUAGE ARTS

- **Writing**
  - Daily Writing Prompt: Pick an invention, and describe what life would be like without it.
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  - 1.B.4-C, 1.5.A, 1.5.B.2

- **Grammar**
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  - Possessive Nouns, 247I
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  - 1.SF.3-4, 1.6A

- **Spelling**
  - Word Sorts, 247G
  - Spelling Practice Book, 53
  - 1.5.F.1, 1.6A

## DAY 3

### ORAL LANGUAGE

- **Listening**
  - Focus Question: How was Thomas Alva Edison like Ben Franklin? Use details from both selections in your answer.
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### READING

- Read: "How Ben Franklin Stole the Lightning," 224–224
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### LANGUAGE ARTS

- **Writing**
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- **Grammar**
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**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**Listening/Speaking/Viewing**
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- **Phonics/Decoding**

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**READING**
- **Develop Comprehension**
- **Fluency**

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**Fluency**
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**LANGUAGE ARTS**
- **Writing**
- **Grammar**
- **Spelling**

**Writing**
- **Daily Writing Prompt**: Has the electricity ever gone off in your home? Write a journal entry about what it was like.
- Proofread a Book Review, 247B
  - 1.5F, 1.5F.2

**Grammar**
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- Possessive Nouns, 247I
- Grammar Practice Book, 54
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**Spelling**
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- Spelling Practice Book, 55
  - 1.5F.1, 1.6A

**Writing**
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**Grammar**
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- Possessive Nouns, 247I
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  - 1.5F.3-4, 1.6A

**Spelling**
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- Spelling Practice Book, 56
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### DAY 1

**Listening/Speaking/Viewing**
- **Focus Question:** How does the snake in the picture on pages 248-249 make you feel? Explain why you feel that way.
- **Build Background:** 248
  - Read Aloud: "A Word to the Wise," 249
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**Comprehension**
- **251A-251B**
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  - **Skill:** Make Inferences
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  - **Strategy:** Generate Questions
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**Fluency**
- **Choral Reading:** 262
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### DAY 3

**Listening/Speaking**
- **Focus Question:** How is the problem that Mark is trying to solve similar and different from Cara’s problem? Use details from both selections.
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  - 1.1G.1, 1.6B.5, 1.6D.2

**Vocabulary**
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  - **Strategy:** Word Parts/Base Words, 271D
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**Reading**
- **Read** "Dear Mr. Winston," 252-263
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**Fluency**
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**Writing**
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  - **Writing Trait:** Conventions, 271
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- **Word meanings:** 271H
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**Writing**
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- **Daily Language Activities:** 271I

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  - **Spelling Practice Book:** 57-58
  - 1.5F.1, 1.6A
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**Listening/Speaking/Viewing**
- **Focus Question:** Which of the snakes you have read about would not make a good pet for Cara? Explain your answer.

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Apply Vocabulary to Writing. 271F
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**Writing**
- **Daily Writing Prompt:** Write a poem from the point of view of Cara's Snake.

### DAY 5
**Listening/Speaking/Viewing**
- **Focus Question:** What makes snakes especially difficult to keep as pets? How are they different from most other animals?

Presentation of Persuasive Writing. 271B
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**Vocabulary**
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**Writing**
- **Daily Writing Prompt:** Imagine you have the chance to interview a caretaker in the reptile house at a zoo. List several questions you would ask.

Publish a Letter of Complaint. 271B
1.5G

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### VOCABULARY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

**Read** “Snakes.” 266–269
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- **Writing**
- **Grammar**
- **Spelling**

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**Spelling**
- Review and Proofread. 271H
  Spelling Practice Book. 61
  1.5F.1, 1.6A

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Grade 4, Unit 5, Week 5, Dear Mr. Winston, 248A-271V

Instructional Navigator
Interactive Pennsylvania Lesson Planner

Weekly Assessment in PSSA format

Unit and Benchmark Assessment in PSSA format
### Day 1

**Listening/Speaking/Viewing**

- **Focus Question:** Is the crocodile on pp. 276–277 a friend or a foe of the frog? Why?
  - Build Background, 276
  - Read Aloud: “Amazing Animals,” 277
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- **Intercede, awkward, proclaimed, agile, guardian, tottered** 278
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  - 1.1C, 1.1H, R4.A.1.6.1

- **Comprehension:** 279A–279B
  - **Strategy:** Evaluate
  - **Skill:** Author’s Purpose
  - Practice Book A-O-B, 76
  - 1.1G, 1.3, R4.A.1.6.1

**Fluency**

- **Model Fluency:** 277
  - Partner Reading, 276R
  - 1.1H, 1.4, 1.6B

### Day 2

**Listening/Speaking**

- **Focus Question:** What does this folk tale teach you about life?
  - 1.1A, 1.6D.2

**Vocabulary**

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- **Phonics**
  - Decode words with /ar/; 303E
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- **Read:** “Roadrunner’s Dance,” 280–295
  - 1.1A, 1.1D, 1.1H, 3.5, 1.3A; R4.A.1.6.1

- **Comprehension:** 280–295
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  - **Skill:** Author’s Purpose
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**Fluency**

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### Day 3

**Listening/Speaking**

- **Focus Question:** What information did you learn about roadrunners from “Roadrunners: Surprising Birds” that was not provided in “Roadrunner’s Dance”? Use details in your answer.

- **Summarize:** 297
  - 1.1G, 1.6B, 1.6D.2

**Vocabulary**

- **Review Words in Context:** 303C
  - **Strategy:** Using a Thesaurus/Synonyms, 303D
  - Practice Book A-O-B, 80
  - 1.1C, 1.1E, R4.A.1.3, R4.A.1.2.2

**Reading**

- **Read:** “Roadrunner’s Dance,” 280–295
  - 1.1A, 1.1D, 1.1H, 3.5, 1.3A; R4.A.1.6.1

- **Comprehension:** 280–295
  - **Strategy:** Comprehension Check, 297
  - **Maintain Skill:** Make Inferences, 297B

**Fluency**

- **Repeated Reading:** 297A
  - Partner Reading, 276R
  - Practice Book A-O-B, 78
  - 1.1H, 1.4

**Writing**

- **Daily Writing Prompt:** Write and draw a cartoon about two unlikely friends.
  - Prewrite a Dialogue, 303A
  - 1.4A, 3, 1.5A, 1.5B.1

- **Grammar**
  - Daily Language Activities, 303I
  - Action Verbs, 303I
  - Grammar Practice Book, 65
  - 1.5D.2, 1.6F.2, 1.6A

- **Spelling**
  - Pretest Words with /ar/; 303G
  - Spelling Practice Book, 65–66
  - 1.5F.1, 1.6A

- **Writing**
  - **Daily Writing Prompt:** Write a very short story telling how two foes became friends.
  - Draft a Dialogue, 303A
  - 1.4A, 3, 1.5A, 1.5C, 1.5F.3

- **Grammar**
  - Daily Language Activities, 303I
  - Action Verbs, 303I
  - Grammar Practice Book, 66
  - 1.5D.2, 1.5F.4, 1.6A

- **Spelling**
  - Word Sorts, 303G
  - Spelling Practice Book, 67
  - 1.5F.1, 1.6A

- **Writing**
  - **Daily Writing Prompt:** Who is your best friend? Write a letter to your friend telling why your friendship is important.

  - **Writing Trait:** Conventions, 303B
  - Revise a Dialogue, 303B
  - 1.5E, 1.5F.3

- **Grammar**
  - Daily Language Activities, 303I
  - Mechanics and Usage, 303J
  - Grammar Practice Book, 67
  - 1.5D.2, 1.5F.4, 1.6A

- **Spelling**
  - Word Meanings, 303H
  - Spelling Practice Book, 68
  - 1.5F.1, 1.6A
### DAY 4

**Vocabulary**
- Vocabulary Words Using a Thesaurus/Synonyms
- **Comprehension**
  - Strategy: Evaluate Skill: Author's Purpose
- **Writing**
  - Fictional Narrative

#### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

#### Word Study
- **Vocabulary**
  - Synonyms, 303F
- **Phonics/Decoding**

#### Reading
- **Develop Comprehension**
- **Read**
  - "Flycatcher and Coyote," 298–301
  - "Old Man and the Sea," 303A
  - "Rattlesnake in Roadrunner's Dance," 303F
- **Comprehension**
  - Folk Tale: Trickster Tale
  - Foreshadowing and Symbolism, 298
  - Practice Book A-O-B, 79
  - 1.H.3-A, 1.H.3-C, R4,A.1,A, R4,A.1, R4,A.1, R4,A.1, R4,A.1
- **Fluency**
  - Partner Reading, 276R

#### Language Arts
- **Writing**
  - Daily Writing Prompt: Did you ever run in a race? Write a brief newspaper article that tells what happened and how you felt.
  - Proofread a Dialogue, 303B
  - 1.5F, 1.5F.2-3
- **Grammar**
  - Daily Language Activities, 303I
  - Action Verbs, 303J
  - Grammar Practice Book, 68
  - 1.5D.2, 1.5F.4, 1.6A
- **Spelling**
  - Review and Proofread, 303H
  - Spelling Practice Book, 69
  - 1.5F, 1.6A

### DAY 5

**Listening/Speaking/Viewing**
- **Focus Question:** Compare Coyote with Rattlesnake in Roadrunner's Dance. Use information from the stories to support your answers.
  - Expand Vocabulary: Friend or Foe, 303F
  - 1.1G, 1.6B.4, 1.6D.2

**Vocabulary**
- **Spiral Review:** Vocabulary Game, 303F
  - 1.6B.4

**Comprehension**
- **Connect and Compare:** 301
  - 1.H.3-A, 1.H.3-C, 1.H.2

**Fluency**
- Practice, 297A
  - Partner Reading, 276R
  - 1.1H.1-4

**Writing**
- Daily Writing Prompt: Pretend you are Flycatcher or Coyote. Write a journal entry about a day in your life.
  - Publish a Dialogue, 303B
  - 1.5G

**Grammar**
- Daily Language Activities, 303I
  - Action Verbs, 303J
  - Grammar Practice Book, 69–70
  - 1.5D.2, 1.5F.4, 1.6A

**Spelling**
- Posttest, 303H
  - Spelling Practice Book, 70
  - 1.5F, 1.6A

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**Skills/Strategies**

**Instructional Navigator**
- Interactive Pennsylvania Lesson Planner

**Weekly Assessments in PSSA format**

**Unit and Benchmark Assessments in PSSA format**

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# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
  - Focus Question: Why would someone paint a picture as large as the one on pp. 304–305?
  - Build Background, 304
  - Read Aloud: "I Have a Dream," 305
  - 1.1G, 1.6B, 1.6E, 1.6H, 1.6J, 1.7A, 1.7B

### Word Study
- **Vocabulary**
  - Unfair, ancestors, numerous, segregation, unsuspecting, avoided, injustice, 306
  - Practice Book A-O-B, 82
- **Phonics/Decoding**
  - Strategy: Using Word Parts/Prefixes, 307
  - 1.1C, 1.1E, 1.2A, 1.2B, 1.4A, 1.4B

### Reading
- **Develop Comprehension**
  - Read: "It Took Courage," 306–307
  - 1.1C, 1.1H, 1.4A, 1.4C, 1.4E, 1.4F, 1.4H, 1.4I, 307A–307B
  - Strategy: Evaluate
  - Skill: Author's Purpose
  - Practice Book A-O-B, 83
  - 1.1G, 1.2A, 1.2B, 1.4A, 1.4B

### Fluency
- **Model Fluency**
  - 305
  - Partner Reading, 304I
  - 1.1I, 1.4A

## DAY 2

### Oral Language
- **Listening**
  - Focus Question: What does Dr. Martin Luther King, Jr.'s sister want you to know about him?
  - 1.1A, 1.6D, 2

### Word Study
- **Vocabulary**
  - Review Vocabulary, 308
  - 1.6B, 4
- **Phonics**
  - Words with Silent Letters, 329E
  - Practice Book A-O-B, 88
  - 1.1C

### Reading
- **Comprehension**
  - Read: My Brother Martin, 308–321
  - 1.1A, 1.1D, 1.1H, 4–5, 1.3F, 1.4A, 2.6D
  - Strategy: Evaluate
  - Skill: Author's Purpose
  - Practice Book A-O-B, 84
  - 1.1G, 1.1H, 5, 1.2A, 1.2B, 1.4A, 1.4D

### Fluency
- **Repeat Reading**
  - 304I
  - Practice Book A-O-B, 85
  - 1.1I, 1.4A

## DAY 3

### Oral Language
- **Listening**
  - Focus Question: Compare how segregation affected Thurgood Marshall and Rev. Dr. Martin Luther King, Jr. What did they both accomplish?
  - Summarize, 323
  - 1.1G, 1.6B, 5, 1.6D, 2

### Word Study
- **Vocabulary**
  - Review Words in Context, 329C
  - Practice Book A-O-B, 87
  - 1.1C, 1.1E, 1.2A, 1.2B, 1.4A, 1.4B, 2.2

### Reading
- **Comprehension**
  - Read: My Brother Martin, 308–321
  - 1.1A, 1.1D, 1.1H, 4–5, 1.3F, 1.4A, 2.6D
  - Strategy: Evaluate
  - Skill: Author's Purpose
  - Practice Book A-O-B, 84
  - 1.1G, 1.1H, 5, 1.2A, 1.2B, 1.4A, 1.4D

### Fluency
- **Repeat Reading**
  - 323A
  - Practice Book A-O-B, 85
  - 1.1I, 1.4A

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**Writing**

- **Daily Writing Prompt:** Think of someone who has made a difference in your life. Write an e-mail to that person to explain how your life has been changed.
  - Prewrite a Poem, 329A
  - 1.4A, 1.5A, 1.5B, 1

- **Grammar**
  - Daily Language Activities, 329H
  - Verb Tenses, 329H
  - Grammar Practice Book, 71
  - 1.5F, 1.6A

- **Spelling**
  - Pretest Words with Silent Letters, 329G
  - Spelling Practice Book, 71–72
  - 1.5F, 1.6A

- **Daily Writing Prompt:** What are some examples of things you would like to change in the world? Write a journal entry giving your reasons why these things should change.
  - Draft a Poem, 329A
  - 1.4A, 1.5A

- **Grammar**
  - Daily Language Activities, 329H
  - Verb Tenses, 329H
  - Grammar Practice Book, 72
  - 1.5F, 1.6A

- **Spelling**
  - Word Sorts, 329G
  - Spelling Practice Book, 73
  - 1.5F, 1.6A

- **Daily Writing Prompt:** Write a short news article describing how volunteers can help in other parts of the world.
  - Writing Trait: Voice, 329
  - Revise a Poem, 329B
  - 1.5D, 1.5E

- **Grammar**
  - Daily Language Activities, 329H
  - Mechanics and Usage, 329H
  - Grammar Practice Book, 73
  - 1.5F, 1.6A

- **Spelling**
  - Word Meanings, 329H
  - Spelling Practice Book, 74
  - 1.5F, 1.6A
### DAY 4

**Listening/Speaking/Viewing**

- **Focus Question**: Think about this week's main selection, *My Brother Martin*. What might Martin's sister say in a letter to Rosa Parks?

  Expand Vocabulary: Making a Difference, 329F
  1.1G, 1.6B.4, 1.6D.2, 1.6F.1

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**ORAL LANGUAGE**

- **Listening**
- **Speaking**
- **Viewing**

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**WORD STUDY**

- **Vocabulary**
- **Phonics/Decoding**

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**READING**

- **Develop Comprehension**

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**Fluency**

- **Partner Reading, 304I**
  1.1H.1-4

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**LANGUAGE ARTS**

- **Writing**
  - **Daily Writing Prompt**: Write a diary entry about a time when you made a difference in someone's life. How did you make this person feel?
  - Proofread a Poem, 329B
    1.5F

---

- **Grammar**
  - Daily Language Activities, 329I
    - Verb Tenses, 329J
    - Grammar Practice Book, 74
    1.5F.4, 1.6A

---

- **Spelling**
  - Review and Proofread, 329H
    - Spelling Practice Book, 75
    1.1E, 1.5F.1, 1.6A

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### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question**: If you wanted to describe an injustice you saw or heard about, how would you write about it? As an essay? A play? A short story? A letter? Explain your choice.
  
  Speaking and Listening Strategies, 329A
  Presentation of Poems, 329B
  1.6A, 1.6C, 1.6D.2

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**Review and Assess**

- **Vocabulary**
  - Content Vocabulary: *activist, unconstitutional, nonviolence*, 324
    
    Prefixes, 329F
    1.1C, 1.1E, R4.A.2.1

---

**Spiral Review**: Vocabulary Game, 329F
  1.6B.4

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- **Read**
  - Self Selected Reading, 304I
    1.1H.4, 1.1H.5; R4.A.1.6.1

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- **Comprehension**
  - Social Studies: Letters
    
    Practice Book A-O-B, 86
    1.1H.5, 1.2A, 1.3F; R4.A.2, R4.A.2.6

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- **Fluency**
  - Practice, 323A
    
    Partner Reading, 304I
    1.1H.1-4

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- **Writing**
  - **Daily Writing Prompt**: Write a paragraph about a character from a book or movie who made a difference in some way.
  
  Publish a Poem, 329B
  1.5G

---

- **Grammar**
  - Daily Language Activities, 329I
    
    Verb Tenses, 329J
    Grammar Practice Book, 75-76
    1.5F.4, 1.6A

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- **Spelling**
  - Posttest, 329H
    
    Spelling Practice Book, 76
    1.5F.1, 1.6A

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# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**

### Listening/Speaking/Viewing

**Focus Question**
What can kids do to achieve their own goals and also help others?

Build Background, 330

Read Aloud: "The Get Rich Quick Club!" 331

1.1G, 1.6B.4, 1.6E.6; R4.B.3.3.3

### Vocabulary

**identified, enterprise, persistence, venture, 332**

Practice Book A-O-B, 89

**Strategy:** Word Parts/Inflected Verb Endings, 333

1.1C, 1.1E

### Fluency

Model Fluency, 331

Partner Reading, 330I

1.1H.1-4, 1.6B

### Writing

**Daily Writing Prompt:** Write a letter to your principal explaining your idea of how to get students to stop littering.

Generate Questions, 341A

1.4B, 1.5A, 1.8A

**Grammar**

Daily Language Activities, 341I

Main and Helping Verbs, 341I

Grammar Practice Book, 77

1.5F.4, 1.6A

**Spelling**

Pretest Words with Soft c and g, 341G

Spelling Practice Book, 77-78

1.5F.1, 1.6A

### DAY 2

### Listening/Speaking

**Focus Question**
How do kids reporters tell the story when the news is about improving the lives of children?

1.1A, 1.6D.2

### Vocabulary

**Review Vocabulary, 334**

1.6B.4

**Phonics**

Decode Words with Soft c and g, 341E

Practice Book A-O-B, 95

1.1C

### Reading

**Kid Reporters at Work, 334–337**

1.1A, 1.1D, 1.1H.4-5, 1.3F; R4.A.2.5.1, R4.A.2.6, R4.B.3.3.1

**Comprehension, 334–337**

**Strategy:** Summarize

Skill: Compare and Contrast Practice Book A-O-B, 91

1.1G, 1.1H.5; R4.A.2.5.1, R4.B.3.3.1

**Fluency**

Partner Reading, 330I

1.1H.1-4

### Writing

**Daily Writing Prompt:** What person would you most like to interview? Write a paragraph explaining your choice.

Find Information, 341A

1.8B.1, 1.8B.2, 1.8B.4

**Grammar**

Daily Language Activities, 341I

Main and Helping Verbs, 341I

Grammar Practice Book, 78

1.5F.4, 1.6A

**Spelling**

Word Sorts, 341G

Spelling Practice Book, 79

1.5F.1, 1.6A

### Day 3

### Listening/Speaking

**Focus Question**
What do Gidget Schultz, Jordan Logan, the attendees at the U.N. Special Session, and Andrew and Patrick Hsu have in common? How are their projects different?

Summarize, 337

1.1G.1, 1.6B.5, 1.6D.2

### Vocabulary

**Review Words in Context, 341C**

**Strategy:** Word Parts/Inflected Verb Endings, 341D

Practice Book A-O-B, 94

1.1C, 1.1E; R4.A.2.2.2

### Reading

**Kid Reporters at Work, 334–337**

1.1A, 1.1D, 1.1H.4-5, 1.3F; R4.A.2.5.1, R4.B.1.2.1, R4.B.3.3.1

**Comprehension**

Comprehension Check, 337

**Maintain Skill:** Main Idea and Details, 337A

1.1G.1, 3; R4.A.2, R4.A.2.5.1, R4.B.1.2.1, R4.B.3.3.1

**Fluency**

Repeated Reading, 337A

Partner Reading, 330I

Practice Book A-O-B, 92

1.1H.1-4

### Writing

**Daily Writing Prompt:** You have a million dollars that you cannot spend on yourself. Who would you give the money to and why?

Organize Information, 341B

1.5B.1, 1.8C.1

**Grammar**

Daily Language Activities, 341I

Mechanics and Usage, 341J

Grammar Practice Book, 79

1.5F.3, 1.6A

**Spelling**

Word Meanings, 341H

Spelling Practice Book, 80

1.5F.1, 1.6A
### Day 4

**Oral Language**
- **Listening**
- **Speaking**
- **Viewing**

**Word Study**
- **Vocabulary**
- **Phonics/Decoding**

**Reading**
- **Develop Comprehension**
  - *Read* “Child Labor in the U.S.A.”
    - 338–339
  - *Test Strategy:* Think and Search
    - 1.1G, R4.A.2, R4.B.3.2
  - *Research and Study Skills*
    - Using the Library, 337B
      - Practice Book A-O-B, 93
    - 1.2B.1, 1.8B
  - *Fluency*
    - Partner Reading, 330I
      - 1.1H.1-4

**Language Arts**
- **Writing**
  - *Daily Writing Prompt:* Write a short story. Your last sentence must be “The world is now a better place.”
  - Synthesize and Write, 341B
    - 1.4B, 1.5A, 1.5C, 1.5E, 1.5F
  - *Grammar*
    - Daily Language Activities, 341I
      - Main and Helping Verbs, 341J
      - Grammar Practice Book, 80
        - 1.5F.4, 1.6A
  - *Spelling*
    - Review and Proofread, 341H
      - Spelling Practice Book, 81
        - 1.5F.1, 1.6A

### Day 5

**Review and Assess**

**Oral Language**
- **Listening/Speaking/Viewing**
    - Expand Vocabulary: Kids Get It Done, 341F
      - 1.1G, 1.6B.4, 1.6D.2

**Word Study**
- **Vocabulary**
- **Phonics/Decoding**

**Reading**
- **Develop Comprehension**
  - *Read* Self-Selected Reading, 330I
    - 1.1H.4, 1.1H.5
  - *Comprehension*
    - *Strategy:* Summarize
      - *Skill:* Compare and Contrast
      - R4.A.2.5.1, R4.B.3.3.1
  - *Fluency*
    - Practice, 337A
      - Partner Reading, 330I
        - 1.1H.1-4

**Language Arts**
- **Writing**
  - *Daily Writing Prompt:* In the 1800s, many children began working at the age of seven. Write a paragraph giving your opinion.
    - Share Information, 341B
      - 1.5G, 1.8C.2
    - *Grammar*
      - Daily Language Activities, 341I
        - Main and Helping Verbs, 341J
        - Grammar Practice Book, 81–82
      - 1.5F.4, 1.6A
    - *Spelling*
      - Posttest, 341H
        - Spelling Practice Book, 82
      - 1.5F.1, 1.6A
### DAY 1

**Listening/Speaking/Viewing**
- **Focus Question**: What are the people doing on pp. 342-343? How do you think they dress every day?
  - Build Background, 342
  - Read Aloud: "Old Crow Warriors", 343
  - 1.1G, 1.6B.4, 1.6E.6, R4.B.1.1, R4.B.3.3

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### DAY 2

**Listening/Speaking**
- **Focus Question**: What gift does the mystic horse give to the boy and his tribe?
  - 1.1A, 1.6D.2

---

### DAY 3

**Listening/Speaking**
- **Focus Question**: What did you learn from Mystic Horse that you did not learn from "History at Your Feet"?
  - Summarize, 367
  - 1.1G.1, 1.6B.3, 1.6D.2

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### WORD STUDY

**Vocabulary**
- Sore, loosened, mysterious, amazement, midst, responsibility, patchwork, 344
- Practice Book A-O-B, 96
- **Strategy**: Using a Dictionary/ Homophones, 345
  - 1.1C, 1.1E

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### READING

**Read**
- "History at Your Feet," 344-345
  - 1.1C, 1.1H.4, R4.A.1.5.1, R4.B.1.1
- **Comprehension**, 345A-345B
  - **Strategy**: Summarize
  - **Skill**: Sequence
  - Practice Book A-O-B, 97
  - 1.1G.3, R4.A.1.5.1, R4.B.1.1

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**Fluency**
- Model Fluency, 343
  - Partner Reading, 342I
  - 1.1H.1-4, 1.6B

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### LANGUAGE ARTS

**Writing**
- **Daily Writing Prompt**: Pretend that you are a Pawnee boy who lived long ago. Write a paragraph about a day in your life.
  - Prewrite a Scene from a Play, 373A
  - 1.4A.3-4, 1.5A, 1.5B.1

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**Grammar**
- Daily Language Activities, 373I
  - Linking Verbs, 373I
  - Grammar Practice Book, 83
  - 1.5F.4, 1.6A

---

**Spelling**
- Pretest Words with Plural Endings, 373G
  - Spelling Practice Book, 83-84
  - 1.5F.1, 1.6A

---

**Writing**
- **Daily Writing Prompt**: Write a dialogue between two animals that you think might have something interesting to say if they could talk.
  - Draft a Scene from a Play, 373A
  - 1.4A.3-4, 1.5A, 1.5D.2

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**Grammar**
- Daily Language Activities, 373I
  - Linking Verbs, 373I
  - Grammar Practice Book, 84
  - 1.5F.4, 1.6A

---

**Spelling**
- Word Sorts, 373G
  - Spelling Practice Book, 85
  - 1.5F.1, 1.6A

---

**Writing**
- **Daily Writing Prompt**: Write a paragraph that tells what you know about horses and their use in the past.
  - Writing Trait: Word Choice, 373B
  - Revise a Scene from a Play, 373B
  - 1.5D.2, 1.5E

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**Grammar**
- Daily Language Activities, 373I
  - Mechanics and Usage, 373I
  - Grammar Practice Book, 85
  - 1.5F.4, 1.6A

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**Spelling**
- Word Meanings, 373H
  - Spelling Practice Book, 86
  - 1.5F.1, 1.6A
**ORAL LANGUAGE**

- **Listening**
  - Focus Question: Compare this article to "Mystic Horse: What are some things that the native people of the Plains still value?"
  - Expand Vocabulary: Native Americans, 373F
    - 1.1G, 1.6B.4, 1.6D.2

- **Speaking**

- **Viewing**

**WORD STUDY**

- **Vocabulary**
  - Content Vocabulary: powwow, sacred traditions, 368
    - Homophones, 373F
    - Apply Vocabulary to Writing, 373F
      - 1.1C, 1.1E, 1.4A; R4.A.2.1.2

- **Phonics/Decoding**

**READING**

- **Develop Comprehension**
  - Read: "The Black Hills Powwow," 368–371
    - 1.1F, 1.1H.4, 1.2A, 1.2B.1, R4.A.2.1
  - Comprehension
    - Social Studies Links, 368
      - Practice Book A-O-B, 100
        - 1.1F, 1.1H.5, 1.2A, 1.2B.1; R4.A.2.1.2, R4.A.2.6, R4.B.3
    - Partner Reading, 342I
      - 1.1H.1–4

- **Fluency**

**LANGUAGE ARTS**

- **Writing**
  - Daily Writing Prompt: Write five questions that you would like to ask someone who attended a Black Hills Powwow. If you have ever attended a powwow, write about your experience.
    - Proofread a Scene from a Play, 373B
      - 1.5F, 1.5F.2-3

- **Grammar**
  - Daily Language Activities, 373I
    - Linking Verbs, 373J
    - Grammar Practice Book, 86
      - 1.5F.4, 1.6A

- **Spelling**
  - Review and Proofread, 373H
    - Spelling Practice Book, 87
      - 1.5F.1, 1.6A

- **Listening/Speaking/Viewing**
  - Focus Question: What would be the first thing you did if you went to a powwow or visited a museum about Native Americans?
  - Presentation of Fictional Narrative, 373B
    - 1.6A, 1.6C, 1.6D.2

- **Vocabulary**
  - Spiral Review: Vocabulary Game, 373F
    - 1.6B.4

- **Comprehension**
  - Connect and Compare, 371
    - 1.1H.5, 1.2B.1, 1.8B.1

- **Fluency**
  - Practice, 367A
    - Partner Reading, 342I
      - 1.1H.1–4

**Writing**

- Daily Writing Prompt: What event in your life do you think might make an interesting scene in a play? Describe that event.
  - Publish a Scene from a Play, 373B
    - 1.5G

- **Grammar**
  - Daily Language Activities, 373I
    - Linking Verbs, 373J
    - Grammar Practice Book, 87–88
      - 1.5F.4, 1.6A

- **Spelling**
  - Posttest, 373H
    - Spelling Practice Book, 88
      - 1.5F.1, 1.6A
# PENNSYLVANIA Lesson Plan

**Snowflake Bentley, 378–399**

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 1
- **Listening/Speaking/Viewing**
  - **Focus Question:** What do you see in the photograph on pp. 374–375?
  - **Build Background:** 374
  - **Read Aloud:** “Water Dance,” 375
  - **1.1G, 1.6B, 1.6E, 1.6J, 1.6N, 1.6E, 1.6R, 1.6P, 1.6I, 1.6D, 1.6G, 1.6H, 1.6J, 1.6K, 1.6L, 1.6M, 1.6N, 1.6O, 1.6P, 1.6Q, 1.6R, 1.6S, 1.6T, 1.6U, 1.6V, 1.6W, 1.6X, 1.6Y, 1.6Z**

### DAY 2
- **Listening/Speaking**
  - **Focus Question:** What did the world give to Snowflake Bentley, and what did he give to the world?
  - **1.1A, 1.6D.2**

### DAY 3
- **Listening/Speaking**
  - **Focus Question:** Compare the information in the main body text with the information in the sidebar text from *Snowflake Bentley*. How is the information different? How is it similar?
  - **Summarize, 401**
  - **1.1G, 1.1J, 1.6B, 1.6D, 1.6D.2**

## WORD STUDY
- **Vocabulary**
  - **technique, foolishness, inspire, evaporate, microscope, magnify, negates, blizzard, 376**
  - **Practice Book A-O-B, 103**
  - **Strategy:** Use a Dictionary/Multiple Meaning Words, 377
  - **1.1C, 1.4A.2, 1.1J, 1.1L, 1.4A.2, 1.2.2**

### DAY 1
- **Vocabulary**
  - **Review Vocabulary, 378**
  - **1.6B, 4**

### DAY 2
- **Phonics**
  - **Compound Words, 405E**
  - **Practice Book A-O-B, 109**
  - **1.1C**

### DAY 3
- **Vocabulary**
  - **Review Words in Context, 405C**
  - **Strategy:** Dictionary/Multiple Meaning Words, 405D
  - **Practice Book A-O-B, 108**
  - **1.1C, 1.4A.2, 1.1J, 1.1L, 1.4A.2, 1.2.2**

## READING
- **Develop Comprehension**
  - **Read “Let It Snow,” 376–377**
  - **1.1C, 1.1H, 4, 1.4A.1, 1.4A.2, 1.5A, 1.4A.2, 5, 1.5I, 1.4A.2, 5.1**

### DAY 1
- **Comprehension, 377A–377B**
  - **Strategy:** Evaluate
  - **Skill:** Summarize
  - **Practice Book A-O-B, 104**
  - **1.1G, 3, 1.4A.2, 2.5, 1**

### DAY 2
- **Fluency**
  - **Model Fluency, 375**
  - **Partner Reading, 374I**
  - **1.1H, 1.4, 1.6B**

### DAY 3
- **Read Snowflake Bentley, 378–399**
  - **1.1A, 1.1D, 1.1H, 4, 5, 1.3A, 1.3C, 2; 1.4A, 2.5, 1, 1.4A, 2.6, 1.4A, 2.1, 1.1J, 1.4A, 2.5, 1**

### DAY 4
- **Comprehension, 378–399**
  - **Strategy:** Evaluate
  - **Skill:** Summarize
  - **Practice Book A-O-B, 105**
  - **1.1G, 1.1H, 5, 1.4A, 2.5, 1**

### DAY 3
- **Fluency**
  - **Partner Reading, 374I**
  - **1.1H, 1.4**

## LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Write a short report describing the characteristics of your favorite climate.
  - **Prewrite a Character Sketch, 405A**
  - **1.4A.1, 1.5A, 1.5B, 1**

### DAY 1
- **Grammar**
  - **Daily Language Activities, 405I**
  - **Irregular Verbs, 405I**
  - **Grammar Practice Book, 89**
  - **1.5F, 1, 1.6A**

### DAY 2
- **Spelling**
  - **Pretest Compound Words, 405G**
  - **Spelling Practice Book, 89–90**
  - **1.5F, 1, 1.6A**

### DAY 3
- **Writing**
  - **Daily Writing Prompt:** Write a journal entry about what you would do on a snow day from school.
  - **Draft a Character Sketch, 405A**
  - **1.4A.1, 1.5A, 1.5B, 1.5D, 1**

### DAY 4
- **Grammar**
  - **Daily Language Activities, 405I**
  - **Irregular Verbs, 405I**
  - **Grammar Practice Book, 90**
  - **1.5F, 1.6A**

### DAY 5
- **Spelling**
  - **Word Sorts, 405G**
  - **Spelling Practice Book, 91**
  - **1.5F, 1.6A**

- **Writing**
  - **Daily Writing Prompt:** Write a short dialogue describing snow to a person who has never seen it.

- **Writing Trait:** Sentence Fluency, 405
  - **Revise a Character Sketch, 405B**
  - **1.5D, 1.5E**

- **Grammar**
  - **Daily Language Activities, 405I**
  - **Mechanics and Usage, 405J**
  - **Grammar Practice Book, 91**
  - **1.5F, 1.6A**

- **Spelling**
  - **Word Meanings, 405H**
  - **Spelling Practice Book, 92**
  - **1.5F, 1.6A, 1.4A.1, 2.2, 1.4A.2, 2.2**
### DAY 4

**Listening/Speaking/Viewing**

**Focus Question:** How do these poems make you feel about snow? How did you feel about it when you read Snowflake Bentley? Compare the two feelings.

- Media Literacy: Photography, 398
- Expand Vocabulary: Weather, 405F
- 1.1G, 1.2B.2, 1.6B.4, 1.6D.2

**Vocabulary**

- Multiple-Meaning Words, 405F
- Apply Vocabulary to Writing, 405F
- 1.1C, R4.A.2.1.1

**Read:** Haiku (poems about snow), 402-403
- 1.1H.4, 1.3C.2, 1.3D, 1.3F; R4.A.1.6, R4.B.1.6, R4.B.2.1

**Comprehension**

- Poetry: Haiku
- Imagery and Figurative Language, 402
- Practice Book A-O-B, 107
- 1.1H.5, 1.3C.2, 1.3D, 1.3F; R4.B.1.1, R4.B.2.1

**Fluency**

- Partner Reading, 374I
- 1.1H.1.4

**Writing**

- **Daily Writing Prompt:** Write a poem about rain. Use interesting words to describe details.
- Proofread a Character Sketch, 405B
- 1.5F, 1.5F.3

**Grammar**

- Daily Language Activities, 405I
- Irregular Verbs, 405J
- Grammar Practice Book, 92
- 1.5F.4, 1.6A

**Spelling**

- Review and Proofread, 405H
- Spelling Practice Book, 93
- 1.5F.1, 1.6A

### DAY 5

**Listening/Speaking/Viewing**

**Focus Question:** Summarize the life of a snowflake, from the time it forms high in the clouds to the moment it melts on the tip of your tongue.

- Speaking and Listening Strategies, 405A
- Presentation of Fictional Narrative, 405B
- 1.6A, 1.6C, 1.6D.2

**Vocabulary**

- Spiral Review: Vocabulary Game, 405F
- 1.6B.4

**Read:** Self-Selected Reading, 374I
- 1.1H.4, 1.1H.5, 1.3G.3

**Comprehension**

- Connect and Compare, 403
- 1.3G.3, 1.1H.5, 1.3C.2, 1.3D; R4.B.1.1, R4.B.1.2.1

**Fluency**

- Practice, 401A
- Partner Reading, 374I
- 1.1H.1.4

**Writing**

- **Daily Writing Prompt:** Write a weather report about an upcoming blizzard.
- Publish a Character Sketch, 405B
- 1.5G

**Grammar**

- Daily Language Activities, 405I
- Irregular Verbs, 405J
- Grammar Practice Book, 93-94
- 1.5F.4, 1.6A

**Spelling**

- Posttest, 405H
- Spelling Practice Book, 94
- 1.5F.1, 1.6A
# Pennsylvania Lesson Plan

## Day 1

**Listening/Speaking/Viewing**

- **Focus Question**: The dogs on pp. 410-411 are taking a bus ride. Where do you think they are going? Build Background, 410
- Read Aloud: "Hachiko: The True Story of a Loyal Dog," 411
  - 1.1G, 1.6B-4, 1.6E-6, R4.B.3.3.3

## Day 2

**Listening/Speaking**

- **Focus Question**: How close to reality is the picture like is painting in his letters to Mrs. LaRue? 1.1A, 1.6D.2

**Vocabulary**

- **Review Vocabulary, 414**: 1.6B.4

**Phonics**

- Decode Words with Inflected Endings, 443E
- Practice Book A-O-B, 118

## Day 3

**Listening/Speaking**

- **Focus Question**: Compare “Puppy Trouble” with Dear Mrs. LaRue. Which story is a fantasy, and which is realistic? How can you tell? Summarize, 437
  - 1.1G.1, 1.6B.5, 1.6D.2

**Vocabulary**

- **Review Words in Context, 443C**: 1.1C
- **Strategy**: Word Parts/Prefix mis-, 443D
- **Practice Book A-O-B, 117**: 1.1C, 1.1E, R4.A.2.2.1, R4.A.2.2.2

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## Reading

**Develop Comprehension**

- Read "Puppy Trouble," 412-413
  - 1.1C, 1.1H.4, R4.A.2.1, R4.A.1.3.1
- **Comprehension, 413A-413B**: 1.1A, 1.1D, 1.1H.4-5, 1.3F, R4.A.1.3.1, R4.B.1.1.1
- **Strategy**: Generate Questions
- **Skill**: Draw Conclusions
- Practice Book A-O-B, 113
  - 1.1G.3, R4.A.1.3.1

**Fluency**

- Model Fluency, 411
- Partner Reading, 410R
  - 1.1H.1-4, 1.6B

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## Language Arts

**Writing**

- **Daily Writing Prompt**: Do you think dogs make good pets? Write a paragraph explaining why or why not.
  - Prewrite an Explanation, 443A
    - 1.5A, 1.5B.1
- **Grammar**: Daily Language Activities, 443I
  - Pronouns and Antecedents, 443I
  - Grammar Practice Book, 97
    - 1.5F.4, 1.6A
- **Spelling**: Pretest Words with Inflected Endings, 443G
  - Spelling Practice Book, 97-98
    - 1.5F.1, 1.6A

**Writing**

- **Daily Writing Prompt**: Write a journal entry from the point of view of a dog, and comment about a day in your life.
  - Draft an Explanation, 443A
    - 1.5A
- **Grammar**: Daily Language Activities, 443I
  - Pronouns and Antecedents, 443I
  - Grammar Practice Book, 98
    - 1.5F.4, 1.6A
- **Spelling**: Word Sorts, 443G
  - Spelling Practice Book, 99
    - 1.5F.1, 1.6A

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**Writing**

- **Daily Writing Prompt**: Write a dialogue between a dog and a cat over who makes the best pet.
  - Writing Trait: Organization, 443
  - Revise an Explanation, 443B
    - 1.5E
- **Grammar**: Daily Language Activities, 443I
  - Mechanics and Usage, 443J
  - Grammar Practice Book, 99
    - 1.5F.2, 1.6A
- **Spelling**: Word Meanings, 443H
  - Spelling Practice Book, 100
    - 1.5F.1, 1.6A
**ORAL LANGUAGE**

- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**

- **Vocabulary**
  - Vocabulary Strategy: Content vocabulary: *intelligent, impressive, demonstrated, exposure, phrases,* 438
  - Build New Words, 443F
  - Apply Vocabulary to Writing, 443F
  - 1.1C, 1.1E, 1.1F, R4.A.2.1, R4.A.2.2.1

- **Phonics/Decoding**

**READING**

- **Develop Comprehension**
  - **Read** "Dog Amazes Scientists!" 438–441
    - 1.1F, 1.1H.4, 1.2A; R4.A.2.1, R4.A.2.6, R4.B.3.3.3
  - **Comprehension**
    - Science: News Story
      - Line Graph, 438
      - Practice Book A-O, 116
      - 1.1H.5, 1.3F, R4.A.2.6, R4.B.3.3.3
  - **Fluency**
    - Partner Reading, 410R
    - 1.1H.1-4

**LANGUAGE ARTS**

- **Writing**
  - **Daily Writing Prompt:** Write a poem describing a dog. You may choose a specific breed or a mutt who is the family pet.
    - Proofread an Explanation, 443B 1.5F
  - **Grammar**
    - Daily Language Activities, 443I
      - Pronouns and Antecedents, 443J
      - Grammar Practice Book, 100
      - 1.5F, 1.6A
  - **Spelling**
    - Review and Proofread, 443H
      - Spelling Practice Book, 101
      - 1.5F, 1.6A

**Listening/Speaking/Viewing**

1. **Focus Question** Think about this article and Dear Mrs. LaRue. What do you think Rico would say if he wrote a letter to his owner?
2. **Media Literacy:** Animals in the News, 433
3. **Expand Vocabulary:** Man's Best Friend, 443F
   - 1.1G, 1.6B.4, 1.6D.2, 1.6F.1

**Vocabulary**

1. **Spiral Review:** Vocabulary Game, 443F
   - 1.6B.4

**Review and Assess**

1. **Focus Question** Based on your readings, what conclusions can you draw about the relationship between dogs and their owners?
2. **Speaking and Listening Strategies, 443A**
3. **Presentation of Explanatory Writing, 443B**
   - 1.6A, 1.6C, 1.6D.2

**Weekly Assessments in PSSA format**

**Unit and Benchmark Assessments in PSSA format**

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Grade 4, Unit 4, Week 1, Dear Mrs. LaRue, 410J–443V

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# PENNSYLVANIA Lesson Plan

## DAY 1

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

### Listening/Speaking/Viewing
1. **Focus Question**: What challenges might the woman on pp. 444–445 have faced if Louis Braille had not come up with his creative solution?
2. **Build Background**: 444
   - Read Aloud: "William 'Dummy' Hoy,” 445
   - 1.1G, 1.6B, 1.6E.6; R4.B.1.1.1

### Vocabulary
1. **Review Vocabulary**: 448
2. **Phonics**: Decode Inflectional Endings, 469E
   - Practice Book A-O-B, 125
   - 1.1C

### Read
1. **"Through Elizabeth's Eyes," 446–447
   - 1.1C, 1.1H.4, R4.A.1.1, R4.A.1.3.1
2. **Comprehension, 447A–447B**
   - **Strategy**: Generate Questions
   - **Skill**: Draw Conclusions
   - Practice Book A-O-B, 120
   - 1.1G.3, R4.A.1.3.1
3. **Fluency**: Model Fluency, 445
   - Partner Reading, 444I
   - 1.1H.1-4, 1.6B

### Writing
1. **Daily Writing Prompt**: Write a paragraph about a creative solution you have seen in your community for the visually impaired.
   - Prewrite Directions, 469A
   - 1.5A, 1.5B.1

### Grammar
1. **Daily Language Activities, 469I**
   - **Types of Pronouns, 469I**
   - Grammar Practice Book, 103
   - 1.5F.4, 1.6A

### Spelling
1. **Pretest Words That Change y to i, 469G**
   - Spelling Practice Book, 103–104
   - 1.5F.1, 1.6A

## DAY 2

### Listening/Speaking/Viewing
1. **Focus Question**: What can a blind man and a young hunter learn from each other?
   - 1.1A, 1.6D.2

### Vocabulary
1. **Review Words in Context, 469C**
2. **Strategy**: Word Parts/Word Families, 469D
   - Practice Book A-O-B, 124
   - 1.1C, 1.1E; R4.A.2.2.1, R4.A.2.2.2

### Read
1. **The Blind Hunter, 448–461**
   - 1.1A, 1.1D, 1.1H.4-5, 1.3A, 1.3B
   - R4.A.1.3.1
2. **Comprehension, 448–461**
   - **Strategy**: Generate Questions
   - **Skill**: Draw Conclusions
   - Practice Book A-O-B, 121
   - 1.1G, 1.1H.5; R4.A.1.3.1
3. **Fluency**: Partner Reading, 444I
   - 1.1H.1-4

### Writing
1. **Daily Writing Prompt**: Identify a problem that you think you have a creative solution for. Briefly explain the problem and your solution.
   - Draft Directions, 469A
   - 1.5A

### Grammar
1. **Daily Language Activities, 469I**
   - **Types of Pronouns, 469I**
   - Grammar Practice Book, 104
   - 1.5F.4, 1.6A

### Spelling
1. **Word Sorts, 469G**
   - Spelling Practice Book, 105
   - 1.5F.1, 1.6A

## DAY 3

### Listening/Speaking/Viewing
1. **Focus Question**: How are Elizabeth and Chirobo alike? Use details from both stories in your answer.
   - Summarize, 463
   - 1.1G.1, 1.6B.5, 1.6D.2

### Vocabulary
1. **Review Words in Context, 469C**
2. **Strategy**: Word Parts/Word Families, 469D
   - Practice Book A-O-B, 124
   - 1.1C, 1.1E; R4.A.2.2.1, R4.A.2.2.2

### Read
1. **The Blind Hunter, 448–461**
   - 1.1A, 1.1D, 1.1H.4-5, 1.3A, 1.3B
   - R4.A.1.3.1
2. **Comprehension, 448–461**
   - **Comprehension Check, 463**
   - **Maintain Skill**: Sequence, 463B
   - 1.1G.1, 1-3, 4; R4.A.1, R4.A.1.3.1, R4.A.1.5.1, R4.B.1.1.1, R4.B.1.2.1
3. **Fluency**: Repeated Reading, 463A
   - Partner Reading, 444I
   - Practice Book A-O-B, 122
   - 1.1H.1-4

### Writing
1. **Daily Writing Prompt**: What is the most creative solution you have ever seen someone dream up? Write a magazine article describing it.
   - Writing Trait: Word Choice, 469
   - Revise Directions, 469B
   - 1.5E

### Grammar
1. **Daily Language Activities, 469I**
   - **Mechanics and Usage, 469J**
   - Grammar Practice Book, 105
   - 1.5F.4, 1.6A

### Spelling
1. **Word Meanings, 469H**
   - Spelling Practice Book, 106
   - 1.5F.1, 1.6A
### ORAL LANGUAGE

- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY

- **Vocabulary**
  - Content Vocabulary: devices, limited, refreshes, microphone, accessories, 464
  - Multiple Meanings, 469F
  - Apply Vocabulary to Writing, 469F
  - 1.1C, 1.1F, R4.A.2.1.1, R4.A.2.1.2

- **Phonics/Decoding**

### READING

- **Develop Comprehension**
  - Read "Make Life Easier for Everybody," 464-467
  - 1.1F, 1.1H.4, 1.3F, 1.8B.3; R4.A.2.1, R4.A.2.6, R4.B.1.1
  - Social Studies: Magazine Article
  - Glossary, 464
  - 1.1F, 1.1H.5, 1.3F, 1.8B.3; R4.A.3.1, R4.A.2.6, R4.B.1.2
  - Practice Book A, O, B, 123

- **Fluency**
  - Partner Reading, 444I
  - 1.1H.1-4

### LANGUAGE ARTS

- **Writing**
  - **Daily Writing Prompt**: Create an advertisement about a creative way to use something that might otherwise be thrown away.
  - Proofread Directions, 469B
  - 1.5F

- **Grammar**
  - Daily Language Activities, 469I
  - Types of Pronouns, 469I
  - Grammar Practice Book, 106
  - 1.5F.4, 1.6A

- **Spelling**
  - Review and Proofread, 469H
  - Spelling Practice Book, 107
  - 1.5F.1, 1.6A

### DAY 4

- **Listening/Speaking/Viewing**
  - **Focus Question**: What might Chirobay say about the new devices for people with disabilities? Give reasons for your answer.
  - Expand Vocabulary: Creative, 469F
  - 1.1G, 1.6B.4, 1.6D.2

- **Vocabulary**
  - Spiral Review: Vocabulary Game, 469F
  - 1.6B.4

### DAY 5

- **Listening/Speaking/Viewing**
  - **Focus Question**: After reading this week's selections, what conclusions can you draw about how people with disabilities get around the world?
  - Speaking and Listening Strategies, 469A
  - Presentation of Explanatory Writing, 469B
  - 1.6A, 1.6C, 1.6D.2

- **Comprehension**
  - Connect and Compare, 467
  - 1.1H.5, 1.8B.3; R4.B.1.2.1

- **Fluency**
  - Practice, 463A
  - Partner Reading, 444I
  - 1.1H.1-4

- **Writing**
  - **Daily Writing Prompt**: Suppose you have the chance to interview somebody who came up with a great idea that changed the world. Who would you interview and why? Include questions you might ask.
  - Publish Directions, 469B
  - 1.5G

- **Grammar**
  - Daily Language Activities, 469I
  - Types of Pronouns, 469I
  - Grammar Practice Book, 107-108
  - 1.5F.4, 1.6A

- **Spelling**
  - Posttest, 469H
  - Spelling Practice Book, 108
  - 1.5F.1, 1.6A

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Grade 4, Unit 4, Week 2, The Blind Hunter, 444A-469V
# PENNSYLVANIA Lesson Plan

## Day 1
### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
  - **Strategy:** Context Clues/Definitions, 473
  - Practice Book A-0-B, 126
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
  - **Daily Writing Prompt:** Write a letter to the editor about your thoughts on your town's plan to build a power plant.
- **Grammar**
- **Spelling**

## Day 2
### Oral Language
- **Listening**
- **Speaking**

### Word Study
- **Vocabulary**
  - **Review Vocabulary, 474**
  - Practice Book A-0-B, 132
- **Phonics**
  - **Strategy:** Context Clues/Definitions, 481E
  - Practice Book A-0-B, 131

### Reading
- **Read** "Clean as a Breeze," 472–473
- **Comprehension, 473A–473B**
  - **Strategy:** Evaluate
  - Practice Book A-0-B, 127
- **Fluency**
  - Model Fluency, 471
  - Partner Reading, 470I

### Language Arts
- **Writing**
  - **Daily Writing Prompt:** List three positive and three negative reasons for putting a wind turbine in your neighborhood.
  - **Grammar**
  - **Spelling**

## Day 3
### Oral Language
- **Listening**
- **Speaking**

### Word Study
- **Vocabulary**
  - **Strategy:** Context Clues/Definitions, 481Q
  - Practice Book A-0-B, 131
- **Phonics**

### Reading
- **Read** The Power of Oil, 474–477
- **Comprehension**
  - **Strategy:** Evaluate
  - Practice Book A-0-B, 128
- **Fluency**
  - Partner Reading, 470I

### Language Arts
- **Writing**
  - **Daily Writing Prompt:** Your family is about to buy a new car. Explain to them why they should buy a hybrid car.
  - **Grammar**
  - **Spelling**

*The Power of Oil, 474–477*
**Grade 4, Unit 4, Week 3, The Power of Oil, 470A–481V**

### ORAL LANGUAGE
- **Listening**
  - Focus Question: What is another alternative energy source to replace fossil fuels and nuclear reactors? Describe this source and tell why you think it would work.
  - Expand Vocabulary: Energy, 481F
    - 1.1G, 1.6B.4, 1.6D.2

### WORD STUDY
- **Vocabulary**
  - Clipped Words, 481F
  - Apply Vocabulary to Writing, 481F
    - 1.1C, R4.A.2.1.1
- **Phonics/Decoding**
  -  

### READING
- **Develop Comprehension**
  - Read: "Windmills on the Prairies," 478–479
  - Test Strategy: Author and Me
    - 1.2A.3; R4.A.2
  - Research and Study Skills
    - Using Computers, 477B
      - Practice Book A-O-B, 130
      - 1.6F.2, 1.8B.4
  - Fluency: Partner Reading, 470I
    - 1.1H.1-4

### LANGUAGE ARTS
- **Writing**
  - Daily Writing Prompt: If you had to power your television by riding a bicycle for one hour, would you still watch it? Explain your choice.
    - Synthesize and Write, 481B
      - 1.4B, 1.5A, 1.5C, 1.5E, 1.5F
  - Grammar: Daily Language Activities, 481I
    - Pronoun-Verb Agreement, 481J
    - Grammar Practice Book, 112
      - 1.5F.3-4, 1.6A
  - Spelling: Review and Proofread, 481H
    - Spelling Practice Book, 113
      - 1.5F.1, 1.6A

### Review and Assess
- **Listening/Speaking/Viewing**
  - Focus Question: Write a letter persuading the President to promote alternative uses of power. Give concrete examples of how Americans use too much oil and explain ways that we could use less.
  - Speaking and Listening Strategies, 481A
    - Presentation of Fictional Narrative, 481B
      - 1.6A, 1.6C, 1.6D.2
  - Vocabulary
    - Sprial Review: Vocabulary Game, 481F
      - 1.6B.4
  - Reading
    - Self-Selected Reading, 470I
      - 1.1H.4, 1.1H.5; R4.A.2.6.1
  - Comprehension
    - Strategy: Evaluate Skill: Persuasion
      - 1.2A.1; R4.B.3.1
  - Fluency
    - Practice, 477A
      - Partner Reading, 470I
        - 1.1H.1-4

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## PENNSYLVANIA Lesson Plan

**Adelina’s Whales, 486–501**

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**

### Day 1
**Listening/Speaking/Viewing**
- **Focus Question**: Have you ever seen a whale, either live or on TV? What were some of the things you thought or felt?
  - Build Background, 482
  - Read Aloud: "Whale in the Sky," 483
  - 1.1G, 1.6B, 1.6E.6; R4.B.1.1.1, R4.B.3.3.3

### Day 2
**Listening/Speaking**
- **Focus Question**: How have the yearly visits of the whales affected Adelina’s life?
  - 1.1A, 1.6D.2

### Day 3
**Listening/Speaking**
- **Focus Question**: What did you learn from "A Whale of a Trip" that Adelina’s Wishes did not tell you?
  - Summarize, 503
  - 1.1G.1, 1.6B.5, 1.6D.2

### Vocabulary
- **Rumbling, Snoring, Unique, Dove, Massive, Tangles, Politicians, 484**
  - Practice Book A-O-B, 133
- **Strategy**: Dictionary/Homographs, 485
  - 1.1C, 1.1E; R4.A.1.2.2

### Reading
- **"A Whale of a Trip!" 484–485**
  - 1.1C, 1.1H.4, 1.2A.4; R4.A.1.1, R4.B.3.3.1
- **Comprehension, 485A–485B**
  - **Skill**: Sequence
    - Practice Book A-O-B, 134
    - 1.1G.3, 1.2A.4; R4.B.3.3.1
- **Fluency**: Model Fluency, 483
  - Partner Reading, 482
  - 1.1H.1-4, 1.6B

### Writing
- **Daily Writing Prompt**: Write an invitation to a friend to go on a whale watch. Tell your friend what you think you will see.
  - Prewrite an Article, 507A
  - 1.5A, 1.5B.1
- **Grammar**: Daily Language Activities, 507I
  - Possessive Pronouns, 507I
    - Grammar Practice Book, 115
    - 1.5F.3-4, 1.6A
- **Spelling**: Pretest Words with /oi/ and /ou/, 507G
  - Spelling Practice Book, 115–116
  - 1.5F.1, 1.6A

### Writing
- **Daily Writing Prompt**: You are a boat tour guide. Write an ad to persuade tourists to come to your town and see the whales from your boat.
  - Draft an Article, 507A
  - 1.5A
- **Grammar**: Daily Language Activities, 507I
  - Possessive Pronouns, 507I
    - Grammar Practice Book, 116
    - 1.5F.4, 1.6A
- **Spelling**: Word Sorts, 507G
  - Spelling Practice Book, 117
  - 1.5F.1, 1.6A

### Writing
- **Daily Writing Prompt**: Write a magazine article on what you know about whales.
- **Writing Trait**: Ideas and Content, 507H
  - Revise an Article, 507B
  - 1.5E
- **Grammar**: Daily Language Activities, 507I
  - Mechanics and Usage, 507I
    - Grammar Practice Book, 117
    - 1.5F.3-4, 1.6A
- **Spelling**: Word Meanings, 507H
  - Spelling Practice Book, 118
  - 1.1E, 1.5F.1, 1.6A; R4.A.1.1.2
### DAY 4

**Listening/Speaking/Viewing**
- Focus Question: How are the whales in the poems similar to the ones in Adelina's Whales? How are they different?
- Media Literacy: Photo Essay, 492
- Expand Vocabulary: Whales, 507F
  - 1.1G, 1.2B, 1.6B, 1.6D.2

**Vocabulary**
- Homophones, 507F
- Apply Vocabulary to Writing, 507F
  - 1.1C, 1.1E

**Fluency**
- Partner Reading, 482I
  - 1.1H, 1-4

**Writing**
- Daily Writing Prompt: Write a journal entry from the point of view of a crew member on a whaling ship.
  - Proofread an Article, 507B
  - 1.3F

**Spelling**
- Review and Proofread, 507H
  - Spelling Practice Book, 119
  - 1.5F, 1.6A

**Grammar**
- Daily Language Activities, 507I
- Possessive Pronouns, 507J
- Grammar Practice Book, 118
  - 1.5F, 1.6A

### DAY 5

**Listening/Speaking/Viewing**
- Focus Question: Describe an encounter with a whale on a fishing trip—from when you first spot it to after it swims away.
- Speaking and Listening Strategies, 507A
- Presentation of Explanatory Writing, 507B
  - 1.6A, 1.6C, 1.6D.2

**Vocabulary**
- Spiral Review: Vocabulary Game, 507F
  - 1.6B.4

**Fluency**
- Practice, 503A
  - Partner Reading, 482I
  - 1.1H, 1-4

**Writing**
- Daily Writing Prompt: Suppose you have the chance to interview a famous expert on whales. What are some questions you would ask?
  - Publish an Article, 507B
  - 1.3G

**Spelling**
- Posttest, 507H
  - Spelling Practice Book, 120
  - 1.5F, 1.6A

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**Instructional Navigator**
Interactive Pennsylvania Lesson Planner

**Weekly Assessments in PSSA format**

**Unit and Benchmark Assessments in PSSA format**
### ORAL LANGUAGE

**Listening**
- Focus Question: If you could explore under the sea, where would you like to go? What would you want to see?
  - Build Background, 508
  - Read Aloud: Long Trip, 509
  - 11G, 1.6B.A, 1.6E.6; R4.B.2.1-2, R4.B.3.3.3

**Speaking**
- Focus Question: How does a coral reef change and grow?
  - 1.1A, 1.6D.2

**Viewing**
- Focus Question: How is Coral Reefs like At Home in the Coral Reef? How are the two selections different?
  - Summarize, 529
  - 1.1G.1, 1.6B.5, 1.6D.2

### WORD STUDY

**Vocabulary**
- **coral, reef, partnership, current, eventually, brittle, suburbs, 510**
  - Practice Book A-O-B, 140

**Phonics/Decoding**
- **Strategy**: Context Clues/Descriptions, 511
  - 1.1C, R4.A.2.2.2

### READING

**Develop Comprehension**
- **Comprehension**: 511A–511B
  - **Practice Book A-O-B, 141**
  - 1.1G.3, 1.2A.4; R4.B.3.3.1

**Fluency**
- **Model Fluency, 509**
  - Partner Reading, 508i
  - 1.1H.1-4, 1.6B

### LANGUAGE ARTS

**Writing**
- **Daily Writing Prompt**: Write a short poem describing the sea, how it looks, feels, smells, tastes, and sounds.
  - Prewrite a How-to-Paragraph, 535A
  - 1.5A, 1.5B.1

**Grammar**
- **Daily Language Activities, 535I**
  - Pronouns and Homophones, 535I
  - Grammar Practice Book, 121
  - 1.1E, 1.5F.4, 1.6A

**Spelling**
- **Pretest Words with /b/, 535G**
  - Spelling Practice Book, 121–122
  - 1.5F.1, 1.6A

**Daily Writing Prompt**: Write a journal entry about what you would do each day if you were a sea turtle: what you eat, where you sleep, and who your friends and foes are.
- **Draft a How-to-Paragraph, 535A**
  - 1.5A

**Grammar**
- **Daily Language Activities, 535I**
  - Pronouns and Homophones, 535I
  - Grammar Practice Book, 122
  - 1.1E, 1.5F.4, 1.6A

**Spelling**
- **Word Sorts, 535G**
  - Spelling Practice Book, 123
  - 1.5F.1, 1.6A

**Daily Writing Prompt**: You are a ship's captain, guiding your crew on an exciting trip. Write a letter to a friend describing your adventure on the sea.
- **Writing Trait**: Sentence Fluency, 535
  - Revise a How-to-Paragraph, 535B
  - 1.5E

**Grammar**
- **Daily Language Activities, 535I**
  - Mechanics and Usage, 535I
  - Grammar Practice Book, 123
  - 1.1E, 1.5F.3-4, 1.6A

**Spelling**
- **Word Meanings, 535H**
  - Spelling Practice Book, 124
  - 1.1E, 1.5F.1, 1.6A; R4.A.1.1.2
## DAY 4

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

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### DAY 5

### Review and Assess

### Listening/Speaking/Viewing
- **Focus Question**: If Atlantis did exist, in what kind of waters would it have to lie to be a home to coral reefs?
- Expand Vocabulary: The Sea, 535F
  1.1G, 1.6B.4, 1.6D.2

### Vocabulary
- Multiple-Meaning Words, 535F
  Apply Vocabulary in Writing, 535F
  1.1C, R4.A.2.1.1

### Comprehension
- **Myths**
  Protagonist and Hyperbole, 530
  Practice Book A-O-B, 144
  1.1H.5, 1.3C 1.3F, R4.B.1.1, R4.B.2

### Fluency
- Partner Reading, 508I
  1.1H.1-4

### Writing
- **Daily Writing Prompt**: What sea creature interests you most? Write a paragraph explaining why it is interesting to you.
  Proofread a How-to-Paragraph, 535B
  1.5F

### Grammar
- Daily Language Activities, 535I
  Pronouns and Homophones, 535J
  Grammar Practice Book, 124
  1.1E, 1.5F.4, 1.6A

### Spelling
- Review and Proofread, 535H
  Spelling Practice Book, 125
  1.5F.1, 1.6A

### Writing
- **Daily Writing Prompt**: Choose an ocean or sea. Write a magazine travel ad for a vacation on or near it.
  Publish a How-to-Paragraph, 535B
  1.5G

### Grammar
- Daily Language Activities, 535I
  Pronouns and Homophones, 535J
  Grammar Practice Book, 125-126
  1.1E, 1.5F.4, 1.6A

### Spelling
- Posttest, 535H
  Spelling Practice Book, 126
  1.5F.1, 1.6A

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**Weekly Assessments**
in PSSA format

**Unit and Benchmark Assessments**
in PSSA format
### DAY 4

**Vocabulary**
- **Word Study**
  - Vocabulary
  - Phonics/Decoding

**listening/speaking/viewing**
- **Focus Question:** Compare the narrator in "I Love the Look of Words" with the narrator in *Because of Winn-Dixie*. How are they alike? How are they different?
- **Media Literacy:** Film Adaptation, 550
- **Expand Vocabulary:** Going to the Library, 561F
  - 1.1G, 1.6B.4, 1.6D.2, 1.6F.1

**Language Arts**
- **Writing**
  - **Daily Writing Prompt:** What is the library like in your school or town? Write a short description.
    - Proofread a Comparison, 561B
    - 1.5F
- **Grammar**
  - Adjuncts, 561J
  - Grammar Practice Book, 132
    - 1.5F.2-4, 1.6A
- **Spelling**
  - Review and Proofread, 561H
    - Spelling Practice Book, 133
    - 1.5F.1, 1.6A

### DAY 5

**Review and Assess**
- **Listening/Speaking/Viewing**
  - **Focus Question:** Summarize the story of Miss Franny and her encounter with the bear.
  - Speaking and Listening Strategies, 561A
  - Presentation of Descriptive Writing, 561B
  - 1.6A.1, 1.6C, 1.6D.2

**Vocabulary**
- **Spiral Review:** Root Words and Affixes, 561F
  - 1.1E, 1.6B.4

**Language Arts**
- **Writing**
  - **Daily Writing Prompt:** Write a short speech describing the world's greatest librarian.
    - Publish a Comparison, 561B
    - 1.5G
- **Grammar**
  - Daily Language Activities, 561I
  - Adjuncts, 561J
  - Grammar Practice Book, 132
    - 1.5F.2-4, 1.6A
- **Spelling**
  - Posttest, 561H
    - Spelling Practice Book, 134
    - 1.5F.1, 1.6A

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Grade 4, Unit 5, Week 1, *Because of Winn-Dixie*, 540J–561V
## PENNSYLVANIA Lesson Plan

### DAY 1

**Listening/Speaking/Viewing**

**Focus Question** Make up a story about the play the kids are performing on pp. 562–563. What is it called? What happens?
- Build Background, 562
- Read Aloud: “Another Op’nin’, Another Show” 563
  - 1.1G, 1.6B, 1.6E, 6; R4.B.3.3.3

**WORD STUDY**

**Vocabulary**

- **Vocabulary**
  - *selfish, bumbling, cranky, commotion, exasperated, specialty, famished*, 564
  - Practice Book A-O-B, 156

**Strategy:** Thesaurus/Antonyms, 565
- 1.1C, 1.1E; R4.A.1.1.2, R4.A.1.2.2

**Phonics**

- **Phonics**
  - Decode Words with V/CV and VC/V Patterns, 591E
  - Practice Book A-O-B, 162
  - 1.1C

### DAY 2

**Listening/Speaking**

**Focus Question** Who is the evil character, and what will the happy ending be?
- 1.1A, 1.6D.2

**Vocabulary**

- **Review Vocabulary, 566**
  - *1.6B.4*

**Phonics**

- **Decide Words with V/CV and VC/V Patterns, 591E**
  - Practice Book A-O-B, 162
  - 1.1C

### DAY 3

**Listening/Speaking**

**Focus Question** How is “The Frog Prince” like Ranita, the Frog Princess? How are the stories different?
- Summarize, 585
  - 1.1G, 1.6B, 1.6D.2

**WORD STUDY**

**Vocabulary**

- **Review Words in Context, 591C**
  - *Strategy:* Thesaurus/Antonyms, 591D
  - Practice Book A-O-B, 161
  - 1.1C, 1.1E; R4.A.1.1.2, R4.A.1.2.2

**Phonics**

- **Read Ranita, the Frog Princess, 566–583**
  - 1.1A, 1.1D, 1.1H, 1.4-5, 1.3F, R4.B.1.1

**Comprehension, 566–583**

- *Strategy:* Evaluate
  - *Skill:* Make Judgments
  - Practice Book A-O-B, 157
  - 1.1G, 1.1H, 1.5; R4.B.1.1.1

**Fluency**

- **Repeated Reading, 571**
  - Partner Reading, 562
  - 1.1H, 1.4

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### LANGUAGE ARTS

**Writing**

- **Daily Writing Prompt:** Write a single paragraph review of a play you recently saw. Tell what you liked or disliked about it.
  - Prewrite a Poster, 591A
  - 1.5A, 1.5B.1

**Grammar**

- **Daily Language Activities, 591I**
  - *Articles, 591I*
  - Grammar Practice Book, 135
  - 1.5F.4, 1.6A

**Spelling**

- **Pretest Words with V/CV and VC/V Patterns, 591C**
  - Spelling Practice Book, 135–136
  - 1.5F.1, 1.6A

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**Writing**

- **Daily Writing Prompt:** Do you like to act? Write a journal entry that tells how you feel about acting.
  - Draft a Poster, 591A
  - 1.5A

**Grammar**

- **Daily Language Activities, 591I**
  - *Articles, 591I*
  - Grammar Practice Book, 136
  - 1.5F.4, 1.6A

**Spelling**

- **Word Sorts, 591G**
  - Spelling Practice Book, 137
  - 1.5F.1, 1.6A

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**Writing**

- **Daily Writing Prompt:** Imagine that you just got the star role in the school play. Write a letter to tell a friend or family member.

**Grammar**

- **Daily Language Activities, 591I**
  - Mechanics and Usage, 591I
  - Grammar Practice Book, 137
  - 1.5F.4, 1.6A

**Spelling**

- **Word Meanings, 591H**
  - Spelling Practice Book, 138
  - 1.1E, 1.5F.1, 1.6A; R4.A.1.1.2

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*Irade 4, Unit 5, Week 2, Ranita, the Frog Princess, 562A–591V*
Grade 4, Unit 5, Week 2, Ranita, the Frog Princess, 562A–591V
# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 2

### DAY 3

### WORD STUDY
- **Vocabulary**
  - *period, vessels, valuable, documenting, estimated*
  - Practice Book A-O-B, 163
  - Strategy: Analogical/Relationships, 595
    - 1.1C

### VOCABULARY
- **Vocabulary**
  - Review Vocabulary, 596
    - 1.6B.4

### PHONICS
- **Phonics**
  - Decode Words with Accented Syllables, 603E
    - Practice Book A-O-B, 169
    - 1.1C

### READING
- **Develop Comprehension**
- **Comprehension**, 595A–595B
  - Strategy: Evaluate
  - Skill: Fact and Opinion
    - Practice Book A-O-B, 164
    - 1.1G.3; R4.B.3.1.1

### FLUENCY
- **Model Fluency, 593**
  - Partner Reading, 5921
    - 1.1H.1-4, 1.6B

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt**: Pretend you host a TV show about explorations. In your journal, describe your first show.
    - Generate Questions, 603A
      - 1.4B, 1.5A, 1.8A

### GRAMMAR
- **Daily Language Activities, 603I**
  - Adjectives That Compare, 603I
    - Grammar Practice Book, 141
      - 1.5F.4, 1.6A

### SPELLING
- **Daily Language Activities, 603I**
  - Adjectives That Compare, 603I
    - Grammar Practice Book, 142
      - 1.5F.4, 1.6A

### EXPLORING THE UNDERSEA TERRITORY, 596–599
- **Listening/Speaking/Viewing**
  - **Focus Question**: What is the definition of an explorer? What do you think motivates a person to explore?
    - Build Background, 592
    - Read Aloud: "Kon-Tiki: A True Adventure of a Survival at Sea," 593
    - 1.1G, 1.6B.4, 1.6E.6; R4.B.3.3.3

### VOCABULARY
- **Vocabulary**
  - Review Vocabulary, 596
    - 1.6B.4

### PHONICS
- **Phonics**
  - Decode Words with Accented Syllables, 603E
    - Practice Book A-O-B, 169
    - 1.1C

### READING
- **Exploring the Undersea Territory, 596–599**
  - **Focus Question**: Why are scientists devoting their lives to learning about the least explored territory on Earth—the ocean?
    - 1.1A, 1.6D.2

### DEVELOP COMPREHENSION
- **Comprehension**, 596–599
  - Strategy: Evaluate
    - Skill: Fact and Opinion
      - Practice Book A-O-B, 165
      - 1.1G, 1.1H.5, R4.A.2.6, R4.B.3.1.1

### FLUENCY
- **Model Fluency, 593**
  - Partner Reading, 5921
    - 1.1H.1-4

### WRITING
- **Daily Writing Prompt**: Create five new words and write their definitions.
  - Find Information, 603A
    - 1.8B.1, 1.8B.2, 1.8B.3, 1.8B.4

### GRAMMAR
- **Daily Language Activities, 603I**
  - Adjectives That Compare, 603I
    - Grammar Practice Book, 142
      - 1.5F.4, 1.6A

### SPELLING
- **Daily Language Activities, 603I**
  - Adjectives That Compare, 603I
    - Grammar Practice Book, 143
      - 1.5F.1, 1.6A

### EXPLORING THE UNDERSEA TERRITORY, 603C
- **Vocabulary**
  - Review Words in Context, 603C
    - Strategy: Analogical/Relationships, 603D
      - Practice Book A-O-B, 168
      - 1.1C; R4.A.2.2.2

### READING
- **Exploring the Undersea Territory, 596–599**
  - **Focus Question**: Based on these selections, what generalization can you make about explorers both past and present?
    - Summarize, 599
      - 1.1G, 1.6B.5, 1.6D.2

### DEVELOP COMPREHENSION
- **Comprehension**, 596–599
  - Strategy: Evaluate
    - Skill: Fact and Opinion
      - Practice Book A-O-B, 165
      - 1.1G, 1.1H.5, R4.A.2.6, R4.B.3.1.1

### FLUENCY
- **Model Fluency, 593**
  - Partner Reading, 5921
    - 1.1H.1-4

### WRITING
- **Daily Writing Prompt**: You are a fish. Write a description of what you see without using the word “the” as the first word of your sentences.
  - Organize Information, 603B
    - 1.5B.1, 1.8C, 1.8C.1

### GRAMMAR
- **Daily Language Activities, 603I**
  - Mechanics and Usage: Phrases and Interjections, 603J
    - Grammar Practice Book, 143
      - 1.5F.4, 1.6A

### SPELLING
- **Daily Language Activities, 603J**
  - Word Meanings, 603H
    - Spelling Practice Book, 144
      - 1.5F.1, 1.6A
### DAY 4

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

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**Listening/Speaking/Viewing**

**Focus Question**: People have explored new lands and the oceans. Should we continue to explore space and the skies beyond Earth? Why or why not?

Expand Vocabulary: Explorers, 603F
1.1G, 1.6B.4, 1.6D.2

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**Vocabulary**

Acronyms, 603F
Apply Vocabulary to Writing, 603F
1.1C

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**Read**: "Lords of the Seas," 600–601
Test Strategy: On My Own
R4.A.2, 3, R4.B.3.1.1

**Research and Study Skills**

Skim and Scan, 599B
Practice Book A-O-B, 167

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**Fluency**: Partner Reading, 592I
1.1H.1-4

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**Writing**

Daily Writing Prompt: Create a novel title and five chapter titles for a story about sea exploration. Describe your main character in a short paragraph.
Synthesize and Write, 603B
1.4B, 1.5A, 1.5C, 1.5E, 1.5F

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**Grammar**

Daily Language Activities, 603I
Adjectives that Compare, 603J
Grammar Practice Book, 144
1.5F.4, 1.6A

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**Spelling**

Review and Proofread, 603H
Spelling Practice Book, 145
1.5F.1, 1.6A

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### DAY 5

**Review and Assess**

**Listening/Speaking/Viewing**

**Focus Question**: How do you think explorers have benefited society throughout history? Use facts from your readings to support your opinion.

Speaking and Listening Strategies, 603A
Presentation of Expository Writing, 603B
1.6A, 1.6C, 1.6D.2

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**Vocabulary**

Spiral Review: Vocabulary Game, 603F
1.6B.4

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**Read**: Self-Selected Reading, 592I
1.1H.4, 1.1H.5

**Comprehension**

Strategy: Evaluate
Skill: Fact and Opinion
R4.B.3.1.1

**Fluency**: Practice, 599A
Partner Reading, 592I
1.1H.1-4

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**Writing**

**Daily Writing Prompt**: You are an explorer taking a boat trip 100 years from now. What do you find?
Share Information, 603B
1.5G, 1.8C.2

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**Grammar**

Daily Language Activities, 603I
Adjectives that Compare, 603J
Grammar Practice Book, 145–146
1.5F.4, 1.6A

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**Spelling**

Posttest, 603H
Spelling Practice Book, 146
1.5F.1, 1.6A
## PENNSYLVANIA Lesson Plan

### DAY 1

**Listening/Speaking/Viewing**
- **Focus Question:** The artist on p. 605 is creating a large picture on a sidewalk. Where do you see artists at work in your community?
  - Build Background, 604
  - Read Aloud: "Small Artist Has a Big Appeal," 605
  - 1.1G, 1.6B.4, 1.6E.6; R4.B.1.1.a, R4.B.3.3.3

**Vocabulary**
- **Review Vocabulary:** 608
  - 1.6B.4
- **Phonics:**
  - Decode Words with /ar/, 631E
- **Strategy:** Context Clues/Descriptions, 607
  - 1.1C; R4.A.1.2.2

**Reading**
- **Me and Uncle Romie:** 608–625
  - 1.1A, 1.1D, 1.1H.2, 4–5, 1.3A; R4.A.1.6, R4.B.1.1.1
  - **Comprehension:** 608–625
    - **Strategy:** Monitor Comprehension
  - **Skill:** Character
    - Practice Book A-O-B, 171
    - 1.1G.3; R4.B.1.1.1
  - **Fluency:** Model Fluency, 605
    - Partner Reading, 604
    - 1.1H.1–4, 1.6B

### DAY 2

**Listening/Speaking**
- **Focus Question:** How does James's summer in New York actually turn out?
  - 1.1A, 1.6D.2

**Vocabulary**
- **Review Vocabulary:** 608
  - 1.6B.4
- **Phonics:**
  - Decode Words with /ar/, 631E
- **Strategy:** Context Clues/Descriptions, 607
  - 1.1C

**Reading**
- **Me and Uncle Romie:** 608–625
  - 1.1A, 1.1D, 1.1H.2, 4–5, 1.3A; R4.A.1.6, R4.B.1.1.1
  - **Comprehension:** 608–625
    - **Strategy:** Monitor Comprehension
  - **Skill:** Character
    - Practice Book A-O-B, 172
    - 1.1G, 1.1H.2, 5; R4.B.1.1
  - **Fluency:** Partner Reading, 604
    - 1.1H.1–4

### DAY 3

**Listening/Speaking**
- **Focus Question:** Compare the story "Secondhand Art" with Me and Uncle Romie. How are the stories alike? How are they different? Use details from both selections in your answer.
  - Summarize, 627
    - 1.1G.1, 1.6B.5, 1.6D.2

**Vocabulary**
- **Review Words in Context:** 631C
- **Strategy:** Context Clues/Description, 631D
  - Practice Book A-O-B, 175
    - 1.1C; R4.A.1.2.2, R4.A.2.2.2

**Reading**
- **Me and Uncle Romie:** 608–625
  - 1.1A, 1.1D, 1.1H.2, 4–5, 1.3A; R4.A.1.6, R4.B.1.1.1
  - **Comprehension:** 608–625
    - **Strategy:** Monitor Comprehension
  - **Skill:** Character
    - Practice Book A-O-B, 172
    - 1.1G, 1.1H.2, 5; R4.B.1.1
  - **Fluency:** Repeated Reading, 627A
    - Practice Book A-O-B, 173
    - 1.1H.1–4
**Day 4**

**Listening/Speaking/Viewing**
- Focus Question: In Me and Uncle Romie, James made a collage. What did he do that was similar to the directions in this article? What did he do differently?
  - Expand Vocabulary: Artists, 631F
  - 1.1G, 1.6B.4, 1.6D.2

**Word Study**
- Vocabulary
  - Context Vocabulary: background, images, 628
  - Homographs, 631F
  - Apply Vocabulary to Writing, 631F

**Reading**
- Develop Comprehension
  - Read: "Making a Collage," 628–629
  - Comprehension: Art: How-To Article Directions, 628
    - Practice Book A-O-B, 174
    - 1.1.F, 1.1.H.4, ; R.4.B.1.1, R.4.A.2.6, R.4.B.3.3.4
  - Fluency: Partner Reading, 604L
    - 1.1.H.1-4

**Language Arts**
- Writing
  - Daily Writing Prompt: Imagine that you are introducing your student government president. Make a list of what you would say.
    - Proofread a Speech, 631B
    - 1.5.F

- Grammar
  - Daily Language Activities, 631I
    - Comparing with More and Most, 631J
  - Grammar Practice Book, 150
    - 1.5.F.4, 1.6.A

- Spelling
  - Review and Proofread, 631H
    - Spelling Practice Book, 151
    - 1.5.F.1, 1.6.A

**Day 5**

**Listening/Speaking/Viewing**
- Focus Question: Describe a person from your life whose character turned out to be different from what you expected. Tell about your expectations and how your opinion of that person changed.
  - Speaking and Listening Strategies, 631A
  - Presentation of Descriptive Writing, 631B
  - 1.6A.1, 1.6C, 1.6D.2

**Vocabulary**
- Spiral Review: Vocabulary Game, 631F
  - 1.6.B.4

**Comprehension**
- Self-Selected Reading, 604I
  - 1.1.H.4, 1.1.H.5; R.4.B.1.1.1

**Fluency**
- Practice, 627A
  - Partner Reading, 604L
  - 1.1.H.1-4

**Writing**
- Daily Writing Prompt: Pretend you just won an award and your best friend has to introduce you. What would you want your friend to say?
  - Publish a Speech, 631B
  - 1.5.G

**Grammar**
- Daily Language Activities, 631I
  - Comparing with More and Most, 631J
  - Grammar Practice Book, 151–152
  - 1.5.F.4, 1.6.A

**Spelling**
- Posttest, 631H
  - Spelling Practice Book, 152
  - 1.5.F.1, 1.6.A

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Grade 4, Unit 5, Week 4, Me and Uncle Romie, 604A–631V
**PENNSYLVANIA Lesson Plan**

### ORAL LANGUAGE

- **Listening**
  - Focus Question: The horses on pp. 632–633 live in a big marsh in southern France. What do you see that tells you they are wild?
  - Build Background, 632
  - Read Aloud: "Misty of Chincoteague," 633
  - 1.G, 1.6.B.4, 1.6.E.6; R4.B.1.1.1, R4.B.3.3.3

- **Speaking**

- **Viewing**

### WORD STUDY

- **Vocabulary**
  - Focus Question: What is it that makes a wild horse wild?
  - 1.1A, 1.6.D.2
  - Review Vocabulary, 636
  - 1.6.B.4
  - Practice Book A-O-B, 177
  - Practice Book A-O-B, 183
  - Practice Book A-O-B, 182
  - Practice Book A-O-B, 182

- **Phonics**
  - Decode Words with Final _a_ /a/, 657E
  - Practice Book A-O-B, 183
  - Practice Book A-O-B, 182
  - Practice Book A-O-B, 182

### READING

- **Develop Comprehension**
  - Read: "The Wild Ponies of Chincoteague," 634–635
  - 1.C, 1.1.H.4; R4.A.1.1, R4.B.1.1.1
  - Comprehension, 635A–635B
  - Monitor Comprehension
  - Practice Book A-O-B, 178
  - Practice Book A-O-B, 179
  - 1.G; R4.B.1.1.1, R4.B.3.3.1

- **Fluency**
  - Model Fluency, 633
  - Partner Reading, 632I
  - 1.H.1-4, 1.6B

### LANGUAGE ARTS

- **Writing**
  - Daily Writing Prompt: Create a poster to convince people to give money to help a campaign to save wild horses.
  - Revise a Scientific Observation, 657A
  - 1.4.B, 1.5.A, 1.5.B.1
  - Daily Language Activities, 657I
  - Comparing with Good and Bad, 657I
  - Grammar Practice Book, 153
  - 1.5.F.4, 1.6A
  - Spelling Pretest Words with Final _a_ /a/, 657G
  - Spelling Practice Book, 153–154
  - 1.5.F.1, 1.6A

- **Grammar**
  - Daily Language Activities, 657I
  - Comparing with Good and Bad, 657I
  - Grammar Practice Book, 154
  - 1.5.F.4, 1.6A

- **Spelling**
  - Word Sorts, 657G
  - Spelling Practice Book, 155
  - 1.5.F.1, 1.6A

- **Writing**
  - Daily Writing Prompt: Write a list of ways that wild horses and domestic horses are alike or different.
  - Draft a Scientific Observation, 657A
  - 1.4.B, 1.5.A, 1.5.D.2

- **Grammar**
  - Daily Language Activities, 657I
  - Grammar Practice Book, 154
  - 1.5.F.4, 1.6A

- **Spelling**
  - Word Meanings, 657H
  - Spelling Practice Book, 156
  - 1.5.F.1, 1.6A; R4.A.1.1.1; R4.A.2.1.1
### Day 4

**Listening/Speaking/Viewing**
- **Focus Question**: Compare Widow-Maker to the mustangs described in *Wild Horses*. How are they similar? How are they different?
- **Media Literacy**: The Internet, 647
- **Expand Vocabulary**: Wild Horses, 657F
  - 1.1G, 1.6B.4, 1.6D.2, 1.6F.2

**Vocabulary**
- **Content Vocabulary, 657F**
- **Apply Vocabulary to Writing, 657F**
  - 1.1C, 1.1F, R4.A.2.1.2

**Reading**
- **Develop Comprehension**
  - **Read**: "The Tale of Pecos Bill," 652–655
    - 1.1H.4, 1.1C.2, 1.3F, 1.7B; R4.A.1.6, R4.A.2.1.2, R4.B.1.1.1
  - **Comprehension**
    - **Hyperbole and Figure of Speech, 652**
      - Practice Book A–O–B, 181
    - **Folk Tale: Tall Tales**
    - **Connect and Compare, 655**
      - 1.1H.5, 1.3C; R4.B.1.1.1

**Fluency**
- **Partner Reading, 632I**
  - 1.1H.1-4

### Day 5

**Listening/Speaking/Viewing**
- **Focus Question**: Based on your readings about wild horses, what kinds of things would cause a community to control an animal’s population?
- **Speaking and Listening Strategies, 657A**
- **Presentation of Descriptive Writing, 657B**
  - 1.6A, 1.6C, 1.6D.2

**Vocabulary**
- **Spiral Review**: Vocabulary Game, 657F
  - 1.1E, 1.6B.4; R4.A.1.1.2

**Reading**
- **Self-Selected Reading, 632I**
  - 1.1H.4, 1.1H.5; R4.B.1.1.1

**Comprehension**
- **Connect and Compare, 655**
  - 1.1H.5, 1.3C; R4.B.1.1.1

**Fluency**
- **Practice, 651A**
  - Partner Reading, 632I
  - 1.1H.1-4

### Language Arts

**Writing**
- **Daily Writing Prompt**: Suppose you could adopt a wild horse. Describe in a paragraph how your horse would look and what its name might be.
- **Proofread a Scientific Observation, 657B**
  - 1.5F

**Grammar**
- **Daily Language Activities, 657I**
  - Comparing with Good and Bad, 657J
  - Grammar Practice Book, 156
  - 1.5F.4, 1.6A

**Spelling**
- **Review and Proofread, 657H**
  - Spelling Practice Book, 157
  - 1.5F.1, 1.6A

**Daily Writing Prompt**: If you were a wild horse, where would you want to live and why? Write a description. Publish a Scientific Observation, 657B
  - 1.5G

**Grammar**
- **Daily Language Activities, 657I**
  - Comparing with Good and Bad, 657J
  - Grammar Practice Book, 157–158
  - 1.5F.4, 1.6A

**Spelling**
- **Posttest, 657H**
  - Spelling Practice Book, 158
  - 1.5F.1, 1.6A
# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
  - Focus Question: How would your life change if gold were discovered in your town?
  - Build Background, 662
  - Read Aloud: "The Golden Wish," 663
    - 1.G.1, 1.B.4, 1.E.6, R.4.B.1.1c

- **Speaking**
  - Focus Question: Which part of this story is science and which part is fiction?
    - 1.A.1, 1.B.2

## DAY 1

### Vocabulary
- Reference, prospectors, disappointment, annoyed, circular, outstretched, glistening, 664
- Practice Book A-O-B, 186
  - Strategy: Word Parts/Suffixes, 665

### Phonics
- Decode Words with Final /an/, 687E
  - Practice Book A-O-B, 192
    - 1.1.C

### Reading
- "In Search of Gold," 664-665
- Comprehension, 665A-665B
  - Strategy: Analyze Story Structure
    - Skill: Cause and Effect
      - Practice Book A-O-B, 187
        - 1.G.3, 1.B.B.1.1.1

### Fluency
- Model Fluency, 663
  - Partner Reading, 662R
    - 1.H.1-4, 1.B

## DAY 2

### Vocabulary
- Review Vocabulary, 666
  - 1.B.4
- Phonics
  - Decode Words with Final /an/, 687E
    - Practice Book A-O-B, 192
      - 1.1.C

### Reading
- The Gold Rush Game, 666-679
  - 1.A.1, 1.D.1, 1.H.4-5, 1.B.3, R.4.B.1.1.1
- Comprehension, 666-679
  - Strategy: Analyze Story Structure
    - Skill: Cause and Effect
      - Practice Book A-O-B, 188
        - 1.H.1, 1.B.1, 1.B.3, R.4.B.1.1.1

### Fluency
- Partner Reading, 662R
  - 1.H.1-4

## DAY 3

### Vocabulary
- Review Words in Context, 687C
  - Strategy: Word Parts/Suffixes, 687D
    - Practice Book A-O-B, 191

### Reading
- The Gold Rush Game, 666-679
  - 1.A.1, 1.D.1, 1.H.4-5, 1.B.3, R.4.B.1.1.1
- Comprehension
  - Comprehension Check, 681
  - Maintain Skill: Character, 681B
  - Fluency
    - Repeated Reading, 681A
      - Partner Reading, 662R
        - Practice Book A-O-B, 189
          - 1.H.1-4

### Writing
- Daily Writing Prompt: What do you think would be difficult about being a miner in the days of the Gold Rush? What struggles do you think you might face?
  - Prewrite a Magazine Article, 687A
    - 1.B.1, 1.A.5, 1.B.4.1

### Grammar
- Daily Language Activities, 687I
  - Adverbs, 687I
    - Grammar Practice Book, 161
      - 1.F.4, 1.6A

### Spelling
- Pretest Words with Final /an/., 687G
  - Spelling Practice Book, 161-162
    - 1.F.1.6A
### DAY 5

#### Review and Assess

**Listening/Speaking/Viewing**
- **Focus Question**: What effects did the discovery of gold have on California’s population and diversity? What other changes did it cause?
- **Speaking and Listening Strategies, 687A Presentation of Expository Writing, 687B**
- **1.6A, 1.6C, 1.6D.2**

**Vocabulary**
- **Spiral Review**: Pan for Words, 687F
- **1.1E, 1.6B.4; R4.A.1.1.2**

**Reading**
- **Develop Comprehension**
  - **Comprehension**
    - **Social Studies: Nonfiction Article**
      - **Time Line, 682**
      - **Practice Book A-O-B, 190**
      - **1.1F, 1.1H.5, 1.2A, 1.3F, 1.5A, 2.6, R4.B.3.3.3**
  - **Fluency**
    - **Partner Reading, 662R**
    - **1.1H.1-4**

**Language Arts**
- **Writing**
  - **Daily Writing Prompt**: Most miners were part of the Gold Rush because they wished they could have lots of money. What is one of your wishes? Write a poem about your wish.
  - **Publish a Magazine Article, 687B**
  - **1.5F, 1.5F.4**
- **Grammar**
  - **Daily Language Activities, 687I**
  - **Adverbs, 687J**
  - **Grammar Practice Book, 164**
  - **1.5F.4, 1.6A**
- **Spelling**
  - **Review and Proofread, 687H**
  - **Spelling Practice Book, 165**
  - **1.5F.1, 1.6A**

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**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

**READING**
- **Develop Comprehension**
- **Fluency**

**LANGUAGE ARTS**
- **Writing**
- **Grammar**
- **Spelling**

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*Grade 4, Unit 6, Week 1. The Gold Rush Game. 662J–687V*
# PENNSYLVANIA Lesson Plan

**The Cricket in Times Square, 692-709**

## Day 1

### Oral Language
- **Listening**
  - Focus Question: Why is the photograph of a peregrine falcon living in a big city, on page 689, surprising?
  - Build Background: 688
  - Read Aloud: “Darkness Is My Friend,” 689
  - 1.1G, 1.1G.1, 1.6B.4, 1.6E.6; R4.B.3.3.3

### Word Study
- **Vocabulary**
  - Wistfully, eavesdropping, scuffling, acquaintance, jumble, scornfully, logical, 690
  - Practice Book A-O-B, 193
  - Strategy: Context Clues/Paragraph Clues, 691
  - 1.1C, R4.A.1.2.2

### Reading
- **Develop Comprehension**
  - Read: “The Country Mouse and the City Mouse,” 690–691
  - 1.1C, 1.1H.4, 1.3B; R4.B.1.1.1
  - Comprehension, 691A–691B
  - Strategy: Analyze Story Structure
    - Skill: Theme
      - Practice Book A-O-B, 194
      - 1.1G.3, 1.3B; R4.B.1.1.1
  - Fluency: Model Fluency, 689
  - Partner Reading, 688l
  - 1.1H.1-4, 1.6B

### Language Arts
- **Writing**
  - Daily Writing Prompt: Write a list of things that a wild bird might see in the city that it would not see on a farm.
  - Prewrite a News Article, 717A
  - 1.4B, 1.5A, 1.5B.1

- **Grammar**
  - Daily Language Activities, 717I
  - Comparing with Adverbs, 717I
  - Grammar Practice Book, 167
  - 1.5F.4, 1.6A

- **Spelling**
  - Pretest Homophones, 717G
  - Spelling Practice Book, 167–168
  - 1.1E, 1.5F.1, 1.6A

## Day 2

### Oral Language
- **Listening**
  - Focus Question: What happens when a country cricket winds up in a big city?
  - 1.1A, 1.6D.2

### Word Study
- **Vocabulary**
  - Review Vocabulary, 692
  - 1.6B.4

### Reading
- **Comprehension, 692–709**
  - Strategy: Analyze Story Structure
    - Skill: Theme
      - Practice Book A-O-B, 195
      - 1.1G, 1.1H.5, 1.3B; R4.B.1.1.1
  - Fluency: Partner Reading, 688l
  - 1.1H.1-4

### Language Arts
- **Writing**
  - Daily Writing Prompt: Imagine that you are a wild animal. Write a journal entry about your life in a big city.
  - Draft a News Article, 717A
  - 1.4B, 1.5A, 1.5C.2

- **Grammar**
  - Daily Language Activities, 717I
  - Comparing with Adverbs, 717I
  - Grammar Practice Book, 168
  - 1.5F.4, 1.6A

- **Spelling**
  - Word Sorts, 717G
  - Spelling Practice Book, 169
  - 1.1E, 1.5F.1, 1.6A

## Day 3

### Oral Language
- **Listening**
  - Focus Question: How is Country Mouse’s experience similar to Chester’s? How is it different? Use details from both selections in your answer.
  - Summarize, 711
  - 1.1G.1, 1.6B.5, 1.6D.2

### Word Study
- **Vocabulary**
  - Review Words in Context, 717C
  - Strategy: Context Clues/Paragraph Clues, 717D
  - Practice Book A-O-B, 198
  - 1.1C, R4.A.1.2.2

### Reading
- **Comprehension Check, 711**
  - Maintain Skill: Summarize, 711B
  - 1.1G.1, 3-4, 1.3B; R4.A.1, R4.A.1.5, R4.B.1.1.1, R4.B.1.2.1
  - Fluency: Repeated Reading, 711A
  - Practice Book A-O-B, 196
  - 1.1H.1-4

### Language Arts
- **Writing**
  - Daily Writing Prompt: Write a paragraph comparing and contrasting the lives of a wild animal and a pet.
  - Writing Trait: Organization, 717
  - Revise a News Article, 717B
  - 1.5E, 1.5F.5

- **Grammar**
  - Daily Language Activities, 717I
  - Mechanics and Usage, 717I
  - Grammar Practice Book, 169
  - 1.5F.4, 1.6A

- **Spelling**
  - Word Meanings, 717H
  - Spelling Practice Book, 170
  - 1.1E, 1.5F.1, 1.6A
### DAY 4

#### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

#### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

#### READING
- **Develop Comprehension**
- **Fluency**

#### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

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#### DAY 5

#### Review and Assess

##### Listening/Speaking/Viewing
- **Focus Question**: Think about the editorial and *The Cricket in Times Square*. What are some misunderstandings that people have about crickets? About bats?

**Media Literacy**: Animated Films, 699 1.1G, 1.6B.4, 1.6D.2

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##### Vocabulary
- **Content Vocabulary**: colony, *echolocation, insecticides*, 712
- **Antonyms**, 717F
- **Apply Vocabulary to Writing**, 717F 1.1C, 1.3E, 1.3F, 1.4A; R.4.A.1; 1.2, R.4.A.2.1.2

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##### Reading
- **Comprehension**
  - **Connect and Compare**, 715 1.1G.3, 1.1H.5, 1.6F.4; R.4.B.1.2.1

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##### Writing
- **Daily Writing Prompt**: Think about different wild animals. Which animal would you most like to be? Write a few sentences telling why you would like to be that animal.
- **Proofread a News Article**, 717B 1.5F
- **Grammar**
  - **Comparing with Adverbs**, 717J
  - **Grammar Practice Book**, 170 1.5F.4, 1.6A
- **Spelling**
  - **Review and Proofread**, 717H 1.1E, 1.5F.1, 1.6A

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##### Spelling
- **Posttest**, 717H 1.1E, 1.5F.1, 1.6A

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**Grade 4, Unit 6, Week 2, The Cricket in Times Square, 688A–717V**
# PENNSYLVANIA Lesson Plan

## DAY 1

**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**
- **Vocabulary**
  - Fossil, stumbled upon, paleontologist, inspected, 720
  - Strategy: Word Parts/Latin Roots, 721
  - Practice Book A-O-B, 201
- **Phonics/Decoding**

**READING**
- **Develop Comprehension**
  - Comprehension, 721A-721B
  - Skill: Make Generalizations
  - Practice Book A-O-B, 201
- **Fluency**
  - Model Fluency, 719
  - Partner Reading, 718I
  - 1.1H.1-4, 1.6B

**LANGUAGE ARTS**
- **Writing**
  - Daily Writing Prompt: You have buried a secret box where no one will find it. Where did you bury it and what's in the box? Prewrite a Report, 729A
  - Grammar Daily Language Activities, 729I
  - Negatives, 729I
  - Grammar Practice Book, 173
  - 1.6A
  - Spelling Pretest Prefixes, 729G
  - Spelling Practice Book, 173-174
  - 1.5F.1, 1.6A
- **Grammar**
  - Daily Language Activities, 729I
  - Negatives, 729I
  - Grammar Practice Book, 174
  - 1.5F.3, 1.6A
- **Spelling**
  - Word Sorts, 729G
  - Spelling Practice Book, 175
  - 1.5F.1, 1.6A

### DAY 2

**OrAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**
- **Vocabulary**
  - Review Vocabulary, 722
  - Phonics
  - Prefixes, 729E
  - Practice Book A-O-B, 206
  - 1.1C
- **Phonics/Decoding**

**READING**
- **Develop Comprehension**
  - Read: Meet a Bone-ified Explorer, 722-725
  - Comprehension, 722-725
  - Skill: Make Generalizations
  - Practice Book A-O-B, 202
  - 1.1G.3, 1.1H.5
  - Fluency Partner Reading, 718I
  - 1.1H.1-4

**LANGUAGE ARTS**
- **Writing**
  - Daily Writing Prompt: Your pet runs into an unexplored cave and you follow. Write about what happens next.
  - Draft a Report, 729A
  - Grammar Daily Language Activities, 729I
  - Grammar Practice Book, 173
  - 1.6A
  - Spelling Word Sorts, 729G
  - Spelling Practice Book, 175
  - 1.5F.1, 1.6A
- **Grammar**
  - Daily Language Activities, 729I
  - Grammar Practice Book, 174
  - 1.5F.3, 1.6A
- **Spelling**
  - Word Meanings, 729H
  - Spelling Practice Book, 176
  - 1.5F.1, 1.6A

### DAY 3

**OrAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**
- **Vocabulary**
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<td><strong>WRITING</strong>&lt;br&gt;<strong>Daily Writing Prompt</strong>: Imagine that you have the opportunity to interview a pilot who flew around the world. What questions would you ask?&lt;br&gt;Prewrite an Interview, 757A&lt;br&gt;1.4B, 1.5A, 1.5B.1&lt;br&gt;<strong>Grammar</strong>: Daily Language Activities, 757I&lt;br&gt;Prepositions, 757I&lt;br&gt;Grammar Practice Book, 179&lt;br&gt;1.6A&lt;br&gt;<strong>Spelling</strong>: Pretest Words with Suffixes, 757G&lt;br&gt;Spelling Practice Book, 179–180&lt;br&gt;1.5F.1, 1.6A</td>
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### DAY 4

**Listening/Speaking/Viewing**
- **Focus Question:** Compare Amelia Earhart with the Wright brothers as they are described in *My Brothers' Flying Machine*. How are they similar? How are they different?
  - Expand Vocabulary: Airplanes, 757F 1.1G, 1.6B.4, 1.6D.2

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    - **Repetition and Personification:** 754 Practice Book A-O-B, 211 1.3C.1-2, 1.3F; R4.A.1.6, R4.B.2.1.1
  - **Fluency:** Partner Reading, 730I 1.1H.1-4

**Language Arts**
- **Writing**
  - **Daily Writing Prompt:** If you could create your own kind of airplane, what would it look like? Write notes about the kind of aircraft that you would like to build.
  - **Proofread an Interview:** 757B 1.5F.1, 1.5F.2-3

**Grammar**
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### DAY 5

**Review and Assess**
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  - **Focus Question:** Compare and contrast Jane Yolen's feelings about the Wright brothers and flying with Monica Kulling's feelings about Amelia Earhart.
  - **Speaking and Listening Strategies, 757A**
  - **Presentation of Expository Writing, 757B** 1.6A.3, 1.6C, 1.6D.2

**Vocabulary**
- **Spiral Review:** Vocabulary Game, 757F 1.6B.4

**Unit and Benchmark Assessments in PSSA format**

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Grade 4, Unit 6, Week 4, My Brothers' Flying Machine, 730A–757V
# PENNSYLVANIA Lesson Plan

## The Life and Times of the Ant, 762–775

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Sid 4, Unit 6, Week 5, The Life and Times of the Ant, 758A–783V
### ORAL LANGUAGE
- **Listening**
  - Focus Question: Think about *The Life and Times of the Ant*. How are the ants in this fable similar to the ants in that selection? How are they different?
  - Expand Vocabulary: Ants, 783F
    - 1.1G, 1.4A.5, 1.6B.4, 1.6D.2

- **Speaking**

- **Viewing**

### WORD STUDY

### READING

- **Develop Comprehension**

- **Fluency**
  - Fluency: Partner Reading, 758I
    - 1.1H.1-4

### LANGUAGE ARTS

- **Writing**
  - Daily Writing Prompt: Write a fable with the moral: Many working together can get a big job done.
    - Proofread a Summary, 783B
      - 1.5F, 1.5F.5

- **Grammar**
  - Daily Language Activities, 783I
    - Combining with Prepositions, 783J
      - Grammar Practice Book, 188
        - 1.5F.2-3, 5, 1.6A

- **Spelling**
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    - Spelling Practice Book, 189
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### DAY 4

#### Listening/Speaking/Viewing

- **Focus Question**: Think about *The Life and Times of the Ant*. How are the ants in this fable similar to the ants in that selection? How are they different?

#### Vocabulary
- Content Vocabulary, 783F
- Apply Vocabulary to Writing, 783F
  - 1.1C, 1.1F, 1.4A.3; R4.A.2.1.2

#### Comprehension
- **Fable**
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#### Fluency
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### DAY 5

#### Review and Assess

#### Listening/Speaking/Viewing

- **Focus Question**: Describe a day in the life of any type of ant. Include details of its workday, what it sees, and how it communicates with other ants.

#### Vocabulary
- **Spiral Review**: Fill the Anthill, 783F
  - 1.6B.4

#### Reading

- **Self-Selected Reading**, 758I
  - 1.1H.4, 1.1H.5; 1.1G.3

#### Comprehension
- **Connect and Compare**, 781
  - 1.1G.1, 1.1H.5; R4.B.1.1.1, R4.B.1.2.1

#### Fluency
- **Practice**, 777A
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  - 1.1H.1-4

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**Grade 4, Unit 6, Week 5, The Life and Times of the Ant, 758A-783V**
1.1 Learning to Read Independently
1.1A. Before reading, establish the purpose for reading a type of text (e.g., literary, informational).
1.1B. Select texts for a particular purpose using the format of the text as a guide.
1.1C. During reading, use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking.
1.1D. Identify the basic ideas and facts in text using strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, adjusting reading rate).
1.1E. Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones, and homographs, and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference.
1.1F. Recognize, understand the meaning of and use correctly key vocabulary from various subject areas.
1.1G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text.
1.1G.1. Summarize the major ideas, themes, or concepts of the text.
1.1G.2. Relate new information or ideas from the text to that learned through additional reading and media (e.g., films, audiobooks).
1.1G.3. Clarify ideas and understandings through rereading and discussion.
1.1G.4. Make responsible assertions about the text by citing evidence.
1.1G.5. Extend ideas found in the text.
1.1H. Demonstrate fluency and comprehension in reading.
1.1H.1. Read familiar materials aloud with accuracy.
1.1H.2. Self-correct mistakes.
1.1H.3. Use appropriate rhythm, flow, meter, and pronunciation.
1.1H.4. Read a variety of genres and types of text.
1.1H.5. Demonstrate comprehension (Standard 1.1G).

1.2 Reading Critically in All Content Areas
1.2A. Read and understand essential content of informational texts and documents in all academic areas.
1.2A.1. Differentiate fact from opinion across texts.
1.2A.2. Distinguish between essential and non-essential information within a text (e.g., stereotypes and exaggeration).
1.2A.3. Make inferences from a text when studying a topic and draw conclusions.
1.2A.4. Evaluate text organization and content to determine the author’s purpose and effectiveness.
1.2B. Use and understand a variety of media and evaluate the quality of material produced.
1.2B.1. Use traditional and electronic media for research (e.g., encyclopedias, computerized sources).
1.2B.2. Identify the role of media as a source of both entertainment and information and differentiate between facts and misleading information.
1.2B.3. Design and develop media projects (e.g., script, play, audio tape) for a targeted audience.
1.2C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3. Reading, Analyzing and Interpreting Literature
1.3A. Read and understand works of literature.
1.3B. Read and understand works of literature.
1.3C. Investigate the use of literary devices in stories.
1.3C.1. Sound techniques (e.g., rhyme, rhythm, alliteration)
1.3C.2. Figurative language (e.g., simile, metaphor, personification).
1.3D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, meter).
1.3E. Analyze drama as information source, entertainment, persuasion, or transmitter of culture.
1.3F. Read and respond to nonfiction and fiction, including poetry and drama.

1.4 Types of Writing
1.4A. Write narrative pieces such as stories, poems, and plays that include:
1.4A.1. Detailed descriptions of people, places, and things;
1.4A.2. Relevant illustrations (e.g., drawings and imported graphics);
1.4A.3. Dialogue;
1.4A.4. Literary elements including character, setting, plot, theme, point of view, and tone;
1.4A.5. Literary devices including sound techniques (e.g., rhyme, rhythm, alliteration) and figurative language (e.g., simile, metaphor, personification).
1.4B. Write multi-paragraph pieces such as descriptions, letters (i.e., friendly and persuasive reports (e.g., book, firsthand research) and essays (explanatory) that include:
1.4B.1. Problem solving (when appropriate)
1.4B.2. Cause and effect
1.4B.3. Relevant illustrations such as charts, graphs, pictures, and drawings.
1.4C. Write persuasive pieces with a clearly stated position or opinion and supporting detail.

1.5 Quality of Writing
1.5A. Write with a sharp, distinct focus, identifying topic, task, and audience.
1.5B. Write using well-developed content appropriate for the topic.
1.5B.1. Gather, organize, and select the most relevant information.
1.5B.2. Write paragraphs that have a topic sentence and supporting details.
1.5C. Write with controlled and/or subjective organization.
1.5C.1. Sustain a logical order within sentences and between paragraphs using meaningful transitions.
1.5C.2. Include an identifiable introduction, body, and conclusion.
1.5D. Write with an awareness of the stylistic aspects of composition.
1.5D.1. Use sentences of differing lengths and complexities.
1.5D.2. Use descriptive words and action verbs.
1.5D.3. Establish a voice.
1.5E. Revise writing to improve organization and word choice; check the order of ideas and precision of vocabulary.
1.5F. Edit writing using the conventions of language.
1.5F.1. Spell words correctly.
1.5F.2. Use correct capital letters.
1.5F.3. Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophes).
1.5F.4. Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly.
1.5F.5. Use complete sentences (simple, compound, compound-complex, declarative, interrogative, exclamatory, and imperative).
1.5G. Present and/or defend written work for publication when appropriate.

1.6 Speaking and Listening
1.6A. Listen to others.
1.6A.1. Ask relevant questions.
1.6A.2. Distinguish between relevant and irrelevant information, ideas, and opinions.
1.6A.3. Take notes when directed.
1.6B. Listen to a selection of literature (fiction and/or nonfiction).
1.6B.1. Relate it to similar experiences.
1.6B.2. Predict story events.
1.6B.3. Retell the actions of the story in sequence, and describe the characters and setting.
1.6B.4. Identify and define new words and concepts.
1.6B.5. Summarize the selection.
1.6C. Speak using skills appropriate to formal speech situations.
1.6C.1. Use complete sentences.
1.6C.2. Pronounce words correctly.
1.6C.3. Use appropriate volume.
1.6C.4. Face speech so that it is understandable.
1.6C.5. Demonstrate an awareness of audience.
1.6C.6. Speak with a purpose in mind.
1.6D. Contribute to discussions.
1.6D.1. Ask relevant questions to gain information, clarify thinking, and understand others.
1.6D.2. Respond with relevant information or opinions to questions asked.
1.6D.3. Listen and acknowledge the contributions of others.
1.6D.4. Adjust involvement and encourage others to participate.
1.6D.5. Summarize when required.
1.6D.6. Provide information.
1.6E. Express ideas and point of view.
1.6E. Participate in small and large group discussions and presentations.
1.6E.1. Participate in everyday conversation.
1.6E.2. Participate in oral reading.
1.6E.3. Deliver a report on an assigned topic.
1.6E.4. Conduct interviews.
1.6E.5. Participate orally in group presentations.
1.6E.6. Contribute to a planned discussion.
1.6E.7. Use media for learning purposes.
1.6E.1. Summarize information received via television, radio, film, or Internet.
1.6E.2. Access information on the Internet.
1.6E.3. Recognize that films can represent either accurate or fictional versions of the same event.
1.6E.4. Identify the role of advertisers in the media.
1.6E.5. Develop a presentation on a topic.

1.7 Characteristics and Functions of the English Language
1.7A. Identify words from other languages that are commonly used in English words. Use a dictionary to find the meaning and origin of these words.
1.7B. Identify differences in formal and informal speech (e.g., dialect, slang and jargon).
1.8 Research
1.8A. Select a topic for research.
1.8B. Locate information using appropriate sources and strategies.
   1.8B.1. Locate and survey sources for a particular task (e.g., newspapers, dictionaries, encyclopedias, nonfiction trade books, observation, and electronic media).
   1.8B.2. Select appropriate sources.
   1.8B.3. Use table of contents, key words, guide words, and appendices.
   1.8B.4. Use traditional and electronic search tools.
1.8C. Organize and present the main ideas from the research.
1.8C.1. Take notes from sources using a structured format.
1.8C.2. Present orally or in writing several of the main ideas.

ASSESSMENT ANCHOR
R4.A.2 Understand nonfiction text appropriate to grade level.
R4.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction. Identify the meaning of multiple-meaning words in text.
R4.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.
R4.A.2.1.2 Identify and/or interpret meaning of content specific words used in text.
R4.A.2.2 Identify and apply word recognition skills.
R4.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix but not both.
R4.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.
R4.A.2.3 Make inferences and draw conclusions based on text.
R4.A.2.3.1 Make inferences and/or draw conclusions based on information from text.
R4.A.2.4 Identify and explain main ideas and relevant details.
R4.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text.
Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R4.A.2.5 Summarize a nonfictional text as a whole.
R4.A.2.5.1 Summarize the main points, processes and/or events of a nonfictional text as a whole.
R4.A.2.6 Identify the genre of text.
R4.A.2.6.1 Identify the author’s intended purpose of text.
Note: informational, biographical, and instructional (practical/how-to) text

ASSESSMENT ANCHOR
R4.B.1 Understand components within and between texts.
R4.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.
R4.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction and literary nonfiction.
Character (may also be called narrator, speaker, subject of a biography):
Identify, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
Identify, interpret, compare, and/or describe the relationship between characters and other components of text.
Setting:
Identify, interpret, compare, and/or describe the setting (time, place, language, etc.).
Plot (may also be called action):
Identify, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, the problem was solved).
Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.
Theme:
Identify, compare, and/or describe the message or lessor of fiction or literary nonfiction.
Identify, compare and/or describe the relationship between the message or lesson and other components of text.
R4.B.1.2 Make connections between texts.
R4.B.1.2.1 Identify, interpret, compare, and/or describe connections between texts.
R4.B.2 Understand literary devices in fictional and nonfictional text.
R4.B.2.1 Identify and interpret figurative language in fiction and nonfiction.
R4.B.2.1.1 Identify and/or interpret examples of personification in text.
R4.B.2.1.2 Identify and/or interpret examples of similes in text.
R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional.
R4.B.3 Understand concepts and organization of nonfictional text.
R4.B.3.1 Differentiate fact from opinion in nonfictional text.
R4.B.3.1.1 Identify and/or interpret statements of fact and opinion in nonfictional text.
Note: Items focusing on opinion will be worded “Which of these is an opinion?”
R4.B.3.2 Distinguish between essential and nonessential information within text.
R4.B.3.2.1 Identify exaggeration (bias) where present in nonfictional text.
R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.
R4.B.3.3.1 Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text of text.
R4.B.3.3.3 Interpret graphics and charts and make connections between text and the content of graphics and charts.
R4.B.3.3.4 Identify, compare, explain, and/or interpret the sequence of steps in a list of directions.