

YCUSD 2016-17 - Grade 4 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/Teach Routines/Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	Unit 1/ Week 1	5	<p>Phonics/Spelling: Short vowels</p> <p>Inflectional Endings: -s, -ed, -ing</p> <p>Fluency: Intonation</p>	<p>Listening Comp: “The Princess and the Pea”</p> <p>Vocabulary: <u>Words:</u> brainstorm, flattened, frantically, gracious, muttered, official, original, stale <u>Strategy:</u> Synonyms</p> <p>Reading/Writing Workshop “The Dragon Problem” (Fairy Tale)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Princess and the Pizza” (Fairy Tale) Paired Selection: “Tomas and His Sons” (Fable)</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Strategy: Make, Confirm, or Revise Predictions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Sentences</p> <p>Genre Writing: Narrative: Friendly Letter -Expert Model -Prewrite</p>	<p>Research/Inquiry: Interview a Classmate</p> <p>Text Connections: “Where do good ideas come from?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 2	4	<p>Phonics/Spelling: Long a</p> <p>Inflectional Endings: -ed, -ing</p> <p>Fluency: Expression and Rate</p>	<p>Listening Comp: “Say Something”</p> <p>Vocabulary: <u>Words:</u> accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably <u>Strategy:</u> Figurative Language: Idioms</p> <p>Reading/Writing Workshop “The Talent Show” (Realistic Fiction)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Experts, Incorporated” (Realistic Fiction) Paired Selection: “Speaking Out to Stop Bullying” (Expository Text)</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Subjects and Predicates</p>	<p>Research/Inquiry: Research the Effects of Human Actions</p> <p>Text Connections: “How do actions affect others?”</p> <p>Text to Photography</p>

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4	9/6-9/9	Unit 1/ Week 2	4		Skill: Character, Setting, Plot: Problem and Solution Strategy: Make, Confirm, or Revise Predictions	Genre Writing: Narrative: Friendly Letter -Draft and Revise	Speaking and Listening: <i>Throughout week – all components</i>
5	9/12-9/16	Unit 1/ Week 3	5	Phonics/Spelling: Long <i>e</i> Plurals: <i>-s or -es</i> Fluency: Accuracy	Listening Comp: “Avalanche!” Vocabulary: <u>Words:</u> alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable <u>Strategy:</u> Multiple-Meaning Words Reading/Writing Workshop “A World of Change” (Expository Text) Literature Anthology/Close Reading Companion: Main Selection: “Earthquakes” (Expository Text) Paired Selection: “Tornado” (Expository Text) Skill: Compare and Contrast Strategy: Reread	Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion) Grammar: Compound Sentences Genre Writing: Narrative: Friendly Letter -Proofread/Edit and Publish; Evaluate	Research/Inquiry: Make a Poster Text Connections: “How do people respond to natural disasters?” Text to Media Speaking and Listening: <i>Throughout week – all components</i>
6	9/19-9/23	Unit 1/ Week 4	5	Phonics/Spelling: Long <i>i</i> Inflectional Endings: <i>-es, -ed</i> Fluency: Phrasing and Rate	Listening Comp: “Look Out Below!” Vocabulary: <u>Words:</u> accelerate, advantage, capabilities, friction, gravity, identity, inquiry, thrilling <u>Strategy:</u> Context Clues Reading/Writing Workshop “The Big Race” (Narrative Nonfiction) Literature Anthology/Close Reading Companion: Main Selection: “A Crash Course in Forces and Motion with Max Axiom, Super Scientist” (Narrative Nonfiction) Paired Selection: “The Box-Zip Project” (Science Fiction)	Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion) Grammar: Clauses and Complex Sentences	Research/Inquiry: Research a Topic Text Connections: “How can science help you understand how things work?” Text to Media Speaking and Listening: <i>Throughout week – all components</i>

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6	9/19-9/23	Unit 1/ Week 4	5		Skill: Text Structure: Cause and Effect Strategy: Reread	Genre Writing: Narrative: Personal Narrative -Expert Model and Prewrite	
7	9/26-9/30	Unit 1/ Week 5	5	Phonics/Spelling: Long <i>o</i> Compound Words Fluency: Phrasing and Rate	Listening Comp: “Kids Can Help” Vocabulary: Words: compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking Strategy: Suffixes Reading/Writing Workshop “Dollars and Sense” (Persuasive Article) Literature Anthology/Close Reading Companion: Main Selection: “Kids in Business” (Persuasive Article) Paired Selection: “Starting a Successful Business” (Procedural Text) Skill: Main Ideas and Key Details Strategy: Reread	Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion) Grammar: Run-On Sentences Genre Writing: Narrative: Personal Narrative -Expert Draft and Revise	Research/Inquiry: Research a Famous Business Owner Text Connections: “How can starting a business help others?” Text to Music Speaking and Listening: <i>Throughout week – all components</i>
8	10/3-10/7	Unit 1/ Week 6	5	Unit Review Phonics/Spelling: Inflectional Endings: -s, -ed, -ing; -es, -ed Short vowels Long <i>a</i> Long <i>e</i> Long <i>i</i> Long <i>o</i> Plurals: -s or -es Compound Words Model Fluency: Prosody, Accuracy, Expression	Reader’s Theater: “Whodunit? Woo Knows...” Time For Kids (Reading Digitally): “Bullying: It’s Against the Law”	Genre Writing: Personal Narrative -Proofread/Edit and Publish; Evaluate Share Your Writing: Students select a narrative writing piece from the unit Unit Grammar: Unit Review	Text Connections: Connect to the Big Idea: <i>How can a challenge bring out our best?</i> Research/Inquiry: Choose a Project! – The Big Idea: <i>How can a challenge bring out our best</i> Select from weeks 1-5 Speaking and Listening: <i>Throughout week – all components</i>
				Unit Assessment – to be determined (throughout Unit 1/Week 6)			
9	10/10-10/14	Unit 1/ Week 7	5	Extension Week (Unit 1 only)			

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Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
10	10/17-10/21	Unit 2/ Week 1	5	<p>Phonics/Spelling: Prefixes</p> <p>Inflectional endings: <i>-ed, -ing</i></p> <p>Fluency: Expression</p>	<p>Listening Comp: “The Coyote and the Hen”</p> <p>Vocabulary: Words: attracted, dazzling, fabric, greed, honest, requested, soared, trudged Strategy: Root Words</p> <p>Reading/Writing Workshop “The Fisherman and the Kaha Bird” (Folktale)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Secret Message” (Folktale) Paired Selection: “The Fox and the Goat” (Fable)</p> <p>Skill: Theme</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Common and Proper Nouns</p> <p>Genre Writing: Informative Text: Explanatory Essay -Expert Model -Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Analyze the Task</p> <p>Text Connections: “What are some messages in animal stories?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
11	10/24-10/28	Unit 2/ Week 2	5	<p>Phonics/Spelling: Digraphs</p> <p>Possessives</p> <p>Fluency: Intonation</p>	<p>Listening Comp: “A Grasshopper’s Sad Tale”</p> <p>Vocabulary: Words: annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty Strategy: Antonyms</p> <p>Reading/Writing Workshop “The Ant and the Grasshopper” (Drama)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Ranita, The Frog Princess” (Drama) Paired Selection: “The Moonlight Concert Mystery” (Mystery)</p> <p>Skill: Theme</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Singular and Plural Nouns</p> <p>Genre Writing: Informative Text: Explanatory Essay -Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Evaluate Sources</p> <p>Text Connections: “How do animal characters change familiar stories?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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12	10/31-11/4	Unit 2/ Week 3	5	<p>Phonics/Spelling: Words with silent letters</p> <p>Singular and Plural Possessives</p> <p>Model Fluency: Accuracy and Phrasing</p>	<p>Listening Comp: “Return of the Wolves”</p> <p>Vocabulary: <u>Words:</u> crumbled, droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples <u>Strategy:</u> Context Clues</p> <p>Reading/Writing Workshop “Rescuing our Reefs” (Narrative Nonfiction)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Buffalo Are Back” (Narrative Nonfiction) Paired Selection: “Energy in the Ecosystem” (Expository Text)</p> <p>Skill: Main Idea and Key Details</p> <p>Strategy: Summarize</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Irregular Plural Nouns</p> <p>Genre Writing: Informative Text: Explanatory Essay -Proofread/Edit and Publish; Evaluate</p>	<p>Informative Performance Task: Inquiry Space: Take Notes</p> <p>Text Connections: “How are all living things connected?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
13	11/7-11/10 Nov 11 th : Veterans Day	Unit 2/ Week 4	4	<p>Phonics/Spelling: r-Controlled Vowels</p> <p>Suffixes: -ful and -less</p> <p>Fluency: Rate</p>	<p>Listening Comp: “Adaptations at Work”</p> <p>Vocabulary: <u>Words:</u> camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations <u>Strategy:</u> Prefixes</p> <p>Reading/Writing Workshop “Animal Adaptations” (Expository Text)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Spiders” (Expository Text) Paired Selection: “Anansi and the Birds” (Trickster Tale)</p> <p>Skill: Main Idea and Key Details</p> <p>Strategy: Summarize</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Possessive Nouns</p> <p>Genre Writing: Informative Text: How-To Text Expert Model and Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Write an Outline and Draft</p> <p>Text Connections: “What helps an animal survive?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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14	11/14-11/18	Unit 2/ Week 5	5	<p>Phonics/Spelling: Suffixes</p> <p>Contractions</p> <p>Fluency: Expression and Phrasing</p>	<p>Listening Comp: Animal Haiku: “Cricket”, “Lizard”, “Firefly”, “Ants”, and “Snail”</p> <p>Vocabulary: <u>Words:</u> brittle, creative, descriptive, outstretched <u>Strategy:</u> Figurative Language; Similes and Metaphors</p> <p>Reading/Writing Workshop “Dog” (Poetry)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Sandpiper” (Poetry) Paired Selection: “Fog” (Poetry)</p> <p>Skill: Point of View</p> <p>Literary Elements: Meter and Rhyme</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Combining Sentences</p> <p>Genre Writing: Informative Text: How-To Text -Expert Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Revise and Edit</p> <p>Text Connections: “How are writers inspired by animals?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
	11/21-11/25			Thanksgiving Break			
15	11/28-12/2	Unit 2/ Week 6	5	<p>Unit Review</p> <p>Phonics: Prefixes Inflectional ending Digraphs Possessives Words with silent letters Singular and Plural Possessives r-Controlled Vowels Suffixes: -ful and -less Suffixes Contractions</p> <p>Fluency: Prosody, Accuracy, Expression</p>	<p>Reader’s Theater: “The Nightingale”</p> <p>Time For Kids (Reading Digitally): “Sharks Under Attack”</p>	<p>Share Your Writing: Students select an informative text writing piece from the unit</p> <p>Genre Writing: Informative Text: How-To Text -Proofread/Edit and Publish; Evaluate</p> <p>Unit Grammar: Unit Review</p>	<p>Informative Performance Task: Inquiry Space: Publish and Present</p> <p>Text Connections: Connect to the Big Idea: <i>What can animals teach us?</i></p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
				Unit Assessment – to be determined (throughout Unit 2/Week 6)			