

**Grade 4**  
**Unit 2: Thinking About Stories**

	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Read Aloud</b> <b>VSC:</b> <b>(1.4.C.1.a.)</b> <b>(1.4.E.1.a.)</b> <b>(1.4.E.2.a.b.c.)</b>	<b>Author: Louis Sachar</b> <b>Selections:</b> Marvin Redpost Series, <u>Super Fast and Out of Control, Alone in his Teacher's House, Why Pick on Me, Kidnapped at Birth, Sixth Grade Secrets</u>	<b>Author: Louis Sachar</b> <b>Selections:</b> Marvin Redpost Series, <u>Super Fast and Out of Control, Alone in his Teacher's House, Why Pick on Me, Kidnapped at Birth, Sixth Grade Secrets</u>	<b>Author: Louis Sachar</b> <b>Selections:</b> Marvin Redpost Series, <u>Super Fast and Out of Control, Alone in his Teacher's House, Why Pick on Me, Kidnapped at Birth, Sixth Grade Secrets</u>	<b>Author: Louis Sachar</b> <b>Selections:</b> Marvin Redpost Series, <u>Super Fast and Out of Control, Alone in his Teacher's House, Why Pick on Me, Kidnapped at Birth, Sixth Grade Secrets</u>	<b>Author: Louis Sachar</b> <b>Selections:</b> Marvin Redpost Series, <u>Super Fast and Out of Control, Alone in his Teacher's House, Why Pick on Me, Kidnapped at Birth, Sixth Grade Secrets</u>
<b>Readers' Workshop</b>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understanding of characters (their traits, feelings, and motivations) using evidence from text to support statements</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understanding of characters (their traits feelings, and motivations) using evidence from text to support statements</li> <li>- model response about character traits and text support</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understanding of characters (their traits feelings, and motivations) using evidence from text to support statements</li> <li>- shared response about character traits and text support</li> <li>- how does this help us understand the story?</li> <li>- IR/Conferring</li> <li>- Share</li> </ul> <p><b>*collect teacher created student product</b></p>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understandings of characters (how and why they change/ cause effect relationships ) using text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- share</li> </ul>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understandings of characters (how and why they change/ cause effect relationships) using text support</li> <li>- model response about character changes</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- share</li> </ul>
<b>Word Study</b> <b>VSC:</b> <b>1.4.C.2.c</b> <b>VSC:</b> <b>5.4.D.2.a</b>	-adapt scope and sequence from Open Court or  -month-by-month phonics activities → word wall <b>(favorite, clean, know, always, explain)</b>	-adapt scope and sequence from Open Court or  -context clues -month-by-month phonics: “what looks right?” (pg. 40-42- use the word wall words as your base)	-adapt scope and sequence from Open Court or  -context clues -month-by-month phonics: “what looks right?” (pg. 40-42- use the word wall words as your base)	-adapt scope and sequence from Open Court or  -context clues -month-by-month phonics: “what looks right?” (pg. 40-42- use the word wall words as your base)	-adapt scope and sequence from Open Court or  -context clues -month-by-month phonics: “what looks right?” (pg. 40-42- use the word wall words as your base)
<b>Writers' Workshop</b>	*Uncovering life topics	*writing small about big topics	*Expecting depth from our writing	*Reading literature to inspire writing	*Choosing and developing a seed idea
<b>Notes</b>					

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>Lesson 10</b>
<b>Read Aloud</b>	Author: Louis Sachar	Author: Louis Sachar	Author: Louis Sachar	Author: Louis Sachar	Author: Louis Sachar
<b>Readers' Workshop</b>	<b>Analyzing Characters</b> <ul style="list-style-type: none"> <li>- Use an excerpt from read aloud text</li> <li>- demonstrate understandings of characters (how and why they change/ cause effect relationships) using text support</li> <li>- shared response about character changes</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- Begin GR groups</li> <li>- share</li> </ul> <b>* teacher created assessment</b>	<b>Analyzing Plot</b> <ul style="list-style-type: none"> <li>- Read "Toto" (OC pg. 32)</li> <li>- demonstrate understandings of the connections between the setting, characters, and events of the text using text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<b>Analyzing Plot</b> <ul style="list-style-type: none"> <li>- continue reading "Toto"</li> <li>- demonstrate understandings of the connections between the setting, characters, and events of the text using text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul>	<b>Analyzing Plot</b> <ul style="list-style-type: none"> <li>- continue reading "Toto"</li> <li>- demonstrate understandings of the connections between the setting, characters, and events of the text using text support</li> <li>- how this helps us understand the story</li> <li>- IR</li> <li>- GR groups</li> <li>- share</li> </ul> <b>*teacher created/selected assessment</b>	<b>Analyze Setting</b> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- identify and describe setting (time and place)</li> <li>- what are your clues/how do you know the setting</li> <li>-why is the setting important to this story?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>
<b>Word Study</b>	adapt scope and sequence from Open Court or  -month-by-month phonics activities → word wall <b>(beautiful, enough, weather, terrible, usually)</b>	adapt scope and sequence from Open Court or  synonyms antonyms	adapt scope and sequence from Open Court or  synonyms antonyms	adapt scope and sequence from Open Court or  synonyms antonyms	adapt scope and sequence from Open Court or  synonyms antonyms
<b>Writers' Workshop</b>	*Studying memoir structures	*Being our own teacher	*Finding inspiration before drafting	*The internal and external journey of a story	*Choosing emblematic details
<b>Notes</b>					

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lesson 13</b>	<b>Lesson 14</b>	<b>Lesson 15</b>
<b>Read Aloud</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>
<b>Readers' Workshop</b>	<p><b>Analyze Setting</b></p> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- identify and describe setting (time and place)</li> <li>- what are your clues/how do you know the setting</li> <li>-why is the setting important to this story?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Analyze Setting</b></p> <ul style="list-style-type: none"> <li>-use an excerpt from previously read text</li> <li>- identify and describe setting (time and place)</li> <li>- what are your clues/how do you know the setting</li> <li>-why is the setting important to this story?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<p><b>Identifying Main Idea</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or a portion of the text</li> <li>- explain how main idea was identified (literal with supporting details)                             <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> </li> </ul>	<p><b>Identifying Main Idea</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or a portion of the text</li> <li>- explain how main idea was identified (literal with supporting details)                             <ul style="list-style-type: none"> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> </li> </ul>	<p><b>Inferring Main Idea/Theme</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or portion of text</li> <li>- explain how main idea was identified (inferential thinking)</li> <li>- how/why do we infer?</li> <li>-connections between personal experiences and the theme/main idea</li> <li>-describe lesson, message, or moral learned from text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>
<b>Word Study</b>	<p>adapt scope and sequence from Open Court or</p> <ul style="list-style-type: none"> <li>-contractions</li> <li>-month-by-month phonics activities → word wall (<b>can't, won't, you're, it's, they're</b>)</li> </ul>	<p>-adapt scope and sequence from Open Court or</p> <ul style="list-style-type: none"> <li>-contractions</li> </ul>	<p>-adapt scope and sequence from Open Court or</p> <ul style="list-style-type: none"> <li>- contractions</li> </ul>	<p>-adapt scope and sequence from Open Court or</p> <ul style="list-style-type: none"> <li>- multiple meaning words</li> <li>-month-by-month phonics activities → word wall (<b>getting, unfinished, clapped, tries, finally</b>)</li> </ul>	<p>-adapt scope and sequence from Open Court or</p> <ul style="list-style-type: none"> <li>-multiple meaning words</li> </ul>
<b>Writers' Workshop</b>	*Writing about ideas	*Letting our pages lead our revision	*Metaphors and meanings	*Editing to match sound to meaning	*An Authors final celebration
<b>Notes</b>					

Fund for Educational Excellence: Scope and Sequence

	<b>Lesson 16</b>	<b>Lesson 17</b>	<b>Lesson 18</b>	<b>Lesson 19</b>	<b>Lesson 20</b>
<b>Read Aloud</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>	<b>Author: Louis Sachar</b>
<b>Readers' Workshop</b>	<p><b>Inferring Main Idea/Theme</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or portion of text</li> <li>- explain how main idea was identified (inferential thinking)</li> <li>- how/why do we infer?</li> <li>-connections between personal experiences and the theme/main idea</li> <li>-describe lesson, message, or moral learned from text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Inferring Main Idea/Theme</b></p> <ul style="list-style-type: none"> <li>- identify main idea in the text or portion of text</li> <li>- explain how main idea was identified (inferential thinking)</li> <li>- how/why do we infer?</li> <li>-connections between personal experiences and the theme/main idea</li> <li>-describe lesson, message, or moral learned from text</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>-what makes a good summary? What do we include?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>-what makes a good summary? What do we include?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>- Main idea and supporting details of the text</li> <li>- sequencing events of the text</li> <li>-problem/solution in the text or a portion of the text</li> <li>-what makes a good summary? What do we include?</li> <li>- IR</li> <li>- GR groups</li> <li>- Share</li> </ul> <p><b>*teacher created/selected assessment</b></p>
<b>Word Study</b>	<ul style="list-style-type: none"> <li>- <b>idioms</b></li> <li>-word wall (<b>their, before, first, school, went</b>)</li> </ul>	-idioms	-idioms	-idioms	<ul style="list-style-type: none"> <li>- idioms</li> </ul> <p><b>*teacher created/ selected assessment</b></p>
<b>Writers' Workshop</b>	Teacher choice mini-lessons based on student need	Teacher choice mini-lessons based on student need	Teacher choice mini-lessons based on student need	Teacher choice mini-lessons based on student need	Teacher choice mini-lessons based on student need
<b>Notes</b>					