



Being a Reader™

EXPANDED SECOND EDITION

Scope and Sequence

Grade 4

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> • <i>Anita and the Dragons</i> • <i>Little Libraries, Big Heroes</i> • “The Benefits of Reading for Pleasure” • <i>Alan and His Perfectly Pointy Impossibly Perpendicular Pinky</i> • <i>Hawai‘i</i> • <i>Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon</i> • <i>Dancing Hands: How Teresa Carreño Played the Piano for President Lincoln</i> • “Collecting Words” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about genre • discuss their reading lives and share with the class what they like to read • use the reading strategies of questioning, making connections, and visualizing • explore themes in fiction and narrative nonfiction • explore nonfiction text features <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • learn a procedure for selecting books • practice choosing books on their own • learn a procedure for self-monitoring and practice it as they read • learn and use “fix-up” strategies • write about their ideas in their reading journals • notice what they are thinking about as they read 	<ul style="list-style-type: none"> • discuss, read, and analyze polysyllabic words • learn about etymology, morphemic analysis, word webs, word families, and morphemic transformations • review the prefixes in the “not” family • review the suffixes <i>-y</i>, <i>-ous</i>, <i>-able</i>, and <i>-ible</i> and sort words that use them • learn about the features of dictionaries • begin a word collection • review Greek roots • learn syllabication strategies • learn about the schwa 	<ul style="list-style-type: none"> • listen respectfully • share ideas • build and reflect on the classroom community • learn and practice classroom procedures • take responsibility for their learning and behavior • handle materials responsibly and share them fairly • ask clarifying questions and confirm each other’s thinking • share their partners’ thinking with the class 	<ul style="list-style-type: none"> • Class Assessment Records 1–4 (weekly throughout the unit) • IDR Conference Record 1 (ongoing from Week 2, Day 5) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 1 End-of-Unit Assessment (Week 4) • Unit 1 Reading Comprehension Assessment (Week 4, Day 5) • Student Progress Assessment (complete before starting Unit 2)
Unit 2 STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> • “Demeter and Persephone” • “Co-chin and the Spirits” • <i>Ojichan’s Gift</i> • “Mother’s Day” • <i>Magnificent Homespun Brown</i> • <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker’s Story</i> • “Code Talkers” • <i>Navajo Code Talkers</i> • “My Cat Likes to Sleep” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • use the thinking tools “Stop and Ask Questions” and double-entry journals • make and confirm predictions • learn about and discuss the story elements of character, setting, plot, theme, and challenges • use reading strategies including making inferences, making connections, questioning, visualizing, determining importance, summarizing, and synthesizing • identify important events and use these to identify main ideas in the text • discuss the organization of nonfiction: description and compare/contrast • use text features • write a shared summary of a text • consider what they think about the topics and how their thinking might have changed <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • complete a reading self-assessment and establish reading goals • generate independent thinking • write a reading journal entry 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • learn about the suffixes <i>-en</i>, <i>-ion</i>, and <i>-ation</i> • learn about the prefixes <i>ex-</i> and <i>de-</i> • use morphemic analysis to read and analyze words • notice and discuss spelling changes that take place when the suffixes are added to base words that end with a silent <i>e</i> • relate words with prefixes to their antonyms • identify and generate synonyms • learn about semantic gradients • use print and online thesauruses • learn about the Latin root <i>port</i> • analyze and spell words with the Latin root <i>port</i> • create a word web • revisit word collections 	<ul style="list-style-type: none"> • listen carefully and actively • use discussion prompts to build on one another’s thinking and extend conversations • share their partners’ thinking with the class • take responsibility for their learning and behavior • agree and disagree with one another in a caring and respectful way • ask clarifying questions • confirm they understand each other’s thinking • give reasons to support their thinking • reach agreement with their partners before making decisions 	<ul style="list-style-type: none"> • Class Assessment Records 5–9 (weekly throughout the unit) • IDR Conference Record 2 (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 2 End-of-Unit Assessment (Week 5) • Unit 2 Reading Comprehension Assessment (Week 5, Day 5) • Word Study Assessment (Week 5)
Unit 3 FICTION 5 weeks	<ul style="list-style-type: none"> • <i>Dragons in a Bag</i> • “Birds” • “Sisters” • “Thank You, Sleep!” • “On Monday I Feel Like a Dragon” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of fiction, including story structure • use reading strategies, such as questioning, making inferences, making connections, visualizing, synthesizing, and summarizing • discuss story elements, including character, setting, plot, themes and narrator • identify important events • use “Stop and Jot” • participate in close reading • write a summary of a novel • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about story elements, including setting, character, plot, and theme 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • read and discuss homophones • learn about the prefixes <i>trans-</i>, <i>sub-</i>, and <i>super-</i> • use word-part and sentence clues to analyze words • discuss figurative language, similes, and metaphors • learn about the Latin root <i>aud</i> and <i>tract</i> • learn about the Greek root <i>phon</i> • create a word web • create a blackout poem • revisit word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • use clarifying questions • listen carefully and respectfully • confirm one another’s thinking • share their partners’ thinking with the class • give feedback in a helpful way • agree and disagree in a caring way • use discussion prompts to build on one another’s thinking and extend conversations • share partner time • support one another’s independent work • contribute ideas that are different from other people’s ideas • reflect on their partnerships 	<ul style="list-style-type: none"> • Class Assessment Records 10–14 (weekly throughout the unit) • IDR Conference Records (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 3 End-of-Unit Assessment (Week 5) • Unit 3 Reading Comprehension Assessment (Week 5, Day 5)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
<p>Unit 4 NARRATIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • <i>Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions</i> • <i>Planting Stories: The Life of Librarian Pura Belpré</i> • <i>The Storyteller’s Candle</i> • <i>The Fantastic Undersea Life of Jacques Cousteau</i> • “Moving Mountains” • <i>A Computer Called Katherine</i> 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of narrative nonfiction • build knowledge by reading and discussing biographies of people who make a difference by innovating • discuss the elements of biographies, including setting, important events, and theme • learn about the structure of biographies • discuss the organization of nonfiction: sequence • use “Written Conversations” • participate in close reading • write an outline for a biography • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • determine important events and identify themes • use reading strategies, including making connections, making inferences, and summarizing • generate independent thinking 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • build vocabulary connected to the theme of innovation • read and discuss homophones • learn about idioms • learn about the roots <i>bio</i> and <i>mot/mob</i> • learn about the prefix <i>auto-</i> and the suffixes <i>-ic</i> and <i>-al</i> • analyze words • create a word web • think of words that are connected to adjectives • select a word to illustrate • revisit word collections 	<ul style="list-style-type: none"> • learn and practice the procedure for “Heads Together” • include everyone in and contribute to group work • take responsibility for their learning and behavior • contribute ideas that are different from their classmates’ ideas • support one another’s independent work • analyze the effects of their own behavior on group work • reflect on their partnerships • build on one another’s thinking • listen carefully 	<ul style="list-style-type: none"> • Class Assessment Records 15–18 (weekly throughout the unit) • IDR Conference Record 4 (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 4 End-of-Unit Assessment (Week 4) • Unit 4 Reading Comprehension Assessment (Week 4, Day 5) • Word Study Assessment (Week 4, Day 5) • Student Progress Assessment
<p>Unit 5 EXPOSITORY NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • <i>Symbiosis: How Different Animals Relate</i> • “Symbiosis: The Art of Living Together” • <i>Polar Bears on the Hunt</i> • <i>Ticks</i> • <i>When Plants Attack</i> • “Casa Iguana” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of expository nonfiction • build knowledge by reading and discussing texts about symbiosis • use reading strategies, such as determining importance, synthesizing, and summarizing • discuss the ways authors organize information in nonfiction text, including sequence and cause/effect • use text features • participate in close reading • discuss digital reading • review how to find and evaluate credible online sources • synthesize and write about what they learned about symbiosis • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • determine important ideas • use reading strategies, including determining importance and summarizing • generate independent thinking 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • build vocabulary related to the theme of symbiosis • read and discuss homophones • learn about the prefix <i>multi-</i> and the suffix <i>-ity</i> • learn the root <i>vis/vid</i> • match words with a suffix to their base words or roots • complete a word sort • create a word web • revisit word collections 	<ul style="list-style-type: none"> • listen respectfully and actively • take responsibility for their learning and behavior • include everyone in and contribute to group work • give reasons to support their thinking • reach agreement before making decisions • support one another’s independent work • share their ideas with one another • give feedback in a helpful way • respectfully discuss and solve problems • share their partners’ thinking with the class • ask clarifying questions • confirm one another’s thinking • reflect on the classroom community and partnerships • handle materials responsibly and share them fairly • build on one another’s thinking 	<ul style="list-style-type: none"> • Class Assessment Records 19–22 (weekly throughout the unit) • IDR Conference Record 5 (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 5 End-of-Unit Assessment (Week 4) • Unit 5 Reading Comprehension Assessment (Week 4, Day 5) • Word Study Assessment (Week 4)
<p>Unit 6 PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • “Should More Cities Make It Illegal to Text While Crossing the Street?” • “E-Books Rule!” • “Real Books Are Best” • “Year-Round School? No, Thank You!” • “Benefits of a Balanced School Calendar” • “Meat Is Here to Stay” • “Move Over, Meat!” 	<p>Whole-Class</p> <ul style="list-style-type: none"> • learn about the characteristics of persuasive nonfiction • use reading strategies, including questioning and determining importance • discuss audience and purpose • identify and discuss author’s opinions and the reasons and evidence to support their opinions • discuss aspects of author’s craft that make texts persuasive • discuss the organization of nonfiction: compare and contrast and cause and effect • distinguish between facts and opinions • participate in close reading 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • read and discuss homophones • learn about the prefixes <i>mid-</i> and <i>semi-</i> • read, discuss, and draw idioms • learn about the Latin roots <i>fac</i> and <i>spec</i> and the Greek root <i>scope</i> • practice morphemic transformations • read and discuss proverbs and adages • revisit word collections 	<ul style="list-style-type: none"> • share their true opinions • listen and discuss opinions respectfully • share their partners’ thinking with the class • include everyone in and contribute to group work • build on one another’s thinking • support one another’s independent work • give feedback in a helpful way • use “Heads Together” 	<ul style="list-style-type: none"> • Class Assessment Records 23–26 (weekly throughout the unit) • IDR Conference Record 6 (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 6 End-of-Unit Assessment (Week 4) • Unit 6 Reading Comprehension Assessment (Week 4, Day 5) • Word Study Assessment (Week 4)

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> • discuss how images convey information and a message • use “Written Conversations” • share and discuss their own opinions about topics • write a persuasive book recommendation • build fluency <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about author’s purpose, audience, fact, and opinion • use reading strategies, including determining importance and summarizing • generate independent thinking 			<ul style="list-style-type: none"> • Student Progress Assessment (complete before starting Unit 7)
<p>Unit 7 DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>The Magic Brocade</i> 	<p>Whole-Class</p> <ul style="list-style-type: none"> • listen to and discuss a play • use reading strategies, including making inferences, questioning, determining importance, and visualizing • discuss the play’s story arc and story elements, including character, setting, challenge or problem, and theme • participate in a close reading • review and practice fluency skills they have learned, including reading with attention to punctuation; phrasing; and emphasizing certain words • perform dramatic readings of a play • work in groups to write and discuss facts and opinions about the genres • compare the play and book version to identify similarities and differences across genres • reflect on the reading community <p>Independent Practice (IDR)</p> <ul style="list-style-type: none"> • self-monitor and use “fix-up” strategies • think about story elements, including character, setting, plot, and theme • notice dialogue • use reading strategies • generate independent thinking 	<ul style="list-style-type: none"> • discuss, read, analyze, and spell polysyllabic words • read and discuss homophones • match prefixes with their meanings • compare sets of words • combine word parts to create and read words • discuss an idiom and a proverb • generate and categorize words • analyze and sort words • locate words with suffixes in texts they are reading independently • review figurative language, including similes and metaphors • make connections among the meanings of roots • invent new words • think about shades of meaning • learn about and discuss riddles called “hink pinks” and puns • revisit word collections 	<ul style="list-style-type: none"> • take responsibility for their learning and behavior • listen respectfully and actively • share their ideas and explain their thinking • contribute ideas that are different from other people’s ideas • reach agreement before making decisions • give feedback in a helpful way • express interest in and appreciation for their classmates’ performances • solve problems respectfully • agree and disagree in a caring way • work responsibly in pairs • reflect on partnerships • discuss their growth as members of the classroom community 	<ul style="list-style-type: none"> • Class Assessment Records 27–30 (weekly throughout the unit) • IDR Conference Record 7 (ongoing throughout the unit) • D-ELD Observation Record (weekly throughout the unit) • D-ELD Unit 7 End-of-Unit Assessment (Week 4) • Unit 7 Reading Comprehension Assessment (Week 4, Day 5)



Being a Reader™

EXPANDED SECOND EDITION

DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Scope and Sequence

Grade 4

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
Unit 1 THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> Anita and the Dragons Little Libraries, Big Heroes “Collecting Words” Alan and His Perfectly Pointy Impossibly Perpendicular Pinky Dancing Hands 	<p>Words <i>curiosity, collection, inappropriate, discouraged</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns, verbs, and adjectives use antonyms (inappropriate / appropriate) discuss shades of meaning 	<ul style="list-style-type: none"> retell <i>Little Libraries, Big Heroes</i> in order using key vocabulary retell “Collecting Words” by stanza retell <i>Dancing Hands</i> incorporating key vocabulary 	<ul style="list-style-type: none"> analyze words and phrases in complex sentences describe how authors use verbs to show what a character is thinking or feeling (Doing, Thinking/Feeling, Being/Having) 	<ul style="list-style-type: none"> jointly construct a class version of <i>Alan and His Perfectly Pointy Impossibly Perpendicular Pinky</i> that tells the events of the story in order, using doing verbs that show what characters think or feel write their own version of <i>Alan and His Perfectly Pointy Impossibly Perpendicular Pinky</i> present their writing to the group 	<ul style="list-style-type: none"> Producing Informational Posters Curating Collections Role Play Dramatize <i>Dancing Hands</i> Charades to review unit vocabulary
Unit 2 FOCUS ON STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> “Demeter and Persephone” Ojiiichan’s Gift Chester Nez and the Unbreakable Code Navajo Code Talkers “Code Talkers” 	<p>Words <i>neglect, delicate, unbreakable, invent, decipher</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns, verbs, and adjectives use antonyms (delicate / sturdy; unbreakable / delicate) discuss shades of meaning (neglect) 	<ul style="list-style-type: none"> collaboratively summarize “Demeter and Persephone” and “Code Talkers” retell <i>Ojiiichan’s Gift</i> and <i>Chester Nez and the Unbreakable Code</i> using vocabulary from the texts 	<ul style="list-style-type: none"> identify cohesive words and phrases to reconstruct a text unpack words and phrases to better understand meaning modify simple sentences using adverbial phrases that tell when, where, why, or how something happened analyze how authors use doing verbs to explain important events 	<ul style="list-style-type: none"> jointly construct an expository nonfiction text about the Navajo Code Talkers using prepositional phrases write their own expository nonfiction texts about the Navajo Code Talkers present their writing to the group 	<ul style="list-style-type: none"> Act Out a Myth Drawing with Captions Dramatize Dialogue Charades to review unit vocabulary
Unit 3 FOCUS ON FICTION 5 weeks	<ul style="list-style-type: none"> <i>Dragons in a Bag</i> 	<p>Words <i>mysterious, scowl, “you’re a lifesaver” (idiom), insignificant, sanctuary</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use adjectives, verbs, and nouns 	<ul style="list-style-type: none"> collaboratively summarize excerpts of <i>Dragons in a Bag</i> using present-tense verbs and descriptive language retell an excerpt of <i>Dragons in a Bag</i> using vocabulary from the novel 	<ul style="list-style-type: none"> describe how authors use verbs and verb phrases to show what a character is thinking or feeling (Doing, Saying, Thinking/Feeling, Being/Having) connect ideas in complex sentences using the subordinating conjunction because expand sentences by adding descriptive details 	<ul style="list-style-type: none"> jointly construct sentences summarizing important events from the beginning, middle, and end of <i>Dragons in a Bag</i>, using connecting words and phrases write their own summary sentences for <i>Dragons in a Bag</i> present their writing to the group 	<ul style="list-style-type: none"> Dramatic Play Role Play Role Play a Rescue Plan Charades to review unit vocabulary
Unit 4 FOCUS ON NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> Whoosh! Planting Stories “Moving Mountains” A Computer Called Katherine 	<p>Words <i>engineer, publisher, innovative, prototype, calculate</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns, verbs, and adjectives 	<ul style="list-style-type: none"> retell excerpts of <i>Whoosh!</i> and <i>Planting Stories</i> using sequence and connecting words to show relationships between ideas collaboratively summarize one inventor’s profile from “Moving Mountains” 	<ul style="list-style-type: none"> identify cohesive words and phrases to reconstruct a text describe how authors use doing verbs to show what biographical subjects are thinking or feeling 	<ul style="list-style-type: none"> jointly construct a biographical paragraph about Katherine Johnson, based using connecting words and phrases write and illustrate their own biographical paragraphs about Katherine Johnson present their writing to the group 	<ul style="list-style-type: none"> Engineering Exhibition Role Play Draw and Write About Pura Belpré Create a Profile Page Charades to review unit vocabulary
Unit 5 FOCUS ON EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <i>Symbiosis: How Different Animals Relate</i> <i>Polar Bears on the Hunt</i> Ticks <i>When Plants Attack</i> 	<p>Words <i>benefit, prowl, infect, disease, defend</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> use nouns, verbs, and adjectives 	<ul style="list-style-type: none"> collaboratively summarize <i>Symbiosis: How Different Animals Relate</i> and <i>Ticks</i> using present-tense verbs and connecting words recount a series of events from <i>Polar Bears on the Hunt</i> using problem-and-solution signal words 	<ul style="list-style-type: none"> identify the subject, pronouns (they, their), nouns, and conjunctions explore problem-and-solution language identify cohesive words and phrases to reconstruct a text 	<ul style="list-style-type: none"> jointly construct an expository nonfiction text about how the whistling thorn defends itself from elephants, using key nouns, verbs, and language from <i>When Plants Attack</i> write their own expository texts about the whistling thorn present their writing to the group 	<ul style="list-style-type: none"> Role Play Create a Comic Strip Charades to review unit vocabulary

<p>Unit 6 FOCUS ON PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> • “Real Books Are Best” • “Benefits of a Balanced School Calendar” • “Meat Is Here to Stay” • “Move Over, Meat!” 	<p>Words <i>enthusiast, implement, essential, “takes a toll” (idiom)</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns, verbs, and adjectives • use antonyms (essential / nonessential) • discuss modal expressions / modal verbs (may, can, could, might, should, would) 	<ul style="list-style-type: none"> • collaboratively summarize the author’s opinions from “Real Books Are Best”, “Benefits of a Balanced School Calendar”, and “Meat Is Here to Stay”, supporting opinions with reasons and evidence 	<ul style="list-style-type: none"> • analyze sentences in persuasive nonfiction to identify the subject • identify words and phrases that connect ideas • analyze the persuasive structure (opinion, reasons, evidence) and use modal expressions to soften statements 	<ul style="list-style-type: none"> • jointly construct a persuasive nonfiction text explaining why people should eat less meat, based on “<i>Move Over, Meat!</i>”, using reasons, evidence, and modal expressions • write their own persuasive nonfiction texts on why people should eat less meat using reasons and evidence from “<i>Move Over, Meat!</i>” • present their writing to the group 	<ul style="list-style-type: none"> • Create a Persuasive Poster • Create and Present an Infographic • Extraterrestrials Role Play • Charades to review unit vocabulary
<p>Unit 7 FOCUS ON DRAMA 4 weeks</p>	<ul style="list-style-type: none"> • <i>The Magic Brocade (a play)</i> • “Ally” 	<p>Words <i>discontent, marvelous, graciously, fortitude</i></p> <p>Word-learning skills</p> <ul style="list-style-type: none"> • use nouns, verbs, adjectives, and adverbs explicitly named • use antonyms (discontent / content) • discuss shades of meaning (marvelous vs. good) 	<ul style="list-style-type: none"> • orally retell scenes of <i>The Magic Brocade</i> using key vocabulary 	<ul style="list-style-type: none"> • identify pronouns, prepositional phrases (location), and the subject • use comparative adjectives (better) and superlative adjectives (loveliest) • describe how the playwright uses adverbs • identify cohesive words and phrases in the poem “Ally” 	<ul style="list-style-type: none"> • jointly construct an alternative ending to <i>The Magic Brocade</i>, using dialogue, stage directions, adverbs, and adjectives • write and present their own alternative endings to <i>The Magic Brocade</i> • present their writing to the group 	<ul style="list-style-type: none"> • Dramatic Reading • Drawing a Map • Charades to review unit vocabulary



Being a Reader™

EXPANDED SECOND EDITION

SMALL-GROUP COMPREHENSION

Scope and Sequence

Grade 4

Small-Group Comprehension, Grade 4

Text	Instructional Focus	Lesson			
<p><i>Beneficial Insects</i> Expository nonfiction ■ Lexile®: 790L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Discussing Text Features • Discussing Author’s Purpose <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> • Determining Word Meaning and Using Multiple-Meaning Words 	<p>Day 1: Reading an Expository Nonfiction Book and Sharing and Supporting Opinions</p>	<p>Day 2: Reading an Expository Nonfiction Book and Sharing and Supporting Opinions</p>	<p>Day 3: Discussing Text Features and Author’s Purpose</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Determining Word Meaning and Using Multiple-Meaning Words</p> <p>Assessment: Exit Ticket</p>
<p><i>Animal Disguises</i> Expository nonfiction ■ Lexile®: 950L and “Mimicry in the Animal World” Expository nonfiction ■ Lexile®: 840L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Recognizing Text Organization • Summarizing • Synthesizing • Discussing Author’s Purpose • Making Connections • Discussing Text Features <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> • Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> • Unpacking Sentences • Unscrambling Sentences 	<p>Day 1: Reading an Expository Nonfiction Book and Recognizing Text Organization <i>Animal Disguises</i></p>	<p>Day 2: Summarizing <i>Animal Disguises</i></p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Summarizing, Synthesizing, and Discussing Author’s Purpose <i>Animal Disguises</i></p>	<p>Day 4: Unpacking Sentences <i>Animal Disguises</i></p> <p>Assessment: Exit Ticket</p>
		<p>Day 5: Reading an Expository Nonfiction Article and Making Connections “Mimicry in the Animal World”</p>	<p>Day 6: Discussing Text Features “Mimicry in the Animal World”</p>	<p>Day 7: Sharing and Supporting Opinions <i>Animal Disguises</i> and “Mimicry in the Animal World”</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 8: Unscrambling Sentences “Mimicry in the Animal World”</p> <p>Assessment: Exit Ticket</p>

Small-Group Comprehension, Grade 4

Text	Instructional Focus	Lesson			
<p><i>Aliens Are Coming!</i> <i>The True Account of the 1938 War of the Worlds Radio Broadcast</i> Narrative nonfiction ■ Lexile®: AD690L and “Radio Story of Mars Raid Causes Panic” Expository nonfiction ■ Lexile®: N/A</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Discussing Ways to Present Information Making Connections Discussing Author’s Purpose <p>Self-Monitoring and Self-Correcting</p> <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Determining Word Meaning 	<p>Day 1: Reading a Narrative Nonfiction Book <i>Aliens Are Coming!</i></p>	<p>Day 2: Discussing Ways to Present Information and Author’s Purpose <i>Aliens Are Coming!</i></p> <p>Assessment: Group Discussion Observation</p>	<p>Day 3: Determining Word Meaning <i>Aliens Are Coming!</i></p> <p>Assessment: Exit Ticket</p>	<p>Day 4: Reading an Expository Nonfiction Article, Self-Monitoring, and Making Connections “Radio Story of Mars Raid Causes Panic”</p>
		<p>Day 5: Reading an Expository Nonfiction Article, Self-Monitoring, and Self-Correcting “Radio Story of Mars Raid Causes Panic”</p>	<p>Day 6: Reading an Expository Nonfiction Article, Self-Monitoring, and Self-Correcting “Radio Story of Mars Raid Causes Panic”</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Sharing and Supporting Opinions and Discussing Author’s Purpose <i>Aliens Are Coming!</i> and “Radio Story”</p>	<p>Day 8: Expanding Sentences “Radio Story of Mars Raid Causes Panic”</p> <p>Assessment: Exit Ticket</p>
<p><i>Riding Freedom</i> Historical fiction ■ Lexile®: 720L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Understanding Simile and Metaphor 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Understanding Simile and Metaphor</p> <p>Assessment: Exit Ticket</p>	
<p><i>Rickshaw Girl</i> Realistic fiction ■ Lexile®: 730L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Sorting Words by Function 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Sharing and Supporting Opinions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Sorting Words by Function</p> <p>Assessment: Exit Ticket</p>	

Small-Group Comprehension, Grade 4

Text	Instructional Focus	Lesson			
<p><i>How Tía Lola Came to Visit Stay</i> Realistic fiction ■ Lexile®: 800L</p>	<p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions <p>Syntax:</p> <ul style="list-style-type: none"> Expanding Sentences 	<p>Day 1: Responding to Literature</p>	<p>Day 2: Responding to Literature</p>	<p>Day 3: Responding to Literature</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Expanding Sentences</p> <p>Assessment: Exit Ticket</p>	
<p><i>Mario and the Hole in the Sky</i> Narrative nonfiction ■ Lexile®: 730L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Identifying Important Events Making Connections <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Sharing and Supporting Opinions <p>Syntax:</p> <ul style="list-style-type: none"> Understanding Cohesion 	<p>Day 1: Sharing and Supporting Opinions</p>	<p>Day 2: Sharing and Supporting Opinions</p>	<p>Day 3: Identifying Important Events and Making Connections</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Understanding Cohesion</p> <p>Assessment: Exit Ticket</p>
<p><i>Voyage of the Dogs</i> Science fiction ■ Lexile®: 760L</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> Making Inferences <p>Generating Independent Thinking:</p> <ul style="list-style-type: none"> Responding to Literature Participating in Book Discussions Sharing and Supporting Opinions <p>Syntax and Vocabulary:</p> <ul style="list-style-type: none"> Determining Word Meaning 	<p>Day 1: Responding to Literature and Making Inferences</p>	<p>Day 2: Responding to Literature and Sharing and Supporting Opinions</p>	<p>Day 3: Participating in Book Discussions and Sharing and Supporting Opinions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Participating in Book Discussions</p>
		<p>Day 5: Participating in Book Discussions and Sharing and Supporting Opinions</p>	<p>Day 6: Participating in Book Discussions</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 7: Determining Word Meaning</p> <p>Assessment: Exit Ticket</p>	

Small-Group Comprehension, Grade 4

Text	Instructional Focus	Lesson			
<p><i>The Mystery of Meerkat Hill</i> Realistic fiction / Mystery ■ Lexile®: N/A</p>	<p>Setting the Foundation Using Fiction:</p> <ul style="list-style-type: none"> • Previewing the Novel • Generating Book Club Agreements • Exploring Ways Readers Think About Texts • Making a Book Club Schedule • Building On One Another's Thinking • Turning Journal Entries into Conversation Starters • Asking Powerful Questions 	<p>Day 1: Previewing the Novel and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		
<p><i>The Great American Dust Bowl</i> Graphic nonfiction ■ Lexile®: 860L</p>	<p>Setting the Foundation Using Nonfiction:</p> <ul style="list-style-type: none"> • Previewing the Book • Generating Book Club Agreements • Exploring Ways Readers Think About Texts • Making a Book Club Schedule • Building On One Another's Thinking • Turning Journal Entries into Conversation Starters • Asking Powerful Questions 	<p>Day 1: Previewing the Book and Generating Book Club Agreements</p>	<p>Day 2: Exploring Ways Readers Think About Texts</p>	<p>Day 3: Making a Book Club Schedule</p> <p>Assessment: Group Discussion Observation</p>	<p>Day 4: Building On One Another's Thinking</p>
		<p>Day 5: Turning Journal Entries into Conversation Starters</p>	<p>Day 6: Asking Powerful Questions</p> <p>Assessment: Group Discussion Observation</p>		

Small-Group Comprehension, Grade 4

Book Clubs Mini-Lessons*

Mini-Lesson Type	Genre Focus	Instructional Focus
Discussion Support	Any genre	Mini-Lesson 1, "Asking Follow-Up Questions"
	Any genre	Mini-Lesson 2, "Sharing Airtime"
	Any genre	Mini-Lesson 3, "Setting Goals for More Robust Discussions"
Fiction Comprehension**	Fiction	Mini-Lesson 4, "Investigating Character"
	Fiction	Mini-Lesson 5, "Tracking Characters' Challenges and Solutions"
	Fiction	Mini-Lesson 6, "Exploring Setting"
	Fiction	Mini-Lesson 7, "Savoring Word Choice"
	Fiction	Mini-Lesson 8, "Reflecting On Themes"
Nonfiction Comprehension	Nonfiction	Mini-Lesson 9, "Learning from Text Features"
	Nonfiction	Mini-Lesson 10, "Asking Questions Before Reading"
	Nonfiction	Mini-Lesson 11, "Identifying Important Ideas"
	Nonfiction	Mini-Lesson 12, "Troubleshooting Comprehension Problems"
Book Choice	Any genre	Mini-Lesson 13, "Conducting a Book Pass"

*Mini-lessons can be used as needed, with any text.

**Some of the Fiction Comprehension mini-lessons can be used with nonfiction texts and vice versa. For example, many nonfiction texts use rich word choice, and many fiction texts include text features.