# Grade 4 Reading Wonders Unit 1 Pacing 2017

## Unit 1 Think It Through

**The Big Idea:** *How can a challenge bring out our best?*

August 14-September 29 (33 days)

### START SMART August 14-18 – 5 days

| Week 1 | Essential Question: *Where do good ideas come from?*  
|        | Genre: Fairy Tale  
|        | **Comprehension Strategy:** Make Predictions; **Comprehension Skill:** Sequence  
|        | **Vocabulary Strategy:** Context Clues: Synonyms; **Vocabulary:** flattened, frantically, muttered, gracious, stale, official, brainstorm, original  
|        | **Grammar:** Sentences  
| Aug. 21 Eclipse Day |  
| August 22-25 | 4 days  

| Week 2 | Essential Question: *How do your actions affect others?*  
|        | Genre: Realistic Fiction; **Comprehension Strategy:** Make Predictions; **Comprehension Skill:** Problem and Solution  
|        | **Vocabulary Strategy:** Idioms; **Vocabulary:** accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably  
|        | **Grammar:** Subjects and Predicates  
| August 28-Sept. 1 | 5 days  

| Week 3 | Essential Question: *How do people respond to natural disasters?*  
|        | Genre: Expository Text  
|        | **Comprehension Strategy:** Reread; **Comprehension Skill:** Compare and Contrast  
|        | **Vocabulary Strategy:** Context Clues: Multiple-Meaning Words; **Vocabulary:** alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable  
|        | **Grammar:** Compound Sentences  
| Labor Day Sept. 4 |  
| September 5-8 | 4 days  

| Week 4 | Essential Question: *How can science help you understand how things work?*  
|        | Genre: Narrative Nonfiction; **Comprehension Strategy:** Reread; **Comprehension Skill:** Cause and Effect; **Vocabulary Strategy:** Context Clues: Definitions and Restatements; **Vocabulary:** accelerate, advantage, capabilities, friction, gravity, identity, inquiry, thrilling; **Grammar:** Clauses and Complex Sentences  
|        |  
| September 11-15 | 5 days  

| Week 5 | Essential Question: *How can starting a business help others?*  
|        | Genre: Persuasive Article  
|        | **Comprehension Strategy:** Reread; **Comprehension Skill:** Main Idea and Key Details  
|        | **Vocabulary Strategy:** Suffixes; **Vocabulary:** compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking  
|        | **Grammar:** Run-On Sentences  
| September 18-22 | 5 days  

| Week 6 | Essential Question: *How can a challenge bring out our best?*  
|        | **Unit 1 Assessment** – 2 sessions  
|        | Session 1: Unit 1 Assessment – MC and CR items  
|        | Session 2: GUM and Meaningful Sentences  
|        | **Option – Reader’s Theater:** “Whodunit? Woo Knows …”  
|        | **Option – Reading Digitally:** *Time for Kids Bullying: It’s Against the Law*  
|        | **Option – Research / Inquiry:** Research Skill – Parts of a Library  
| September 25-29 | 5 days

Lincoln Public Schools Curriculum 2017-2018
| Week 1 | Essential Question: What are some messages in animal stories?  
Genre: Folktale  
Comprehension Strategy: Ask and Answer Questions  
Comprehension Skill: Theme  
Vocabulary Strategy: Root Words  
Vocabulary: attracted, dazzling, fabric, greed, honest, requested, soared, trudged  
Grammar: Common and Proper Nouns |
|---|---|
| October 2-6 5 days | **Week 2**  
October 9-12  
4 days  
Oct. 13  
*Elem Plan Day*  
End of Q1  
**Essential Question:** How do animal characters change familiar stories?  
**Genre:** Drama  
**Comprehension Strategy:** Ask and Answer Questions  
**Comprehension Skill:** Theme  
**Vocabulary Strategy:** Context Clues: Antonyms  
**Vocabulary:** annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty  
**Grammar:** Singular and Plural Nouns  
**Week 2 Summative Assessment** |
| | **Week 3**  
No School  
Oct. 16-17  
October 18-24  
5 days  
**Essential Question:** How are all living things connected?  
**Genre:** Informational – Narrative Nonfiction  
**Comprehension Strategy:** Summarize  
**Comprehension Skill:** Main Idea and Key Details  
**Vocabulary Strategy:** Context Clues  
**Vocabulary:** crumbled, droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples  
**Grammar:** Irregular Plural Nouns |
| | **Week 4**  
October 25-31  
5 days  
**Essential Question:** What helps an animal survive?  
**Genre:** Informational – Expository Text  
**Comprehension Strategy:** Summarize;  
**Comprehension Skill:** Main Idea and Key Details;  
**Vocabulary Strategy:** Prefixes  
**Vocabulary:** camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations  
**Grammar:** Possessive Nouns  
**Week 4 Summative Assessment** |
| | **Week 5**  
November 1-7  
5 days  
**Essential Question:** How are writers inspired by animals?  
**Genre:** Lyric Poetry and Haiku  
**Literary Elements:** Meter and Rhyme  
**Comprehension Skill:** Point of View  
**Vocabulary Strategy:** Figurative Language  
**Vocabulary:** brittle, creative, descriptive, outstretched, metaphor, similes, rhyme, meter  
**Grammar:** Combining Sentences with Nouns |
| | **Week 6**  
November 8-10  
3 days  
**Unit 2 Assessment** – 2 sessions  
Session 1: Unit 1 Assessment – MC and CR items  
Session 2: GUM and Meaningful Sentences |
## Unit 3 That’s the Spirit!

**The Big Idea:** How can you show your community spirit?  
**November 13-December 22** (26 days)

| Week 1 | Essential Question: How can you make new friends feel welcome?  
**Genre:** Fantasy  
**Comprehension Strategy:** Visualize  
**Comprehension Skill:** Point of View; **Vocabulary Strategy:** Context Clues – paragraph clues; **Vocabulary:** acquaintance, cautiously, complementary, jumble, logical, scornfully, scrounging, trustworthy  
**Grammar:** Action Verbs |
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<td>November 13-17</td>
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| Week 2 | Essential Question: In what ways can you help your community?  
**Genre:** Realistic Fiction  
**Comprehension Strategy:** Visualize; **Comprehension Skill:** Point of View  
**Vocabulary Strategy:** Context Clues – definition/restatement  
**Vocabulary:** organizations, assigned, generosity, gingerly, mature, residents, scattered, selective  
**Grammar:** Verb Tenses  
**Week 2 – Summative Assessment** |
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<td>November 20-December 1</td>
<td>6 days Plan Day – November 27</td>
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**Suggestion:** Ask students to read the biography, anthology selection *Delivering Justice*, during Independent Reading time this week.  
The Week 3 Genre (Biography), Skill (Author’s Point of View), and Strategy (Reread) are repeated in Week 4.  
Teach the Vocabulary Strategy mini-lesson on **Synonyms and Antonyms** (NeSA-ELA skills) and Grammar lesson on **Main and Helping Verbs**.

| Week 3 | Essential Question: How can words lead to change?  
**Genre:** Biography  
**Comprehension Strategy:** Reread; **Comprehension Skill:** Author’s Point of View; **Vocabulary Strategy:** Latin and Greek Suffixes  
**Vocabulary:** address, divided, haste, opposed, perish, proclamation, shattered, tension; **Grammar:** Linking Verbs  
**Week 4 – Summative Assessment** |
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<td>To complete</td>
<td>Unit 3 by end of semester, skip Week 3 lessons.</td>
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<td>December 4-8</td>
<td>5 days</td>
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| Week 4 | Essential Question: In what ways can advances in science be helpful or harmful?  
**Genre:** Persuasive Article  
**Comprehension Strategy:** Reread; **Comprehension Skill:** Author’s Point of View; **Vocabulary Strategy:** Greek Roots  
**Vocabulary:** advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance  
**Grammar:** Irregular Verbs  
**Week 4 – Summative Assessment** |
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<tr>
<td>December 11-15</td>
<td>5 days</td>
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| Week 5 | Essential Question: How can you show your community spirit?  
**Option – Reader’s Theater:** “Nat Love, Western Hero” T326-32  
**Option – Reading Digitally:** *Time for Kids* “Kids Lead the Way” T328-329  
**Option – Research / Inquiry:** Gathering Information T330-T333 |
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<td>December 18-22</td>
<td>5 days</td>
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| Week 6 | Unit 3 Assessment – 2 sessions  
Session 1: Unit 1 Assessment – MC and CR items  
Session 2: GUM and Meaningful Sentences  
**Essential Question:** How can you show your community spirit?  
**Option – Reader’s Theater:** “Nat Love, Western Hero” T326-32  
**Option – Reading Digitally:** *Time for Kids* “Kids Lead the Way” T328-329  
**Option – Research / Inquiry:** Gathering Information T330-T333 |
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<td>December 18-22</td>
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# Grade 4 Reading Wonders Unit 4 Pacing 2018

## Unit 4 Fact or Fiction?

**The Big Idea:** How do different writers treat the same topic?

**January 8 – February 16** (29 days)

### Week 1

**January 8-12**

- **5 days**
- **Essential Question:** Why do we need government?
- **Genre:** Narrative Nonfiction; **Comprehension Strategy:** Ask and Answer Questions; **Comprehension Skill:** Cause and Effect
- **Vocabulary Strategy:** Latin Roots
- **Vocabulary:** amendments, commitment, compromise, democracy, eventually, legislation, privilege, version
- **Grammar:** Pronouns and Antecedents

### Week 2

**January 16-19**

- **4 days**
- **Essential Question:** Why do people run for public office?
- **Genre:** Fantasy; **Comprehension Strategy:** Make Predictions
- **Comprehension Skill:** Point of View
- **Vocabulary Strategy:** Idioms; **Vocabulary:** accompanies, campaign, governor, intend, opponent, overwhelming, tolerate, weary
- **Grammar:** Types of Pronouns

### Week 3

**January 22-26**

- **5 days**
- **Essential Question:** How do inventions and technology affect your life?
- **Genre:** Historical Fiction; **Comprehension Strategy:** Make Predictions
- **Comprehension Skill:** Point of View; **Vocabulary Strategy:** Context Clues: Synonyms
- **Vocabulary:** decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering
- **Grammar:** Pronoun-Verb Agreement

### Week 4

**January 29-February 2**

- **5 days**
- **Essential Question:** How can you explain what you see in the sky?
- **Genre:** Expository Text
- **Comprehension Strategy:** Ask and Answer Questions; **Comprehension Skill:** Cause and Effect
- **Vocabulary Strategy:** Context Clues: Paragraph Clues
- **Vocabulary:** astronomer, crescent, phases, rotates, series, sliver, specific, telescope
- **Grammar:** Possessive Pronouns

### Week 5

**February 5-9**

- **5 days**
- **Essential Question:** How do writers look at success in different ways?
- **Genre:** Narrative Poetry
- **Comprehension Strategy:** Literary Elements: Stanzas and Repetition
- **Comprehension Skill:** Theme
- **Vocabulary Strategy:** Connotation and Denotation; **Vocabulary:** attain, dangling, hovering, triumph, connotation, denotation, repetition, stanza
- **Grammar:** Pronouns and Homophones

### Week 6

**February 12-16**

- **5 days**
- **Unit 4 Assessment** – 2 sessions during this week
  - Session 1: Unit 1 Assessment – MC and CR items
  - Session 2: GUM and Meaningful Sentences
- **Essential Question:** How do different writers treat the same topic?
- **Reader’s Theater:** “All the Money in the World” T326-327
- **Reading Digitally:** *Time for Kids* “Log On to Online Learning” T328-329
- **Research / Inquiry:** Relevant Facts T330-T333
### Grade 4 Reading Wonders Unit 5 Pacing 2018

**Unit 5 Figure It Out**

**The Big Idea:** What helps you understand the world around you?

**February 20 – April 6 (27 days)**

| Week 1 | Plan Day  
February 19  
February 20-23  
4 days | Essential Question: In what ways do people show they care about each other?  
Genre: Realistic Fiction; Comprehension Strategy: Visualize; Comprehension Skill: Character, Setting, Plot: Problem and Solution; Vocabulary Strategy: Similes and Metaphors; Vocabulary: emotion, bouquet, encircle, express, fussy, portraits, sparkles, whirl; Grammar: Adjectives |
|---|---|
| Week 2 | February 26-March 2  
5 days | Essential Question: What are some reasons people moved west?  
Genre: Literature: Tall Tale; Comprehension Strategy: Visualize; Comprehension Skill: Character, Setting, Plot: Cause and Effect; Vocabulary Strategy: Homographs; Vocabulary: shrivel, plunging, prospector, scoffed, settlement, territories, topple, withered; Grammar: Articles: a, an, and the |
| Week 3 | March 5-9  
5 days  
Spring Break  
March 12-16 | Essential Question: How can inventions solve problems?  
Genre: Informational Text: Biography; Comprehension Strategy: Summarize; Comprehension Skill: Text Structure: Problem and Solution; Vocabulary Strategy: Greek Roots; Vocabulary: procedure, dizzy, experiment, genuine, hilarious, mischief, nowadays, politician; Grammar: Adjectives That Compare: |
| Week 4 | March 19-23  
5 days | Essential Question: What can you discover when you look closely at something?  
Genre: Expository Text; Comprehension Strategy: Summarize; Comprehension Skill: Text Structure: Sequence; Vocabulary Strategy: Context Clues: Antonyms; Vocabulary: magnify, cling, dissolve, gritty, humid, microscope, mingle, typical; Grammar: Comparing with More and Most |
| Week 5 | March 26-29  
4 days  
No School  
March 30 | Essential Question: How can learning about the past help you understand the present?  
Genre: Informational Text: Informational Article; Comprehension Strategy: Summarize Comprehension Skill: Text Structure: Sequence; Vocabulary Strategy: Proverbs and Adages; Vocabulary: archaeology, document, era, evidence, expedition, permanent, tremendous, uncover; Grammar: Comparing with Good and Bad |
| Week 6 | No School  
April 2  
April 3-6  
4 days | Unit 5 Assessment: 1 passage with 10 M/C items and 1 TDA item  
GUM; Meaningful Sentences  
NeSA-ELA testing window: March 23-May 1  
Essential Question: What helps you understand the world around you?  
Reader’s Theater: “The Camera In the Attic”  
Reading Digitally: Time for Kids “Help In a Box”  
Research / Inquiry: Citing Sources |

Lincoln Public Schools Curriculum  
2017-2018
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<th>Week</th>
<th>April 9-13</th>
<th>Essential Question: How do traditions connect people?</th>
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<tr>
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<td>5 days</td>
<td>Genre: Historical Fiction</td>
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<td>Comprehension Strategy: Reread; Comprehension Skill: Theme</td>
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<td>Vocabulary Strategy: Connotation and Denotation; Vocabulary: ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated</td>
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<td>Grammar: Adverbs</td>
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<tr>
<th>Week</th>
<th>April 16-20</th>
<th>Essential Question: Why is it important to keep a record of the past?</th>
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<td>5 days</td>
<td>Genre: Historical Fiction</td>
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<td>Comprehension Strategy: Reread; Comprehension Skill: Theme</td>
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<td>Vocabulary Strategy: Homophones; Vocabulary: depicts, detested, discarded, eldest, ignored, obedience, refuge, treacherous</td>
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<td>Grammar: Comparing with Adverbs</td>
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<tr>
<th>Week</th>
<th>April 23-26</th>
<th>Essential Question: How have our energy resources changed over the years?</th>
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<td>4 days</td>
<td>Genre: Narrative Nonfiction</td>
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<td>Comprehension Strategy: Ask and Answer Questions</td>
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<td>Comprehension Skill: Main Idea and Key Details</td>
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<td>Vocabulary Strategy: Latin and Greek Prefixes; Vocabulary: coincidence, consequences, consume, converted, efficient, incredible, installed, renewable</td>
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<td>Grammar: Negatives</td>
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<th>Week</th>
<th>April 30-May 4</th>
<th>Essential Question: What has been the role of money over time?</th>
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<td>Genre: Expository Text</td>
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<td>Comprehension Strategy: Ask and Answer Questions</td>
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<td>Comprehension Skill: Main Idea and Key Details</td>
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<td>Vocabulary Strategy: Proverbs and Adages; Vocabulary: currency, economics, entrepreneur, global, invest, marketplace, merchandise, transaction; Grammar: Prepositions</td>
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<td>Week 4 Summative Assessment</td>
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<th>May 7-11</th>
<th>Essential Question: What shapes a person’s identity?</th>
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<td>5 days</td>
<td>Genre: Free Verse Poetry</td>
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<td>Literary Elements: Imagery and Personification; Skill: Theme</td>
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<td>Vocabulary Strategy: Figurative Language; Vocabulary: gobble, individuality, mist, roots</td>
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<td>Grammar: Sentences Using Prepositions</td>
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<th>Week</th>
<th>May 14-23</th>
<th>Essential Question: How can you build on what came before?</th>
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<td>8 days</td>
<td>Unit 6 Assessment: 1 passage with 10 M/C items and 1 TDA item</td>
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<td>GUM; Meaningful Sentences</td>
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<td>Option – Reader’s Theater: “Little Talk”; “But I Wonder” (short poems)</td>
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<td>Option – Reading Digitally: Time for Kids – Charge!</td>
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<td>Option – Research / Inquiry: Research Skill – Presenting</td>
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