## Unit 1: Think It Through
### The Big Idea: How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)

### Week 1
#### Weekly Concept: Clever Ideas
- **Essential Question:** Where do good ideas come from?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>brainstorm</td>
<td>flattened</td>
<td>frantically</td>
<td>ammered</td>
<td>carved</td>
<td>announcement</td>
<td>astonished</td>
<td>IWT:</td>
</tr>
<tr>
<td>gravy</td>
<td>muddled</td>
<td>official</td>
<td></td>
<td>original</td>
<td></td>
<td></td>
<td>Inform/Explain</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Story Structure</td>
</tr>
</tbody>
</table>

#### Short Text: “The Dragon Problem”
- **Genre:** Fairy Tale
- **Skill:** Character, Setting, Plot, Sequence
- **ACT:** Sentence Structure
- **Lexile:** 430L
- **TextEvaluator:** 13.8

#### Main Selection: Clever Puss
- **Genre:** Fairy Tale
- **ACT:** Sentence Structure
- **Lexile:** 440
- **TextEvaluator:** 10

#### Paired Selection: “Rabbit and the Well”
- **Genre:** Folktale
- **Lexile:** 440
- **TextEvaluator:** 10

### Week 2
#### Weekly Concept: Think of Others
- **Essential Question:** How do your actions affect others?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountable</td>
<td>advise</td>
<td>desperately</td>
<td>humiliated</td>
<td>inspiration</td>
<td></td>
<td>excited</td>
<td>IWT:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>self-esteem</td>
<td></td>
<td></td>
<td>Inform/Explain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>uncomfortably</td>
<td></td>
<td></td>
<td>Story Structure</td>
</tr>
</tbody>
</table>

#### Short Text: “The Talent Show”
- **Genre:** Realistic Fiction
- **Skill:** Character, Setting, Plot Problem and Solution
- **ACT:** Genre
- **Lexile:** 450
- **TextEvaluator:** 28.7

#### Main Selection: The Dream Team
- **Genre:** Realistic Fiction
- **Skill:** Character, Setting, Plot Problem and Solution
- **ACT:** Genre
- **Lexile:** 470L
- **TextEvaluator:** 20

#### Paired Selection: “Making a Difference”
- **Genre:** Expository
- **Lexile:** 470L
- **TextEvaluator:** 20

### Week 3
#### Weekly Concept: Take Action
- **Essential Question:** How do people respond to natural disasters?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>alter</td>
<td>collapse</td>
<td>destruction</td>
<td>destruction</td>
<td>hazard</td>
<td>severe</td>
<td></td>
<td>IWT:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>severe</td>
<td>unpredictable</td>
<td></td>
<td>Inform/Explain</td>
</tr>
</tbody>
</table>

#### Short Text: “A World of Change”
- **Genre:** Expository
- **Skill:** Text Structure: Compare and Contrast
- **ACT:** Connection of Ideas
- **Lexile:** 480L
- **TextEvaluator:** 24.4

#### Main Selection: Changing Landscapes
- **Genre:** Informational Text: Expository
- **Skill:** Text Structure: Compare and Contrast
- **ACT:** Connection of Ideas
- **Lexile:** 940L
- **TextEvaluator:** 16.9

#### Paired Selection: “Students Save Wetlands”
- **Genre:** Informational Text: Expository
- **Lexile:** 940L
- **TextEvaluator:** 16.9

#### Features
- landscape
- movement
- suddenly
- happening
- unpredictable
- collapses
- restore

#### Main Selection: Changing Landscapes
- **Genre:** Informational Text: Expository
- **Skill:** Text Structure: Compare and Contrast
- **ACT:** Connection of Ideas
- **Lexile:** 940L
- **TextEvaluator:** 16.9

#### Paired Selection: “Students Save Wetlands”
- **Genre:** Informational Text: Expository
- **Lexile:** 940L
- **TextEvaluator:** 16.9

#### Features
- landscape
- movement
- suddenly
- happening
- unpredictable
- collapses
- restore
# Grade 4

## Unit 1: Think It Through
### The Big Idea: How can a challenge bring out our best? (fable: “The Crow and the Pitcher”)

#### Week 4
**Weekly Concept:** Ideas in Motion  
**Essential Question:** How can science help you understand how things work?

<table>
<thead>
<tr>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| accelerate advantage capabilities friction gravity identity inquiry thrilling | Prepositions | **Short Text:** "The Big Race"  
Genre: Informational Text: Narrative Nonfiction  
Skill: Text Structure: Cause and Effect  
ACT: Purpose  
Lexile: 420L  
TextEvaluator: 10.6 | apply grinned responded | **Main Selection:** George’s Giant Wheel  
Genre: Narrative Nonfiction  
Skill: Text Structure: Cause and Effect  
ACT: Purpose  
Lexile: 490L  
TextEvaluator: 6.3 | brake foundations joined organized success unique | IWT: Purpose  
Genre: Vocabulary  
LR: Genre  
Purpose: Vocabulary  
Vocabulary  
Prior Knowledge: Connection of Ideas  
Organization: Inform/Explain  
Headings: Phrasing and Rate |

**Homophones**
- compassionate  
- enterprise  
- exceptional  
- funds  
- innovative  
- process  
- routine  
- undertaking

**Short Text:** "Dollars and Sense"  
Genre: Informational Text: Persuasive Article  
Skill: Main Idea and Key Details  
ACT: Organization  
Lexile: 590L  
TextEvaluator: 25.6  
**Main Selection:** Start Small, Think Big  
Genre: Persuasive Text  
Skill: Main Idea and Key Details  
ACT: Organization  
Paired Selection: "Spending and Saving"  
Genre: Procedural Text  
Lexile: 590L  
TextEvaluator: 18.1  
**Main Selection:** George’s Giant Wheel  
Genre: Narrative Nonfiction  
Skill: Text Structure: Cause and Effect  
ACT: Purpose  
Lexile: 490L  
TextEvaluator: 6.3 | brake foundations joined organized success unique | IWT: Purpose  
Genre: Vocabulary  
LR: Genre  
Purpose: Vocabulary  
Vocabulary  
Prior Knowledge: Connection of Ideas  
Organization: Inform/Explain  
Headings: Phrasing and Rate |

#### Week 5
**Weekly Concept:** Putting Ideas to Work  
**Essential Question:** How can starting a business help others?

<table>
<thead>
<tr>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
</table>
| compassionate enterprise exceptional funds innovative process routine undertaking | Homophones | **Short Text:** "Dollars and Sense"  
Genre: Informational Text: Persuasive Article  
Skill: Main Idea and Key Details  
ACT: Organization  
Lexile: 590L  
TextEvaluator: 25.6 | break expanded profit | **Main Selection:** Start Small, Think Big  
Genre: Persuasive Text  
Skill: Main Idea and Key Details  
ACT: Organization  
Paired Selection: "Spending and Saving"  
Genre: Procedural Text  
Lexile: 590L  
TextEvaluator: 18.1 | courage convince raised modern borrow loaned possible | IWT: Organization  
Genre: Vocabulary  
LR: Genre  
Purpose: Vocabulary  
Vocabulary  
Prior Knowledge: Connection of Ideas  
Organization: Inform/Explain  
Main Idea and Details: Phrasing and Rate |

**Homophones**
- break  
- break  
- expanded  
- profit  
- broke  
- expanded  
- profit

#### Week 6
**Unit 1 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:** Short Vowels: Long a, Long e, Long i, Long o  
**Structural Analysis:** Inflectional Endings; Inflectional Endings; Plurals; Inflectional Endings; Compound Words
## Unit 2: Amazing Animals
### The Big Idea: What can animals teach us?

#### Week 1
**Weekly Concept:** Literary Lessons
**Essential Question:** What are some messages in animal stories?

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Word List</th>
<th>Singular Possessive Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracted</td>
<td>dazzling, fabric, greed, honest, requested, soared, trudged</td>
<td></td>
</tr>
<tr>
<td>Reward</td>
<td>betrayed, tumbled</td>
<td></td>
</tr>
</tbody>
</table>

| Short Text       | “The Fisherman and the Kaha Bird”                                                            |                                                                                          |
| Genre:          | Folktale                                                                                    |                                                                                          |
| Skill:          | Theme                                                                                       |                                                                                          |
| ACT:            | Connection of Ideas                                                                         |                                                                                          |
| Lexile:         | 500L                                                                                         |                                                                                          |
| TextEvaluator:  | 24.4                                                                                         |                                                                                          |

| Main Selection   | “The Cockroach and the Mouse”                                                                |                                                                                          |
| Genre:          | Folktale                                                                                    |                                                                                          |
| Skill:          | Theme                                                                                       |                                                                                          |
| ACT:            | Connection of Ideas                                                                         |                                                                                          |
| Paired Selection| “Fox and Crane”                                                                              |                                                                                          |
| Genre:          | Fable                                                                                       |                                                                                          |
| Lexile:         | 570                                                                                         |                                                                                          |
| TextEvaluator:  | 10                                                                                           |                                                                                          |

| IWT:            | Connection of Ideas                                                                         |                                                                                          |
| Opinion:        | Theme                                                                                       |                                                                                          |
| Expression:     |                                                                                              |                                                                                          |

#### Week 2
**Weekly Concept:** Animals in Fiction
**Essential Question:** How do animal characters change familiar stories?

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Word List</th>
<th>Contractions: Verb plus not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed</td>
<td>attitude, commotion, cranky, familiar, frustrated, selfish, specialty</td>
<td></td>
</tr>
<tr>
<td>Tail</td>
<td>situation, season</td>
<td></td>
</tr>
<tr>
<td>Main Selection</td>
<td>“Saving the Green Bird”</td>
<td></td>
</tr>
<tr>
<td>Genre:</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Skill:</td>
<td>Theme</td>
<td></td>
</tr>
<tr>
<td>ACT:</td>
<td>Genre</td>
<td></td>
</tr>
<tr>
<td>Paired Selection</td>
<td>“The Missing Pie Mystery”</td>
<td></td>
</tr>
<tr>
<td>Genre:</td>
<td>Mystery</td>
<td></td>
</tr>
<tr>
<td>Lexile:</td>
<td>NP</td>
<td></td>
</tr>
<tr>
<td>TextEvaluator:</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

| IWT:            | Genre                                                                                       |                                                                                          |
| Opinion:        | Genre                                                                                       |                                                                                          |
| Intonation:     |                                                                                              |                                                                                          |

#### Week 3
**Weekly Concept:** Natural Connections
**Essential Question:** How are all living things connected?

<table>
<thead>
<tr>
<th>Word Type</th>
<th>Word List</th>
<th>Suffix -er</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crumbled</td>
<td>droughts, ecosystem, extinct, flourished, fragile, imbalance, ripples</td>
<td></td>
</tr>
<tr>
<td>Gaudy</td>
<td>bleached, rebuild</td>
<td></td>
</tr>
<tr>
<td>Main Selection</td>
<td>“Saving San Francisco Bay”</td>
<td></td>
</tr>
<tr>
<td>Genre:</td>
<td>Narrative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>Skill:</td>
<td>Main Idea and Details</td>
<td></td>
</tr>
<tr>
<td>ACT:</td>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Paired Selection</td>
<td>“The Great Estuary Ecosystem”</td>
<td></td>
</tr>
<tr>
<td>Genre:</td>
<td>Informational Text: Expository</td>
<td></td>
</tr>
<tr>
<td>Lexile:</td>
<td>580L</td>
<td></td>
</tr>
<tr>
<td>TextEvaluator:</td>
<td>16.9</td>
<td></td>
</tr>
</tbody>
</table>

| IWT:            | Purpose                                                                                     |                                                                                          |
| Opinion:        | Genre                                                                                       |                                                                                          |
| Accuracy:       | Inform/Explain Text Features                                                                |                                                                                          |
## Grade 4

### Unit 2: Amazing Animals
The Big Idea: What can animals teach us?

#### Week 4
**Weekly Concept:** Adaptations
**Essential Question:** What helps an animal survive?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>camouflage</td>
<td>dribbles</td>
<td>extraordinary</td>
<td>poisonous</td>
<td>pounce</td>
<td>predator</td>
<td>prey</td>
<td>vibrations</td>
<td></td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
<td></td>
<td></td>
<td>harsh</td>
<td>decline</td>
<td>brutal</td>
<td></td>
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</tr>
</tbody>
</table>

**Short Text:** “Animal Adaptations”
**Genre:** Informational Text: Expository
**Skill:** Main Idea and Key Details
**ACT:** Sentence Structures
**Lexile:** 560L
**TextEvaluator:** 20

**Main Selection:** Extreme Animals
**Genre:** Informational Text: Expository
**Skill:** Main Idea and Key Details
**ACT:** Sentence Structure
**Paired Selection:** “Hare and the Water”
**Genre:** Trickster Tale
**Lexile:** 550L
**TextEvaluator:** 15

**clattering**
**odor**
**physical**
**squirts**
**threaten**
**weird**
**young**

**IWT:** Sentence Structure
**Opinion Text Features**
**Rate**

#### Week 5
**Weekly Concept:** Animals All Around
**Essential Question:** How are writers inspired by animals?

**Vocabulary Words:** brittle creative descriptive outstretched

**Poetry Words:** metaphor meter rhyme simile

**Short Text:** “Dog,” “The Eagle,” “Chimpanzee,” “Rat”
**Genre:** Lyric Poetry and Haiku
**Skill:** Point of View
**ACT:** Genre
**Literary Elements:** metaphor rhyme simile

**n/a**

**Main Selection:** Putting on an Act
**Genre:** Realistic Fiction
**Skill:** Point of View
**ACT:** Genre
**Paired Selection:** Haiku
**Genre:** Poetry

**Singing**
**tumbled**
**target**
**grumbled**
**shrill**
**pretend**
**fluttering**
**fooled**

**IWT:** Genre
**LR:** Genre
**Inform/Explain Precise Language**
**Expression and Phrasing**

#### Week 6
**Unit 2 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:** Prefixes; Digraphs; Three-Letter Blends; r-Controlled Vowels /är/ and /ôr/; Suffixes

**Structural Analysis:** Inflectional Endings; Possessives; Words Ending in -er and -est; Suffixes -ful and -less; Contractions
## Unit 3: That's the Spirit!

### The Big Idea: How can you show your community spirit? (Song: “My Country ‘Tis of Thee”)

#### Week 1

**Weekly Concept:** Friendship

**Essential Question:** How can you make new friends feel welcome?

**Words:***
- acquaintance
- cautiously
- complementary
- jumble
- logically
- scornfully
- scrounging
- trustworthy

**Adverbs with -ly:**
- descend
- rodents

**Short Text:** At the Library

**Genre:** Fantasy

**Skill:** Point of View

**ACT:** Sentence Structure

**Lexile:** 530

**TextEvaluator:** 29

**Main Selection:** A New Bear in the Forest

**Genre:** Fantasy

**Skill:** Point of View

**Paired Selection:** The Beckoning Cat

**Genre:** Legend

**Lexile:** 490

**TextEvaluator:** 14

**Volunteers**
- anxious
- approached
- believe
- bizarre
- bounced
- perched
- welcome

**IWT:** Sentence Structure

**Genre**
- Connection of Ideas

**Vocabulary**

**LR:** Sentence Structure

**Genre**
- Connection of Ideas

**Vocabulary**

**Inform/Explain**

**Point of View**

**Expression**

#### Week 2

**Weekly Concept:** Helping the Community

**Essential Question:** In what ways can you help your community?

**Words:***
- assigned
- generosity
- gingerly
- mature
- organizations
- residents
- scattered
- selective

**Linking Words (subordinating conjunctions):**
- fulfilled
- delayed
- revisited
- argued
- recognized
- suggested
- miserable
- blushed

**Short Text:** Remembering Hurricane Katrina

**Genre:** Realistic Fiction

**Skill:** Point of View

**ACT:** Organization

**Lexile:** 540L

**TextEvaluator:** 41

**Main Selection:** Playground Buddy

**Genre:** Realistic Fiction

**Skill:** Point of View

**Paired Selection:** Making a Difference

**Genre:** Informational Text: Expository

**Lexile:** 510

**TextEvaluator:** 24

**Volunteers**
- volunteers
- edge
- recognized
- argued
- miserable
- blushed

**IWT:** Organization

**Genre**
- Connection of Ideas

**Vocabulary**

**LR:** Organization

**Genre**
- Connection of Ideas

**Vocabulary**

**Inform/Explain**

**Point of View**

**Expression**

#### Week 3

**Weekly Concept:** Liberty and Justice

**Essential Question:** How can one person make a difference?

**Words:***
- boycott
- encouragement
- fulfilled
- injustice
- mistreated
- protest
- qualified
- registered

**Homophones:**
- generation
- afford
- explosion

**Short Text:** Judy's Appalachia

**Genre:** Informational Text: Biography

**Skill:** Author's Point of View

**ACT:** Organization

**Lexile:** 580L

**TextEvaluator:** 31

**Main Selection:** Jacob Riis: Champion of the Poor

**Genre:** Biography

**Skill:** Author's Point of View

**Paired Selection:** The Fight for Equality

**Genre:** Biography

**Lexile:** 610L

**TextEvaluator:** 19

**Volunteers**
- volunteers
- edge
- recognized
- argued
- miserable
- blushed

**IWT:** Organization

**Genre**
- Connection of Ideas

**Vocabulary**

**LR:** Organization

**Genre**
- Connection of Ideas

**Vocabulary**

**Inform/Explain**

**Author's Point of View**

**Accuracy**
Week 4

**Weekly Concept:** Powerful Words

**Essential Question:** How can words lead to change?

| Possessives | Short Text: “Words for Change”
|-------------|------------------------------------------------------------|
|             | Genres: Informational Text: Biography
|             | Skill: Author’s Point of View
|             | ACT: Connection of Ideas
|             | Lexile: 580L
|             | TextEvaluator: 35
|             | eagerly impact issue
|             | Main Selection: Nellie Bly: Reporter for the Underdog
|             | Genres: Biography
|             | Skill: Author’s Point of View
|             | ACT: Connection of Ideas
|             | Paired Selection: “Around the World”
|             | Genres: Informational Text: Expository
|             | Lexile: 580L
|             | TextEvaluator: 23
|             | investigate reporters
|             | folk
|             | fashion
|             | honored
|             | filthy

**IWT:** Connection of Ideas

**Vocabulary**

**LR:** Connection of Ideas

**Genre**

**Purpose**

**Prior Knowledge**

**Organization**

**Vocabulary**

**Inform/Explain Reasons and Evidence**

**Expression**

Week 5

**Weekly Concept:** Feeding the World

**Essential Question:** In what ways can advances in science be helpful or harmful?

| Compound Words | Short Text: “Food Fight”
|----------------|------------------------------------------------------------|
|                | Genres: Informational Text: Persuasive Article
|                | Skill: Author’s Point of View
|                | ACT: Connection of Ideas
|                | Lexile: 650L
|                | TextEvaluator: 33
|                | avoid nutritious superior

**Main Selection:** The Battle Against Pests

**Genres:** Persuasive Text

**Skill:** Author’s Point of View

**ACT:** Connection of Ideas

**Paired Selection:** “Making an Organic Garden”

**Genres:** Procedural Text

**Lexile:** 660L

**TextEvaluator:** 21

| pests | develop spread
|       | protested banned population

**IWT:** Connection of Ideas

**Vocabulary**

**LR:** Connection of Ideas

**Genre**

**Purpose**

**Prior Knowledge**

**Organization**

**Vocabulary**

**Opinion Text Structure**

<table>
<thead>
<tr>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Grade 4

## Unit 4: Fact or Fiction?
**The Big Idea:** How do different writers treat the same topic? *Nursery Rhyme: “Star Light, Star Bright”*

### Week 1
**Weekly Concept:**
Our Government
**Essential Question:**
Why do we need government?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>amendments</td>
<td>commitment</td>
<td>compromise</td>
<td>democracy</td>
<td>eventually</td>
<td>legislation</td>
<td>privilege</td>
<td>version</td>
<td></td>
</tr>
<tr>
<td>Cause-and-Effect Signal Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Text: “A World Without Rules”</td>
<td></td>
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<td>Genre: Informational Text: Narrative Nonfiction</td>
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<tr>
<td>Skill: Text Structure: Cause and Effect</td>
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<tr>
<td>ACT: Connection of Ideas</td>
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<td>ensure</td>
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<td>LR:</td>
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<td>Genre: Expository</td>
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</tbody>
</table>

### Week 2
**Weekly Concept:**
Leadership
**Essential Question:**
Why do people run for public office?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
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<td>intend</td>
<td>opponent</td>
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<td>tolerate</td>
<td>weary</td>
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<td>Short Text: “The TimeSpecs 3000”</td>
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<td>urgently</td>
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<td>IWT:</td>
<td>Organization</td>
<td>Genre: Fantasy</td>
<td>Skill: Point of View</td>
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<td>LR:</td>
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<td>Genre: Informational Text: Expository</td>
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<td>Vocabulary</td>
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</table>

### Week 3
**Weekly Concept:**
Breakthroughs
**Essential Question:**
How do inventions and technology affect your life?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>High-Utility Words</th>
<th>Interactive Worktext: Shared Read</th>
<th>IWT: Expand Vocabulary Words</th>
<th>Apprentice Leveled Reader (LR)</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
<th>Access Complex Text (ACT)</th>
<th>Write About Reading</th>
<th>Fluency</th>
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<tr>
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<td>directing</td>
<td>engineering</td>
<td>gleaning</td>
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<td>squinted</td>
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<td>tinkering</td>
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<td>Indefinite Pronouns</td>
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<td>Short Text: “A Telephone Mix-Up”</td>
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<td>Genre: Historical Fiction</td>
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<td>Skill: Point of View</td>
<td>ACT: Sentence Structure</td>
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<td>Skill: Point of View</td>
<td>ACT: Sentence Structure</td>
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<tr>
<td>Vocabulary</td>
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</tbody>
</table>

## Grade 4: Fact or Fiction?
- **The Big Idea:** How do different writers treat the same topic? *Nursery Rhyme: “Star Light, Star Bright”*
- **Weekly Concepts:**
  - Week 1: Our Government
  - Week 2: Leadership
  - Week 3: Breakthroughs
# Grade 4

## Unit/Week | Vocabulary Words | High-Utility Words | Interactive Worktext: Shared Read | IWT: Expand Vocabulary Words | Apprentice Leveled Reader (LR) | Apprentice LR: Expand Vocabulary Words | Access Complex Text (ACT) | Write About Reading | Fluency
---|---|---|---|---|---|---|---|---|---

### Unit 4: Fact or Fiction?
**The Big Idea:** How do different writers treat the same topic? (Nursery Rhyme: “Star Light, Star Bright”)

#### Week 4
**Weekly Concept:**
*Wonders in the Sky*
**Essential Question:**
How do you explain what you see in the sky?

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>Short Text: “Wonders of the Night Sky”</th>
<th>Main Selection: Stargazing</th>
<th>IWT:</th>
<th>Inform/Explain Text Features</th>
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<tbody>
<tr>
<td>astronomer</td>
<td>Suffix -ful</td>
<td>Genre: Informational</td>
<td>Genre: Informational Text: Expository</td>
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<tr>
<td>crescent</td>
<td>Short Text: “Wonders of the Night Sky”</td>
<td>Text Structure: Cause and Effect</td>
<td>Text Structure: Cause and Effect</td>
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<tr>
<td>phases</td>
<td>Main Selection: Stargazing</td>
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<td>ACT:</td>
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<td>Genre: Genre</td>
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<td>Text Structure: Cause and Effect</td>
<td>Text Structure: Cause and Effect</td>
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<tr>
<td>sliver</td>
<td>Main Selection: Stargazing</td>
<td>ACT:</td>
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<tr>
<td>telescope</td>
<td>Text Structure: Cause and Effect</td>
<td>Text Structure: Cause and Effect</td>
<td>Text Structure: Cause and Effect</td>
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</table>

#### Week 5
**Weekly Concept:**
*Achievements*
**Essential Question:**
How do writers look at success in different ways?

<table>
<thead>
<tr>
<th>Vocabulary Words:</th>
<th>Short Text: “Sing to Me,” “The Climb”</th>
<th>Main Selection: Try, Try Again</th>
<th>IWT:</th>
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<tr>
<td>attain</td>
<td>Short Text: “Sing to Me,” “The Climb”</td>
<td>Genre: Realistic Fiction</td>
<td>Genre: Realistic Fiction</td>
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<tr>
<td>dangling</td>
<td>Genre: Narrative Poem</td>
<td>Text Structure: Theme</td>
<td>Text Structure: Theme</td>
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<tr>
<td>hovering</td>
<td>Skill: Theme</td>
<td>Literary Elements: Stanza; Repetition</td>
<td>Literary Elements: Stanza; Repetition</td>
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<tr>
<td>triumph</td>
<td>ACT: Genre</td>
<td>Lexile: 500</td>
<td>Lexile: 500</td>
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<tr>
<td>Poetry Words:</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
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<td>connotation</td>
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<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
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<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
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<tr>
<td>repetition</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
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<tr>
<td>stanza</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
<td>TextEvaluator: NP</td>
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</table>

#### Week 6
**Unit 4 “Time to Exit” Benchmark Foundational Skills:**
Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:**
- Inflectional Endings; Inflectional Endings: Changing y to i; Words with /i/, /I/, and /i/; Diphthongs /oi/ and /ou/; Variant Vowel /ô/

**Structural Analysis:**
- Vowel Team Syllables; Controlled Vowel Syllables; Consonant + e Syllables; Greek and Latin Roots; Frequently Confused Words
# Grade 4

## Unit 5: Figure It Out

**The Big Idea: What helps you understand the world around you? (Myth: “Persephone”)**

### Week 1

**Weekly Concept:** Making It Happen

**Essential Question:** In what ways do people show they care about each other?

<table>
<thead>
<tr>
<th>Bouquet</th>
<th>Emotion</th>
<th>Encircle</th>
<th>Express</th>
<th>Fussy</th>
<th>Portraits</th>
<th>Sparkles</th>
<th>Whirl</th>
</tr>
</thead>
</table>

**Compound Words**

- Short Text: *Sadie’s Game*
  - Genre: Realistic Fiction
  - Skill: Character, Setting, Plot, Problem and Solution
  - ACT: Organization
  - Lexile: 590L
  - TextEvaluator: 28

- Main Selection: Saving Stolen Treasure
  - Genre: Realistic Fiction
  - Skill: Character, Setting, Plot, Problem and Solution
  - ACT: Organization
  - Paired Selection: "Miguel’s Amazing Shyness Cure"
  - Genre: Realistic Fiction
  - Lexile: 590L
  - TextEvaluator: 23

- Treasure
- Substitute
- Precious
- Advice
- Awesome
- Guaranteed
- Magnificent
- Applause

**Homographs**

- Plunging
- Prospector
- Scoffed
- Settlement
- Shrivelled
- Territories
- Toppled
- Withered

**Homographs**

- Short Text: *My Big Brother, Johnny Kaw*
  - Genre: Tall Tale
  - Skill: Character, Setting, Plot, Cause and Effect
  - ACT: Organization
  - Lexile: 680L
  - TextEvaluator: 36

- Main Selection: The Adventures of Sal Fink
  - Genre: Tall Tale
  - Skill: Character, Setting, Plot, Cause and Effect
  - ACT: Genre
  - Paired Selection: "Traveling on the Mississippi"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 16

- Assistance
- Belongings
- Clear

**Suffix -ment**

- Short Text: *Stephanie Kwolek: Inventor*
  - Genre: Informational Text: Biography
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Lexile: 650L
  - TextEvaluator: 36

- Main Selection: The Inventive Lewis Latimer
  - Genre: Biography
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Reinforce
- Protective
- Afford

**Suffix -ed**

- Short Text: *Miguel’s Amazing Shyness Cure*
  - Genre: Realistic Fiction
  - Skill: Character, Setting, Plot, Problem and Solution
  - ACT: Organization
  - Paired Selection: "Traveling on the Mississippi"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 16

- Tough
- Damage
- Whistle
- Adventurous
- Snarl
- Stroked
- Impressed

**Suffix -ing**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Central
- Cheaper
- Refused
- Measure
- Material
- Knowledge
- Businesses

**Pause and Punctuation**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Interjection
- Pause
- Punctuation

**Rate and Accuracy**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Opinion
- Text Features

**Expression**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Opinion
- Exaggeration

**Intonation and Phrasing**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Opinion
- Text Features

**Rate and Accuracy**

- Short Text: *Traveling on the Mississippi*
  - Genre: Informational Text: Expository
  - Skill: Text Structure: Problem and Solution
  - ACT: Genre
  - Paired Selection: "The Nature of Light"
  - Genre: Informational Text: Expository
  - Lexile: 600L
  - TextEvaluator: 22

- Opinion
- Rate and Accuracy
### Unit 5: Figure It Out

**The Big Idea:** What helps you understand the world around you? (Myth: “Persephone”)

**Week 4**

**Weekly Concept:** Zoom In

**Essential Question:** What can you discover when you look closely at something?

<table>
<thead>
<tr>
<th>Short Text</th>
<th>Sequence Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Your World Up Close”</strong></td>
<td><strong>disease decays image</strong></td>
</tr>
</tbody>
</table>

**Main Selection:** Secrets of the Ice

**Genre:** Informational Text: Expository

**Skill:** Text Structure: Sequence

**ACT:** Sentence Structure

**Lexile:** 670L

**TextEvaluator:** 33

<table>
<thead>
<tr>
<th>IWT:</th>
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<tbody>
<tr>
<td><strong>Sentence Structure</strong></td>
<td><strong>Connection of Ideas</strong></td>
</tr>
</tbody>
</table>

**Inform/Explain**

**Rate and Expression**

**Rate**

**Right**

**Rate and Expression**

**Week 5**

**Weekly Concept:** Digging Up the Past

**Essential Question:** How can learning about the past help you understand the future?

<table>
<thead>
<tr>
<th>Short Text</th>
<th>Sequence Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Where It All Began”</strong></td>
<td><strong>local managed scarce</strong></td>
</tr>
</tbody>
</table>

**Main Selection:** History Detectives

**Genre:** Informational Text

**Skill:** Text Structure: Sequence

**ACT:** Organizations

**Lexile:** 740L

**TextEvaluator:** 34

<table>
<thead>
<tr>
<th>IWT:</th>
<th>Apprentice LR: Expand Vocabulary Words</th>
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<tr>
<td><strong>Organization</strong></td>
<td><strong>Connection of Ideas</strong></td>
</tr>
</tbody>
</table>

**Rate and Expression**

**Rate**

**Right**

**Rate and Expression**

**Week 6**

**Unit 5 “Time to Exit” Benchmark Foundational Skills:** Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following:

**Phonics/Spelling:** Closed Syllables; Open Syllables; Vowel Teams; r-Controlled Vowel Syllables; Consonant + e Syllables

**Structural Analysis:** Latin Prefixes; Irregular Plurals; Greek and Latin Roots; Frequently Misspelled Words; Latin Suffixes
### Grade 4

**Unit 6: Past, Present, and Future**
**The Big Idea: How can you build on what came before?**

#### Week 1
**Weekly Concept:** Old and New
**Essential Question:** How do traditions connect people?

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Short Text: &quot;A Surprise Reunion&quot;</th>
<th>assertive reunion transport</th>
<th>Main Selection: The Visit</th>
<th>swallow cherish expect blank announces chatter future</th>
</tr>
</thead>
<tbody>
<tr>
<td>ancestors despised endurance forfeit honor intensity irritating retreated</td>
<td><strong>Genre:</strong> Historical Fiction <strong>Skill:</strong> Theme <strong>ACT:</strong> Organization <strong>Lexile:</strong> 540L <strong>TextEvaluator:</strong> 26</td>
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<td><strong>Main Selection:</strong> The Visit <strong>Genre:</strong> Historical Fiction <strong>Skill:</strong> Theme <strong>ACT:</strong> Organization <strong>Paired Selection:</strong> &quot;Native American Boarding Schools&quot; <strong>Lexile:</strong> 540L <strong>TextEvaluator:</strong> 34</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 2
**Weekly Concept:** Notes from the Past
**Essential Question:** Why is it important to keep a record of the past?

<table>
<thead>
<tr>
<th>Homophones</th>
<th>Short Text: &quot;Freedom at Fort Mose&quot;</th>
<th>accurate endure duty</th>
<th>Main Selection: Mabuhay!</th>
<th>squeezed mistake patiently apologize</th>
</tr>
</thead>
<tbody>
<tr>
<td>depicts deleted discarded eldest ignored obedience refuge treacherous</td>
<td><strong>Genre:</strong> Historical Fiction <strong>Skill:</strong> Theme <strong>ACT:</strong> Sentence Structure <strong>Lexile:</strong> 790L <strong>TextEvaluator:</strong> 46</td>
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<td><strong>Main Selection:</strong> Mabuhay! <strong>Genre:</strong> Historical Fiction <strong>Skill:</strong> Theme <strong>ACT:</strong> Sentence Structure <strong>Paired Selection:</strong> &quot;The Pensionados&quot; <strong>Lexile:</strong> 530L <strong>TextEvaluator:</strong> 23</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 3
**Weekly Concept:** Resources
**Essential Question:** How have our energy resources changed over the years?

<table>
<thead>
<tr>
<th>Subordinate Conjunctions</th>
<th>Short Text: &quot;The Great Energy Debate&quot;</th>
<th>drawback entire hypercritical</th>
<th>Main Selection: Planet Power</th>
<th>sources machines rely buildings generates bright</th>
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</thead>
<tbody>
<tr>
<td>coincidence consequences consume converted efficient incredible installed renewable</td>
<td><strong>Genre:</strong> Informational Text: Narrative Nonfiction <strong>Skill:</strong> Main Idea and Key Details <strong>ACT:</strong> Connection of Ideas <strong>Lexile:</strong> 740L <strong>TextEvaluator:</strong> 42</td>
<td></td>
<td><strong>Main Selection:</strong> Planet Power <strong>Genre:</strong> Narrative Nonfiction <strong>Skill:</strong> Main Idea and Key Details <strong>ACT:</strong> Connection of Ideas <strong>Paired Selection:</strong> &quot;Helios and Phaeton&quot; <strong>Lexile:</strong> 650L <strong>TextEvaluator:</strong> 21</td>
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</tbody>
</table>
### Grade 4

#### Unit 6: Past, Present, and Future

**The Big Idea: How can you build on what came before?**


| Week 6 | Unit 6 “Time to Exit” Benchmark Foundational Skills: Students should have mastered all phonological and phonemic awareness skills, skills from prior units, and the following: **Phonics/Spelling:** Words with /n/; Homophones; Prefixes; Suffixes; Prefixes and Suffixes **Structural Analysis:** Number Prefixes; Latin Suffixes; Words from Mythology; Greek and Latin Roots; Words from Around the World | | | | | | | | | | |