

Editable Weekly Plan: Grade 4 Module 9

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on the Weekly and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading* and/or the *Rigby Readers and Take & Teach Lessons*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio* and/or the *Blending Board*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.

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*Assessed on Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T
Writing Workshop Teacher's Guide = pp. W

Grade 4 Module 9 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T278–T279	Introduce Critical Vocabulary pp. T286–T287	Review Critical Vocabulary p. T294	Generative Vocabulary pp. T300–T301 Suffixes <i>-able</i> , <i>-ible</i> *	Vocabulary Spiral Review p. T304–T305
		Vocabulary Strategy: Synonyms and Antonyms* p. T295	Spiral Review: Greek Roots	
Reading	Reading	Reading	Reading	Reading
Ideas and Support pp. T280–T281 <i>The Eco Guardians!</i> myBook pp. 202–203	Make Inferences pp. T288–T289 <i>Luz Sees the Light</i> myBook pp. 204–234	Text and Graphic Features* pp. T296–T297 <i>Luz Sees the Light</i> myBook pp. 204–234	Theme* pp. T302–T303 <i>Luz Sees the Light</i> myBook pp. 204–234	Idioms* pp. T306–T307 <i>Luz Sees the Light</i> myBook pp. 204–234
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Words with VV Syllable Division Pattern Spelling: Words with VV Syllable Division Pattern Fluency: Expression pp. T282–T285	Listening Comprehension pp. T290–T293	Decoding: Words with VV Syllable Division Pattern pp. T298–T299	Project Checkpoint: Brainstorm and Research pp. T266, T275	Speaking and Listening p. T308 Make Connections p. T309
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Introducing the Focal Text p. W144–W1146	Research Report Vocabulary p. W147	Research Report Prewriting I: Preparing to Write p. W148	Research Report Prewriting II: Choosing Sources p. W149	Research Report Prewriting III: Evaluating Sources p. W150
Grammar: Capitalization and Writing Titles p. W346	Grammar: End Punctuation p. W347	Grammar: Commas Before Coordinating Conjunctions p. W348	Grammar: Review Commas p. W344	Grammar: Connect to Writing: Using Proper Mechanics* p. W350

Grade 4 Module 9 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 21: Ideas and Support ○ 7: Make Inferences ○ 16: Text and Graphic Features (Literary) ○ 20: Text and Graphic Features (Informational) ○ 9: Theme ○ 26: Idiom, Adages, and Proverbs ● Read and Respond Journal ○ <i>Where Have All the Frogs Gone?</i> (Make Inferences) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Luz Sees the Light</i> ○ Generative Vocabulary: Suffixes <i>-able, -ible</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: VV Syllable Division Pattern (Session 389) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 25.1–25.3: Solve Problems Literacy Centers, pp. T274–T275

Grade 4 Module 9 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T318–T319	Review Critical Vocabulary pp. T326	Introduce Critical Vocabulary pp. T330–T331	Review Critical Vocabulary p. T336	Generative Vocabulary* Suffixes <i>-ful</i> , <i>-ous</i> , <i>-less</i> p. T340–T341
	Vocabulary Strategy: Synonyms and Antonyms* p. T327		Vocabulary Strategy: Synonyms and Antonyms* p. T337	Spiral Review: Suffixes <i>-able</i> , <i>-ible</i>
Reading	Reading	Reading	Reading	Reading
Retell pp. T320–T321 <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> myBook pp. 238–248	Figurative Language* pp. T328–T329 <i>On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle</i> myBook pp. 238–248	Summarize* pp. T332–T333 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268	Text and Graphic Features* pp. T338–T339 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268	Ideas and Support* pp. T342–T343 <i>How Can We Reduce Household Waste?</i> myBook pp. 252–268
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Final Syllable (r-controlled vowel), Final Schwa + /r/ Sound Spelling: Final Schwa + /r/ Sound Fluency: Reading Rate pp. T322–T323	Project Checkpoint: Write and Create pp. T267, T315	Decoding: Final Syllable (r-controlled vowel), Final Schwa + /r/ Sound pp. T334–T335	Project Checkpoint: Write and Create pp. T267, T315	Research and Media Literacy p. T344 Make Connections p. T345
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Prewriting IV: Organizing Research p. W151	Research Report Drafting I: Beginning the Draft p. W152	Research Report Drafting II: Integrating the Research p. W153	Research Report Drafting III: Creating a Bibliography p. W154	Research Report Drafting IV: Completing the Draft p. W155
Grammar: Making Comparisons p. W316	Grammar: Comparisons with More and Most* p. W317	Grammar: Comparing with Good and Bad p. W318	Grammar: Review Proper Mechanics p. W349	Grammar: Connect to Writing: Using Comparisons p. W320

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Grade 4 Module 9 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 3: Retell ○ 25: Figurative Language ○ 4: Summarize ○ 16: Text and Graphic Features (Literary) ○ 20: Text and Graphic Features (Informational) ○ 21: Ideas and Support ● Read and Respond Journal ○ <i>Snake Hunt</i> (Figurative Language; Retell) ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>On Sea Turtle Patrol</i> and <i>Saving the Kemp Ridley Sea Turtle</i> ○ Critical Vocabulary: <i>How Can We Reduce Household Waste?</i> ○ Generative Vocabulary: Suffixes <i>-ful, -ous, -less</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: Recognizing the Schwa and /r/ Sounds (Session 395) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 26.1–26.3: Persuade Literacy Centers, pp. T314–T315

Grade 4 Module 9 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T354–T355	Review Critical Vocabulary pp. T362	Generative Vocabulary: Suffixes <i>–en, –ic</i> * pp. T366–T367	Vocabulary Spiral Review pp. T372–T373	Module Wrap-Up p. T378–T379
	Vocabulary Strategy: Context Clues* p. T363	Spiral Review: Suffixes <i>–ful, –ous, –less</i>		
Reading	Reading	Reading	Reading	Reading
Ask and Answer Questions pp. T356–T357 <i>Seeds of Change</i> myBook pp. 272–288	Author’s Craft* pp. T364–T365 <i>Seeds of Change</i> myBook pp. 272–288	Literary Elements* pp. T368–T369 <i>Seeds of Change</i> myBook pp. 272–288	Text Structure* pp. T374–T375 <i>Seeds of Change</i> myBook pp. 272–288	Performance Task: Write an Opinion Essay pp. T380–T381
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Final Stable Syllables Spelling: Final Schwa + // Sound Fluency: Phrasing pp. T358–T361	Project Checkpoint: Practice and Present pp. T267, T351	Decoding: Final Stable Syllables pp. T370–T371	Research and Media Literacy p. T376 Make Connections p. T377	Project Presentation pp. T267, T384
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Research Report Revising I: Formatting Quotations and Summarize p. W156	Research Report Revising II: Conferencing p. W157	Research Report Editing I: Peer Proofreading p. W158	Research Report Publishing p. W159	Research Report Sharing p. W160
Grammar: Possessive Pronouns* p. W251	Grammar: Possessive Pronouns with Nouns and Alone* p. W252	Grammar: Using Possessive Pronouns p. W253	Grammar: Review Making Comparisons p. W319	Grammar: Connect to Writing: Using Possessive Pronouns p. W255

Grade 4 Module 9 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 1: Ask and Answer Questions ○ 27: Author's Craft ○ 12: Literary Elements ○ 18: Text Structure ● Read and Respond Journal ○ <i>The Kirks (Literary Elements, Authors Craft)</i> ● Rigby Readers/Take & Teach Lessons ○ Select by Module Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level	Practice and Reinforce Vocabulary ● Vocabulary Interactive Practice ○ Critical Vocabulary: <i>Seeds of Change</i> ○ Generative Vocabulary: Suffixes <i>-en, -ic</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: Common Final Syllables -er, -ar, -or, -le, -al, -el.(Session 391) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 27.1–27.3: Synthesize Literacy Centers, pp. T350–T351