

Editable Weekly Plan: Grade 4 Module 10

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 10 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Module Launch pp. T22–T23	Introduce Critical Vocabulary pp. T30–T31	Review Critical Vocabulary p. T38	Generative Vocabulary:* pp. T44–T45 Latin Roots <i>tele, port, graph</i>	Vocabulary Spiral Review p. T48–T49
		Vocabulary Strategy: Reference Sources* p. T39	Spiral Review: Suffixes <i>-en, -ic</i>	
Reading	Reading	Reading	Reading	Reading
Text and Graphic Features* pp. T24–T25 <i>How Technology Has Changed Communication</i> myBook pp. 300–301	Monitor and Clarify pp. T32–T33 <i>The History of Communication</i> myBook pp. 302–318	Text Structure* pp. T40–T41 <i>The History of Communication</i> myBook pp. 302–318	Central Idea* pp. T46–T47 <i>The History of Communication</i> myBook pp. 302–318	Text and Graphic Features pp. T50–T51 <i>The History of Communication</i> myBook pp. 302–318
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Multisyllabic Words Spelling: Three–Syllable Words Fluency: Intonation pp. T26–T29	Listening Comprehension pp. T34–T37	Decoding: Multisyllabic Words pp. T42–T43	Project Checkpoint: Brainstorm and Research pp. T10, T19	Research and Media Literacy p. T52 Make Connections p. T53
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Introducing the Focal Text p. W162–W164	Expository Essay Vocabulary p. W165	Expository Essay Prewriting I: Preparing to Write p. W166	Expository Essay Prewriting II: Conducting Research p. W167	Expository Essay Drafting I: Beginning the Draft p. W168
Grammar: Using I and Me p. W256	Grammar: Using the Right Pronoun* p. W257	Grammar: Reflexive Pronouns p. W258	Grammar: Review Possessive Pronouns p. W254	Grammar: Connect to Writing: Using the Correct Pronoun p. W260

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Grade 4 Module 10 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 16: Text and Graphic Features (Literary) ○ 20: Text and Graphic Features (Informational) ○ 2: Monitor and Clarify ○ 18: Text Structure ○ 17: Central Idea ● Read and Respond Journal ○ <i>Spreading the Words</i> (Text Structure, Central Idea) ● 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>The History of Communication</i> ○ Generative Vocabulary: Latin Roots <i>tele, port, graph</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: VCCV Pattern and Prefixes and Suffixes (Session 383) ○ Decoding: VCV Pattern and Word Parts (Session 385) ○ Decoding: VCV and VCCV Patterns and Word Parts (Session 386) ○ Decoding: VCCV Patterns and Consonant Clusters (Session 387) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 28.1–28.3: Seek Information Literacy Centers, pp. T18–T19

Grade 4 Module 10 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Critical Vocabulary pp. T62–T63	Review Critical Vocabulary pp. T70	Introduce Critical Vocabulary pp. T74–T75	Review Critical Vocabulary p. T80	Generative Vocabulary* Prefixes <i>il-</i> , <i>ir-</i> p. T84–T85
	Vocabulary Strategy: Reference Sources (Review) p. T71		Vocabulary Strategy: Reference Sources* p. T81	Spiral Review: Latin Roots <i>tele</i> , <i>port</i> , <i>graph</i>
Reading	Reading	Reading	Reading	Reading
Ask and Answer Questions pp. T64–T65 <i>A New Language</i> —Invented By Kids <i>myBook</i> pp. 322–326	Text Structure* pp. T72–T73 <i>A New Language</i> —Invented By Kids <i>myBook</i> pp. 322–326	Ask and Answer Questions pp. T76–T77 <i>Dolphin Dinner</i> <i>myBook</i> pp. 330–333	Central Idea* pp. T82–T83 <i>Dolphin Dinner</i> <i>myBook</i> pp. 330–333	Media Techniques* pp. T86–T87 <i>Dolphin Dinner</i> <i>myBook</i> pp. 330–333
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Words with Silent Consonants Spelling: Words with Silent Consonants Fluency: Accuracy and Self-Correction pp. T66–T69	Project Checkpoint: Write and Create pp. T11, T59	Decoding: Words with Silent Consonants pp. T78–T79	Project Checkpoint: Write and Create pp. T11, T59	Research and Media Literacy p. T88 Make Connections p. T89
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Drafting II: Integrating the Research p. W169	Expository Essay Drafting III: Completing the Draft p. W170	Expository Essay Revising I: Varying Sentence Length p. W171	Expository Essay Revising II: Conferencing p. W172	Expository Essay Revising III: Adding Transitions p. W173
Grammar: Pronoun Contractions* p. W261	Grammar: Pronouns and Homophones p. W262	Grammar: Review Pronouns and Homophones p. W263	Grammar: Review Spelling p. W364	Grammar: Connect to Writing: Using Pronoun Contractions p. W265

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Grade 4 Module 10 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 1: Ask and Answer Questions ○ 18: Text Structure ○ 17: Central Idea ○ 29: Media Techniques ● Read and Respond Journal ○ <i>Strange Storms</i> (Central Idea, Text Structure) ● 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>A New Language—Invented By Kids</i> ○ Critical Vocabulary: <i>Dolphin Dinner</i> ○ Generative Vocabulary: Prefixes <i>il-</i>, <i>ir-</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Phonics: Silent Consonants in <i>kn, gn, wr, mb</i> (Session 295) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 29.1–29.3: Solve Problems Literacy Centers, pp. T58–T59

Grade 4 Module 10 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Synthesize and Connect
Introduce Critical Vocabulary pp. T98–T99	Review Critical Vocabulary pp. T106	Generative Vocabulary*: Prefixes <i>in-</i> , <i>im-</i> * pp. T110–T111 Spiral Review: Prefixes <i>il-</i> , <i>ir-</i>	Vocabulary Spiral Review pp. T116–T117	Module Wrap-Up p. T122–T123
	Vocabulary Strategy: Synonyms and Antonyms p. T107			
Reading	Reading	Reading	Reading	Reading
Make Inferences pp. T100–T101 <i>Cooper's Lesson</i> myBook pp. 336–350	Plot* pp. T108–T109 <i>Cooper's Lesson</i> myBook pp. 336–350	Point of View* pp. T112–T113 <i>Cooper's Lesson</i> myBook pp. 336–350	Author's Craft* pp. T118–T119 <i>Cooper's Lesson</i> myBook pp. 336–350	Performance Task: Write an Expository Essay pp. T124–T127
Foundational Skills	Communication	Foundational Skills	Communication	Communication
Decoding: Decoding Unusual Spelling Patterns Spelling: Prefixes Fluency: Reading Rate pp. T102–T105	Project Checkpoint: Practice and Present pp. T11, T95	Decoding: Decoding Unusual Spellings Patterns: Multisyllabic Words pp. T114–T115	Speaking and Listening p. T120 Make Connections p. T121	Project Presentation pp. T11, T128
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Expository Essay Revising IV: The Central Idea p. W174	Expository Essay Editing I: Spelling and Mechanics p. W175	Expository Essay Editing II: Peer Proofreading p. W176	Expository Essay Publishing p. W177	Expository Essay Sharing p. W178
Grammar: Spelling: Homophones* p. W361	Grammar: Spelling: Words with Endings p. W362	Grammar: Spelling: Words with Suffixes p. W363	Grammar: Review Pronoun Contractions p. W264	Grammar: Connect to Writing: Using Correct Spelling p. W365

Grade 4 Module 10 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 7: Make Inferences ○ 10: Plot ○ 15: Point of View (Literary) ○ 19: Point of View (Informational) ○ 27: Author's Craft ● Read and Respond Journal ○ <i>In the Grip of Ice (Make Inferences, Author's 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>Cooper's Lesson</i> ○ Generative Vocabulary: Prefixes <i>in-</i>, <i>im-</i> Practice and Reinforce Foundational Skills ● Blending Board ● Foundational Skills and Word Study Studio ○ Decoding: Unusual Spellings for Vowel Sounds (Session 394) Support English Language Development ● Tabletop Minilessons: English Language Development ○ 30.1–30.3: Sequence Literacy Centers, pp. T94–T95