

Grade 4, Module 1: What Makes Us Who We Are

Grade: 4
Tentative Dates: 9/14/26-10/15/26

Number of Instructional Days: 22
Days For The Unit: 22 Days (4 weeks)

Module Overview: In this module, students will listen to, read, and view a variety of texts and media that present them with information about our identities. A genre focus on different kinds of stories provides students with opportunities to identify point of view and recognize figurative language in order to better understand unfamiliar texts. Students will also encounter a photo essay and narrative poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions. The Social and Emotional Learning Focus for this Module is Self-Awareness.		
Reading Essential Question: How do your experiences help shape your identity?		
Focus Next Generation Learning Standards (Reading): 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R4: Determine the meaning of words, phrases, figurative language, academic and content-specific words. 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect and problem/solution. 4R6: In literary text, compare and contrast the point of view from which different stories are narrated including the difference between first- and third person narrations. 4R7: Identify information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text.	Major Skills: • Central Idea • Ask and Answer Questions • Author's Purpose • Text and Graphic Features • Figurative Language • Literary Elements • Author's Craft • Theme • Characters • Point of View • Monitor and Clarify • Elements of Poetry • Retell	Knowledge Building and Critical Content: • Essential Understanding: Every person has a unique story. Our identities are shaped by our experiences, culture, relationships, and passions, and literature helps us understand both our own identities and the experiences of others. • Knowledge Building Through Texts: By reading the texts in this module, students will understand that: ○ Identity is shaped by many influences ○ Our identities continue to grow and change ○ People have different perspectives and unique stories ○ Authors use different genres to explore the universal idea of identity in different ways • Enduring Understandings: By the end of the module, students should understand that: ○ Our identities are shaped by our experiences, relationships, cultures, interests, and the choices we make. ○ Authors use different genres and text structures to

4R9: Make connections to other texts, ideas, cultural perspectives, eras, personal events and situations. Focus Next Generation Learning Standards (Writing): 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.		communicate ideas about identity and personal growth. ○ A character's thoughts, words, actions, and experiences help readers understand who they are and how they change over time. ○ Point of view influences how a story is told and how readers understand characters and events. ○ Authors carefully choose language, figurative language, and text features to communicate meaning and purpose.
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Additional Resources

Field Trips and WOW Experiences:
Supplementary Texts:

Unit Resources (Link To Resources)			
	Week One:	Week Two:	Week Three:
Get Curious Video	Life	N/A	N/A
myBook	The Story of You Flora and Ulysses	Yes! We Are Latinos The Year of the Rat	Kitoto the Mighty
Anchor Charts	Central Idea Ask & Answer Questions Author’s Purpose Text Features & Graphic Features Figurative Language	Monitor & Clarify Elements of Poetry Point of View Characters	Retell Literary Elements Theme Author’s Craft Make Connections

	Week One:	Week Two:	Week Three:
Vocabulary	Big Word Ideas: identity, wisdom, experience, pursuit Critical Vocabulary: cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain Generative Vocabulary: Prefixes un-, in-, im-, re- Vocabulary Strategy: Context Clues	Big Word Ideas: identity, wisdom, experience, pursuit Critical Vocabulary: heritage, ancient, resolutions, doubts, relying, clumsy, awkward Generative Vocabulary: Prefixes mis-, pre-, dis- Vocabulary Strategy: Context Clues	Big Word Ideas: identity, wisdom, experience, pursuit Critical Vocabulary: cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard Generative Vocabulary: Suffixes -y, -ly Vocabulary Strategy: Context Clues

Supports for Diverse Learners (Please note these supports are not limited to students who have been identified as MLLs/ELLs or Students with Disabilities)

Support for MLLs/ELLs Students Embedded Tier One Scaffolds for ENL students can be found in lessons within the teacher’s Guide under English Learner Support. Each will indicate if the supports are for all levels or for substantial, moderate, or light for multiple language proficiency levels across instructional contexts.

- ☐ Refer to ENL provider and plan collaboratively
- ☐ Consider student [proficiency levels](#) and student current performance
- ☐ Review the linguistic demands of the lesson
- ☐ Identify language objectives that include the 4 modalities (speaking, listening, writing, reading)
- ☐ Provide [glossaries](#) for student use

Support for SWDs Embedded Tier One Scaffolds for diverse learners can be found within the teacher’s Guide under Supporting All Learners notes. Teachers can select from Access and Challenge options and refer to clear IF/THEN statements to implement targeted support during Tier 1 instruction and practice.

Possible Scaffolds for Diverse Learners:

- *Using a vocabulary list or personal word wall with visuals*
- *Refer to the “Teacher’s Corner” for further resources*
- *Refer to “Supporting All Learners” If and thens*
- *Refer to “English Learner Support”*
- *Using “Kicking Off the Module” page and Knowledge Map to activate and build students’ background*

- *Model use of strategies multiple times*
- *Chunk complex processes into multiple steps*
- *Word Bank with possible text and graphic features with visual representations*
- *Sentence starters and frames accessible as a table resource*
- *Graphic Organizers (i.e. Thinking maps, Venn Diagrams, etc... that demonstrate causal relationships between two categories)*
- *Multimedia examples to build schema (movie trailers, TV commercials, magazine advertisements, etc.)*
- *Utilize ELL Table Top lessons that focus on language functions such as Persuade, Analyze, Agree and Disagree*

All other assessments indicated on the 2026-2027 D8 assessment plan should be followed as outlined. Assignments that are to be graded are included on the [D8 Grading Policy](#).

Formative and Summative Assessment:

- ☐ End of Module Assessment
- ☐ Performance Task (see below for more information)

End of Module Performance Task:

Think about the characters you read about in this module. How do their attitudes and behaviors change from the beginning of each story to the end? How did their experiences help shape their identities? Write an expository essay about how an experience you had helped shape your identity. Use evidence from the module selections in your essay to compare your experiences and feelings to the characters in the selections.

[4th Grade Sample Writing Lesson.docx](#)

[Rubric](#)

Focusing on the Whole Child: Social and Emotional Learning

Module Focus	Self-Awareness	
	Anchor Chart Links: Positive Self-Talk Self-Reflection Mirror Where I Fit	Connection to Literature: ● The Story of You, Teaching Pal, Book 1, p. 15 ● Flora & Ulysses: The Illuminated Adventures, Teaching Pal, Book 1, p. 17 ● Yes! We Are Latinos, Teaching Pal, Book 1, p. 43 ● The Year of the Rat, Teaching Pal, Book 1, p. 57 ● Kitoto the Mighty, Teaching Pal, Book 1, p. 75

Suggestions to Strengthen Building and Deepen Students' Background Knowledge

- Encourage students to make connections to the module topic and text by using ideas learned and vocabulary words throughout the week.
- Plan Field Trips and create WOW moments that connect to the **Essential Questions** and the **Module Topic** (See suggestion above)

Pacing Guide

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
Texts		The Story of You	Flora and Ulysses: The Illuminated Adventures				
Build Background Knowledge/ Vocabulary	Learning Target	I can share information about a topic under discussion by asking and answering questions.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words. (review words from the previous day's lesson)	I can extend my understanding of vocabulary words by using context clues to determine the meanings of words.	I can determine the meaning of unknown words by identifying the prefixes <i>un-</i> , <i>in-</i> , <i>im-</i> , <i>re-</i> and applying its meaning to the base word.	I can review vocabulary words by identifying real-life connections between words and their use.
	Target Words	identify, experience, pursuit, wisdom	cynic, defiance, profound	Inadvertently, consumed, descended, obliged, mundane, considered, disdain	cynic, defiance, profound, inadvertently, consumed, descended, obliged, Mundane, considered, disdain	prefixes	Display and Engage 1.2 Vocabulary Cards 1.1–1.14
Reading	Learning Target	I can determine the central idea by identifying relevant details that support the main idea.	I can monitor my understanding of a text by asking and answering questions before, during and after reading.	I can monitor my understanding of a text by asking and answering questions before, during and after reading.	I can explain the author's message in a text by identifying the author's purpose for writing the text.	I can deepen my understanding of a text by identifying and using text and graphic features.	I can explain how an author creates imagery by describing the use of figurative language and sensory words in a story.

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
Reading	NGLS	4R2	4R1	4R1	4R6	4R7	4R4
	Activities and Pages	Anchor Chart 17: Central Idea Printable Anchor Chart 17: Central Idea Teaching Pal Book 1, pp. 14–15 myBook Book 1, <i>The Story of You</i>, pp. 14–15	Anchor Chart 1: Ask and Answer Questions Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 1: Ask and Answer Questions Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 16–39 myBook Book 1, <i>Flora and Ulysses: The Illuminated Adventures</i>, pp. 16–39 Display and Engage Meet the Author 1.2	Anchor Chart 1: Ask and Answer Questions Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 1: Ask and Answer Questions Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 16–39 myBook Book 1, <i>Flora and Ulysses: The Illuminated Adventures</i>, pp. 16–39 Display and Engage Meet the Author 1.2	Anchor Chart 28: Author's Purpose Printable Anchor Chart 28: Author's Purpose Teaching Pal Book 1, pp. 21, 38, 40–41 myBook Book 1, <i>Flora and Ulysses: The Illuminated Adventures</i>, pp. 21, 38, 40–41 Know It, Show It p. 7	Anchor Chart 16: Text and Graphic Features Printable Anchor Chart 16: Text and Graphic Features Teaching Pal Book 1, pp. 20, 28 myBook Book 1, <i>Flora and Ulysses: The Illuminated Adventures</i>, pp. 20, 28 Know It, Show It p. 10	Anchor Chart 25: Figurative Language Printable Anchor Chart 25: Figurative Language Teaching Pal Book 1, pp. 24–27 myBook Book 1, <i>Flora and Ulysses: The Illuminated Adventures</i>, pp. 24–27 Know It, Show It p. 11
		Suggestions for Strengthening Explicit Instruction - Restate the essential question: How do your experiences help shape your identity? - Use the anchor chart to explain the purpose of the lesson - Include think-aloud to actively and explicitly model thinking for students					
	Describe the Teaching	Connect and Teach Teacher will display and use the anchor chart to explain	Connect and Teach Teacher will display and use the anchor chart to explain	Connect and Teach Teacher will display and use the anchor chart to explain	Connect and Teach Teacher will display and use the anchor chart to explain	Connect and Teach Teacher will display and use the anchor chart to explain	Connect and Teach Teacher will display and use the anchor chart to explain

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
Reading	Point Acquisition	the purpose of the lesson and details about the skill. Explain that relevant details help readers identify the central idea because they are connected to or related to it. Relevant details may include easy-to-find details such as the text's title and headings for different sections within the text. Other times the reader will have to look for clues within text to find the most relevant details. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	the purpose of the lesson and details about the skill. Explain that asking questions about the characters and the events will allow them to make sure they are understanding the story. Encourage them to stop and clarify their understanding if they are unsure of something. Have students brainstorm the kinds of questions they might ask while reading a story, such as Who are the main characters? Where does this story take place? What is the problem the characters face?, What is going to happen next?, and How might the characters solve the problem? Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	the purpose of the lesson and details about the skill. Review that asking questions about the characters and the events will allow them to make sure they are understanding the story. Encourage them to stop and clarify their understanding if they are unsure of something. Have students brainstorm the kinds of questions they might ask while reading a story, such as Who are the main characters? Where does this story take place?, What is the problem the characters face?, What is going to happen next?, and How might the characters solve the problem? Review details about the story from the previous day's lesson. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	the purpose of the lesson and details about the skill. Explain to students that authors always have a reason for writing a story or informational text. Once readers understand the author's purpose, readers can better comprehend the author's message. Talk about the three reasons authors write: to inform, entertain, and persuade. Explain that when authors write to inform, they are sharing important facts about a topic. When authors write to entertain, they engage their readers by making them feel emotions about the story. When authors write to persuade, they want to convince readers of their opinion about a topic. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	the purpose of the lesson and details about the skill. Explain that text features are often used to bring attention to something that is important in the text. Boldfaced words, font size, italics, large bold print, or quotation marks are examples of some of the text features authors may use in their writing. Explain that graphic features are added to a story or text to help readers understand the meaning of the text. Graphic features include photos, illustrations, cartoons, speech balloons, charts, tables, or graphs. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	the purpose of the lesson and details about the skill. Explain that authors often use language known as figurative language to create a special effect or feeling, to make a point, or to connect ideas. Talk about the use of sensory words to help readers visualize what is happening in a story. Provide students with additional examples of sensory language. Have them compare the examples to ones with less sensory language. Explain that hyperbole is another way authors add meaning to their stories. Tell students that hyperbole is an exaggerated statement. Give some examples, such as I told you a million times. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
		Suggestions for Strengthening Explicit Instruction - Provide opportunities for students to read daily (If appropriate, use reading routines to promote fluency) - Require frequent responses, monitor student performance closely, and provide immediate affirmative and corrective feedback.					
	Describe the Guided Practice Making Meaning	Apply to Text The Teacher will use blue Read for Understanding prompts in the Teaching Pal to guide discussion of <i>The Story of You</i> , as students follow along in their mybook. Genre Study: Remind students that informational text gives information about a topic. Set a Purpose: set a purpose for reading based on the title and genre. As needed, use this model: <i>I will focus on finding the central or main idea and supporting details in the informational text I am reading.</i> Read and Comprehend: use the Read for Understanding routine to have students read the text. Use the	Apply to Text The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>Flora and Ulysses: The Illuminated Adventures (pages 16-28)</i> as students follow along and annotate in their mybook. Project: Display and Engage: Meet the Author 1.2 and read the information aloud with students. Ask students how the information about the author helps them understand why the author wrote a fantasy story. Use the Read for Understanding routine as you guide students to read the text.	Apply to Text The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>Flora and Ulysses: The Illuminated Adventures (pages 29-38)</i> as students follow along and annotate in their mybook. Review: Display and Engage: Meet the Author 1.2 and read the information aloud with students. Use the Read for Understanding routine as you guide students to read the text.	Apply to Text The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Author Purpose skill to <i>Flora and Ulysses: The Illuminated Adventures</i> and find evidence to support their response. Use the Close Reading routine . Students may refer to the questions on Know it, Show it p. 7.	Apply to Text The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Text and Graphic Feature skill to <i>Flora and Ulysses: The Illuminated Adventures (pages 20-21 & 28)</i> and find evidence to support their response. Use the Close Reading routine . Students may refer to the questions on Know it, Show it p. 10.	Apply to Text The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Figurative Language skill to <i>Flora and Ulysses: The Illuminated Adventures</i> and find evidence to support their response. Use the Close Reading routine . Students may refer to the questions on Know it, Show it p. 11.

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
		prompts in your Teaching Pal to gauge students' understanding and to have them identify the central idea and supporting details.					
					This a graded Engage and Respond (See Rubric)		
	Describe Independent Student activity Transfer	Engage and Respond Independent Practice: Speaking and Listening Remind students of the Essential Question : How do your experiences help shape your identity? Next, ask them to reread The Story of You to find information that answers the question. Have partners use the Think-Pair Share routine to discuss their ideas. Remind students to listen actively to their partners, to make pertinent comments, and to ask questions, as needed, to clarify	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 41 (question 1). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 41 (questions 2&3). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	Engage and Respond Independent Practice: Viewing Play: Close-Read Screencast 1: Flora and Ulysses: The Illuminated Adventures. Independent Practice: Writing Students will use the Writing Response routine, to write a response in their myBook pp. 40-41. Remind students to cite evidence from the story to help explain their response. Encourage students to use the Critical Vocabulary and content-area words in their response, as appropriate.	Engage and Respond Independent Practice: Writing Have students choose a section of the text that does not have any special text or graphic features. Have them revise that section to include both text and graphic features. Remind students to use the Anchor Chart to refresh their memory about the types of text or graphic features they might use. Have partners exchange papers and compare the original story to the new version with text and graphic features.	Engage and Respond Independent Practice: Speaking and Listening Have students reread paragraph 31 on page 24. Then have individuals think of a hyperbole that they can state about the janitor Alfred T. Slipper. To get students thinking, you might share an example, such as When Alfred T. Slipper cleaned the floors, the floors sparkled so brightly that students were given sunglasses when they entered school. Have small groups of students play the game of "Hyperbole Telephone." One student whispers his hyperbole to another student who then

Week 1		Lesson 1	Lesson 2	Lesson 2 (continued)	Lesson 3	Lesson 4	Lesson 5
Dates:		9/14/2026	9/15/2026	9/16/2026	9/17/2026	9/18/2026	9/22/2026
							whispers it to another student until the hyperbole has been whispered to everyone in the group. Have the final student state the hyperbole aloud to the group.
	English Learner Support	Support Comprehension Substantial Moderate Light	Build Comprehension Substantial Moderate Light	Build Comprehension Substantial Moderate Light	Support Comprehension Substantial Moderate Light	Build Background Substantial Moderate Light	Build Vocabulary Substantial Moderate Light
	Differentiation	Tabletop Mini-Lesson: Reading 17 to reinforce Central Idea using <i>The Story of You</i> or another text.	Tabletop Mini-Lesson: Reading 1 to reinforce Ask and Answer Questions using <i>Flora and Ulysses: The Illuminated Adventures</i> .	Tabletop Mini-Lesson: Reading 1 to reinforce Ask and Answer Questions using <i>Flora and Ulysses: The Illuminated Adventures</i> .	Tabletop Mini-Lesson: Reading 28 to reinforce Author's Purpose using <i>Flora and Ulysses: The Illuminated Adventures</i> .	Tabletop Mini-Lesson: Reading 16 to reinforce Text and Graphic Features using <i>Flora and Ulysses: The Illuminated Adventures</i> .	Tabletop Mini-Lesson: Reading 25 to reinforce Figurative Language using <i>Flora and Ulysses: The Illuminated Adventures</i> .
Grammar	Grammar Focus *on Module Assessment	Grammar: Simple and Complete Subjects and Predicates* p. W216		Grammar: Compound Subjects and Predicates* p. W217	Grammar: Subject-Verb Agreement p. W218	Grammar: Review Proper Nouns p. W239	Grammar: Using Sentences with Subject-Verb Agreement p. W220

Teacher Reflection (*To be completed daily/weekly*):

What Worked:	What Needs Rethinking:	Comments:

Suggestions to Strengthen Building and Deepen Students’ Background Knowledge

- Encourage students to make connections to the module topic and texts using the ideas learned and vocabulary words throughout the week.
- Plan Field Trips and create WOW moments that connect to the **Essential Questions** and the **Module Topic** (See suggestion above)

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
Texts		Yes! We are Latinos			The Year of the Rat			
Build Background Knowledge/Vocabulary	Learning Target	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words. (review words from the previous day's lesson)	I can extend my understanding of vocabulary words by using context clues to determine the meanings of words.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words. (review words from the previous day's lesson)	I can extend my understanding of vocabulary words by using context clues to determine the meanings of words.	I can determine the meaning of unknown words by identifying the prefix and applying its meaning to the base word.
	Target Words	heritage ancient	heritage ancient	heritage ancient	resolutions doubts relying	clumsy awkward	resolutions doubts relying clumsy awkward	Prefixes: mis-, pre-, dis-

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
Reading	Learning Target	I can monitor and clarify my understanding of a text by rereading, using background knowledge, asking questions and annotating.	I can monitor and clarify my understanding of a text by rereading, using background knowledge, asking questions and annotating.	I can deepen my understanding of poetry by explaining how the structure of a poem helps me understand a poem.	I can monitor and clarify my understanding of a text by rereading, using background knowledge, asking questions and annotating.	I can monitor and clarify my understanding of a text by rereading, using background knowledge, asking questions and annotating.	I can analyze a text to identify point of view by recognizing vocabulary and clues that show who is narrating a story.	I can explain how characters contribute to the plot of the story by describing a characters' thoughts, actions and dialogue.
	NGLS	4R1	4R1	4R5	4R1	4R1	4R6	4R3
	Activities and Pages	Anchor Chart 2: Monitor and Clarify Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 2: Monitor and Clarify Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 42–55 myBook Book 1, <i>Yes! We Are Latinos</i> , pp. 42–55 Display and Engage 1.6: Meet the Authors	Anchor Chart 2: Monitor and Clarify Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 2: Monitor and Clarify Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 42–55 myBook Book 1, <i>Yes! We Are Latinos</i> , pp. 42–55 Display and Engage 1.6: Meet the Authors	Anchor Chart 13: Elements of Poetry Printable Anchor Chart 13: Elements of Poetry Teaching Pal Book 1, pp. 42–55 myBook Book 1, <i>Yes! We Are Latinos</i> , pp. 42–55 Know It, Show It p. 14	Anchor Chart 2: Monitor and Clarify Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 2: Monitor and Clarify Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 56–73 myBook Book 1, <i>The Year of the Rat</i> , pp. 56–73 Display and Engage Meet the Authors 1.8	Anchor Chart 2: Monitor and Clarify Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 2: Monitor and Clarify Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 56–73 myBook Book 1, <i>The Year of the Rat</i> , pp. 56–73 Display and Engage Meet the Authors 1.8	Anchor Chart 15: Point of View Printable Anchor Chart 15: Point of View Teaching Pal Book 1, pp. 56–73 myBook Book 1, <i>The Year of the Rat</i> , pp. 56–73 Know It, Show It p. 17	Anchor Chart 11: Characters Printable Anchor Chart 11: Characters Teaching Pal Book 1, pp. 56–73 myBook Book 1, <i>The Year of the Rat</i> , pp. 56–73 Know It, Show It p. 19
		Suggestions for Strengthening Explicit Instruction - Restate the essential question: How do your experiences help shape your identity? - Use the anchor chart to explain the purpose of the lesson - Include think-aloud to actively						
	Reading							

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
Reading	Describe the Teaching Point Acquisition	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that readers monitor, or keep track of, their own understanding as they read. Explain that they also pause to clarify, or check, information or vocabulary that they do not fully understand. Tell students that when their comprehension breaks down, they can make adjustments such as rereading, using background knowledge, asking questions, and annotating their books. Point out the introduction text and map on page 44. Explain that the map can help readers monitor their understanding of the introduction text. <i>If I read the text about José Miguel, I may not be sure</i>	Connect and Teach Teacher will display and use the anchor chart to review the purpose of the lesson and details about the skill. Review that readers monitor, or keep track of, their own understanding as they read. Explain that they also pause to clarify, or check, information or vocabulary that they do not fully understand. Tell students that when their comprehension breaks down, they can make adjustments such as rereading, using background knowledge, asking questions, and annotating their books. Review details from the text based on the previous day's lesson. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that most poems have a structure to them. This structure is found in the way an author breaks the lines in a poem or the way an author groups lines in a poem. An author may break or group lines in unique ways to express ideas in a meaningful way. Explain that when an author groups lines in a poem, the group is called a stanza. Authors of poetry may also tell a story. This kind of poetry is called narrative poetry. Authors may use the same elements in stories, such as a setting, a plot, a sequence of events, and characters. Refer to the HMH Teacher Guide for more	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that as they read, they will monitor, or keep track of, how well they understand the text. Explain that when they don't understand something, they should pause to clarify, or check, the information or vocabulary that is unclear to them. Remind students that when their comprehension breaks down, they can make adjustments such as rereading, using background knowledge, asking questions, and annotating their books. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for	Connect and Teach Teacher will display and use the anchor chart to review the purpose of the lesson and details about the skill. Review that readers monitor, or keep track of, their own understanding as they read. Explain that they also pause to clarify, or check, information or vocabulary that they do not fully understand. Tell students that when their comprehension breaks down, they can make adjustments such as rereading, using background knowledge, asking questions, and annotating their books. Review details from the text based on the previous day's lesson. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for	Connect and Teach Teacher will display and use the anchor chart to review the purpose of the lesson and details about the skill. Explain that point of view is a literary device that identifies the narrator, or the person who is telling a story. Explain that a first-person narrator is a character in the story who tells his or her own thoughts and feelings. A third-person narrator is someone outside of the story who tells the thoughts and feelings of others. Explain that when a character has an attitude or opinion about ideas or events in the story, it is called character perspective. Perspective differs from point of view because it is a character's feelings toward something, and not the voice of the narrator. Looking at the	Connect and Teach Teacher will display and use the anchor chart to review the purpose of the lesson and details about the skill. Explain that characters are the people or animals in a story and that authors will develop characters so readers can better understand and relate to the characters they read about. Authors develop characters in different ways. Authors may describe how a character looks, feels, thinks, and acts. Authors also tell the readers about a character through the character's words and what he or she says. Explain that an author may have characters change as a story progresses because of what happens to them. As characters grow or change and experience

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
Reading		<i>what the words Cuban and Nicaraguan refer to. So I can monitor my understanding by looking at the map. I realize then that the text refers to the countries where his family is from.</i> Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	this portion of the lesson.	details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	this portion of the lesson.	this portion of the lesson.	pronouns used by the speaker can help determine point of view. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	events, they may also affect the plot. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.
		Suggestions for Strengthening Explicit Instruction - Provide opportunities for students to read daily (If appropriate, use reading routines to promote fluency) - Require frequent responses, monitor student performance closely, and provide immediate affirmative and corrective feedback.						
	Describe the Guided Practice Making Meaning	<u>Apply to Text</u> The teacher will use blue Read for Understanding prompts in the Teaching Pal to read <i>Yes! We Are Latinos</i> (pages 42-47) as students follow along and annotate in their mybook. Project: <u><i>Display and Engage: Meet the Author 1.6</i></u> and read the	<u>Apply to Text</u> The teacher will use blue Read for Understanding prompts in the Teaching Pal to read <i>Yes! We Are Latinos</i> (pages 48-52) as students follow along and annotate in their mybook. Review: <u><i>Display and Engage: Meet the Author 1.6</i></u> and read the	<u>Apply to Text</u> The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Elements of Poetry skill to <i>Yes! We Are Latinos</i> (pages 44-45 & 46-47) and find evidence to support their response.	<u>Apply to Text</u> The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>The Year of the Rats</i> (pages 56- 65) as students follow along and annotate in their mybook. Use and	<u>Apply to Text</u> The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>The Year of the Rats</i> (pages 66-70) as students follow along and annotate in their mybook. Use and	<u>Apply to Text</u> The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Point of View skill to <i>The Year of the Rat</i> (pages 58, 61, & 63) and find evidence to support their response.	<u>Apply to Text</u> The teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Characters skill to <i>The Year of the Rat</i> (pages 62, 66 & 69) and find evidence to support their response.

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
		information aloud with students. Ask students in what ways are the authors alike and different. Use the Read for Understanding routine to guide students in reading the selection. Use the prompts in your Teaching Pal to help students monitor and clarify their understanding.	information aloud with students. Use the Read for Understanding routine to guide students in reading the selection. Use the prompts in your Teaching Pal to help students monitor and clarify their understanding.	Use the Close Reading routine. Students may refer to the questions on Know it, Show it p 14.	Project: Display and Engage: Meet the Author 1.8 and read the information aloud with students. Ask students to share interesting things they have learned about the authors. Use the Read for Understanding routine as you guide students to read the selection. Pause occasionally, using the prompts in your Teaching Pal to gauge students' ability to monitor and clarify their reading comprehension.	Review: Display and Engage: Meet the Author 1.8 and read the information aloud with students. Use the Read for Understanding routine as you guide students to read the selection. Pause occasionally, using the prompts in your Teaching Pal to gauge students' ability to monitor and clarify their reading comprehension	Use the Close Reading routine. Students may refer to the questions on Know it, Show it p.17.	Use the Close Reading routine. Students may refer to the questions on Know it, Show it p.19
				This a graded Engage and Respond (See Rubric)			This a graded Engage and Respond (See Rubric)	
	Describe Independent Student activity Transfer	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion	Engage and Respond Independent Practice: Writing Students will use the Writing Response routine, to write a response in their myBook pp. 54-55.	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion	Engage and Respond Independent Practice: Writing Students will use the Writing Response routine, to write a response in their	Engage and Respond Independent Practice: Writing After reading, have students write a personal narrative: "A Day in My Life." Tell

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
		After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 53 (question 1). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 53 (questions 2 & 3). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	Students will cite evidence from the text in their responses. Remind students to use text evidence in their responses.	After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 71 (question 1). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and <i>mybook</i> page 71 (questions 2 & 3). Have students annotate their <i>mybook</i> with details from the text and visuals as evidence to explain their response.	<i>myBook</i> pp. 72-73. Students will cite evidence from the text in their responses. Remind students to use text evidence in their responses.	students that they will write a personal narrative about a day in their lives. Explain that the narrative should chronicle a single day in their lives when a significant event occurred that helped make them who they are. Prompt students to brainstorm examples of significant life events. Provide examples, such as a cultural rite of passage, the birth of a sibling, winning an important award or game, or achieving a personal goal, as needed.

Week 2		Lesson 6	Lesson 6 continued	Lesson 7	Lesson 8	Lesson 8 continued	Lesson 9	Lesson 10
Date:		9/23/2026	09/24/2026	9/25/2026	9/28/2026	09/29/2026	9/30/2026	10/01/2026
	English Learner Support	Support Comprehension Substantial Moderate Light	Support Comprehension Substantial Moderate Light	Scaffold Writing Substantial Moderate Light	Support Comprehension Substantial Moderate Light	Support Comprehension Substantial Moderate Light	Build Vocabulary Substantial Moderate Light	Scaffold Writing Substantial Moderate Light
	Differentiation	Tabletop Mini-Lesson: Reading 2 to reinforce monitor and clarify with <i>Yes! We Are Latinos</i> .	Tabletop Mini-Lesson: Reading 2 to reinforce monitor and clarify with <i>Yes! We Are Latinos</i> .	Tabletop Mini-Lesson: Reading 13 to reinforce elements of poetry with <i>Yes! We Are Latinos</i> .	Tabletop Mini-Lesson: Reading 2 to reinforce monitor and clarify with <i>The Year of the Rat</i> .	Tabletop Mini-Lesson: Reading 2 to reinforce monitor and clarify with <i>The Year of the Rat</i> .	Tabletop Mini-Lesson: Reading 15 to reinforce point of view with <i>The Year of the Rat</i> .	Tabletop Mini-Lesson: Reading 11 to reinforce characters with <i>The Year of the Rat</i> .
Grammar	Grammar Focus *on Module Assessment		Grammar: Declarative and Interrogative Sentences* p. W221	Grammar: Imperative and Exclamatory Sentences* p. W222		Grammar: Identify Kinds of Sentences*p. W223	Grammar: Review Negatives p. W329	Grammar: Using Different Kinds of Sentences p. W225

Teacher Reflection (*To be completed daily/weekly*):

What Worked:	What Needs Rethinking:	Comments:
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Suggestions to Strengthen Building and Deepen Students' Background Knowledge

- Encourage students to make connections to the module topic and texts using the ideas learned and vocabulary words throughout the week.
- Plan Field Trips and create WOW moments that connect to the **Essential Questions** and the **Module Topic** (See suggestion above)

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
Texts		Kitoto the Mighty, by Tololwa M. Mollel					Texts from Module 1	
Build Background Knowledge/ Vocabulary	Learning Target	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words.	I can identify real-life connections between words and their use by answering questions to discuss the meaning of the words. (review words from the previous day's lesson)	I can extend my understanding of vocabulary words by using context clues to determine the meanings of words.	I can determine the meaning of unknown words by identifying the suffixes -y and -ly and applying its meaning to the base word.	I can review vocabulary words for meaning and examples by identifying a real-life connection between words and their use .		

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
	Target Words	cautiously trickly marveled mighty distant proclaimed majestic	sumptuous hoard	cautiously trickly marveled mighty distant proclaimed majestic sumptuous hoard	suffix prefix	Display and Engage 1.6, 1.8, 1.11 Vocabulary Cards 1.15–1.30	compare , elaboration, evidence, expository, quotation	
Reading	Learning Target	I can deepen my understanding of a story by retelling a story to include important events.	I can deepen my understanding of a story by retelling a story to include important events.	I can analyze literary elements by explaining the interaction between characters, the plot and setting of a folktale.	I can infer the theme of a story by using text evidence.	I can describe the author's craft by discussing how the author uses imagery and descriptive language in their writing.	I can write a four-paragraph expository essay that explains how one of my experiences shaped my identity by comparing it to characters from the stories in this module using text evidence.	
	NGLS	4R2	4R2	4R3	4R2	4R6	4W2	

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
Reading	Activities and Pages	Anchor Chart 3: <i>Retell</i> Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 3: Retell Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 75–91 myBook Book 1, <i>Kitoto the Mighty</i> , pp. 75–91 Display and Engage Meet the Author 1.11	Anchor Chart 3: <i>Retell</i> Anchor Chart 32: <i>How to Have a Discussion</i> Printable Anchor Chart 3: Retell Printable Anchor Chart 32: How to Have a Discussion Teaching Pal Book 1, pp. 75–91 myBook Book 1, <i>Kitoto the Mighty</i> , pp. 75–91 Display and Engage Meet the Author 1.11	Anchor Chart 12: <i>Literary Elements</i> Printable Anchor Chart 12: Literary Elements Teaching Pal Book 1, pp. 75–91 myBook Book 1, <i>Kitoto the Mighty</i> , pp. 75–91 Know It, Show It p. 23	Anchor Chart 9: <i>Theme</i> Printable Anchor Chart 9: Theme Teaching Pal Book 1, pp. 75–91 myBook Book 1, <i>Kitoto the Mighty</i> , pp. 75–91 Know It, Show It p. 25	Anchor Chart 27: <i>Author's Craft</i> Printable Anchor Chart 27: Author's Craft Teaching Pal Book 1, pp. 75–91 myBook Book 1, <i>Kitoto the Mighty</i> , pp. 75–91 Know It, Show It p. 27	Teaching Pal Book 1, pp. 92–95 myBook Book 1, pp. 92–95  4th Grade Sample Writing Lesson.docx	
		Suggestions for Strengthening Explicit Instruction - Restate the essential question: How do your experiences help shape your identity? - Use the anchor chart to explain the purpose of the lesson - Include think-aloud to actively and explicitly model thinking for students						
	Reading	Describe the Teaching Point Acquisition	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that when readers retell a story, they restate and describe important	Connect and Teach Teacher will display and use the anchor chart to review the purpose of the lesson and details about the skill. Review that when readers retell a story, they restate and describe important	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that all stories include certain literary elements. Characters are the people or	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain that identifying the theme can help them better understand a story. The theme	Connect and Teach Teacher will display and use the anchor chart to explain the purpose of the lesson and details about the skill. Explain the techniques authors use. Voice is a word used to describe an	Discuss the Performance Task Teacher will discuss the writing performance task. Teacher will explain that to complete the performance task, students will use evidence from the

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
Reading		elements of the story in their own words so they confirm and understand what they read. When readers retell a story, they include information about the main characters and the setting. They also tell the plot events in chronological order and describe the conflict and the resolution. A good summary should also include the theme or lesson learned, if there is one. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	elements of the story in their own words so they confirm and understand what they read. When readers retell a story, they include information about the main characters and the setting. They also tell the plot events in chronological order and describe the conflict and the resolution. A good summary should also include the theme or lesson learned, if there is one. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	animals in a story. You can learn about characters by noticing what they say and think, what they do, and what other characters think of them. The story's setting might reflect a certain culture. Usually, the story structure includes a plot that unfolds in a certain way. The plot is made up of a conflict, its resolution, and the series of events. Events are all the things that happen in the story. The events can affect the mood of the story or show how a character changes. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	usually reflects the author's message. The author will develop the theme throughout the story within the details of the text. Explain that the theme of a story is its main message, lesson, or moral. Some examples of themes might be focused on telling the truth, staying positive, or working as a team. Point out that in some stories, such as fables or myths, the theme might be stated directly. Explain that in some stories readers must look for clues in the details throughout the text and use text evidence to infer the theme. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	author's individual style. It can vary based on the author's purpose for writing. Authors use language, or words, in certain ways to make their writing interesting and engaging. For example, authors use sensory words to create imagery, or images in the reader's mind. Authors also choose words that create mood, or arouse certain emotions in readers. Sometimes authors use hyperbole, or exaggerations, to achieve a certain purpose in their writing. Refer to the HMH Teacher Guide for more details and suggestions for strengthening Explicit Instruction for this portion of the lesson.	selections in the module to respond to a prompt Analyze the Prompt: Teacher will use guiding questions to have students think deeply about the prompt. See Teacher's guide Prewrite Prompt students to use the prewriting map on myBook page 93 to jot down ideas for their essays. Model finding specific text evidence that illustrates a character's experience and feelings. As students complete the prewriting map, ask them to consider how their experience and/or feelings are similar or different from those of the characters they read about in the module selections.	myBook page 94. Point out that students should include a beginning that introduces their attitude before the experience, a middle paragraph that tells about the experience and how their feelings changed, and an ending that compares their experience and feelings with those of a character or characters. Closing Revisit the essential question: How do your experiences help shape your identity? And have students use their essay and knowledge of the stories in the module to discuss. Refer to the HMH Teacher Guide for details and support.

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
		Suggestions for Strengthening Explicit Instruction - Provide opportunities for students to read daily (If appropriate, use reading routines to promote fluency) - Require frequent responses, monitor student performance closely, and provide immediate affirmative and corrective feedback.						
	Describe the Guided Practice Making Meaning	Apply to Text The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>Kitoto the Mighty (pages 74-82)</i> as students follow along and annotate in their mybook. Project: Display and Engage: Meet the Author 1.11 and read the information aloud with students. Ask students to share something they found interesting about the author. Use the Read for Understanding routine as you guide students to read the text. Pause occasionally, using the prompts in your Teaching Pal to gauge students' understanding and to have them think about	Apply to Text The teacher will use blue Read for Understanding prompts and the red Notice & Note prompts in the Teaching Pal to read <i>Kitoto the Mighty (pages 83-88)</i> as students follow along and annotate in their mybook. Review: Display and Engage: Meet the Author 1.11 and read the information aloud with students. Use the Read for Understanding routine as you guide students to read the text. Pause occasionally, using the prompts in your Teaching Pal to gauge students' understanding and to have them think about how they might retell the story.	Apply to Text Teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Literary Elements skill to <i>Kitoto the Mighty (pages 78, 82 & 85)</i> and find evidence to support their response. Use the Close Reading routine. Students may refer to the questions on Know it, Show it p. 23. Have students use sticky notes to add examples of Literary Elements that they find in <i>Kitoto the Mighty</i> .	Apply to Text Teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Theme skill to <i>Kitoto the Mighty (pages 82-88)</i> and find evidence to support their response. Use the Close Reading routine. Students may refer to the questions on Know it, Show it p. 25. Have students use sticky notes to add examples of theme that they find in <i>Kitoto the Mighty</i> .	Apply to Text Teacher will use purple Targeted Close Reading prompts in the Teaching Pal to guide students to apply the Author's Craft skill to <i>Kitoto the Mighty (pages 76 & 81)</i> and find evidence to support their response. Use the Close Reading routine. Students may refer to the questions on Know it, Show it p. 27. Have students use sticky notes to add examples of Literary Elements that they find in <i>Kitoto the Mighty</i> .	Refer to the HMH Teacher Guide for details and support.	

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
		how they might retell the story.						
				This a graded Engage and Respond (See Rubric)			The Performance Task is Graded (See Rubric)	
	Describe Independent Student activity Transfer	Engage and Respond Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and mybook page 89 (question 1). Have students annotate their mybook with details from the text and visuals as evidence to explain their response.	Engage and Respond Independent Practice: Speaking and Listening Display and review Anchor Chart 32: How to Have a Discussion After reading, use the Collaborative Discussion routine with the Collaborative Discussion questions in the Teaching Pal and mybook page 89 (questions 2&3). Have students annotate their mybook with details from the text and visuals as evidence to explain their response.	Engage and Respond Independent Practice: Writing Students will use the Writing Response routine, to write a response in their myBook pp. 90-91. Encourage students to think about how Kitoto changes during the story as they write their responses to and cite evidence from the text. Remind students to use the Critical Vocabulary as appropriate in their responses.	Engage and Respond Independent Practice: Writing Tell students to consider the theme of Kitoto the Mighty. Then ask them to write a paragraph explaining ways in which the theme applies to their lives. Alternatively, they may want to write about ways the theme applies to the life of someone they know or have read about. Have partners exchange their writings and discuss the ideas each student chose. Ask them to focus their discussions on how their writings help them better understand the theme of Kitoto the	Engage and Respond Independent Practice: Writing Tell students to choose an example of imagery from the story and write an opinion that explains how well the author's use of imagery worked to provide readers with a good understanding of the text. Encourage them to use an example of imagery that left them with a particularly vivid picture of a setting, a character, or an event from the text. Have partners exchange their writings and discuss an example of imagery each student chose. Ask them to talk about whether they agreed if the imagery their		

Week 3		Lesson 11	Lesson 11 continued	Lesson 12	Lesson 13	Lesson 14	Performance Task Day 1	Performance Task Day 2
Dates		10/02/2026	10/05/2026	10/06/2026	10/07/2026	10/08/2026	10/09/2026	10/13/2026
					Mighty.	partner chose helped them to also understand the text better.		
	English Learner Support	Discuss Language Structures Substantial Moderate Light	Discuss Language Structures Substantial Moderate Light	Graphic Organizers All Levels	Support Comprehension Substantial Moderate Light	Facilitate Discussion Substantial Moderate Light		
	Differentiation	Tabletop Mini-Lesson: Reading 3 to reinforce retell with <i>Kitoto the Mighty</i> .	Tabletop Mini-Lesson: Reading 3 to reinforce retell with <i>Kitoto the Mighty</i> .	Tabletop Mini-Lesson: Reading 12 to reinforce literary elements with <i>Kitoto the Mighty</i> .	Tabletop Mini-Lesson: Reading 9 to reinforce theme with <i>Kitoto the Mighty</i> .	Tabletop Mini-Lesson: Reading 27 to reinforce author's craft with <i>Kitoto the Mighty</i> .		
Grammar	Grammar Focus *on Module Assessment		Quotation Marks with Direct Speech* p. W331	Split Quotations p. W332	Quotations from Text* p. W333	Review Kinds of Sentences p. W224		

Teacher Reflection (To be completed daily/weekly):

What Worked:	What Needs Rethinking:	Comments:

