

## Editable Weekly Plan: Grade 4 Module 6

### 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*.

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, broadcasting or by any other information storage and retrieval system, without written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Only those pages that are specifically enabled by the program and indicated by the presence of the print icon may be printed and reproduced in classroom quantities by individual teachers using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction. Requests for information on other matters regarding duplication of this work should be submitted through our Permissions website at <https://customercare.hmhco.com/contactus/Permissions.html> or mailed to Houghton Mifflin Harcourt Publishing Company, Attn: Compliance, 9400 Southpark Center Loop, Orlando, Florida 32819-8647.

HOUGHTON MIFFLIN HARCOURT and the HMH Logo are trademarks and service marks of Houghton Mifflin Harcourt Publishing Company. You shall not display, disparage, dilute or taint Houghton Mifflin Harcourt trademarks and service marks or use any confusingly similar marks, or use Houghton Mifflin Harcourt marks in such a way that would misrepresent the identity of the owner. Any permitted use of Houghton Mifflin Harcourt trademarks and service marks inures to the benefit of Houghton Mifflin Harcourt Publishing Company.

All other trademarks, service marks or registered trademarks appearing on Houghton Mifflin Harcourt Publishing Company websites are the trademarks or service marks of their respective owners.

r7.22

| Grade 4 Module 6 Week 1                                                                                                                                             |                                                                                                              |                                                                                                                  |                                                                                                                    |                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1                                                                                                                                                            | Lesson 2                                                                                                     | Lesson 3                                                                                                         | Lesson 4                                                                                                           | Lesson 5                                                                                                                      |
| <b>Build Knowledge &amp; Language</b>                                                                                                                               | <b>Vocabulary</b>                                                                                            | <b>Vocabulary</b>                                                                                                | <b>Vocabulary</b>                                                                                                  | <b>Vocabulary</b>                                                                                                             |
| <b>Module Launch</b><br>pp. T278–T279                                                                                                                               | <b>Introduce Critical Vocabulary</b><br>pp. T286–T287                                                        | <b>Review Critical Vocabulary</b><br>p. T294                                                                     | <b>Generative Vocabulary*</b><br>pp. T300–T301<br>Greek Roots <i>auto, bio, photo, graph</i>                       | <b>Vocabulary Spiral Review</b><br>p. T304–T305                                                                               |
|                                                                                                                                                                     |                                                                                                              | <b>Vocabulary Strategy:</b> Reference Sources*<br>p. T295                                                        | <b>Spiral Review:</b> Prefixes <i>un–, in–</i>                                                                     |                                                                                                                               |
| <b>Reading</b>                                                                                                                                                      | <b>Reading</b>                                                                                               | <b>Reading</b>                                                                                                   | <b>Reading</b>                                                                                                     | <b>Reading</b>                                                                                                                |
| <b>Text and Graphic Features*</b><br>pp. T280–T281<br><i>Seven Natural Wonders</i><br>myBook pp. 14–15                                                              | <b>Summarize</b><br>pp. T288–T289<br><i>Mariana Trench and Exploring Challenger Deep</i><br>myBook pp. 16–30 | <b>Central Idea*</b><br>pp. T296–T297<br><i>Mariana Trench and Exploring Challenger Deep</i><br>myBook pp. 16–30 | <b>Text Structure*</b><br>pp. T302–T303<br><i>Mariana Trench and Exploring Challenger Deep</i><br>myBook pp. 16–30 | <b>Text and Graphic Features*</b><br>pp. T306–T307<br><i>Mariana Trench and Exploring Challenger Deep</i><br>myBook pp. 16–30 |
| <b>Foundational Skills</b>                                                                                                                                          | <b>Communication</b>                                                                                         | <b>Foundational Skills</b>                                                                                       | <b>Communication</b>                                                                                               | <b>Communication</b>                                                                                                          |
| <b>Decoding:</b> Words with /k/, /ng/, and /kw/<br><b>Spelling:</b> Words with /k/, /ng/, and /kw/<br><b>Fluency:</b> Accuracy and Self-Correction<br>pp. T282–T285 | <b>Listening Comprehension</b><br>pp. T290–T293                                                              | <b>Decoding:</b> Words with /k/, /ng/, and /kw/<br>pp. T298–T299                                                 | <b>Project Checkpoint:</b><br>Brainstorm and Research<br>pp. T266, T275                                            | <b>Research and Media Literacy</b><br>p. T308<br><b>Make Connections</b><br>p. T309                                           |
| <b>Writing Workshop</b>                                                                                                                                             | <b>Writing Workshop</b>                                                                                      | <b>Writing Workshop</b>                                                                                          | <b>Writing Workshop</b>                                                                                            | <b>Writing Workshop</b>                                                                                                       |
| <b>Letter</b><br>Introducing the Focal Text<br>p. W90–W92                                                                                                           | <b>Letter</b><br>Vocabulary<br>p. W93                                                                        | <b>Letter</b><br>Prewriting I: Types of Correspondence<br>p. W94                                                 | <b>Letter</b><br>Prewriting II: Choosing a Topic<br>p. W95                                                         | <b>Letter</b><br>Drafting I: Beginning the Draft<br>p. W78                                                                    |
| <b>Grammar:</b> Adjectives*<br>p. W296                                                                                                                              | <b>Grammar:</b> Adjectives after <i>Be</i> *<br>p. W297                                                      | <b>Grammar:</b> Ordering Adjectives*<br>p. W298                                                                  | <b>Grammar:</b> Review Modal Auxiliaries<br>p. W284                                                                | <b>Grammar:</b> Connect to Writing: Using Adjectives*<br>p. W300                                                              |

| Grade 4 Module 6 Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Small Group/Independent Options                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Reinforce Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading <ul style="list-style-type: none"> <li>○ 4: Summarize</li> <li>○ 16: Text and Graphic Features (Literary)</li> <li>○ 20: Text and Graphic Features (Informational)</li> <li>○ 18: Text Structure</li> <li>○ 17: Central Idea</li> </ul> </li> <li>● Read and Respond Journal <ul style="list-style-type: none"> <li>○ <i>Film Facts</i> (Synthesize, Central Idea)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul> | <b>Practice and Reinforce Vocabulary</b> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Mariana Trench and Exploring the Challenger Deep</i></li> <li>○ Generative Vocabulary: Greek Roots <i>auto, bio, photo, graph</i></li> </ul> </li> </ul><br><b>Practice and Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> <li>○ Phonics: Final <i>ng, nk</i> (Session 184)</li> <li>○ Phonics: Words with /k/ and /kw/ (Session 342)</li> </ul> </li> </ul><br><b>Support English Language Development</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> <li>○ 16.1–16.3: Seek Information</li> </ul> </li> </ul><br><b>Literacy Centers, pp. T274–T275</b> |

| Grade 4 Module 6 Week 2                                                                                                                         |                                                                                                |                                                                                                |                                                                                        |                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Lesson 6                                                                                                                                        | Lesson 7                                                                                       | Lesson 8                                                                                       | Lesson 9                                                                               | Lesson 10                                                                                   |
| <b>Vocabulary</b>                                                                                                                               | <b>Vocabulary</b>                                                                              | <b>Vocabulary</b>                                                                              | <b>Vocabulary</b>                                                                      | <b>Vocabulary</b>                                                                           |
| <b>Introduce Critical Vocabulary</b><br>pp. T318–T319                                                                                           | <b>Review Critical Vocabulary</b><br>pp. T326                                                  | <b>Introduce Critical Vocabulary</b><br>pp. T330–T331                                          | <b>Review Critical Vocabulary</b><br>p. T336                                           | <b>Generative Vocabulary*</b><br>Suffixes <i>–ness</i> , <i>–ment</i><br>p. T340–T341       |
|                                                                                                                                                 | <b>Vocabulary Strategy: Reference Sources*</b><br>p. T327                                      |                                                                                                | <b>Vocabulary Strategy: Reference Sources*</b><br>p. T337                              | <b>Spiral Review:</b><br>Greek Roots <i>auto</i> , <i>bio</i> , <i>photo</i> , <i>graph</i> |
| <b>Reading</b>                                                                                                                                  | <b>Reading</b>                                                                                 | <b>Reading</b>                                                                                 | <b>Reading</b>                                                                         | <b>Reading</b>                                                                              |
| <b>Ask and Answer Questions</b><br>pp. T320–T321<br><i>Weird and Wondrous Rocks</i><br>myBook pp. 34–42                                         | <b>Text Structure*</b><br>pp. T328–T329<br><i>Weird and Wondrous Rocks</i><br>myBook pp. 34–42 | <b>Ask and Answer Question</b><br>pp. T332–T333<br><i>Nature’s Wonders</i><br>myBook pp. 46–52 | <b>Author’s Craft*</b><br>pp. T338–T339<br><i>Nature’s Wonders</i><br>myBook pp. 46–52 | <b>Elements of Poetry*</b><br>pp. T342–T343<br><i>Nature’s Wonders</i><br>myBook pp. 46–52  |
| <b>Foundational Skills</b>                                                                                                                      | <b>Communication</b>                                                                           | <b>Foundational Skills</b>                                                                     | <b>Communication</b>                                                                   | <b>Communication</b>                                                                        |
| <b>Decoding:</b> Words with final /j/ and /s/<br><b>Spelling:</b> Words with final /j/ and /s/<br><b>Fluency:</b> Reading Rate<br>pp. T322–T325 | <b>Project Checkpoint:</b> Write and Create<br>pp. T267, T315                                  | <b>Decoding:</b> Words with Final /j/ and /s/<br>pp. T334–T335                                 | <b>Project Checkpoint:</b> Write and Create<br>pp. T267, T315                          | <b>Research and Media Literacy</b><br>p. T344<br><b>Make Connections</b><br>p. T345         |
| <b>Writing Workshop</b>                                                                                                                         | <b>Writing Workshop</b>                                                                        | <b>Writing Workshop</b>                                                                        | <b>Writing Workshop</b>                                                                | <b>Writing Workshop</b>                                                                     |
| <b>Letter</b><br>Drafting II: Elements of a Genre<br>p. W97                                                                                     | <b>Letter</b><br>Drafting III: Completing the Draft<br>p. W98                                  | <b>Letter</b><br>Revising I: Conferencing<br>p. W99                                            | <b>Letter</b><br>Revising II: Strengthening Ideas<br>p. W100                           | <b>Letter</b><br>Revising III: Strengthening Word Choice<br>p. W101                         |
| <b>Grammar:</b> Adverbs*<br>p. W301                                                                                                             | <b>Grammar:</b> Adverbs of Frequency and Intensity*<br>p. W302                                 | <b>Grammar:</b> Adverbs in Different Parts of Sentences*<br>p. W303                            | <b>Grammar:</b> Review Participles<br>p. W294                                          | <b>Grammar:</b> Connect to Writing: Using Adverbs*<br>p. W305                               |

| Grade 4 Module 6 Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Small Group/Independent Options                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Reinforce Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading <ul style="list-style-type: none"> <li>○ 13: Elements of Poetry</li> <li>○ 18: Text Structure</li> <li>○ 1: Ask and Answer Questions</li> <li>○ 27: Author's Craft</li> </ul> </li> <li>● Read and Respond Journal <ul style="list-style-type: none"> <li>○ <i>Getting The Vote</i> (Central Idea, Author's Purpose)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul> | <b>Practice and Reinforce Vocabulary</b> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Weird and Wondrous Rocks</i></li> <li>○ Critical Vocabulary: <i>Nature's Wonders</i></li> <li>○ Generative Vocabulary: Suffixes <i>-ness, -ment</i></li> </ul> </li> </ul><br><b>Practice and Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> <li>○ Decoding: Words with /j/ and /s/ (Session 403)</li> </ul> </li> </ul><br><b>Support English Language Development</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> <li>○ 17.1–17.3: Compare and Contrast</li> </ul> </li> </ul><br><b>Literacy Centers, pp. T314–T315</b> |

| Grade 4 Module 6 Week 3                                                                                                                                                                      |                                                                                                                |                                                                                                               |                                                                                                          |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Lesson 11                                                                                                                                                                                    | Lesson 12                                                                                                      | Lesson 13                                                                                                     | Lesson 14                                                                                                | Lesson 15                                                                                    |
| <b>Vocabulary</b>                                                                                                                                                                            | <b>Vocabulary</b>                                                                                              | <b>Vocabulary</b>                                                                                             | <b>Vocabulary</b>                                                                                        | <b>Synthesize and Connect</b>                                                                |
| <b>Introduce Critical Vocabulary</b><br>pp. T354–T355                                                                                                                                        | <b>Review Critical Vocabulary</b><br>pp. T362<br><br><b>Vocabulary Strategy: Shades of Meaning*</b><br>p. T363 | <b>Generative Vocabulary:</b><br>Prefix <i>inter-</i> *<br>pp. T366–T367                                      | <b>Vocabulary Spiral Review</b><br>pp. T372–T373                                                         | <b>Module Wrap-Up</b><br>p. T378–T379                                                        |
| <b>Reading</b>                                                                                                                                                                               | <b>Reading</b>                                                                                                 | <b>Reading</b>                                                                                                | <b>Reading</b>                                                                                           | <b>Reading</b>                                                                               |
| <b>Make Inferences</b><br>pp. T356–T357<br><i>Grand Canyon: A Trail Through Time</i><br>myBook pp. 56–66                                                                                     | <b>Ideas and Support*</b><br>pp. T364–T365<br><i>Grand Canyon: A Trail Through Time</i><br>myBook pp. 56–66    | <b>Simile and Metaphor*</b><br>pp. T368–T369<br><i>Grand Canyon: A Trail Through Time</i><br>myBook pp. 56–66 | <b>Author's Craft*</b><br>pp. T374–T375<br><i>Grand Canyon: A Trail Through Time</i><br>myBook pp. 56–66 | <b>Performance Task:</b> Write an Expository Essay<br>pp. T380–T383                          |
| <b>Foundational Skills</b>                                                                                                                                                                   | <b>Communication</b>                                                                                           | <b>Foundational Skills</b>                                                                                    | <b>Communication</b>                                                                                     | <b>Communication</b>                                                                         |
| <b>Decoding:</b> Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i><br><b>Spelling:</b> Words with Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i><br><b>Fluency:</b> Intonation<br>pp. T358–T361 | <b>Project Checkpoint:</b> Practice and Present<br>pp. T267, T351                                              | <b>Decoding:</b> Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i><br>pp. T370–T371                              | <b>Speaking and Listening</b><br>p. T376<br><b>Make Connections</b><br>p. T377                           | <b>Project Presentation</b><br>pp. T267, T384                                                |
| <b>Writing Workshop</b>                                                                                                                                                                      | <b>Writing Workshop</b>                                                                                        | <b>Writing Workshop</b>                                                                                       | <b>Writing Workshop</b>                                                                                  | <b>Writing Workshop</b>                                                                      |
| <b>Letter</b><br>Editing I: Grammar<br>p. W102                                                                                                                                               | <b>Letter</b><br>Editing II: Capitalization and Punctuation<br>p. W103                                         | <b>Letter</b><br>Editing III: Peer Proofreading<br>p. W104                                                    | <b>Letter</b><br>Publishing<br>p. W105                                                                   | <b>Letter</b><br>Sharing<br>p. W106                                                          |
| <b>Grammar:</b> Prepositions*<br>p. W321                                                                                                                                                     | <b>Grammar:</b> Prepositional Phrases*<br>p. W322                                                              | <b>Grammar:</b> Prepositional Phrases to Provide Details*<br>p. W323                                          | <b>Grammar:</b> Review Adverbs<br>p. W304                                                                | <b>Grammar:</b> Connect to Writing: Using Prepositions and Prepositional Phrases*<br>p. W325 |

| Grade 4 Module 6 Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Small Group/Independent Options                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Reinforce Reading Skills and Strategies</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: Reading <ul style="list-style-type: none"> <li>○ 25: Figurative Language</li> <li>○ 21: Ideas and Support</li> <li>○ 7: Make Inferences</li> <li>○ 27: Author's Craft</li> </ul> </li> <li>● Read and Respond Journal <ul style="list-style-type: none"> <li>○ <i>Harriet Tubman: American Hero</i> (Make Inferences, Ideas and Support)</li> </ul> </li> <li>● Rigby Readers/Take &amp; Teach Lessons <ul style="list-style-type: none"> <li>○ Select by Module Connections</li> <li>○ Select by Skill/Strategy Connections</li> <li>○ Select by Reading Level</li> </ul> </li> </ul> | <b>Practice and Reinforce Vocabulary</b> <ul style="list-style-type: none"> <li>● Vocabulary Interactive Practice <ul style="list-style-type: none"> <li>○ Critical Vocabulary: <i>Grand Canyon: A Trail Through Time</i></li> <li>○ Generative Vocabulary: Prefix <i>inter-</i></li> </ul> </li> </ul><br><b>Practice and Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>● Blending Board</li> <li>● Foundational Skills and Word Study Studio <ul style="list-style-type: none"> <li>○ Decoding: Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i> (Session 381)</li> </ul> </li> </ul><br><b>Support English Language Development</b> <ul style="list-style-type: none"> <li>● Tabletop Minilessons: English Language Development <ul style="list-style-type: none"> <li>○ 18.1–18.3: Analyze</li> </ul> </li> </ul><br><b>Literacy Centers, pp. T350–T351</b> |