

August				
M	T	W	T	F
		14	15	16
19	20	21	22	23
26	27	28	29	30
September				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	1	2	3	4

Unit 1
Characters and Life Science

Approximately 31 Days

***Fall Break is September 30 - October 4

Essential Standards :

RL.4.1	RI.4.1	C.4.1	L.4.1
RL.4.3	RI.4.2	C.4.6	L.4.2
RL.4.4	RI.4.4		L.4.4
	RI.4.9		

Supporting Standards:

RF.4.3	RL.4.6	RI.4.10	C.4.2	L.4.3
RF.4.4	RL.4.7		C.4.7	L.4.5
	RL.4.9			
	RL.4.10			

October				
M	T	W	T	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	1
November				
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Unit 2
Exploring Government, Citizenship,
and Diverse Perspectives

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards :

RL.4.3	RI.4.3	C.4.2	L.4.1
RL.4.6	RI.4.5		L.4.2
	RI.4.7		L.4.4

Supporting Standards:

RF.4.3	RL.4.1	RI.4.1	C.4.3	L.4.3
RF.4.4	RL.4.10	RI.4.2	C.4.5	
		RI.4.10		

Strategies and Skills to Build Knowledge

Grade 4 Unit 1

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.4.10	Ask Questions	•	•		
	RL/RI.4.10	Create Mental Images	•		•	
	RL/RI.4.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL/RI.4.10	Fix-Up: Read On to Clarify Understanding			•	
Comprehension to Build Knowledge	RI.4.2	Identify Key Details and Determine the Main Idea	•	•		✓
	RL.5.6	Compare and Contrast Narrative Points of View	•		•	✓
	RL/RI.4.10	Summarize the Text		•		✓
	RL.4.6	Analyze First-Person Point of View		•		
	RI.4.9	Integrate Information from Multiple Texts to Demonstrate Knowledge		•	•	✓
	RL.4.9	Compare and Contrast the Treatment of Themes in Literature			•	
	RL.4.5	Explain the Differences between Poetry and Prose			•	
Vocabulary	L.4.5	Recognize and Explain the Meaning of Idioms	•			
	L.4.5	Explain the Meaning of Similes and Metaphors	•	•	•	✓
	L.4.4	Use Context Clues to Determine Meaning of Words and Phrases	•	•	•	
Writing	C.4.2	Writing to a Text-Based Prompt: Informative/Explanatory Essay	•	•	•	✓
Grammar	L.4.1	Prepositional Phrases	•		•	✓
	L.4.1	Recognize and Correct Inappropriate Fragments		•	•	✓
	L.4.1	Order Adjectives within Sentences	•		•	✓
Foundational Skills: • Fluency • Word Study	RF.4.4	F: Read with Characterization and Feeling	•			
	RF.4.4	F: Confirm or Correct Word Recognition and Understanding		•		
	RF.4.3	WS: Review Long a (VCe, ai, ay, ei, ea) and Short a	•			
	RF.4.3	WS: Review Long e (VCe, ea, ee, ey, y, ie, e) and Short e		•		
	RF.4.3	WS: Review Long o (VCe, oa, ow, oe, o) and Short o			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation			•	

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

Strategies and Skills to Build Knowledge

Grade 4 Unit 2

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL.4.10	Draw Inferences	•	•		
	RL.4.10	Make Connections	•		•	
	RL.4.10	Fix-Up: Stop and Think About the Author's Purpose	•			
	RL.4.10	Fix-Up: Read Out Loud to Support Comprehension			•	
Comprehension to Build Knowledge	RL.4.10	Summarize the Text	•	•	•	✓
	RL.4.3	Describe a Character in Depth	•	•		✓
	RL.4.7	Make Connections Between a Story and an Oral Presentation of the Text	•	•	•	
	RL.4.4	Analyze Author's Use of Descriptive Language in a Poem			•	
	RL.4.9	Compare and Contrast the Treatment of Similar Themes in Stories		•	•	✓
Vocabulary	L.4.5	Understand and Use Words that Signal Actions, Emotions, and States of Being	•	•		✓
	L.4.4	Use Context Clues to Determine Meaning of Words and Phrases	•	•	•	
Writing	C.4.1.	Write to a Text-Based Prompt: Opinion Essay	•	•	•	✓
Grammar	L.4.4	Use Words and Phrases for Effect	•		•	✓
	L.4.2	Correct Comma Usage	•			
	L.4.1	Using Modal Auxiliaries		•		✓
	L.4.1	Subject/Verb Agreement; Pronoun/Antecedent Agreement			•	✓
Foundational Skills: • Fluency • Word Study	RF.4.4	F: Speed/Pacing: Fast	•			
	RF.4.4	F: Pausing: Short Pauses		•		
	RF.4.3	WS: Long i (VCe, igh, y, ie, i) and Short i	•			
	RF.4.3	WS: Long u (VCe, ue, ew, u) and Short u		•		
	RF.4.3	WS: Closed Syllable Patterns			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole Group and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- ✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Ask Questions	RL/RI. 4.10	
	Create Mental Images	RL/RI. 4.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RI/RL 4.10	
Comprehension to Build Knowledge	Identify Key Details and Determine a Main Idea	RI. 4.2	✓
	Compare and Contrast Narrative Points of View	Not KAS aligned *Could use RL.4.6	✓
Vocabulary	Recognize and Explain the Meaning of Idioms	L.4.5	
	Explain the Meaning of Similes and Metaphors	L.4.5	✓
	Use Context Clues to Determine Meaning of Words and Phrases	L.4.4	
Writing	Writing to a Text-Based Prompt: Informative/Explanatory Essay	C.4.2 / C.4.6/7	✓
Grammar and Language	Prepositional Phrases	L.4.1	✓
	Order Adjectives within Sentences	L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Reread with Characterization and Feeling	RF.4.4	
	WS: Review Long a (VCe, ai, ay, ei, ea) and Short a	RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	1LP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long a (VCe, ai, ay, ei, ea) and Short a	Tuesday maintain animal answer great neighbor generate relate
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Vocabulary

General Academic (Tier 2)	<p>"A Bird's Free Lunch"</p> <p>abrupt (5) alight (5) blows (5) buffeted (5) drifting (5) fancied (5) fastened (4) peck (5) tame (4) solitary (8)</p>	<p>"The Reeds and the River"</p> <p>enveloped (6) haughty (8) intense (6) numb with fear (7) rambunctious (6) rippling (6) ruffled (8) solitary (8) vast (6)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="1047 1360 1388 1795" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>Any Definition</th> <th>Any Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	Any Definition	Any Sentence																														
	Word	Any Definition		Any Sentence																																
Domain-Specific (Tier 3)	<p>"A Bird's Free Lunch"</p> <p>arctic (5) atom (5) marrow (4) suet (4) roost (4)</p>	<p>"The Reeds and the River"</p> <p>agricultural (6) horizon (8) waterbirds (7)</p>																																		

Making Meaning with Words and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: How do we respond to nature?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	1. Introduce the Knowledge Focus: Observing Nature Introduce the Blueprint	4. "A Bird's Free Lunch" Reread to Identify Key Details and Determine a Main Idea RI.4.2	7. "A Bird's Free Lunch" Build Vocabulary: Recognize and Explain the Meaning of Idioms L.4.5 Begin the Blueprint	10. "The Reeds and the River" First Reading: Create Mental Images of Characters' Interactions with Nature RL.4.10	13. Cross-Text Analysis: Compare and Contrast Narrative Points of View RL.4.6
	2. "A Bird's Free Lunch" First Reading: Ask Questions to Build Knowledge About Observing Nature RI.4.10	5. Review Long a (VCe, ai, ay, ei, ea) Short a and Reading Big Words Strategy RF.4.3	8. "A Bird's Free Lunch" Grammar in Context: Sentences with Prepositional Phrases Phonics & Word Study Resource Book: Lesson 1 C.F.H.3	12. "The Reeds and the River" Explain How Similes and Metaphors Contribute to Meaning L.4.5 Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 C.F.H.3	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 C.F.H.3
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL/RI.4.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.5.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Nature Log Entry: Step 1, p. 10
	Read Independently		Read Independently	Read the Vocabulary Practice Text	Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Read a Mentor Text C.4.2	6. Write an Informative/ Explanatory Essay: Find Facts and Details C.4.2/6	9. Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details C.4.2/6	11. Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas C.4.2	14. Grammar: Order Adjectives within Sentences L.4.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress, using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Ask Questions RI.4.10	
Comprehension to Build Knowledge	Identify Key Details and Determine a Main Idea RI.4.2	✓
	Summarize the Text RI.4.10	✓
	Analyze First-Person Point of View RL4.6	
	Integrate Information from Multiple Sources to Demonstrate Knowledge RI.4.9	✓
Vocabulary	Explain the Meaning of Similes and Metaphors L.4.5	✓
	Use Context Clues to Determine Meaning of Words and Phrases L.4.4	
Writing	Write to a Text-Based Prompt: Informative/Explanatory Text C.4.2	✓
Grammar and Language	Recognize and Correct Inappropriate Fragments L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.4.4	
	WS: Review Long e (VCe, ea, ee, ey, y, ie, e) and Short e RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

Words with Long e (VCe, ea, ee, ey, y, ie, e) and Short e	chief defeat monkey whenever easy breeze jelly between
--	---

Vocabulary

General Academic (Tier 2)	“Starting Off” as opposed to (12) babbles (14) distant relative (15) receding (14) register (12) shield (13) shimmering (15) spurious (12) strolls (15) swathed (13) upheaval (14) winding (12)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
Domain-Specific (Tier 3)	“Starting Off” buck (16) loons (13) shoreline (13)	

Making Meaning with Words

Word	My Definition	My Sentence

Making Meaning with Words and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do we reveal ourselves to others?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	1. "Starting Off" First Reading: Ask Questions about Interactions with Nature RI.4.10	4. "Starting Off" Reread to Identify Key Details, Determine a Main Idea, and Explain How Details Support It RI.4.2	7. "Starting Off" Grammar in Context: Appropriate vs. Inappropriate Fragments L.4.1	10. "Starting Off" Close Reading: Analyze First-Person Point of View RL.4.6 Add to the Blueprint	12. Close Reading: Integrate Information from Multiple Texts RI.4.9
	2. Review Long e (VCe, ea, ee, ey, y, ie, e) and Short e and Reading Big Words Strategy RF.4.3	5. "Starting Off" and "A Bird's Free Lunch" Summarize the Text RI.4.10 Phonics & Word Study Resource Book: Lesson 1	8. "Starting Off" Close Reading: Explain the Meaning of Similes and Metaphors L.4.5 Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.4.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Nature Log Entry: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Analyze the Prompt C.4.2	6. Write an Informative/ Explanatory Essay: Find Facts and Details in a Print Source C.4.2/6	9. Write an Informative/ Explanatory Essay: Gather Information from a Digital Source C.4.2/6	11. Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas C.4.2	13. Grammar: Recognize and Correct Inappropriate Fragments L.4.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Create Mental Images RL.4.10	
	Fix-Up: Read On to Clarify Understanding RL.4.10	
Comprehension to Build Knowledge	Compare and Contrast Narrative Points of View RL.4.6	✓
	Integrate Information from Multiple Texts to Demonstrate Knowledge RI.4.9	✓
	Compare and Contrast the Treatment of Themes in Literature RL.4.9	
	Explain Differences between Prose and Poetry RL.4.5	
Vocabulary	Explain the Meaning of Similes and Metaphors L.4.5	✓
	Use Context Clues to Determine Meaning of Words and Phrases L.4.4	
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay C.4.2	✓
Grammar and Language	Prepositional Phrases L.4.1	✓
	Recognize and Correct Inappropriate Fragments L.4.1	✓
	Order Adjectives within Sentences L.4.1	✓
Foundational Skills: Word Study and Fluency	WS: Review Long o (VCe, oa, ow, oe, o) and Short o RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation ILP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long o (VCe, oa, ow, oe, o) and Short o	follow
	oath
	oldest
	goes
	costume
	stolen
	online
	telescope

Vocabulary

General Academic (Tier 2)	"The Secret Spring" breeches (24) dusky (24) homespun (21) jaunt (24) pipe-stem legs (24) scrawny (22) spasmodic terror (24) vegetation (22)	"Delight in Nature" cutting through (28) haul (29) stray (29) winding (12)	To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.
	Domain-Specific (Tier 3)	"The Secret Spring" bolls of cotton (21) channel (23) stationary (21)	

Making Meaning with Words

Word	My Definition	My Sentence

Making Meaning with Words and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: How do we reveal ourselves to others?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	1. “The Secret Spring” First Reading: Create Mental Images of Characters’ Interactions with Nature RL.4.10	4. “The Secret Spring” Close Reading: Explain the Meaning of Similes L.4.5	7. Close Reading: Identify and Explain Perspectives about Encounters with Nature Add to the Blueprint RL.4.4	9. Close Reading: Compare and Contrast the Treatment of Themes in Literature RL.4.9	12. “Delight in Nature” Read a Poem: Explain Differences Between Poetry and Prose RL.4.5
	2. Review Long o (Vce, oa, ow, oe, o) and Short o and Reading Big Words Strategy RF.4.3	5. Grammar in Context: Prepositional Phrases L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	Phonics & Word Study Resource Book: Lesson 2 RF.4.3	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.4.3	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RL.4.10 Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.4.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Nature Log Entry: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Introduce the Topic Clearly C.4.2	6. Write an Informative/ Explanatory Essay: Incorporate Relevant Information and Provide a Conclusion C.4.2	8. Write an Informative/ Explanatory Essay: Order Adjectives to Add Detail C.4.2/L.4.1	11. Write an Informative/ Explanatory Essay: Edit to Correct Inappropriate Fragments C.4.2/L.4.1	13. Write an Informative/ Explanatory Essay: Evaluate and Reflect on Writing C.4.2/7
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Draw Inferences RL.4.10 / RL.4.1	
	Make Connections RL.4.10	
	Fix-Up: Stop and Think About the Author's Purpose RL.4.10	
Comprehension to Build Knowledge	Summarize the Text RL.4.10	✓
	Describe a Character in Depth RL.4.3	✓
	Make Connections Between a Story and an Oral Presentation of the Text RL.4.7	✓
Vocabulary	Understand and Use Words that Signal Actions, Emotions, and States of Being L.4.5	✓
	Use Context Clues to Determine Meaning of Words and Phrases L.4.4	
Writing	Write to a Text-Based Prompt: Opinion Essay C.4.1	✓
Grammar and Language	Use Words and Phrases for Effect L.4.4	✓
	Form and Use Prepositional Phrases Correct comma usage L.4.2	
Foundational Skills: Word Study and Fluency	F: Speed/Pacing: Fast RF.4.4	
	WS: Long i (Vce, igh, y, ie, i) and Short i RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole Group and Peer Discussions 1LP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation 1LP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long i and Short i	diet identify cries empire terrified brightness sixty didn't
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Vocabulary

General Academic (Tier 2)	<p>"Dorothy Meets the Scarecrow" scarecrow (4) encounter (4) tumbling (5)</p>	<p>"How Dorothy Saved the Scarecrow" tedious (8) obliged (8) perched (6) stalks (7) husky (8) earnestly (7) puzzled (8)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Making Meaning with Words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Word</th> <th style="background-color: #27ae60; color: white;">Any Definition</th> <th style="background-color: #e91e63; color: white;">Any Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	Any Definition	Any Sentence																								
Word	Any Definition	Any Sentence																												
Domain-Specific (Tier 3)	<p>"Dorothy Meets the Scarecrow" musical (4) composer (4) adaptation (4)</p>	<p>"How Dorothy Saved the Scarecrow" drama (6) prose (6) version (6)</p>																												

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: How do we reveal ourselves to others?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30-45 MIN.)	1. Introduce the Knowledge Focus: Characters' Actions and Reactions Introduce the Blueprint RL.4.3	4. "Dorothy Meets the Scarecrow" Summarize the Text RL.4.10	7. "Dorothy Meets the Scarecrow" Explain How Character Development Contributes to Plot in a Drama RL.4.3 Begin the Blueprint	10. "How Dorothy Saved the Scarecrow" First Reading: Make Connections to Characters' Actions RL.4.10 RL.4.3	13. Make Connections Between a Story and an Oral Presentation of a Story RL.4.7
	2. "Dorothy Meets the Scarecrow" First Reading: Draw Inferences About Characters' Actions RL.4.10 RL.4.1	5. Long i (VCe, igh, y, ie, i) and Short i RF.4.3	8. "Dorothy Meets the Scarecrow" Grammar in Context: Use Words and Phrases for Effect L.4.4	12. "How Dorothy Saved the Scarecrow" Build Vocabulary: Understand and Use Words that Signal Precise Actions, Emotions, and States of Being L.4.5 Add to the Blueprint	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
			Phonics & Word Study Resource Book: Lesson 1 RF.4.3	Phonics & Word Study Resource Book: Lesson 2 RF.4.3	Phonics & Word Study Resource Book: Lesson 3 RF.4.3
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL.4.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Short Dramatic Scene: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Read a Mentor Text C.4.1	6. Write an Opinion Essay: Read to Find Facts and Details C.4.1	9. Write an Opinion Essay: Use Text Evidence to Form an Opinion C.4.1	11. Write an Opinion Essay: Analyze the Writer's Concluding Statement C.4.1	14. Language: Correct Comma Usage L.4.2
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Draw Inferences RL.4.10	
Comprehension to Build Knowledge	Summarize the Text RL.4.10	✓
	Describe a Character In-Depth RL.4.3	✓
	Make Connections Between a Story and an Oral Presentation of the Text RL.4.7	✓
	Compare and Contrast the Treatment of Similar Themes in Stories RL.4.9	✓
Vocabulary	Understand and Use Words that Signal Actions, Emotions, and States of Being L.4.5	✓
	Use Context Clues to Determine Meaning of Words and Phrases L.4.4	
Writing	Write to a Text-Based Prompt: Opinion Essay C.4.1	✓
Grammar and Language	Using Modal Auxiliaries L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Pausing: Short Pauses RF.4.4	
	WS: Long u (VCe, ue, ew, u) and Short u RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Group and Peer Discussions ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation ILP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

Words with Long u (VCe, ue, ew, u) and Short u	usually continued refused adult uncover upset viewpoint document
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Vocabulary

General Academic (Tier 2)	<p>"Peter Meets Wendy"</p> <p>mischievous (13) flutters (13) wafts (13) courteously (13) dejectedly (13) snappily (15) wounded (16) haughty (16) rankling (15) lamentably (14)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="906 1339 1252 1780" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																											
Word	My Definition		My Sentence																													
Domain-Specific (Tier 3)	<p>"Peter Meets Wendy"</p> <p>mantelshelf (13) fairy (12) cobwebs (13) animated film (12) ironed (16)</p>																															

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do we reveal ourselves to others?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	<p>1. "Peter Meets Wendy" First Reading: Draw Inferences About Characters' Actions RL.4.10/4.3</p> <p>2. Long u (Vc, ue, ew, u) and Short u and Reading Big Words Strategy RF.4.3</p>	<p>4. "Peter Meets Wendy" Summarize the Text RL.4.10</p> <p>5. "Peter Meets Wendy" Build Vocabulary: Understand and Use Words that Signal Precise Actions, Emotions, and States of Being L.4.5</p> <p>Phonics & Word Study Resource Book: Lesson 1 RF.4.3</p>	<p>7. "Peter Meets Wendy" Grammar in Context: Use Modal Auxiliaries to Convey Conditions L.4.1</p> <p>8. "Peter Meets Wendy" Close Reading: Draw Inferences to Describe Characters RL.4.10 RL.4.3</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.4.3</p>	<p>10. "Peter Meets Wendy" Close Reading: Make Connections Between a Drama and an Oral Presentation of the Drama RL.4.7</p> <p>Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 3 RF.4.3</p>	<p>12. Close Reading: Compare and Contrast the Treatment of Similar Themes in Dramas RL.4.9</p> <p>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RL.4.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.3 Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Write a Short Dramatic Scene: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Read and Analyze the Prompt C.4.1	6. Write an Opinion Essay: Develop Reasons Based on Facts and Details C.4.1	9. Write an Opinion Essay: Use Text Evidence to Form an Opinion C.4.1	11. Write an Opinion Essay: Plan and Organize Your Opinion Essay C.4.1	13. Grammar: Use Modal Auxiliaries L.4.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress, using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Make Connections RL.4.10	
	Fix-Up: Read Out Loud to Support Comprehension RL.4.10	
Comprehension to Build Knowledge	Summarize the Text RL.4.10	✓
	Make Connections Between a Story and an Oral Presentation of the Text RL.4.7	✓
	Compare and Contrast the Treatment of Similar Themes in Stories RL.4.9	✓
	Analyze an Author's Use of Descriptive Language in a Poem RL.4.4	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	
Writing	Write to a Text-Based Prompt: Opinion Essay C.4.1	✓
Grammar and Language	Use Words and Phrases for Effect L.4.4	✓
	Subject/Verb Agreement; Pronoun/Antecedent Agreement L.4.1	✓
Foundational Skills: Word Study and Fluency	WS: Closed Syllable Patterns RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole Group and Peer Discussions LP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation LP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Closed Syllable Patterns	admit
	hectic
	segment
	tunnel
	pumpkin
	princess
	insect
pencil	

Vocabulary

General Academic (Tier 2)	<p>"Peter's Shadow"</p> <p>appalled (22)</p> <p>shudder (22)</p> <p>sinking feeling (23)</p> <p>contemptuously (23)</p> <p>overrated (23)</p> <p>indignantly (24)</p> <p>draggled (24)</p> <p>patronizingly (24)</p>	<p>"You Are Old, Father William"</p> <p>incessantly (28)</p> <p>uncommonly (29)</p> <p>muscular (29)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="1047 1339 1393 1785" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
	Word	My Definition		My Sentence																																
Domain-Specific (Tier 3)	<p>"Peter's Shadow"</p> <p>storytelling (20)</p> <p>addressing (20)</p> <p>wardrobe (20)</p> <p>jug (20)</p> <p>contents (21)</p> <p>address (23)</p>	<p>"You Are Old, Father William"</p> <p>back-somersault (29)</p> <p>ointment (29)</p> <p>shilling (29)</p> <p>suet (29)</p> <p>sage (29)</p> <p>locks (29)</p>																																		

"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: How do we reveal ourselves to others?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	1. "Peter's Shadow" First Reading: Make Connections to Characters' Actions RL.4.10 RL.4.3	4. "Peter's Shadow" Close Reading: Make Connections Between a Story and an Oral Presentation RL.4.7	7. "Peter's Shadow" Close Reading: Summarize the Text Add to the Blueprint RL.4.10	9. Close Reading: Compare and Contrast the Treatment of Similar Themes in a Story and a Drama RL.4.9	12. "You Are Old, Father William" Read a Poem: Analyze Author's Use of Descriptive Language RL.4.4
	2. Closed Syllable Patterns RF.4.3	5. "Peter's Shadow" Grammar in Context: Review Agreement (Subject/ Verb, Pronoun/ Antecedent) L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	7. "Peter's Shadow" Close Reading: Summarize the Text Add to the Blueprint RL.4.10 Phonics & Word Study Resource Book: Lesson 2 RF.4.3	9. Close Reading: Compare and Contrast the Treatment of Similar Themes in a Story and a Drama RL.4.9 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.4.3	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL.4.10 Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Write a Short Dramatic Scene: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Create an Effective Opening Paragraph C.4.1	6. Write an Opinion Essay: Incorporate Text Evidence to Support an Opinion and Provide a Concluding Statement C.4.1	8. Write an Opinion Essay: Revise to Insert Words and Phrases for Effect C.4.1/L.4.4	11. Write an Opinion Essay: Edit to Ensure Agreement (Subject/ Verb, Pronoun/ Antecedent) C.4.1/L.4.1	13. Write an Opinion Essay: Evaluate and Reflect on Writing C.4.1
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				