

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 3

		Week 1	Week 2	Week 3	Assessed Skills	
Metacognitive & Fix-Up	RL/RI.4.10	Distinguish between Important and Unimportant Information	•	•		
	RL/RI.4.10	Summarize and Synthesize	•		•	
	RL/RI.4.10	Fix-Up: Read More Slowly and Think about the Words	•			
	RL/RI.4.10	Fix-Up: Reread to Confirm or Clarify Understanding			•	
Comprehension to Build Knowledge	RI.4.5	Describe the Structure of a Text (Problem/Solution)	•	•		✓
	RI.4.3	Explain Events or Ideas in a Text (Problems/Solutions)	•	•		✓
	RI.4.7	Interpret Information Presented Visually: Sidebars, Charts, and Photos	•	•		✓
	RL/RI.4.1	Draw Inferences	•		•	✓
	RI.4.9	Integrate Information from Two Texts		•	•	✓
	RI.4.2	Identify Key Details and Determine the Main Idea		•		
	RL.4.5	Identify a Poem's Rhyme Scheme			•	
Vocabulary	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.4.2	Process Writing: Informative/Explanatory Essay	•	•	•	✓
Grammar and Language	L.4.1	Use Modal Auxiliaries to Express Possibilities	•			✓
	L.4.1	Form and Use the Present Progressive Tense		•		✓
	L.4.2	Use Commas and Quotation Marks to Mark Direct Speech and Quotations from a Text			•	✓
Foundational Skills: • Fluency • Word Study	RF.4.4	F: Inflection/Intonation—Pitch	•			
	RF.4.4	F: Units of Meaning in Complex Sentences		•		
	RF.4.3	WS: Review Open Syllables	•			
	RF.4.3	WS: Review Vowel Teams		•		
	RF.4.3	WS: Review Vowel-r Syllable Patterns			•	
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 4

		Week 1	Week 2	Week 3	Assessed Skills	
Metacognitive & Fix-Up	RL/RI.4.10	Ask Questions About Characters and Events	•	•		
	RL/RI.4.10	Create Mental Images of Characters and Events	•		•	
	RL/RI.4.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
	RL/RI.4.10	Fix-Up: Stop and Think About the Author's Purpose			•	
Comprehension to Build Knowledge	RL.4.1	Draw Inferences (Focus on Characters)	•	•	•	✓
	RL.4.6	Analyze Third-Person Point of View	•			
	RL.4.6	Analyze First-Person Point of View	•			
	RL.4.5	Analyze a Free Verse Poem			•	
	RL.4.6	Compare and Contrast Point of View		•	•	✓
	RL.4.10	Summarize the Text		•		✓
Vocabulary	RL.4.9	Compare and Contrast the Treatment of Similar Themes in Stories		•	•	✓
	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	RL.4.4	Demonstrate Understanding of Figurative Language: Similes		•		✓
	C.4.3	Write to a Text-Based Prompt: Narrative Text	•	•	•	✓
Grammar and Language	L.4.1	Form and Use the Past Progressive Tense	•			✓
	L.4.1	Form and Use the Present Progressive Tense	•			
	L.4.1	Correctly Use Frequently Confused Words		•	•	✓
	L.4.1	Form and Use Prepositional Phrases			•	✓
Foundational Skills: • Fluency • Word Study	RF.4.4	F: Expression—Anticipation/Mood	•			
	RF.4.4	F: Speed/Pacing—Slow		•		
	RF.4.3	WS: Compound Words	•			
	RF.4.3	WS: Vowel-Consonant-e Syllable Pattern		•		
	RF.4.3	WS: Consonant -le Syllable Pattern			•	
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.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Distinguish between Important and Unimportant Information	RL/RI .4.10	
	Summarize and Synthesize	RL/RI .4.10	
	Fix-Up: Read More Slowly and Think about the Words	RL/RI.4.10	
Comprehension to Build Knowledge	Describe the Structure of a Text (Problem/Solution)	RI.4.5	✓
	Explain Events or Ideas in a Text (Problem/Solution)	RI.4.3	✓
	Interpret Information Presented Visually: Sidebars, Charts, and Photos	RI.4.7	✓
	Draw Inferences	RI.4.1 RL.4.1	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.4.4	✓
Writing	Process Writing: Informative/Explanatory Essay	C.4.2	✓
Grammar and Language	Use Modal Auxiliaries to Express Possibilities	L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Pitch	RF.4.4	
	WS: Review Open Syllables	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

Review Open Syllables	become judo media famous recent slogan total vapor
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Vocabulary

General Academic (Tier 2)	<p>“Solving Problems”</p> <p>crisis (5)</p> <p>enforce (4)</p> <p>federal (4)</p> <p>financial (4)</p> <p>funds (5)</p> <p>levels (4)</p> <p>local (4)</p> <p>rebuilding (4)</p> <p>represent (4)</p>	<p>“The First Town Meeting”</p> <p>adversity (8)</p> <p>conflicted (6)</p> <p>devastated (6)</p> <p>inhabitants (7)</p> <p>misfortune (8)</p> <p>possessions (7)</p> <p>prosper (8)</p> <p>scowled (6)</p> <p>settlement (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 1354 1388 1795" 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>“Solving Problems”</p> <p>elect (4)</p> <p>government (4)</p> <p>relief funds (5)</p>	<p>“The First Town Meeting”</p> <p>plaza (6)</p> <p>feeble (7)</p> <p>plagues (8)</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 can government influence the way we live?

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: Government in Action Introduce the Blueprint	4. "Solving Problems" Describe the Structure of a Text (Problem/Solution) RI.4.5	7. Interpret Information Presented Visually and Quantitatively in a Text about Government RI.4.7 Begin the Blueprint	10. "The First Town Meeting" First Reading: Summarize and Synthesize to Build Knowledge about Government RL.4.10	13. "The First Town Meeting" Refer to Details and Examples in a Text to Draw Inferences RL.4.1
	2. "Solving Problems" First Reading: Distinguish between Important and Unimportant Information to Learn about Solving Problems RI.4.10	5. Review Open Syllables and Reading Big Words Strategy RF.4.3	8. "Solving Problems" Grammar in Context: Use Modal Auxiliaries to Express Possibilities L.4.1	12. Build Vocabulary: Use Context Clues to Determine the Meaning of Words and Phrases in a Story L.4.4 Add to the Blueprint	15. 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 <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.4.3 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	Solve a Community Problem: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Develop Your Focus C.4.2	6. Write an Informative/ Explanatory Essay: Select Knowledgeable and Credible Sources C.4.2	9. Write an Informative/ Explanatory Essay: Take Notes from Sources C.4.2 C.4.5	11. Write an Informative/ Explanatory Essay: Plan and Organize Your Essay C.4.2	14. Grammar: Use Modal Auxiliaries to Express Possibilities 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	Distinguish between Important and Unimportant Information	RI.4.10	
Comprehension to Build Knowledge	Describe the Structure of a Text (Problem/Solution)	RI.4.5	✓
	Explain Events or Ideas in a Text (Problem/Solution)	RI.4.3	✓
	Interpret Information Presented Visually: Sidebars, Charts, and Photos	RI.4.7	✓
	Integrate Information from Two Texts	RI.4.9	✓
	Identify Key Details and Determine the Main Idea	RI.4.2	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.4.4	✓
Writing	Process Writing: Informative/Explanatory Essay	C.4.2	✓
Grammar and Language	Form and Use the Present Progressive Tense	L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Units of Meaning in Complex Sentences	RF.4.4	
	WS: Review Vowel Teams	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

Review Vowel Teams	already caution pointed treaty creature believe Monday classroom
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Vocabulary

General Academic (Tier 2)	<p>“The State Government and Its Citizens”</p> <p>conservation (13) critical (14) delegated (12) indispensable (14) industry (13) liberties (12) maintain (14) region (15) structure (13)</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="909 1333 1250 1774" 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>“The State Government and Its Citizens”</p> <p>federalism (12) infrastructure (14) U.S. Constitution (12)</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 can government influence the way we live?

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 State Government and Its Citizens" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About State Government <i>RI.4.10</i> <i>RI.4.10</i>	4. "The State Government and Its Citizens" Identify Key Details and Determine the Main Idea <i>RI.4.2</i>	7. "The State Government and Its Citizens" Grammar in Context: Form and Use the Present Progressive Tense <i>L.4.1</i>	10. "The State Government and Its Citizens" Close Reading: Interpret Visual and Quantitative Information in a Text About State Government	12. Close Reading: Integrate Information from Two Texts on the Same Topic <i>RI.4.9</i>
	2. Review Vowel Teams and Reading Big Words Strategy <i>RF.4.3</i>	5. "The State Government and Its Citizens" Use Context Clues to Determine the Meaning of Words and Phrases Phonics & Word Study Resource Book: Lesson 1 <i>RF.4.3</i>	8. "The State Government and Its Citizens" Close Reading: Describe the Structure of a Text (Problem/Solution) Phonics & Word Study Resource Book: Lesson 2 <i>RF.4.3</i>	Add to the Blueprint <i>RI.4.7</i> Phonics & Word Study Resource Book: Lesson 3 <i>RF.4.3</i>	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 <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. <i>RI.4.10</i> Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. <i>RF.4.4</i> Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Confering	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	Solve a Community Problem: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Introduce Your Topic <i>C.4.2</i>	6. Write an Informative/ Explanatory Essay: Develop Your Topic with Specific Details <i>C.4.2</i>	9. Write an Informative/ Explanatory Essay: Use Linking Words and Phrases to Connect Your Ideas <i>C.4.2</i>	11. Write an Informative/ Explanatory Essay: Provide a Concluding Statement or Section <i>C.4.2</i>	13. Grammar in Context: Form and Use the Present Progressive Tense <i>L.4.1</i>
Independent Writing & Confering	Provide time for independent writing and peer and teacher-student confering. 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	Summarize and Synthesize RL.4.10	
	Fix-Up: Reread to Confirm or Clarify Understanding RL.4.10	
Comprehension to Build Knowledge	Draw Inferences RL.4.10 RL.4.1	✓
	Integrate Information from Two Texts RI.4.9	✓
	Identify a Poem's Rhyme Scheme RL.4.5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Process Writing: Informative/Explanatory Essay C.4.2	✓
Grammar and Language	Use Commas and Quotation Marks to Identify Direct Speech and Quotations from a Text L.4.2	✓
Foundational Skills: Word Study and Fluency	WS: Review Vowel-r Syllable Pattern RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions 1LP4	
	State, Clarify, and Support Ideas in a Constructive Conversation 1LP4	

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

Review Vowel-r Syllable Patterns	bargain corner former flirting urgent important sturdy forty
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Vocabulary

General Academic (Tier 2)	<p>“Stanley’s Release”</p> <p>anxious (22) apparently (24) appearance (21) comprehend (21) excerpt (20) investigation (23) misplaced (24) tyrannical (20) urgency (23)</p>	<p>“A Nation’s Strength”</p> <p>empires (28) foundations (28) mighty (28) pillars (28)</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>																																	
Domain-Specific (Tier 3)	<p>“Stanley’s Release”</p> <p>Attorney General (20) detainees (22) pursuant (23)</p>		<p>Making Meaning with Words</p> <table border="1"> <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> <p>“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		

Week 3 Comprehensive Literacy Planner

Essential Question: How can government influence the way we live?

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. “Stanley’s Release” First Reading: Summarize and Synthesize to Build Knowledge about Government Authority <i>RL.4.10</i></p> <p>2. Review Vowel-r Syllable Pattern and Reading Big Words Strategy <i>RF.4.3</i></p>	<p>4. “Stanley’s Release” Close Reading: Determine the Meaning of Words and Phrases to Explain Story Events <i>L.4.4</i></p> <p>5. Grammar in Context: Use Commas and Quotation Marks to Identify Direct Speech <i>L.4.2</i></p> <p>Phonics & Word Study Resource Book: Lesson 1 <i>RF.4.3</i></p>	<p>7. “Stanley’s Release” Close Reading: Use Details about Characters in a Text to Draw Inferences about Government <i>RL.4.1</i></p> <p>Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 2 <i>M J K</i></p>	<p>9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably <i>RI.4.9</i></p> <p>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> <p>Phonics & Word Study Resource Book: Lesson 3 <i>M J K</i></p>	<p>12. “A Nation’s Strength” Identify a Poem’s Rhyme Scheme <i>RL.4.5</i></p> <p>14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</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. <i>RL.4.10</i> Build fluency using the Reader’s Theater scripts and Reader’s Theater Handbook lessons. <i>RF.4.4</i> 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	Add to the Blueprint Read Independently	Solve a Community Problem: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	<p>3. Write an Informative/ Explanatory Essay: Revise to Improve Sentence Fluency by Varying Sentence Beginnings <i>C.4.2 L.4.2</i></p>	<p>6. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary <i>C.4.2</i></p>	<p>8. Write an Informative/ Explanatory Essay: Edit for Correct Use of Commas and Quotations <i>C.4.2/L.4.2</i></p>	<p>11. Write an Informative/ Explanatory Essay: Edit for Correct Use of Verb Tenses <i>C.4.2/L.4.1</i></p>	<p>13. Publish the Writing: Include Illustrations to Aid Comprehension <i>C.4.2</i></p>
Independent Writing & Conferring	<p>Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.</p>				
Assessment ✓	<p>Monitor students’ progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 3 progress-monitoring assessment at the end of the week.</p>				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Ask Questions About Characters and Events RL.4.10	
	Create Mental Images of Characters and Events RL.4.10	
	Fix-Up: Read On to Clarify or Confirm Understanding RL.4.10	
Comprehension to Build Knowledge	Draw Inferences (Focus on Characters) RL.4.1 / RL.4.3	✓
	Analyze Third-Person Point of View RL.4.6	
	Analyze First-Person Point of View RL.4.6	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Write to a Text-Based Prompt: Narrative Text C.4.3	✓
Grammar and Language	Form and Use the Past Progressive Tense L.4.1	✓
	Form and Use the Present Progressive Tense L.4.1	
Foundational Skills: Word Study and Fluency	F: Expression—Anticipation/Mood RF.4.4	
	WS: Compound Words RF.4.3	
Speaking and Listening 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

Compound Words	living room overflowing underground post office high school first-rate worn out haircut
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Vocabulary

General Academic (Tier 2)	"Here Boy" concerned (5) department (5) hind legs (5) manager (4) pound (5) produce (5) skidded (4)	"Something Uneasy in the Air" actually (7) contraption (7) decided (6) involuntarily (8) possibility (7) prevented (7) procedure (7) protest (7) rejected (7)	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)	"Here Boy"	"Something Uneasy in the Air" historical fiction (6) Vietnam War (6) soldiers (6)	

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 1 Comprehensive Literacy Planner

Essential Question: What do we learn when we look at the world through the eyes of 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: Understanding Different Points of View Introduce the Blueprint RL.4.6	4. “Here, Boy” Analyze First-Person Narrative Point of View RL.4.6	7. “Here, Boy” Draw Inferences About Characters in a First-Person Narrative Begin the Blueprint RL.4.1/3	10. “Something Uneasy in the Air” First Reading: Create Mental Images of Characters and Events to Understand Point of View RL.4.10	13. Draw Inferences About Characters in a Third-Person Narrative RL.4.1 RL.4.3
	2. “Here, Boy” First Reading: Ask Questions About Characters and Events to Understand Point of View RL.4.10	5. Review Compound Words and Reading Big Words Strategy RF.4.3	8. “Here, Boy” Grammar in Context: Use the Past Progressive Tense Phonics & Word Study Resource Book: Lesson 1 RF.4.3	12. “Something Uneasy in the Air” Analyze Third-Person Narrative Point of View in a Story Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 RF.4.3	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task 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 Brief Sequel Scene: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a New Fictional Scene: Read a Prompt and Mentor Text C.4.3	6. Write a New Fictional Scene: Analyze Characters and Events C.4.3	9. Write a New Fictional Scene: Read to Find Character Traits in a Source Text C.4.3 / RL.4.3	11. Write a New Fictional Scene: Develop the Character’s Voice C.4.3	14. Grammar: Use the Past and Present Progressive Tenses 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 About Characters and Events RL.4.10	
Comprehension to Build Knowledge	Draw Inferences (Focus on Characters) RL.4.1 / RL.4.10	✓
	Compare and Contrast Points of View RL.4.6	✓
	Summarize the Text RL.4.10	✓
	Compare and Contrast the Treatment of Similar Themes in Stories RL.4.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
	Demonstrate Understanding of Figurative Language: Similes RL.4.4	✓
Writing	Write to a Text-Based Prompt: Narrative Text C.4.3	✓
Grammar and Language	Correctly Use Frequently Confused Words L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Speed/Pacing—Slow RF.4.4	
	WS: Vowel-Consonant-e Syllable Pattern RF.4.3	
Speaking and Listening 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

Vowel-Consonant-e Syllable Patterns	accuse
	enclose
	incomplete
	define
	require
	safely
	alive
	divide

Vocabulary

General Academic (Tier 2)	<p>“Ready to Race”</p> <p>accident (12)</p> <p>dangled (12)</p> <p>deserves (16)</p> <p>elderly (14)</p> <p>gazing (13)</p> <p>misfortune (13)</p> <p>orphanage (12)</p> <p>plantation (15)</p> <p>rein (12)</p> <p>shine (14)</p> <p>smudges (12)</p> <p>dank (14)</p> <p>taken down a peg (16)</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>
	Domain-Specific (Tier 3)	

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: What do we learn when we look at the world through the eyes of 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. "Ready to Race" First Reading: Ask Questions About Characters and Events to Understand Point of View RL.4.10	4. "Ready to Race" Summarize the Text RL.4.10	7. "Ready to Race" Analyze Grammar in Context: Recognize Frequently Confused Words L.4.1	10. Close Reading: Compare First-Person and Third-Person Point of View Add to the Blueprint RL.4.6	12. Close Reading: Compare and Contrast First-Person and Third-Person Narratives RL.4.6
	2. Review Vowel-Consonant-e Syllable Patterns and the Reading Big Words Strategy RF.4.3	5. "Ready to Race" Demonstrate Understanding of Figurative Language: Similes RL.4.4 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	8. "Ready to Race" Close Reading: Draw Inferences About a Character RL.4.1 RL.4.3 Phonics & Word Study Resource Book: Lesson 2 RF.4.3	Phonics & Word Study Resource Book: Lesson 3 RF.4.3	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 <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	Read Independently	Add to the Blueprint Read Independently	Write a Brief Sequel Scene: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a New Fictional Scene: Read the Prompt and Checklist C.4.3	6. Write a New Fictional Scene: Find Character Details in the Source Text C.4.3/RL.4.3	9. Write a New Fictional Scene: Find Story Events in a Source Text C.4.3/RL.4.3	11. Write a New Fictional Scene: Plan Your Scene C.4.3	13. Grammar: Recognize Frequently Confused Words/Use Reference Materials to Check Spelling L.4.1/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 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 of Characters and Events RL.4.10	
	Fix-Up: Stop and Think About the Author's Purpose RL.4.10	
Comprehension to Build Knowledge	Draw Inferences (Focus on Characters) RL.4.1 RL.4.3	✓
	Analyze Free Verse Poetry RL.4.5	✓
	Compare and Contrast Points of View RL.4.6	
	Compare and Contrast the Treatment of Similar Themes in Stories RL.4.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Write to a Text-Based Prompt: Narrative Text C.4.3	✓
Grammar and Language	Correctly Use Frequently Confused Words L.4.1	✓
	Form and Use Prepositional Phrases L.4.1	✓
Foundational Skills: Word Study and Fluency	WS: Consonant -le Syllable Pattern 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 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

Consonant-le Syllable Patterns	purple simple single gobble startle wiggled struggled remarkable
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Vocabulary

General Academic (Tier 2)	"Training" accustomed (23) bridle (22) breaking in (21) describe (21) examined (20) neither (22) unpleasant (23) weariness (22) coaxing (22)	"The Drum" rhythm (28)	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)	"Training" firsthand account (20) first-person (20) passage (20)	

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: What do we learn when we look at the world through the eyes of 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. “Training” First Reading: Create Mental Images of Characters and Events to Understand Point of View RL.4.10	4. “Training” Close Reading: Analyze and Compare First-Person and Third-Person Points of View RL.4.6	7. “Training” Close Reading: Draw Inferences About Characters and How They Contribute to Plot Add to the Blueprint	9. Close Reading: Compare and Contrast the Treatment of Similar Topics in Two Texts RL.4.9	12. “The Drum” Analyze Point of View in Free Verse Poetry RL.4.5
	2. Review Consonant -le Syllable Patterns and Reading Big Words Strategy RF.4.3	5. Grammar in Context: Recognize and Understand Prepositional Phrases L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	RL.4.1 RL.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	Write a Brief Sequel Scene: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a New Fictional Scene: Use Dialogue to Dramatize Events C.4.3	6. Write a New Fictional Scene: Use Descriptions and Transitional Language to Develop Events C.4.3	8. Write a New Fictional Scene: Revise to Include More Detail C.4.3	11. Write a New Fictional Scene: Edit to Correct Frequently Confused Words L.4.1	13. Write a New Fictional Scene: Evaluate and Reflect on Writing C.4.3
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 Unit progress-monitoring assessment at the end of the week.				