

4th Grade - Unit 3

Essential Standards :

RL.4.2	RI.4.2	C.4.1	L.4.1
RL.4.3	RI.4.3	C.4.6	L.4.2
RL.4.5	RI.4.8		L.4.4
RL.4.9			

Supporting Standards:

RF.4.3	RL.4.1	RI.4.1	C.4.2
RF.4.4	RL.4.6	RI.4.10	C.4.4
	RL.4.10		C.4.7

Unit 3 Technology and Themes Across Cultures

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 3

December				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
January				
M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February				
M	T	W	T	F
3	4	5	6	7

Strategies and Skills to Build Knowledge

Grade 4 Unit 5

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.4.10	Draw Inferences	•	•		
	RL/RI.4.10	Distinguish Between Important and Unimportant Information	•		•	
	RL/RI.4.10	Fix-Up: Read Out Loud to Support Comprehension	•			
	RL/RI.4.10	Fix-Up: Read More Slowly and Think About the Words			•	
Comprehension to Build Knowledge	RI.4.5	Describe the Structure of a Text (Problem/Solution)			•	
	RI.4.5	Describe the Structure of a Text (Cause/Effect)	•	•		✓
	RI.4.3	Explain Events or Ideas in a Text (Cause/Effect)	•	•		✓
	RI.4.8	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	•	•	•	✓
	RI.4.10	Summarize the Text		•		
	RI.4.9	Integrate Information from Two Texts on the Same Topic		•	•	✓
Vocabulary	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.4.1	Process Writing: Opinion Essay	•	•	•	✓
Grammar & Language	L.4.1	Form and Use the Progressive Verb Tenses	•			✓
	L.4.1	Use Relative Adverbs		•		✓
	L.4.1	Use Relative Pronouns			•	✓
Foundational Skill: • Fluency • Word Study	RF.4.4	F: Pausing—Full Stops	•			
	RF.4.4	F: Expression—Anticipation/Mood		•		
	RF.4.3	WS: Hard and Soft c, g	•			
	RF.4.3	WS: r-Controlled Vowels (ar, or, oar, ore)		•		
	RF.4.3	WS: r-Controlled Vowels (er, ir, ur)			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, Support, and Suggest 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 6

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.4.10	Make Connections	•	•		
	RL/RI.4.10	Summarize and Synthesize	•		•	
	RL/RI.4.10	Fix-Up: Reread to Clarify or Confirm Understanding			•	
	RL/RI.4.10	Fix-Up: Read On to Clarify or Confirm Understanding	•		•	
Comprehension to Build Knowledge	RL.4.3	Describe the Characters in a Story	•	•	•	✓
	RL.4.2	Infer and Determine the Theme of a Story	•	•	•	✓
	RL.4.3	Describe Characters, Settings, and Events	•			
	RL.4.9	Compare and Contrast the Treatment of Similar Themes	•	•	•	✓
	RL.4.2	Analyze Rhyme, Meter, and Theme in a Poem			•	
	RL.4.9	Compare and Contrast Patterns of Events	•	•		
Vocabulary	RL.4.10	Summarize the Text	•	•		✓
	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	L.5.4*	Identify Words with Mythological Allusions		•		✓
	C.4.3	Write to a Text-Based Prompt: Narrative	•			
Grammar & Language	C.4.2	Write to a Text-Based Prompt: Informative/Explanatory		•		
	C.4.1	Write to a Text-Based Prompt: Opinion			•	✓
	L.4.1	Use Modal Auxiliaries to Convey Various Conditions	•			✓
	L.4.3	Choose Punctuation for Effect	•	•		✓
Foundational Skills: • Fluency • Word Study	L.4.1	Use Relative Adverbs (where, when, why)			•	
	L.3.2	Use Suffixes	•		•	✓
	RF.4.4	F: Inflection/Intonation—Pitch	•			
	RF.4.4	F: Expression—Dramatic Expression		•		
	RF.4.3	WS: Adverb Suffixes: -ly, -ily, -ways, -wise	•			✓
Speaking and Listening to Demonstrate Knowledge	RF.4.3	WS: Introduce /oo/ and /oo/ (oo, ew, ould, ull)		•		
	RF.4.3	WS: Adjective Suffixes: -ful, -ous, -ible, -able, -some			•	✓
	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
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Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Draw Inferences	RI.4.1 RI.4.10	
	Distinguish Between Important and Unimportant Information	RI.4.10	
	Fix-Up: Read Out Loud to Support Comprehension	RI.4.10	
Comprehension to Build Knowledge	Describe the Structure of a Text (Cause/Effect)	RI.4.5	✓
	Explain Events or Ideas in a Text (Cause/Effect)	RI.4.3	✓
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	RI.4.8	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.4.4	✓
Writing	Process Writing: Opinion Essay	C.4.1/C.4.7/C.4.6	✓
Grammar and Language	Form and Use the Progressive Verb Tenses	L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Pausing—Full Stops	RF.4.4	
	WS: Hard and Soft c, g	RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, Support, and Suggest 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

Hard and Soft c, g	advance
	cancel
	certain
	except
	general
	region
	sponge
gasoline	

Vocabulary

General Academic (Tier 2)	“Humans and Robots Can Work Together”	retrieve (4) remote (5) efficiency (4) capabilities (5) retail (5) convenience (4)	“Robots Will Take Professional Jobs”	manual (7) threaten (7) industrial (6) assembly (6) salary (6) procedure (7) specialized (7)
	Domain-Specific (Tier 3)	“Humans and Robots Can Work Together”	robotics (5) automation (4)	“Robots Will Take Professional Jobs”

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.

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: How do we make decisions about developing new technology?

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. Introduce the Knowledge Focus: Technology for Tomorrow Introduce the Blueprint</p>	<p>4. “Humans and Robots Can Work Together” Determine the Meaning of Domain-Specific Words and Phrases L.4.4</p>	<p>7. “Humans and Robots Can Work Together” Describe the Overall Structure of Events in a Text (Cause/Effect) Begin the Blueprint RI.4.5</p>	<p>10. “Robots Will Take Professional Jobs” First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology RI.4.10</p>	<p>13. Cross-Text Analysis: Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI.4.8</p>
	<p>2. “Humans and Robots Can Work Together” First Reading: Draw Inferences to Build Knowledge of Technology RI.4.1 RI.4.10</p>	<p>5. Review Hard and Soft c, g and Reading Big Words Strategy RF.4.3</p>	<p>8. “Humans and Robots Can Work Together” Grammar in Context: Use the Future Progressive L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.4.3</p>	<p>12. “Robots Will Take Professional Jobs” Describe the Overall Structure of an Opinion Text (Cause/Effect) Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 RF.4.3</p>	<p>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.4.3</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. 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. <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>				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Letter to the Editor: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	<p>3. Write an Opinion Essay: Brainstorm Your Initial Opinion C.4.1</p>	<p>6. Write an Opinion Essay: Select Knowledgeable and Credible Online Sources C.4.1/C.4.6</p>	<p>9. Write an Opinion Essay: Take Notes from Online Sources C.4.1/C.4.6</p>	<p>11. Write an Opinion Essay: Organize Your Essay C.4.1</p>	<p>14. Grammar: Review Progressive Tenses L.4.1</p>
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 RI. 4.1 / RI.4.10	
Comprehension to Build Knowledge	Describe the Structure of a Text (Cause/Effect) RI. 4.5	✓
	Explain Events or Ideas in a Text (Cause/Effect) RI.4.3	✓
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI.4.8	✓
	Summarize the Text RI.4.10	
	Integrate Information from Two Texts on the Same Topic RI.4.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Process Writing: Opinion Essay C.4.1 / C.4.7	✓
Grammar and Language	Use Relative Adverbs L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Expression–Anticipation/Mood RF.4.4	
	WS: r-Controlled Vowels (ar, or, oar, ore) RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions 1LP 4	
	State, Clarify, Support, and Suggest 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

r-Controlled Vowels (ar, or, oar, ore)	assorted charming forecast market party roaring fortunate before
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Vocabulary

General Academic (Tier 2)	<p>“Who’s Driving?”</p> <p>terrain (13) navigate (12) promoted (12) transform (13) impaired (15) potential (15) complex (14) pedestrian (14) precautions (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> <div data-bbox="906 1304 1252 1745" 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																														
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Domain-Specific (Tier 3)	<p>“Who’s Driving?”</p> <p>self-driving vehicles (12) sensors (12) futuristic (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 do we make decisions about developing new technology?

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. “Who’s Driving?” First Reading: Draw Inferences About an Author’s Point of View to Build Knowledge of Technology RI.4.1 RI.4.10	4. “Who’s Driving?” Summarize the Text RI.4.10	7. “Who’s Driving?” Grammar in Context: Use Relative Adverbs L.4.1	10. “Who’s Driving?” Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI.4.8 Add to the Blueprint	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably RI.4.9
	2. Review r-Controlled Vowels (ar, or, oar, ore) and Reading Big Words Strategy RF.4.3	5. “Who’s Driving?” Determine the Meaning of Domain-Specific Words and Phrases L.4.4 Phonics & Word Study Resource Book: Lesson 1	8. “Who’s Driving?” Close Reading: Describe the Overall Structure of an Opinion Text (Cause/Effect) RI.4.5 Phonics & Word Study Resource Book: Lesson 2	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 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. RI.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 Letter to the Editor: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: State Your Opinion C.4.1 C.4.7	6. Write an Opinion Essay: Incorporate Research to Support Your Opinion C.4.1 C.4.6	9. Write an Opinion Essay: Link Opinion and Reasons, Using Words and Phrases C.4.1	11. Write an Opinion Essay: Provide a Conclusion C.4.1	13. Grammar: Use Relative Adverbs (where, when, why) 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	Distinguish Between Important and Unimportant Information RI.4.10	
	Fix-Up: Read More Slowly and Think About the Words RI.4.10	
Comprehension to Build Knowledge	Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI.4.8	✓
	Describe the Structure of a Text (Problem/Solution) RI.4.5	
	Integrate Information from Two Texts on the Same Topic RI.4.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Process Writing: Opinion Essay C.4.1/C.4.6/C.4.7	✓
Grammar and Language	Use Relative Pronouns L.4.1	✓
Foundational Skills: Word Study and Fluency	WS: r-Controlled Vowels (er, ir, ur) RF.5.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, and Suggest 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

r-Controlled Vowels (er, ir, ur)	concerned dirty disturb entering quarter nervous modern firmly
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Vocabulary

General Academic (Tier 2)	<p>“Rise of the Drones”</p> <p>collide (20) prevents (21) beneficial (23) monitor (24) registered (21) remotely (20) endangering (20) inevitably (24) outweigh (22)</p>	<p>“Sun Tracks”</p> <p>tracks (28) traditional (28) illuminating (28) strengthening (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> <div data-bbox="1055 1344 1396 1785"> <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> </tbody> </table> </div>	Word	My Definition	My Sentence																											
Word	My Definition	My Sentence																															
Domain-Specific (Tier 3)	<p>“Rise of the Drones”</p> <p>regulated (20) unmanned aerial vehicles (20)</p>	<p>“Sun Tracks”</p> <p>Choctaw (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 make decisions about developing new technology?

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. "Rise of the Drones" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge of Technology RI.4.10	4. "Rise of the Drones" Close Reading: Describe the Overall Structure of an Opinion Text (Problem/Solution) RI.4.5	7. "Rise of the Drones" Close Reading: Evaluate How Authors Use Reasons and Evidence to Support Points in a Text RI.4.8 Add to the Blueprint	9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI.4.9	12. "Sun Tracks" Analyze Metaphors in Poetry RL.4.4
	2. Review r-Controlled Vowels (er, ir, ur) and Reading Big Words Strategy RF.4.3	5. "Rise of the Drones" Grammar in Context: Use Relative Pronouns 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. RI.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 Letter to the Editor: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Revise to Include Domain-Specific Vocabulary C.4.1	6. Write an Opinion Essay: Revise to Strengthen Reasons and Evidence C.4.1	8. Write an Opinion Essay: Revise to Add Detail by Including Relative Pronouns and Relative Adverbs C.4.1 L.4.1	11. Write an Opinion Essay: Edit for Correct Use of Verb Tenses C.4.1 L.4.1	13. Write an Opinion Essay: Choose a Font Style and Size C.4.1 C.4.4
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 assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Make Connections RL.4.10	
	Summarize and Synthesize RL.4.10	
	Fix-Up: Read On to Clarify or Confirm Understanding RL.4.10	
Comprehension to Build Knowledge	Describe the Characters in a Story RL.4.3	✓
	Infer and Determine the Theme RL.4.2 / RL.4.1	✓
	Compare and Contrast the Treatment of Similar Themes RL.4.9	✓
	Compare and Contrast Patterns of Events RL.4.9	
	Summarize the Text RL.4.10	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Write to a Text-Based Prompt: Narrative C.4.3	
Grammar and Language	Use Modal Auxiliaries to Convey Various Conditions L.4.1	✓
	Choose Punctuation for Effect L.4.3	✓
	Use Suffixes L.3.2	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Pitch RF.4.4	
	WS: Adverb Suffixes: -ly, -ily, -ways, -wise 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 without a check mark are *not* assessed in this unit.

Spelling Pattern

Words with Adverb Suffixes: -ly, -ily, -ways, -wise	lightly
	officially
	happily
	readily
	clockwise
	sidewise
	easily
	otherwise

Vocabulary

General Academic (Tier 2)	<p>“Sugar Maple and Woodpecker”</p> <p>generous (4) uncomfortable (4) finally (4) bored (4)</p>	<p>“The Valiant Little Tailor”</p> <p>attracted (6) scarcely (8) nimble (7) fatigue (7) valor (7) comrade (7) quest (7)</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 1344 1388 1785" data-label="Form"> <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> </tbody> </table> </div>	Word	My Definition	My Sentence																											
	Word	My Definition		My Sentence																													
Domain-Specific (Tier 3)	<p>“Sugar Maple and Woodpecker”</p> <p>Abenaki (4) Slovak (4) grubs (4) sap (5)</p>	<p>“The Valiant Little Tailor”</p> <p>embroidered (6) stitched (6) ragamuffin (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 do we overcome obstacles?

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. Introduce the Knowledge Focus: Confronting Challenges</p> <p>Introduce the Blueprint</p>	<p>4. "Sugar Maple and Woodpecker" Describe the Characters, Setting, and Events in a Quest Story RL.4.3</p>	<p>7. "Sugar Maple and Woodpecker" Determine the Theme of a Legend Begin the Blueprint RL.4.2</p>	<p>10. "The Valiant Little Tailor" First Reading: Summarize and Synthesize to Build Knowledge of Folktales RL.4.10</p>	<p>13. Compare and Contrast Patterns of Events and Themes in Traditional Literature RL.4.9</p>
	<p>2. "Sugar Maple and Woodpecker" First Reading: Make Connections to Build Knowledge of Legends RL.4.10</p>	<p>5. Adverb Suffixes -ly, -ily, -ways, -wise RF.4.3</p>	<p>8. "Sugar Maple and Woodpecker" Grammar in Context: Use Modal Auxiliaries (can) L.4.1</p> <p>Phonics & Word Study Resource Book: Lesson 1 RF.4.3</p>	<p>12. "The Valiant Little Tailor" Build Vocabulary: Determine the Meaning of Words and Phrases in a Folktale Add to the Blueprint L.4.4</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.4.3</p>	<p>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 RF.4.3</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <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. <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>				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Challenge Plan: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Narrative Response: Read and Analyze a Narrative Source Text C.4.3	6. Write a Narrative Response: Read and Analyze a Prompt C.4.3	9. Write a Narrative Response: Read Closely to Find Details and Events C.4.3	11. Write a Narrative Response: Draft a Response C.4.3	14. Write a Narrative Response: Revise and Edit a Response 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 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	Make Connections RL.4.10	
Comprehension to Build Knowledge	Describe the Characters in a Story RL.4.3	✓
	Infer and Determine the Theme of a Story RL.4.1 RL.4.2	✓
	Compare and Contrast the Treatment of Similar Themes RL.4.9	✓
	Compare and Contrast Patterns of Events RL.4.9	
	Summarize the Text RL.4.10	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
	Identify Words with Mythological Allusions L.5.4	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory C.4.2	
Grammar and Language	Choose Punctuation for Effect L.4.3	✓
Foundational Skills: Word Study and Fluency	F: Expression—Dramatic Expression RF.4.4	
	WS: Introduce /oo/ and /ōō/ (oo, ew, ould, ull) 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 without a check mark are *not* assessed in this unit.

Spelling Pattern

Words with /oo/ and /ōō/ (oo, ew, ould, ull)	pulley
	smoothest
	unscrew
	soothe
	couldn't
	troops
	overlook
	would

Vocabulary

General Academic (Tier 2)	<p>"Hercules' Quest"</p> <p>courageous (12)</p> <p>burden (12)</p> <p>misfortune (14)</p> <p>impatient (15)</p> <p>wrathfully (16)</p> <p>hero (12)</p> <p>undertaking (12)</p> <p>stride (13)</p> <p>subsided (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 1270 1250 1711" 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>"Hercules' Quest"</p> <p>herculean (12)</p> <p>titan (12)</p> <p>Atlas (13)</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 overcome obstacles?

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. "Hercules' Quest" First Reading: Make Connections to Build Knowledge of Myths RL.4.10</p> <p>2. Introduce /oo/ and /oo/ (oo, ew, ould, ull) RF.4.3</p>	<p>4. "Hercules' Quest" Summarize the Text RL.4.10</p> <p>5. "Hercules' Quest" Build Vocabulary: Determine the Meaning of Words and Phrases in a Text (Mythological Allusions) L.4.4 L.5.4 Phonics & Word Study Resource Book: Lesson 1 RF.4.3</p>	<p>7. "Hercules' Quest" Language in Context: Choose Punctuation for Effect L.4.3</p> <p>8. "Hercules' Quest" Close Reading: Describe Characters in a Myth RL.4.3</p> <p>Phonics & Word Study Resource Book: Lesson 2 RF.4.3</p>	<p>10. "Hercules' Quest" Close Reading: Infer the Theme of a Myth RL.4.1 RL.4.2 Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 3 RF.4.3</p>	<p>12. Close Reading: Compare and Contrast Patterns of Events and Themes 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 <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. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Confering	<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 Challenge Plan: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	<p>3. Write an Informative/ Explanatory Response: Read and Analyze Source Texts C.4.2</p>	<p>6. Write an Informative/ Explanatory Response: Read and Analyze a Prompt C.4.2</p>	<p>9. Write an Informative/ Explanatory Response: Read Closely to Find Text Evidence C.4.2 C.4.2</p>	<p>11. Write an Informative/ Explanatory Response: Draft a Response C.4.2</p>	<p>13. Write an Informative/ Explanatory Response: Revise and Edit a Response C.4.2</p>
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 Clarify or Confirm Understanding RL.4.10	
	Fix-Up: Read On to Clarify or Confirm Understanding RL.4.10	
Comprehension to Build Knowledge	Describe the Characters in a Story RL.4.3	✓
	Infer and Determine the Theme RL.4.2	✓
	Compare and Contrast the Treatment of Similar Themes RL.4.9	✓
	Analyze Rhyme, Meter, and the Theme of a Poem RL.4.2 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 C.4.1	✓
Grammar and Language	Use Relative Adverbs (where, when, why) L.4.1	
	Use Suffixes L.3.2	✓
Foundational Skills: Word Study and Fluency	WS: Adjective Suffixes: -ful, -ous, -ible, -able, -some RF.4.3	✓
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify and Support Ides in a Constructive Conversations 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 Adjective Suffixes: -ful, -ous, -ible, -able, -some	generous
	mindful
	reliable
	spacious
	beautiful
	audible
	dangerous
	troublesome

Vocabulary

General Academic (Tier 2)	<p>"Estrella and the Emerald Ring"</p> <p>spare (20)</p> <p>energetic (20)</p> <p>animated (20)</p> <p>attentive (21)</p> <p>multicolored (21)</p> <p>scarce (21)</p> <p>intent (22)</p> <p>watchfulness (22)</p> <p>lustrous (21)</p> <p>glimpse (20)</p>	<p>"Humanity"</p> <p>grasp (28)</p> <p>grope (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> <div data-bbox="1047 1333 1396 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>"Estrella and the Emerald Ring"</p> <p>Guatemala (20)</p> <p>rebozo (21)</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 overcome obstacles?

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. “Estrella and the Emerald Ring” First Reading: Summarize and Synthesize to Build Knowledge of Folktales <i>RL.4.10</i>	4. “Estrella and the Emerald Ring” Close Reading: Describe a Character in a Story <i>RL.4.3</i>	7. “Estrella and the Emerald Ring” Close Reading: Infer the Theme of a Folktale Add to the Blueprint <i>RL.4.1</i> <i>RL.4.2</i>	9. Close Reading: Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures <i>RL.4.9</i>	12. “Humanity” Analyze the Rhyme, Meter, and Theme of a Poem <i>RL.4.2</i> <i>RL.4.4</i>
	2. Adjective Suffixes -ful, -ous, -ible, -able, -some <i>RF.4.3</i>	5. Grammar in Context: Use Relative Adverbs (where, when, why) <i>L.4.1</i>	Phonics & Word Study Resource <i>M</i> Book: Lesson 1 <i>RF.4.1</i>	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource <i>M</i> Book: Lesson 3 <i>RF.4.3</i>	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. <i>RL.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	Add to the Blueprint Read Independently	Write a Challenge Plan: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Response: Read and Analyze a Source Text <i>C.4.1</i>	6. Write an Opinion Response: Read and Analyze a Prompt <i>C.4.1</i>	8. Write an Opinion Response: State and Support an Opinion Using Text Evidence <i>C.4.1</i>	11. Write an Opinion Response: Draft a Response <i>C.4.1</i>	13. Write an Opinion Response: Revise and Edit a Response <i>C.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 Unit 6 progress-monitoring assessment at the end of the week.				