

4th Grade - Unit 4

February				
M	T	W	T	F
	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
April				
M	T	W	T	F
31	1	2	3	4

Unit 4 Exploring the Interconnected World

Approximately 38 Days

***Spring Break is April 7-11

*Essential Standards :

RL.4.2	RI.4.4	C.4.2	L.4.1
RL.4.4	RI.4.6		L.4.2
	RI.4.8		L.4.4

Supporting Standards:

RF.4.3	RL.4.10	RI.4.3	C.4.3
RF.4.4		RI.4.5	C.4.5
		RI.4.7	
		RI.4.10	

April				
M	T	W	T	F
14	15	16	17	18
21	22	23	24	25
May				
M	T	W	T	F
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

Unit 5 Economics and Physical Sciences

Approximately 31 Days

KSA Assessment

Essential Standards :

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

Supporting Standards:

RF.4.3	RL.4.3	RI.4.4	C.4.3	L.4.3
RF.4.4	RL.4.4	RI.4.10	C.4.4	
	RL.4.7			
	RL.4.10			

Strategies and Skills to Build Knowledge

Grade 4 Unit 7

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RI/RI.4.10	Apply Strategies	•	•	•	
	RI/RI.4.10	Fix-Up: Stop and Think About the Author's Purpose	•			
	RI/RI.4.10	Fix-Up: Read Out Loud to Support Comprehension			•	
Comprehension to Build Knowledge	RI.4.5	Describe the Overall Structure of a Text (Chronological)	•	•	•	✓
	RI.4.5	Describe the Overall Structure of a Text (Compare/Contrast)		•	•	
	RI.4.3	Explain Events or Ideas in a Text	•	•	•	✓
	RI.4.7	Interpret Information Presented Visually	•	•		✓
	RI.4.1	Draw Inferences		•		
	RI.4.8	Explain How the Author Uses Reasons and Evidence to Support Points in a Text	•		•	✓
	RI.4.9	Integrate Information from Two Texts to Speak Knowledgeably on a Topic		•	•	✓
Vocabulary	L.4.4	Use Context Clues to Determine Meaning of Words and Phrases	•	•	•	✓
Writing	C.4.3	Process Writing: Narrative	•	•	•	✓
Grammar and Language	L.4.2	Use Correct Capitalization	•			✓
	L.4.3	Use Correct Punctuation	•			
	L.4.2	Use Commas Before Coordinating Conjunctions in Compound Sentences			•	✓
	L.4.1	Use Prepositional Phrases		•		
	L.4.4	Choose Words and Phrases to Convey Ideas Precisely			•	✓
Foundational Skills: Word Study and Fluency	RF.4.4	F: Confirm or Correct Word Recognition and Understanding	•			
	RF.4.4	F: Speed/Pacing—Varied		•		
	RF.4.3	WS: Introduce /ou/ and /oi/	•			
	RF.4.3	WS: Prefixes trans-, pro-, sub-, super-, inter-		•		✓
	RF.4.3	WS: Homophones			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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 8

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.4.10	Apply Strategies	•	•	•	
	RL/RI.4.10	Read More Slowly and Think About the Words	•			
	RL/RI.4.10	Fix-Up: Confirm or Correct Word Recognition		•		
	RL/RI.4.10	Fix-Up: Reread to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RI.4.5	Describe the Overall Structure of Events in a Text (Cause/Effect)	•	•		✓
	RL/RI.4.10	Summarize the Text		•		✓
	RI.4.7	Interpret Information Presented Visually	•		•	✓
	RI.4.9	Integrate Information from Two Texts to Speak Knowledgeably on a Topic		•		✓
	RI.4.1	Refer to Details and Examples in Texts to Draw Inferences		•	•	✓
	RI.4.6	Identify Genre Features: Firsthand Accounts	•			
	RL.4.2	Analyze Personification, Repetition, and Theme in a Poem			•	
Vocabulary	RI.4.6	Compare and Contrast a Firsthand and Secondhand Account of the Same Topic	•		•	✓
	L.4.4	Use Context Clues to Determine the Meanings of Words and Phrases, Including Those with Multiple Meanings	•	•	•	✓
Writing	C.4.2/4.5	Process Writing: Research Project	•	•	•	✓
Grammar and Language	L.4.1	Form and Use Prepositional Phrases	•			✓
	L.4.1	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons		•		✓
	L.4.2	Use a Comma with a Coordinating Conjunction in a Compound Sentence			•	✓
Foundational Skills: • Fluency • Word Study	RF.4.4	F: Inflection/Intonation—Volume	•			
	RF.4.4	F: Confirm or Correct Word Recognition and Understanding		•		
	RF.4.3	WS: Negative Prefixes de-, un-, in-, im-, dis-	•			
	RF.4.3	WS: Greek and Latin Roots geo-, archae-, rupt		•		
Speaking and Listening to Demonstrate Knowledge	RF.4.3	WS: Variant Vowel /ô/ (au, al, aw)			•	
	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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	Apply Strategies <i>RI.4.10</i>	
	Read More Slowly to Think About the Words <i>RI.4.10</i>	
Comprehension to Build Knowledge	Describe the Overall Structure of Events in a Text (Cause/Effect) <i>RI.4.5</i>	✓
	Interpret Information Presented Visually <i>RI.4.7</i>	✓
	Identify Genre Features: <i>Firsthand Accounts</i> <i>RI.4.6</i>	✓
	Compare and Contrast a <i>Firsthand and Secondhand Account on the Same Topic</i> <i>RI.4.6</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Those with Multiple Meanings <i>L.4.4</i>	✓
Writing	Process Writing: <i>Research Project</i> <i>C.4.5 / C.4.2</i>	✓
Grammar and Language	Form and Use Prepositional Phrases <i>L.4.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Volume <i>RF.4.4</i>	
	WS: Negative Prefixes: <i>de-, un-, in-, im-, dis-</i> <i>RF.4.3</i>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>LP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <i>LP 4</i>	

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

Negative Prefixes: <i>de-, un-, in-, im-, dis-</i>	discard
	dishonor
	infected
	impossible
	unruly
	impractical
	destruction
	infect

Vocabulary

General Academic (Tier 2)	“Earthquakes” <i>collided (5)</i> unnoticed (4) rumbles (4) boundaries (4) release (4) pressure (4) vibrate (5) <i>magnitude (5)</i>	“In Mexico City” blessed (6) flights (6) emerged (7) apartment (7) violently (7) distinct (8) <i>wrenching (8)</i> insisted (8) <i>ominously (8)</i> discharging (8) massive (8)	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)	“Earthquakes” earthquakes (4) tectonic plates (4) molten (4) seismograph (5) Earth's crust (4)	

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 Earth’s natural processes impact our lives?

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: Earth Changes Add to the Blueprint	4. “Earthquakes” Describe the Overall Structure of Events in a Text (Cause/ Effect) RI.4.5	7. “Earthquakes” Interpret Information Presented Visually: Maps, Diagrams, Photos RI.4.7 Begin the Blueprint	10. “In Mexico City” First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth’s Changes RI.4.10	13. Cross-Text Analysis: Compare and Contrast a Firsthand and Secondhand Account of the Same Topic RI.4.6
	2. “Earthquakes” First Reading: First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth’s Changes RI.4.10	5. Review Negative Prefixes de-, un-, in-, im-, dis- and Reading Big Words Strategy RF.4.3	8. “Earthquakes” Grammar in Context: Use Prepositional Phrases to Add Details L.4.1 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	12. “In Mexico City” Review Firsthand Accounts Add to the Blueprint RI.4.6 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 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.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Complete a Venn Diagram: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Develop a Focus C.4.2/4.5	6. Write a Research Project: Select Knowledgeable and Credible Print Sources C.4.2/5	9. Write a Research Project: Take Notes from Print Sources C.4.2/5	11. Write a Research Project: Plan and Organize the Research Project C.4.2/4.5	14. Grammar in Context: Use Prepositional Phrases to Add Details 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	Apply Strategies RI.4.10	
	Fix-Up: Confirm or Correct Word Recognition RI.4.10	
Comprehension to Build Knowledge	Describe the Overall Structure of Events in a Text (Cause/Effect) RI.4.5	✓
	Summarize the Text RI.4.10	✓
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI.4.9	✓
	Refer to Details and Examples in a Texts to Draw Inferences RI.4.1	✓
Vocabulary	Use Context Clues to Determine the Meanings of Words and Phrases, Including Those with Multiple Meanings L.4.4	✓
Writing	Process Writing: Research Project C.4.2/C.4.5	✓
Grammar and Language	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons L.4.1	✓
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.4.4	
	WS: Greek and Latin Roots: geo-, archae-, rupt RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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

Greek and Latin Roots: geo-, archae-, rupt	archaeology
	geography
	archaic
	interrupt
	disrupted
	erupt
	eruption
	geology

Vocabulary

General Academic (Tier 2)	<p>"Volcanoes"</p> <p>poisonous (12)</p> <p>erupted (12)</p> <p>collects (13)</p> <p>chambers (13)</p> <p>distinctive (14)</p> <p>substantially (14)</p> <p>preserved (15)</p> <p>archaeologists (15)</p> <p>monitor (16)</p> <p>far reaching (16)</p> <p>hazardous (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="909 1312 1258 1753" 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>"Volcanoes"</p> <p>volcano (12)</p> <p>magma (13)</p> <p>lava (13)</p> <p>igneous (14)</p> <p>sedimentary (14)</p> <p>metamorphic (14)</p>	<p>"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>																																	

Week 2 Comprehensive Literacy Planner

Essential Question: How do Earth’s natural processes impact our lives?

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. “Volcanoes” First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth’s Changes <i>RI.4.10</i></p> <p>2. Review Greek and Latin Roots geo-, archae-, rupt and Reading Big Words Strategy <i>RF.4.3</i></p>	<p>4. “Volcanoes” Summarize the Text <i>RI.4.10</i></p> <p>5. “Volcanoes” Build Vocabulary: Determine and Clarify the Meanings of Multiple-Meaning Words <i>L.4.4</i></p> <p>Phonics & Word Study Resource Book: Lesson 1 <i>RF.4.3</i></p>	<p>7. “Volcanoes” Grammar in Context: Identify the Parts of a Complete Sentence <i>L.4.1</i></p> <p>8. “Volcanoes” Close Reading: Describe the Overall Structure of Events in a Text (Cause/Effect) <i>RI.4.5</i></p> <p>Phonics & Word Study Resource Book: Lesson 2 <i>RF.4.3</i></p>	<p>10. “Volcanoes” Close Reading: Refer to Details and Examples in a Text to Draw Inferences <i>RI.4.1</i> Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 3 <i>RF.4.3</i></p>	<p>12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic <i>RI.4.9</i></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. <i>RI.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	Read Independently	Add to the Blueprint Read Independently	Complete a Venn Diagram: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Introduce the Topic <i>C.4.2/5</i>	6. Write a Research Project: Develop a Topic with Specific Details <i>C.4.2/5</i>	9. Write a Research Project: Use Linking Words and Phrases to Connect Ideas <i>C.4.2</i>	11. Write a Research Project: Provide a Concluding Statement or Section <i>C.4.2</i>	13. Grammar in Context: Identify and Correct Sentence Fragments and Run-On Sentences <i>L.4.1</i>
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 2 progress-monitoring assessment at the end of the week.</p>				

Week 3 Comprehensive Literacy Planner

Essential Question: How do Earth’s natural processes impact our lives?

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 (15–30 MIN.)	<p>1. “The Eruption of Vesuvius” First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth’s Changes RI.4.10</p> <p>2. Variant Vowel /ô/ (au, al, aw) and Reading Big Words Strategy RF.4.3</p>	<p>4. “The Eruption of Vesuvius” Close Reading: Explain How a Painting Contributes to Meaning RI.4.7</p> <p>5. Grammar in Context: Use a Comma with a Coordinating Conjunction L4.2</p>	<p>7. Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences Add to the Blueprint RI.4.1</p>	<p>9. Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event RI.4.6</p> <p>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p>	<p>12. “Negotiations with a Volcano” Analyze Personification, Repetition, and Theme in a Poem RL.4.2</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 <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. <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	Complete a Venn Diagram: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	<p>3. Write a Research Report: Revise to Improve Sentence Fluency by Varying Sentence Beginnings L.4.3 C.4.2</p>	<p>6. Write a Research Report: Revise to Include Vocabulary Related to a Topic C.4.2</p>	<p>8. Write a Research Report: Edit for Proper Use of Possessives C.4.2 L.4.1</p>	<p>11. Write a Research Report: Edit for Correct Use of Formal English C.4.2 L.4.3</p>	<p>13. Write a Research Report: Create a Final Draft by Adding Multimedia Elements C.4.2 C.4.4</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 ✓	<p>Monitor students’ progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Unit progress-monitoring assessment at the end of the week.</p>				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI.4.10	
	Fix-Up: Stop and Think About the Author's Purpose RI.4.10	
Comprehension to Build Knowledge	Describe the Overall Structure of a Text (Chronological) RI.4.5	✓
	Explain Events or Ideas in a Text RI.4.3	✓
	Interpret Information Presented Visually (Time Lines, Maps, Photographs) RI.4.7	✓
	Explain How the 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: Narrative L.4.3	✓
Grammar and Language	Use Correct Capitalization L.4.2	✓
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.4.4	
	WS: Introduce /ou/ and /oi/ RF.4.3	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 /ou/ and /oi/	about grouchy avoid loudly choices frowned disappoint destroy
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Vocabulary

General Academic (Tier 2)	"Rail Tycoons" grueling (4) rival (5) voyages (4) networks (4) freight (4) managed (4) controlled (5) developed (5)	"Building the Transcontinental Railroad" require (6) incentive (7) unite (8) fierce (7) competition (7) affordable (8) linking (8) completed (8) result (8)	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)	"Rail Tycoons" tycoons (4) barons (4) northeastern (5) southeast (5)	

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.

Essential Question: How do communities evolve?

Phonics and Word
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: The Transcontinental Railroad Introduce the Blueprint	4. "Rail Tycoons" Describe the Overall Structure of a Text (Chronological) RI.4.5	7. "Rail Tycoons" Interpret Information Presented Visually: Time Lines Begin the Blueprint RI.4.7	10. "Building the Transcontinental Railroad" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History RI.4.10	13. Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI.4.8
	2. "Rail Tycoons" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History RI.4.10	5. Review /ou/ and /oi/ and Reading Big Words Strategy RF.4.3	8. "Rail Tycoons" Grammar in Context: Use Correct Capitalization	12. "Building the Transcontinental Railroad" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words 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 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 & 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.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Journal Entry: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Introduce the Genre C.4.3	6. Write Historical Fiction: Brainstorm Ideas C.4.3	9. Write Historical Fiction: Evaluate Ideas C.4.3	11. Write Historical Fiction: Organize Historical Fiction Narrative C.4.3	14. Language: Use Correct Capitalization and Punctuation L.4.2
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 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI.4.10	
Comprehension to Build Knowledge	Describe the Overall Structure of a Text (Chronological) RI.4.5	✓
	Describe the Overall Structure of a Text (Compare/Contrast) RI.4.5	✓
	Explain Events or Ideas in a Text RI.4.3	✓
	Interpret Information Presented Visually RI.4.7	✓
	Draw Inferences RI.4.1 / RI.4.10	
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI.4.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.4.4	✓
Writing	Process Writing: Narrative C.4.3	✓
Grammar and Language	Use Prepositional Phrases L.4.1	
Foundational Skills: Word Study and Fluency	F: Speed/Pacing—Varied RF.4.4	
	WS: Prefixes: trans-, pro-, sub-, super-, inter- RF.4.3	✓
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions LP.4	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversations 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

Prefixes: trans-, pro-, sub-, super-, inter-	interval transport proclaim subway superintendent superstar transfer interfere
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Vocabulary

General Academic (Tier 2)	<p>“The Chinese Railroad Workers”</p> <p>challenge (12) source (12) isolated (13) preserve (13) obstacle (14) intense (15) immigrants (12) discrimination (13) race (13) process (14) recruiting (12) set a record (15)</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 1375 1258 1816" 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>“The Chinese Railroad Workers”</p> <p>roadbed (14) blaster (14) testifying (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 communities evolve?

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 Chinese Railroad Workers” First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History RI.4.10	4. “The Chinese Railroad Workers” Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words L.4.4	7. “The Chinese Railroad Workers” Grammar in Context: Form and Use Prepositional Phrases L.4.1	10. “The Chinese Railroad Workers” Close Reading: Interpret Information Presented Visually Add to the Blueprint RI.4.7	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI.4.9
	2. Prefixes <i>trans-</i>, <i>pro-</i>, <i>sub-</i>, <i>super-</i>, <i>inter-</i>, and Reading Big Words Strategy RF.4.3	5. “The Chinese Railroad Workers” Describe the Overall Structure of a Text (Chronological and Compare/Contrast) RI.4.5 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	8. “The Chinese Railroad Workers” Close Reading: Draw an Inference from a Chronological Text RI.4.1 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. 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.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Write a Journal Entry: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Establish a Situation/Introduce Characters C.4.3	6. Write Historical Fiction: Use Description to Develop Characters and Story Events C.4.3	9. Write Historical Fiction: Use Dialogue C.4.3	11. Write Historical Fiction: Provide a Sense of Closure C.4.3	13. Grammar in Context: Form and Use Prepositional Phrases 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	Apply Strategies <i>RI.4.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>RI.4.10</i>	
Comprehension to Build Knowledge	Describe the Overall Structure of a Text (Chronological) <i>RI.4.5</i>	✓
	Describe the Overall Structure of a Text (Compare/Contrast) <i>RI.4.5</i>	
	Explain Events or Ideas in a Text <i>RI.4.3</i>	✓
	Explain How the Author Uses Reasons and Evidence to Support Points in a Text <i>RI.4.8</i>	✓
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic <i>RI.4.9</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.4.4</i>	✓
Writing	Process Writing: Narrative <i>C.4.3</i>	✓
Grammar and Language	Use a Comma Before a Coordinating Conjunction <i>L.4.2</i>	✓
	Choose Words and Phrases to Convey Ideas Precisely <i>L.4.4</i>	✓
Foundational Skills: Word Study and Fluency	WS: Homophones <i>RF.4.3</i>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILE 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversations <i>ILP 4</i>	

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

Homophones	bare
	scene
	soar
	bear
	seen
	sore
	plain
	sight
	threw
	plane
	site
	through

Vocabulary

General Academic (Tier 2)	<p>"The Railroad's Impact on Native Americans"</p> <p>impact (20)</p> <p>roamed (21)</p> <p>plentiful (21)</p> <p>permanently (23)</p> <p>resources (24)</p> <p>waste (20)</p> <p>traditional (21)</p> <p>decline (22)</p> <p>devastating (22)</p>	<p>"Concord Hymn"</p> <p>rude (28)</p> <p>arched (28)</p> <p>embattled (28)</p> <p>conqueror (28)</p> <p>votive (29)</p> <p>redeem (29)</p> <p>spare (29)</p> <p>deed (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 1386 1388 1827" 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 Railroad's Impact on Native Americans"</p> <p>bison (20)</p> <p>treaties (23)</p> <p>reservations (23)</p> <p>descendants (24)</p>	<p>"Concord Hymn"</p> <p>Battle of Concord (29)</p> <p>American Revolution (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 communities evolve?

 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 Railroad’s Impact on Native Americans” First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of American History PL.4.2 RI.4.5	4. “The Railroad’s Impact on Native Americans” Close Reading: Describe the Overall Structure of a Text RI.4.5	7. “The Railroad’s Impact on Native Americans” Close Reading: Explain How an Author Uses 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. “Concord Hymn” Analyze Figurative Language, Author’s Purpose, and Theme of a Poem PL.4.2
	2. Review Homophones and Reading Big Words Strategy RF.4.3	5. Grammar in Context: Use a Comma Before a Coordinating Conjunction in a Compound Sentence L.4.2 Phonics & Word Study Resource Book: Lesson 1 RF.4.3	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task 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 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 & 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 Journal Entry: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Revise to Add Words to Signal Event Order C.4.3	6. Write Historical Fiction: Revise to Add Concrete and Sensory Detail C.4.3	8. Write Historical Fiction: Edit for Correct Comma Usage L.4.2	11. Write Historical Fiction: Edit to Choose Words and Phrases to Convey Ideas Precisely L.4.4	13. Publishing: Format Text and Use Technology to Publish Writing Ideas C.4.4
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 7 progress-monitoring assessment at the end of the week.				