4th Grade-Unit 4

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				انے		-		:s:	C.4.3		C.4.5					L.4.1	L.4.2	L.4.4	L.4.5		ls:	0.43	?	C.4.4		
*Essential Standards	C.4.2						,	Supporting Standards:	RI.4.3		KI.4.5	RI.4.7	RI.4.10	Fecontial Standarde		C.4.2	C.4.6				Supporting Standards:	-	+			
ıntial St	4.4		9.	8.1			;	orting S	RL.4.10	_				ntial Ct	-	RI.4.2	RI.4.5	RI.4.8	RI.4.9		orting S	RI 4.4		RI.4.10		
 *Esse	RI.4.4		RI.4.6	RI.4.8			(Suppo	1		4			Feed	-	-	_		<u>~</u>		Suppo	RI 43	2:1:1	RL.4.4	RL.4.7	RL.4.10
	RL.4.2	i	RL.4.4						RF.4.3		KF.4.4				_	RL.4.2	RL.4.5	RL.4.9				RF 4.3		RF.4.4		
	Unit 4 Exploring the Interconnected Morld				Approximately 38 Days						***Spring Break is April 7-11					Unit 5	Economics and Physical Sciences		Approximately 31 Days					KSA Assessment	1	1
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Strategies and Skills to Build Knowledge

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive &	RL/RI.4.10	Apply Strategies	•	•	•	
Fix-Up	RL/RI.4.10	Fix-Up: Stop and Think About the Author's Purpose	•			
•	RL/RI.4.10	Fix-Up: Read Out Loud to Support Comprehension			•	
	RI.4.5	Describe the Overall Structure of a Text (Chronological)	•	•	•	V
	RI.4.5	Describe the Overall Structure of a Text (Compare/Contrast)		•	•	
Comprehension to	RI.4.3	Explain Events or Ideas in a Text	•	•	•	V
Build Knowledge	RI.4.7	Interpret Information Presented Visually	•	•		1
-	RI.4.1	Draw Inferences		•		
	RI.4.8	Explain How the Author Uses Reasons and Evidence to Support Points in a Text	•		•	1
	RI.4.9	Integrate Information from Two Texts to Speak Knowledgeably on a Topic		%	•	1
Vocabulary	L.4.4	Use Context Clues to Determine Meaning of Words and Phrases	٠	٠	•	>
Writing	C.4.3	Process Writing: Narrative	•	•	•	1
	L.4.2	Use Correct Capitalization	•			1
	L.4.3	Use Correct Punctuation	•			
Grammar and Language	L.4.2	Use Commas Before Coordinating Conjunctions in Compound Sentences			•	1
	L.4.1	Use Prepositional Phrases		•		
	L.4.4	Choose Words and Phrases to Convey Ideas Precisely			•	1
Foundational	RF.4.4	F: Confirm or Correct Word Recognition and Understanding	•			
Skills: Word	RF.4.4	F: Speed/Pacing—Varied				
Study and	RF.4.3	WS: Introduce /ou/ and /oi/	•			
Fluency	RF.4.3	WS: Prefixes trans-, pro-, sub-, super-, inter-		•		1
	RF.4.3	WS: Homophones			•	
Speaking and	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Listening to Demonstrate Knowledge	ILP 4	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

ullet = 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

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

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI. 4. 10	
metacognitive and rix-op	Read More Slowly to Think About the Words	
	Describe the Overall Structure of Events in a Text (Cause/Effect) RI.4.5	1
Comprehension	Interpret Information Presented Visually RI.4.7	4
to Build Knowledge	Identify Genre Features: Firsthand Accounts 27.4.6	1
	Compare and Contrast a Firsthand and Secondhand Account on the Same Topic RI.4 (1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Those with Multiple Meanings	1
Writing	Process Writing: Research Project C. 4.5 / C. 4.2	1
Grammar and Language	Form and Use Prepositional Phrases L. H.	1
Foundational Skills:	F: Inflection/Intonation-Volume RF. 4.4	
Word Study and Fluency	WS: Negative Prefixes: de-, un-, in-, im-, dis- RF. 4.3	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation \4P4	

Spelling Pattern

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

Vocabulary

General Academic (Tier 2)	"Earthquakes" collided (5) unnoticed (4) rumbles (4) boundaries (4) release (4) pressure (4) vibrate (5) magnitude (5)	"In Mexico City" blessed (6) flights (6) emerged (7) apartment (7) violently (7) distinct (8) wrenching (8) insisted (8) ominously (8) discharging (8) massive (8)
Domain- Specific (Tier 3)	"Earthquakes" earthquakes (4) tectonic plates (4) molten (4) seismograph (5) Earth's crust (4)	"In Mexico City" history (6)

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.

Word	My Definition	My Sentence
THE PERSON NAMED IN		

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

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.

Week I Comprehensive Literacy Planner

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

	Day 1	Day 2	Day 3	Day 4	Day 5						
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection from	n the Read-Aloud Handbook	_							
	1. Introduce the Knowledge Focus: Earth Changes	4. "Earthquakes" Describe the Overall Structure of Events	7. "Earthquakes" Interpret Information	10. "In Mexico City" First Reading: Apply Metacognitive	13. Cross-Text Analysis: Compare and Contrast a Firsthand and Secondhand Account						
	Add to the Blueprint	in a Text (Cause/ Effect)	Presented Visually: Maps, Diagrams,	& Fix-Up Strategies to Build Knowledge							
Metacognitive,		RI4.5	Photos PI.4.7	of Earth's Changes	of the Same Topic						
Comprehension, Vocabulary,			Begin the Blueprint	RI.4.10	RI.4.6						
Word Study, & Grammar/	2. "Earthquakes" First Reading: First	5. Review Negative Prefixes de-, un-, in-,	8. "Earthquakes" Grammar in Context:	12. "In Mexico City" Review Firsthand	15. Build Knowledge Discuss the Blueprin						
Language Lessons	Reading: Apply Metacognitive	im-, dis- and Reading Big Words Strategy	Use Prepositional Phrases to Add	Accounts Add to the Blueprint	and Build Toward th Culminating Task						
(30–45 MIN.)	& Fix-Up Strategies to Build Knowledge of Earth's Changes	RF.4.3	Details L.4.1	RI.4.6							
	RI.4.10		Phonics & Word Study Resource 5. Book: Lesson 1	Phonics & Word C? Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3						
Small-Group Reading	Meet with small groups	of students to:									
•	 Scaffold reading behaviors and strategies using small-group texts and teacher's guides. ZI.4.10 Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. ZF. 4.4 Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. 										
Independent Reading & Conferring	Confer with a few stude	ne: read independently to build work onts on their text selections, ap ont suggestions (including the	plication of strategies, and k								
	Set Personal	Read Independently	Begin the Blueprint	Add to the Blueprint	Complete a Venn						
	Learning Goals Read Independently	Kead Independent		Read the Vocabulary Practice Text	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.4.25	9. Write a Research Project: Take Notes from Print Sources	11. Write a Research Project: Plan and Organize the Research Project C.4.2.14.5	14. Grammar in Context: Use Prepositional Phrases to Add Details						
Independent Writing & Conferring		dent writing and peer and tea f students who have similar w		7.0							
Assessment 🎺		ss using the informal assessmer er the Week 1 progress-moni	M 2								

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI.4.10					
metatogintive and rix-op	Fix-Up: Confirm or Correct Word Recognition 27.4.10					
	Describe the Overall Structure of Events in a Text (Cause/Effect) RI, 4.5	1				
Comprehension	Summarize the Text ZI. 4.10	1				
to Build Knowledge	Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI. 4.9	1				
	Refer to Details and Examples in a Texts to Draw Inferences					
Vocabulary	Use Context Clues to Determine the Meanings of Words and Phrases, Including Those with Multiple Meanings	1				
Writing	Process Writing: Research Project C.4.2/C.4.5	1				
Grammar and Language	Produce Complete Sentences, Recognizing and Correcting Inappropriate Fragments and Run-Ons L.Y.	1				
Foundational Skills:	F: Confirm or Correct Word Recognition and Understanding RF. 4, 4					
Word Study and Fluency	WS: Greek and Latin Roots: geo-, archae-, rupt RF. 4. 3					
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions					
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation					

Spelling Pattern

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

General Academic (Tier 2)	"Volcanoes" poisonous (12) erupted (12) collects (13) chambers (13) distinctive (14) substantially (14) preserved (15) archaeologists (15) monitor (16) far reaching (16) hazardous (16)	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 May Sentance
Domain- Specific (Tier 3)	"Volcanoes" volcano (12) magma (13) lava (13) igneous (14) sedimentary (14) metamorphic (14)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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.

Week 2 Comprehensive Literacy Planner

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

	Day 1	Day 2	Day 3	Day 4	Day 5					
Read-Aloud (10 MIN.)	Choose a recommended t	trade book or a selection fror	n the Read-Aloud Handbook.							
Metacognitive, Comprehension,	1. "Volcanoes" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	4. "Volcanoes" Summarize the Text 72 I. 4.10	7. "Volcanoes" Grammar in Context: Identify the Parts of a Complete Sentence	10. "Volcanoes" Close Reading: Refer to Details and Examples in a Text to Draw Inferences	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic R.J. 4. 9					
Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	2. Review Greek and Latin Roots geo-, archae-, rupt and Reading Big Words Strategy	5. "Volcanoes" Build Vocabulary: Determine and Clarify the Meanings of Multiple-Meaning Words	8. "Volcanoes" Close Reading: Describe the Overall Structure of Events in a Text (Cause/Effect)		14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task					
	PF.4.3	Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3						
Small-Group Reading	Build <u>fluency</u> using the r Revisit complex texts in	ors and strategies using small reader's theater scripts and R	l-group texts and teacher's gu eader's Theater Handbook le Idout.							
Independent Reading &	During independent time: • Ensure that all students read independently to build volume and stamina.									
Conferring	Confer with a few students	nts on their text selections, a	oplication of strategies, and k Research and Inquiry Project							
	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					
Writing Lessons (15 MIN.)	3. Write a Research Project: Introduce the Topic C.4.2/5	6. Write a Research Project: Develop a Topic with Specific Details	9. Write a Research Project: Use Linking Words and Phrases to Connect Ideas	11. Write a Research Project: Provide a Concluding Statement or Section	Read Independently 13. Grammar in Context: Identify and Correct Sentence Fragments and Run- On Sentences					
Independent Writing & Conferring	\$1000 ACM \$400 BANK BANK BANK BANK BANK BANK BANK BANK	dent writing and peer and tea f students who have similar v	cher-student conferring.	J. 1. A	L.4.\					
Assessment 🗸			nent opportunities in each less itoring assessment at the end							

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies セエム.10	
	Fix-Up: Reread to Clarify or Confirm Understanding スエ. 4.10	
Comprehension	Interpret Information Presented Visually RI.4.7	1
	Refer to Details and Examples in Texts to Draw Inferences ヒエ. リ. \	1
to Build Knowledge	Analyze Personification, Repetition, and Theme in a Poem 21.4.2	
	Compare and Contrast a Firsthand and Secondhand Account of the Same Topic $\[\[\] \] \]$	1
Vocabulary	Use Context Clues to Determine the Meanings of Words and Phrases, Including Those with Multiple Meanings	1
Writing	Process Writing: Research Project C. 4. 2 C. 4. 5	1
Grammar and Language	Use a Comma with a Coordinating Conjunction in a Compound Sentence L. 4. 2_	1
Foundational Skills: Word Study and Fluency	WS: Variant Vowel /ô/ (au, al, aw) RF. 4.3	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in Constructive Conversations $ \mathcal{P} \mathcal{A} $	

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

Spelling Pattern

Variant Vowel /ô/ (au, al, aw)	because thawing faucet August paused dawn walked
	salted

Vocabulary

General Academic (Tier 2)	"The Eruption of Vesuvius" daunting (20)	"Negotiations with a Volcano" negotiations (28)
	debris (20) firsthand account (20)	persuade (28) nestle (28) inherited (28)
	reluctantly (22) recognize (22) immersed (23) endured (24) increasing (24) received (24)	provide (28) transpted (29) intact (29) slumbering (29)
Domain- Specific (Tier 3)	"The Eruption of Vesuvius" molten (20) eruption (20) eclipse (24)	"Negotiations with a Volcano" ash (29)

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.

Word	Meaning With	My Sentence
Word	My Detrinision	INA SEUTEURE

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

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

Week 3 Comprehensive Literacy Planner

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

***************************************	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fr	om the Read-Aloud Handbook	C	
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language	1. "The Eruption of Vesuvius" First Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Earth's Changes	4. "The Eruption of Vesuvius" Close Reading: Explain How a Painting Contributes to Meaning RT.4.7	7. Close Reading: Refer to Relevant Details in Two Primary Source Accounts to Draw Inferences Add to the Blueprint	9. Close Reading: Compare and Contrast a Primary and a Secondary Source Account on the Same Event P.J. 4.6	12. "Negotiations with a Volcano" Analyze Personification, Repetition, and Theme in a Poem
Lessons	2. Variant Vowel /ô/ (au, al, aw) and	5. Grammar in Context: Use a		10. Build Knowledge:	14. Unit Wrap-Up:
(15-30 MIN.)	Reading Big Words	Comma with a		Discuss the Blueprint	Demonstrate Knowledge and
	Strategy RF.4.3	Coordinating Conjunction		and Build Toward the Culminating Task	Share Real-World Perspectives
Independent Reading & Conferring	During independent tin • Ensure that all students • Confer with a few students	read independently to build ents on their text selections,	d volume and stamina. application of strategies, and I		
	See additional independe	ent suggestions (including th	ne Research and Inquiry Projec	t) on the Unit Foldout.	
	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.)	3. Write a Research Report: Revise to Improve Sentence Fluency by Varying Sentence Beginnings L. 4.3	6. Write a Research Report: Revise to Include Vocabulary Related to a Topic	8. Write a Research Report: Edit for Proper Use of Possessives C. 4.2 L.4.1	11. Write a Research Report: Edit for Correct Use of Formal English C. 4. 2 L. 4. 3	13. Write a Research Report: Create a Final Draft by Adding Multimedia Elements しよう
Independent Writing & Conferring	\$2.00 \$2000 \$2 Market \$2.00 \$4.00 \$2	dent writing and peer and to of students who have similar	eacher-student conferring.	<i>ω</i> - \. 3	C.4.4
Assessment 🎺			ment opportunities in each les oring assessment at the end of		

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies ドエ・リン	
metacognitive and Fix-Op	Fix-Up: Stop and Think About the Author's Purpose RI.4.10	
	Describe the Overall Structure of a Text (Chronological) 21.4.5	1
Comprehension	Explain Events or Ideas in a Text	1
to Build Knowledge	Interpret Information Presented Visually (Time Lines, Maps, Photographs)	1
	Explain How the Author Uses Reasons and Evidence to Support Points in a Text ZI. 4.8	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	1
Writing	Process Writing: Narrative C. 4.3	1
Grammar and Language	Use Correct Capitalization L. 4. 2	1
Foundational Skills:	F: Confirm or Correct Word Recognition and Understanding 2F. 4.4	
Word Study and Fluency	WS: Introduce /ou/ and /oi/ RF. 4.3	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	

Strategies and skills in red are introduced for the first time 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)
Domain- Specific (Tier 3)	"Rail Tycoons" tycoons (4) barons (4) northeastern (5) southeast (5)	"Building the Transcontinental Railroad" transcontinental (6) kilometers (7) mountain range (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.

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.

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

	1	ľ	I	1	Writing & Lan
	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended tr	rade book or a selection fron	n the Read-Aloud Handbook.		
	Introduce the Knowledge Focus: The Transcontinental Railroad	4. "Rail Tycoons" Describe the Overall Structure of a Text (Chronological)	7. "Rail Tycoons" Interpret Information Presented Visually: Time Lines	10. "Building the Transcontinental Railroad" First Reading: Apply	13. Explain How an Author Uses Reason and Evidence to Support Points in
	Introduce the Blueprint	ZI.4.5	Begin the Blueprint	Matacognitive & Fix-Up Strategies to	Text
Metacognitive,			RI.4.7	Build Knowledge of American History アエ・サート	PI.4.8
Comprehension, Vocabulary,	2. "Rail Tycoons"	5. Review /ou/ and	8. "Rail Tycoons"	12. "Building the	15. Build Knowled
Word Study, & Grammar/	First Reading: Apply Matacognitive &	/oi/ and Reading Big Words Strategy	Grammar in Context: Use Correct	Transcontinental Railroad" Build	Discuss the Bluep
Language Lessons (30–45 MIN.)	Fix-Up Strategies to Build Knowledge of American History	PF.4.3	Capitalization	Vocabulary: Use Context to Determine the Meaning of Domain-Specific	and Build Toward Culminating Task
	PI.4.10			Words	
				Add to the Blueprint	
			Phonics & Word Study Resource Book: Lesson 1 RF.4.3	Phonics & Word Study Resource Book: Lesson 2 RF.4.3	Phonics & Word Study Resource B Lesson 3
K)			C.P.73	14.9.5	Kr.4
Small-Group Reading	Build fluency using the Re Revisit complex texts in To	rs and strategies using small eader's Theater scripts and F	-group texts and teacher's guid Reader's Theater Handbook les	des. RI.4.10	Kr.4
	Scaffold reading behavio Build fluency using the Revisit complex texts in To See additional small-group During independent time Ensure that all students re Confer with a few student	rs and strategies using small eader's Theater scripts and Fexts for Close Reading. o suggestions on the Unit Foles: ead independently to build wits on their text selections, ap	-group texts and teacher's guid Reader's Theater Handbook les dout.	des. RI.4.10 ssons. RF.4.4	K F. Y.
Reading Independent Reading &	Scaffold reading behavio Build fluency using the Re Revisit complex texts in To See additional small-group During independent time Ensure that all students re Confer with a few student See additional independent Set Personal Learning	rs and strategies using small eader's Theater scripts and Fexts for Close Reading. o suggestions on the Unit Foles: ead independently to build wits on their text selections, ap	-group texts and teacher's guid Reader's Theater Handbook les dout. Volume and stamina. Oplication of strategies, and kn	des. RI.4.10 ssons. RF.4.4	Write a Journal
Reading Independent Reading &	Scaffold reading behavio Build fluency using the Relation of Revisit complex texts in Tour See additional small-group During independent time Ensure that all students relations of Confer with a few student See additional independent.	rs and strategies using small eader's Theater scripts and Fexts for Close Reading. suggestions on the Unit Folce: ead independently to build vots on their text selections, apart suggestions (including the	group texts and teacher's guid Reader's Theater Handbook les dout. Volume and stamina. Poplication of strategies, and known Research and Inquiry Project)	owledge building tasks.	
Reading Independent Reading &	Scaffold reading behavio Build fluency using the Reader Revisit complex texts in Tour See additional small-group During independent time Ensure that all students reconfer with a few student See additional independent Set Personal Learning Goals	rs and strategies using small eader's Theater scripts and Fexts for Close Reading. suggestions on the Unit Folce: ead independently to build vots on their text selections, apart suggestions (including the	group texts and teacher's guide Reader's Theater Handbook less dout. Tolume and stamina. Tolume and strategies, and known and linguity Project) Tolume Research and Inquiry Project)	owledge building tasks. on the Unit Foldout. Add to the Blueprint Read the Vocabulary	Write a Journal Entry: Step 1, p. 1

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RT. 4.10	
Comprehension to Build Knowledge	Describe the Overall Structure of a Text (Chronological) ZI_4.5	1
	Describe the Overall Structure of a Text (Compare/Contrast) 121.4.5	
	Explain Events or Ideas in a Text RI.4.3	
	Interpret Information Presented Visually 214.7	1
	Draw Inferences 121.4.1 / 121.4.10	
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic PT. 4. 9	1
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 4	
Foundational Skills:	F: Speed/Pacing-Varied RF4.4	
Word Study and Fluency	WS: Prefixes: trans-, pro-, sub-, super-, inter- 12F. 4.3	1
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversations	

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

Spelling Pattern

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

	"The Chinese Railroad Workers" challenge (12) source (12) isolated (13) preserve (13)	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.
General Academic (Tier 2)	obstacle (14) intense (15) immigrants (12) discrimination (13) race (13) process (14) recruiting (12) set a record (15)	Making Meaning With Words Word My Detinition My Sontence
Domain- Specific (Tier 3)	"The Chinese Railroad Workers" roadbed (14) blaster (14) testifying (16)	Making Meaning with Words and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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

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	4. "The Chinese Railroad Workers" Build Vocabulary: Use Context to Determine the Meaning of Domain- Specific Words	7. "The Chinese Railroad Workers" Grammar in Context: Form and Use Prepositional Phrases	10. "The Chinese Railroad Workers" Close Reading: Interpret Information Presented Visually Add to the Blueprint	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeabl on a Topic PI-9	
	2. Prefixes trans-, pro-, sub-, super-, inter-, and Reading Big Words Strategy	5. "The Chinese Railroad Workers" Describe the Overall Structure of a Text (Chronological and Compare/ Contrast)	8. "The Chinese Railroad Workers" Close Reading: Draw an Inference from a Chronological Text	RI. 4.7	14. Build Knowledge Discuss the Blueprin and Build Toward the Culminating Task	
		Phonics & Word Study Resource 5 Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3		
Small-Group Reading	Meet with small groups of students to: • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. ZI.4.10 • Build fluency using the Reader's Theater scripts and Reader's Theater Handbook lessons. ZF.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: 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	9. Write Historical Fiction: Use Dialogue	11. Write Historical Fiction: Provide a Sense of Closure	13. Grammar in Context: Form and Use Prepositional Phrases し. 나. \	
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.					

You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.

Week Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI. 4.10	
metacognitive and rix-op	Fix-Up: Read Out Loud to Support Comprehension PI.4.10	
	Describe the Overall Structure of a Text (Chronological)	1
Comprehension to Build Knowledge	Describe the Overall Structure of a Text (Compare/Contrast) RI. 4.5	
	Explain Events or Ideas in a Text $RI.4.3$	1
to bank internets	Explain How the Author Uses Reasons and Evidence to Support Points in a Text $121.4.8$	1
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic $RI.4.9$	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L . 식 . 식	1
Writing	Process Writing: Narrative C. 4. 3	1
Grammar and Language	Use a Comma Before a Coordinating Conjunction L.4. 2	1
Grammar and Language	Choose Words and Phrases to Convey Ideas Precisely L. 식.식	1
Foundational Skills: Word Study and Fluency	WS: Homophones ZF. 4. 3	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions ILC 4	
to Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversations $\mathbb{R} \mathcal{P} \mathcal{L}$	

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

Spelling Pattern

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

Vocabulary

General Academic (Tier 2)	"The Railroad's Impact on Native Americans" impact (20) roamed (21) plentiful (21) permanently (23) resources (24) waste (20) traditional (21) decline (22) devastating (22)	"Concord Hymn" rude (28) arched (28) embattled (28) conqueror (28) votive (29) redeem (29) spare (29) deed (29)
Domain- Specific (Tier 3)	"The Railroad's Impact on Native Americans" bison (20) treaties (23) reservations (23) descendants (24)	"Concord Hymn" Battle of Concord (29) American Revolution (29)

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.

Word	My Definition	Words My Sentence	

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

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

Week 3 Comprehensive Literacy Planner

Essential Question: How do communities evolve?

	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 Separated Americans" First For Reading: Apply For Metacognitive Separategies to Build Knowledge of American History	4. "The Railroad's Impact on Native Americans" Close Reading: Describe the Overall Structure of a Text	7. "The Railroad's Impact on Native Americans" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text	9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic	12. "Concord Hymn' Analyze Figurative Language, Author's Purpose, and Theme of a Poem	
	2. Review Homophones and Reading Big Words Strategy ZF. 4.3	5. Grammar in Context: Use a Comma Before a Coordinating Conjunction in a Compound Sentence	Add to the Blueprint	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	
	6 1. 1. –	Phonics & Word Of Study Resource J Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3		
Small-Group Reading	Meet with small groups of students to: • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Radical Part of the Reader's Theater scripts and Reader's Theater Handbook lessons. Radical Part of the Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.					
Independent Reading & Conferring	During independent time: • 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 Demon- strate Knowledge	
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Revise to Add Words to Signal Event Order . 4.3	6. Write Historical Fiction: Revise to Add Concrete and Sensory Detail	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	
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 7 progress-monitoring assessment at the end of the week.					