4th Grade - Unit 5

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	ndards	C.4.2							andards	RI.4.3	,	KI.4.5	RI.4.7	RI.4.10		dards :		C.4.2	C.4.6				ındards	0 7 0	-	C.4.4			
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	;	Unit 4  Exploring the Interconnected World				Approximately 38 Days						***Spring Break is April 7-11		ĺ				Unit 5  Economics and Division Sciences			Approximately 31 Days					KSA Assessment		1	
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# Strategies and Skills to Build Knowledge

			Week 1	Week 2	Week 3	Assessed Skills
M - 4   4   0	RL/RI.4.10	Apply Strategies	•	•	•	
Metacognitive & Fix-Up	RL/RI.4.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
<b>-</b>	RL/RI.4.10	Fix-Up: Stop and Think About the Author's Purpose			•	
	RI.4.5	Describe the Overall Structure of Events in a Text (Cause/Effect)	•	•		1
	RL.4.9	Compare and Contrast the Treatment of Similar Themes in Two Poems			•	<b>✓</b>
Comprehension to	RI.4.2	Identify Key Details and Determine the Main Idea		•		1
Build Knowledge	RI.4.8	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	•	•		1
	RI.4.3	Explain Events or Concepts in a Social Studies Text	•	•		1
	RL.4.2	Determine the Theme of a Poem			•	1
	RL.4.5	Refer to the Structural Elements of Poems	•		•	1
	RI.4.9	Integrate Information from Two Texts to Speak Knowledgeably on a Topic	•	•	•	<b>4</b>
Vocabulary	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary	•	•	•	4
	L.4.5	Understand Figurative Language in a Poem			•	
Writing	C.4.4, C.4.2	Multimedia Presentation	•	•	•	1
	L.4.2	Use Correct Capitalization	•			1
Grammar & Language	L.4.3	Choose Words and Phrases to Convey Ideas Precisely		•		1
99-	*L.3.1	Ensure Subject-Verb and Pronoun-Antecedent Agreement			•	
	RF.4.4	F: Inflection/Intonation—Stress	•			
Foundational	RF.4.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
Skills: Fluency	RF.4.3	WS: Noun Suffixes: -dom, -ity, -tion, -ment, -ness	•			1
Word Study	RF.4.3	WS: Latin Roots: miss ("send"), agri ("field"), duc/duct ("lead"),		•		<b>✓</b>
		man ("hand")				
<b>.</b>	RF.4.3	WS: Variant Vowel /âr/ (air, are, ear)			•	
Speaking and Listening to	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Demonstrate Knowledge	ILP 4	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation	•	•		

ILP- Interdisciplinary Literacy Practices

<sup>\*</sup>Not aligned to a grade-level skill.

<sup>• =</sup> Strategy or skill introduced for the first time.

<sup>• =</sup> Previously taught strategy or skill.

<sup>✓=</sup> Strategy and skill assessed on the Unit Assessment.

# Strategies and Skills to Build Knowledge

			Week	Week 2	Week	Assessed Skills
Mataaamitiisa	RL/RI.4.10	Apply Strategies	•	•	•	
Metacognitive & Fix-Up	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			•	
	RI.4.8	Explain How an Author Uses Reasons and Evidence to Support Points in a Text	•	•	•	1
Comprehension	RI.4.3	Explain Events, Ideas, or Concepts in a Scientific Text	•		•	1
to Build	RI.4.7	Interpret Information Presented Visually	•	-•		1
Knowledge	RI.4.2	Identify Key Details and Determine the Main Idea		•		1
	RI.4.9	Integrate Information from Two Texts to Speak Knowledgeably on a Topic		•	•	<b>v</b>
	RL.4.4	Analyze Humor and Rhyme in a Poem			•	
Vocabulary	L.4.4	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary	•	•	•	<b>4</b>
Writing	C.4.3	Process Writing: Poetry	•	•		1
willing	C.4.1/2/3	Reflect on Writing			•	
	L.4.1	Form and Use the Progressive Verb Tenses	•			1
Grammar & Language	L.4.1	Order Adjectives Within Sentences According to Conventional Patterns		•		<b>4</b>
	L.4.3	Choose Words and Phrases to Convey Ideas Precisely			•	1
	RF.4.4	F: Confirm or Correct Word Recognition and Understanding	•			
Foundational	RF.4.4	F: Inflection/Intonation—Volume		•		
Skills: • Fluency	RF.4.3	WS: Adding Endings with Spelling Changes	•			
Word Study	RF.4.3	WS: Words with Final /əl/ and /ən/ Sounds		•		
-	RF.4.3	WS: Introduce Latin and Greek Roots ven (come), migr (move),			•	00000000000000000000000000000000000000
		graph (write), mit (send), aud (hear)				
Speaking and Listening to	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
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.

<sup>• =</sup> Previously taught strategy or skill.

<sup>✓=</sup> Strategy and skill assessed on the Unit Assessment.

# Week 1 Learning Goals

### Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RL RI.4.10	
metacognitive and Fix-op	Fix-Up: Read On to Clarify or Confirm Understanding   ZL  ZI 4.10	
	Describe the Overall Structure of Events in a Text (Cause/Effect) RI. 4. 5	1
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text ZI.4.8	1
Comprehension	Explain Events or Concepts in a Social Studies Text P.J. 4.3	1
to Build Knowledge	Determine the Theme of a Poem R1.4.2	1
	Refer to the Structural Elements of Poems RL. 4. 5	1
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic 21.4.9	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary	1
Writing	Multimedia Presentation C.4.4 / C4.2	1
Grammar and Language	Use Correct Capitalization L.4.2.	1
Foundational Skills:	F: Inflection/Intonation-Stress 2F. 4.4	
Word Study and Fluency	WS: Noun Suffixes: -dom, -ity, -tion, -ment, -ness RF. 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 Conversation	

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

### Spelling Pattern

Noun Suffixes: -dom, -ity, -tion, -ment, -ness	business option community experiment equipment kindness kingdom wisdom
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#### Vocabulary

General Academic (Tier 2)	"Seattle: Up and Down— and Up Again" established (4) recovered (5) population (4) industries (4) technologies (4) high-tech (4) district (4) downturn (5) crippled (5)	"César: iSí, Se Puede! Yes, We Can!" migrant (6) movement (6) union (6) dignity (6) nonviolence (6) insisted (7) pesticides (7) burden (8) organize (8) agricultural (6)
Domain- Specific (Tier 3)	"Seattle: Up and Down— and Up Again" economic (4) profitable (4) depression (5)	"César: iSí, Se Puede! Yes, We Can!" Great Depression (6) boycott (7) poverty (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.

Nord	My Definiti	m My Senten	
-			
			-153

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

<sup>✓=</sup> 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 does access to resources influence people's lives?

Phonics and Word Study Comprehension Writing & Language

					46361
	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tra	ade book or a selection from	n the Read-Aloud Handbook.		
	1. Introduce the Knowledge Focus: Resources and Their Impact	4. "Seattle: Up and Down—and Up Again!" Describe the Overall	7. "Seattle: Up and Down—and Up Again!" Explain How an Author	10. "César: iSí, Se Puede! Yes, We Can! First Reading: Apply Metacognitive &	Two Texts to Speak Knowledgeably on a
Metacognitive, Comprehension, Vocabulary,	Introduce the Blueprint	Structure of Events in a Text (Cause and Effect) RI.4.5	Uses Reasons and Cu- Evidence to Support Points in a Text Begin the Blueprint	Fluency Strategies to Build Knowledge of Labor	PI.4.9
Word Study, & Grammar/	2. "Seattle: Up and	5. Noun Suffixes:	8. Language in	12. "César: iSí, Se	15. Build Knowledge:
anguage	Down-and Up Again!" First Reading: Apply	-dom, -ity, -tion, -ment, -ness and	Context: Use Correct Capitalization	Puede! Yes, We Can!" Refer to the	Discuss the Blueprint
Lessons (30–45 min.)	Metacognitive & Fix-Up Strategies to	Reading Big Words Strategy	L.4.2	Structural Elements of Poems [2].4.5	and Build Toward the Culminating Task
	Build Knowledge of Economics	2F.4.3	L	Add to the Blueprin	
	ki.4.10	4.4.5	Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Study Resource
Reading		ader's Theater scripts and R xts for Close Reading.	group texts and teacher's gui eader's Theater Handbook le dout.		)
Independent Reading & Conferring		ad independently to build v s on their text selections, ap	olume and stamina. plication of strategies, and kr Research and Inquiry Project)		
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Sten 1 n 10
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Introduce the Purpose and Audience for a Multimedia Presentation	6. Write a Multimedia Presentation: Analyze a Mentor Multimedia Presentation C4.4/C.4.2	9. Write a Multimedia Presentation: Brainstorm a Topic C.4.4/C.4.2	ROSER TRANS	Organize Information and Support the
Independent Writing & Conferring	Provide time for independe Meet with small groups of s			C.4,6	C.4.2 C.4.6
	Committee of the second	and the state of t	A STATE OF THE PARTY OF THE PAR		

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	
	Describe the Overall Structure of Events in a Text (Cause/Effect) RI. 4. 5	1
	Identify Key Details and Determine the Main Idea RI 4.2	1
Comprehension to Build Knowledge	Explain How an Author Uses Reasons and Evidence to Support Points in a Text $RIH$ . 8	1
•	Explain Events or Concepts in a Social Studies Text ZI.4.3	1
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic 21.4.9	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary	1
Writing	Multimedia Presentation C.4.4 C.4.2	1
Grammar and Language	Choose Words and Phrases to Convey Ideas Precisely L.4.3	1
Foundational Skills:	F: Phrasing–Units of Meaning in Complex Sentences 2 F. 4. 4	
Word Study and Fluency	WS: Latin Roots: miss ("send"), agri ("field"), duc/duct ("lead"), man ("hand") RF.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 Conversation	

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

### Spelling Pattern

	induce
	mission
Latin Roots: miss (send),	agriculture
agri (field),	production
duc/duct	manufacture
(lead), man	produce
(hand)	manual
	missile

General Academic (Tier 2)	"Natural Resources and Workers" merchants (13) roughnecks (13) wages (13) abundance (14) dominant (14) resistant (15) convenient (16) crammed (13) booming (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.  Making Meaning with Words  Word May Definition May Sentence
Domain- Specific (Tier 3)	"Natural Resources and Workers" affordable (13) overproduction (13) competitor (14) revenues (13) cross-pollination (15)	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 does access to resources influence people's 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 tr	rade book or a selection from	the Read-Aloud Handbook.		
Metacognitive,	"Natural Resources and Workers"     First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of	4. "Natural Resources and Workers" Identify Key Details and Determine the Main Idea RT.4.2	7. "Natural Resources and Workers" Language in Context: Use Words to Convey Ideas and Emotions Precisely	10. "Natural Resources and Workers" Close Reading: Explain How an Author Uses Reasons	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeable on a Topic  RT.4.9
Comprehension,	Natural Resources		L.4.3	and Evidence to Support Points in a	
Vocabulary, Word Study,	2. Introduce Latin	5. "Natural Resources	8. "Natural Resources	Text	14. Build Knowledge:
& Grammar/	Roots: miss, agri, duc/ duct, man and Review	and Workers" Build Vocabulary: Use	and Workers" Close Reading:	Add to the Blueprint	Discuss the Blueprin
Language Lessons (30–45 MIN.)	Reading Big Words Strategy	Context to Determine the Meaning of Domain-Specific Words	Describe the Overall Structure of Events in a Text (Cause and Effect) RI, 4.5	RI.4.8	and Build Toward the Culminating Task
		Phonics & Word Study Resource Book: Lesson 1 RF.4.3	Phonics & Word Study Resource Book: Lesson 2 RF. 4.3	Phonics & Word Study Resource Book: Lesson 3 KF.4.3	
				oc V I I I V	
	Build fluency using the Re     Revisit complex texts in Te	eader's Theater scripts and Re			
Reading &	Build fluency using the Re     Revisit complex texts in Te See additional small-group  During independent time     Ensure that all students re     Confer with a few student	eader's Theater scripts and Re exts for Close Reading. suggestions on the Unit Fold	ader's Theater Handbook less out. Iume and stamina. lication of strategies, and kno	sons. 'RF. 4-4 wledge building tasks.	
Reading &	Build fluency using the Re     Revisit complex texts in Te See additional small-group  During independent time     Ensure that all students re     Confer with a few student	eader's Theater scripts and Re exts for Close Reading. suggestions on the Unit Foldo : ead independently to build vo ts on their text selections, app	ader's Theater Handbook less out. Iume and stamina. lication of strategies, and kno	sons. 'RF. 4-4 wledge building tasks. on the Unit Foldout.	Plan a Business:
Independent Reading & Conferring	Build fluency using the Re     Revisit complex texts in Te See additional small-group  During independent time     Ensure that all students re     Confer with a few student See additional independent	eader's Theater scripts and Re exts for Close Reading. suggestions on the Unit Foldo: : ead independently to build vo ts on their text selections, app t suggestions (including the R	out.  lume and stamina. lication of strategies, and kno	sons. 'RF. 4-4 wledge building tasks.	Plan a Business: Step 2, p. 18 Read Independently
Reading & Conferring Writing Lessons	Build fluency using the Re     Revisit complex texts in Te See additional small-group  During independent time     Ensure that all students re     Confer with a few student See additional independent	eader's Theater scripts and Reexts for Close Reading. suggestions on the Unit Foldo : ead independently to build vo ts on their text selections, app t suggestions (including the R  Read the Vocabulary Practice Text Read Independently  6. Write a Multimedia Presentation: Develop a Topic with Facts and Details	out.  lume and stamina. lication of strategies, and kno	wledge building tasks. on the Unit Foldout.  Add to the Blueprint	Step 2, p. 18
Reading &	Build fluency using the Re Revisit complex texts in Te See additional small-group  During independent time Ensure that all students re Confer with a few student See additional independent  Read Independently  3. Write a Multimedia Presentation: Introduce the Topic  C.4.4  C.4.2	eader's Theater scripts and Reexts for Close Reading. suggestions on the Unit Foldo : ead independently to build vo ts on their text selections, app t suggestions (including the R  Read the Vocabulary Practice Text Read Independently  6. Write a Multimedia Presentation: Develop a Topic with Facts and Details	out.  lume and stamina. lication of strategies, and knoesearch and Inquiry Project) of Read Independently  9. Write a Multimedia Presentation: Provide a Concluding Statement	wledge building tasks. on the Unit Foldout.  Add to the Blueprint  Read Independently  11. Write a C.4.4  Multimedia  Presentation: 4,2  Gather Photographs	Step 2, p. 18 Read Independently  13. Write a Multimedia Presentation: Create Visuals to Support a Presentation

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 RL.4. 10	
inclacognitave and 11x-op	Fix-Up: Stop and Think About the Author's Purpose RL.4.10	
	Compare and Contrast the Treatment of Similar Themes in Two Poems RL.4.9	1
Comprehension	Determine the Theme of a Poem RL.4.2	1
to Build Knowledge	Refer to the Structural Elements of Poems 12L.4.5	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, Including Domain-Specific Vocabulary	1
	Understand Figurative Language in a Poem L.4.5	1
Writing	Multimedia Presentation C.4.4 C.4.2	1
Grammar and Language	Ensure Subject-Verb and Pronoun-Antecedent Agreement L. 3-\	1
Foundational Skills: Word Study and Fluency	WS: Variant Vowel /âr/ (air, are, ear) 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 Conversations	

### **Spelling Pattern**

Variant Vowel /âr/ (air, are, ear)	aware rarest repaired stairway careful stared declare tearing	
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General Academic (Tier 2)	"Dust Dance" tearing up (20) spindly (20) ratcheted (21) locomotive (21) cast-off (21) grateful (22) whirling (23) withered (24)	"They Were My People" cane (28) rhythm (28) culture (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.  Making Meaning with Words  Word My Definition My Sentance
Domain- Specific (Tier 3)	"Dust Dance" drought (21) infantile paralysis (23) documentary (24) debt (24)	"They Were My People" journalist (29)	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 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 3 Comprehensive Literacy Planner

Essential Question: How does access to resources influence people's lives?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fro	m the Read-Aloud Handbool	k.	
Metacognitive,	"Dust Dance"     First Reading: Apply     Metacognitive     Fix-Up Strategies     to Build Knowledge	4. "Dust Dance" Close Reading: Use Details to Determine the Theme of a Poem	7. "Dust Dance" Close Reading: Understand Figurative Language	9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic ZIA9	12. "They Were My People" Analyze Assonance and Alliteration in a Poem RL. H. H
Comprehension, Vocabulary,	of the Dust Bowl Era	RL.4.2.	Add to the Blueprint		
Word Study,	2. Review Variant	5. Grammar in	L. 1.3	10. Build Knowledge:	14. Unit Wrap-Up:
& Grammar/ Language	Vowel /âr/	Context: Ensure		Discuss the Blueprint	Demonstrate Knowledge and
Lessons (30–45 MIN.)	(air, are, ear) and Subject-Verb and Pronoun-Antecedent Agreement			and Build Toward the Culminating Task	Share Real-World Perspectives
	RF.4.3	Phonics & Word Study Resource J Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Independent Reading & Conferring	During independent tim  Ensure that all students  Confer with a few stude	p suggestions on the Unit Fo	volume and stamina. pplication of strategies, and l		
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Plan a Business: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Combine Text and Multimedia Elements C.44/C.4.2	6. Write a CHH Multimedia Presentation: Include Formatting To Aid Comprehension	8. Write a Multimedia Presentation: Rehearse the Presentation	11. Write a Multimedia Presentation: Give the Presentation	13. Write a Multimedia Presentation: Evaluate the Presentation
Independent Writing & Conferring	Provide time for independ	dent writing and peer and tea f students who have similar v			
Assessment 🎺		ss using the informal assessm er the Unit progress-monitor			

## Week 1 Learning Goals

#### Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies マエ. 4.10	
metacognitive and Fix-op	Fix-Up: Read Out Loud to Support Comprehension RI.4.10	
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text RI. 4. 8	1
Comprehension to Build Knowledge	Explain Events, Ideas, or Concepts in a Scientific Text RI.4.3	1
to band knowledge	Interpret Information Presented Visually	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary	1
Writing	Process Writing: Poetry C. 4. 3	1
Grammar and Language	Form and Use the Progressive Verb Tenses \ \	1
Foundational Skills:	F: Confirm or Correct Word Recognition and Understanding RF. 4.4	
<b>Word Study and Fluency</b>	WS: Adding Endings with Spelling Changes 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**

Adding Endings with Spelling Changes	applied duties blurred families browsing supplies closing remaking
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#### Vocabulary

General Academic (Tier 2)	"Power Restored in India" restored (4) massive (4) network (5) consuming (5) overdraw (5) infrastructure (5) increasing (5) demand (5) outage (4) snarled (4)	"Benjamin Franklin: The Dawn of Electrical Technology" influential (6) hypothesis (6) spark (7) produces (7) sandwiched (7) perceived (7) battery (8)
Domain- Specific (Tier 3)	"Power Restored in India" electric grid (4) blackout (4)	"Benjamin Franklin: The Dawn of Electrical Technology" inventor (6) electric current (6) hypothesis (6) conducted (6) charge (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.

Word	Riy Definition	My Sentence
	*******	

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

<sup>✓=</sup> 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:** Where do scientific discoveries lead us?

	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.						
	1. Introduce the 4. "Power Restored Knowledge Focus: in India" The Power of Explain How an Author Uses		7. "Power Restored in India" Interpret Information	10. "Benjamin Franklin" First Reading: Apply Metacognitive &	13. "Benjamin Franklin: The Dawn of Electr <mark>ic</mark> al Technology" Explain		
	Introduce the Blueprint	Reasons and Evidence	Presented Visually	Fix-Up Strategies to	Events, Ideas, or Concepts in a Scientific Text PT.4.3		
Metacognitive,		to Support Points in a Text RI 4.8	Begin the Blueprint	Build Knowledge of Early Innovators			
Comprehension,	o #Power Poston d		PI.4.7	RT.4.10			
Vocabulary, Word Study,	2. "Power Restored in India" First	5. Adding Endings with Spelling	8. Grammar in Context: Use the	12. "Benjamin Franklin" Build	15. Build Knowledge:		
& Grammar/ Language Lessons (30–45 MIN.)	Reading: Apply Metacognitive & Fix-Up Strategies to Build Knowledge of Electricity	Changes and Reading Big Words Strategy	Progressive Tense: Past, Present, and Future	Vocabulary: Determine the Meaning of Domain- Specific Words and Phrases	Discuss the Blueprint and Build Toward the Culminating Task		
	RI.4.10		L.4.\	Add to the Blueprint			
			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>fluen</u> cy using the re     Revisit complex texts in Te	s and st <u>rateg</u> ies using small- ader's theater scripts and Re	group texts and teacher's gu ader's Theater Handbook les				
Independent			iout.				
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.						
			plication of strategies, and kr Research and Inquiry Project;				
	Set Personal	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a		
	Learning Goals  Read Independently		Read Independently	Read the Vocabulary Practice Text	Questionnaire: Step 1, p. 10 Read Independently		
Writing Lessons	3. Write a Cinquain: Introduce the Genre	6. Write a Cinquain: Understand the	9. Write a Cinquain: Brainstorm Ideas for	11. Write a Cinquain: Evaluate Ideas to	14. Write a Cinquain: Develop Ideas		
(15 MIN.)	C.4.3	Cinquain Form	a Cinquain C.4.3	Narrow the Focus	Through Freewriting		
Independent Writing & Conferring		nt writing and peer and teac students who have similar w	her-student conferring.				
Assessment 🎺			ent opportunities in each less oring assessment at the end				

# Week 2 Learning Goals

### Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RI. 4. 10		
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text $$ R $\pm$ 2. $$ 8	1	
Comprehension	Interpret Information Presented Visually ZI. 4.7	1	
to Build Knowledge	Identify Key Details and Determine the Main Idea 77.4.2	1	
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic $\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	1	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary		
Writing	Process Writing: Poetry C.4.3		
Grammar and Language	Order Adjectives in Sentences According to Conventional Patterns		
Foundational Skills:	F: Inflection/Intonation-Volume RF. 4.4		
<b>Word Study and Fluency</b>	WS: Words with Final /əl/ and /ən/ Sounds 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**

Words with Final /əl/ and /ən/ Sounds	journal travel dazzle kitchen abdomen often identical broken
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General Academic (Tier 2)	"The Power of Electricity" preserve (12) particles (13) generator (14) transmitted (14) malfunctions (14) obstructed (14) complex (14) developing (16) renewable (16) domino effect (15) continous (13) faulty (15)	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 Kuy Definition My Sentance
Domain- Specific (Tier 3)	"The Power of Electricity" nucleus (13) transmission line (15)	"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.

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

### Week 2 Comprehensive Literacy Planner

**Essential Question:** Where do scientific discoveries lead us?

Choose a recommended to  1. "The Power of Electricity" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Electricity P.J. 4.10  2. Words with Final /el/ and / en/ sounds and Reading Big Words Strategy  R.F. 4.3	4. "The Power of Electricity" Identify Key Details and Determine the Main Idea  P.T. 4. 2  5. "The Power of Electricity" Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases L. 4. 4	7. "The Power of Electricity" Grammar in Context: Order Adjectives in Sentences  L    8. "The Power of Electricity" Close Reading: Interpret Information Presented Visually  2	10. "The Power of Electricity" Close Reading:  Explain How an Author Uses Reasons and Evidence to Support Points in a Text  Add to the Blueprint	12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic  PI-4. 9  14. Build Knowledge:  Discuss the Blueprint and Build Toward		
Electricity" First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge of Electricity P.J. 4.10  2. Words with Final /el/ and / en/ sounds and Reading Big Words Strategy	Electricity" Identify Key Details and Determine the Main Idea  P.J. 4. 2  5. "The Power of Electricity" Build Vocabulary: Determine the Meaning of Domain- Specific Words and Phrases L. 4. 4	Electricity" Grammar in Context: Order Adjectives in Sentences  L. L.\  8. "The Power of Electricity" Close Reading: Interpret Information Presented Visually	Electricity" Close Reading:  Explain How  an Author Uses Reasons and Evidence to Support Points in a Text	Integrate Information from Two Texts to Speak Knowledgeably on a Topic  P.J. 4. 9  14. Build Knowledge:  Discuss the Blueprint and Build Toward		
/el/ and / en/ sounds and Reading Big Words Strategy	Electricity" Build Vocabulary: Determine the Meaning of Domain- Specific Words and Phrases _ , 니 . 니	Electricity" Close Reading: Interpret Information Presented Visually	Add to the Blueprint	Knowledge:  Discuss the Blueprin  and Build Toward		
and Reading Big Words Strategy	Build Vocabulary: Determine the Meaning of Domain- Specific Words and Phrases _ , 니. 니	Close Reading: Interpret Information Presented Visually		Discuss the Blueprin and Build Toward		
	Meaning of Domain- Specific Words and Phrases _ , 니. 니	Information Presented Visually				
	Phonics & Word N			the Culminating Task		
	Study Resource The Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3			
Meet with small groups of students to:						
See additional small-group suggestions on the Unit Foldout.						
During independent time:						
• Ensure that all students read independently to build volume and stamina.						
<ul> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> <li>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</li> </ul>						
Read Independently Read the Vocabulary		Read Independently	Add to the Blueprint	Create a		
	Practice Text		Read Independently	Questionnaire: Step 2, p. 18		
	kead independently			Read Independently		
3. Write a Cinquain: Draft the Poem	6. Write a Cinquain: Use Strong, Vivid Verbs and	9. Write a Cinquain: Revise to Strengthen the Poem	11. Write a Cinquain: Use a Checklist to Edit a Poem	13. Write a Cinquain Use Keyboarding Skills to Publish a		
C.4.3	Alliteration C.4.3	C.4.3	C.4.3	Poem C.4.3		
Provide time for independent writing and peer and teacher-student conferring.  Meet with small groups of students who have similar writing needs.						
Monitor students' progress using the informal assessment opportunities in each lesson.						
S	Scaffold reading behavior Build fluency using the reading reading behavior Revisit complex texts in a reading	Study Resource Book: Lesson 1  Meet with small groups of students to: Scaffold reading behaviors and strategies using small Build fluency using the reader's theater scripts and Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit For During independent time: Confer with a few students read independently to build a Confer with a few students on their text selections, a gree additional independent suggestions (including the Read Independently  Read the Vocabulary Practice Text Read Independently  S. Write a Cinquain: Draft the Poem Use Strong, Vivid Verbs and Alliteration C.4.3  Provide time for independent writing and peer and team Meet with small groups of students who have similar we wonitor students' progress using the informal assessman.	Study Resource Book: Lesson 1  Meet with small groups of students to:  Scaffold reading behaviors and strategies using small-group texts and teacher's good Build fluency using the reader's theater scripts and Reader's Theater Handbook I Revisit complex texts in Texts for Close Reading.  See additional small-group suggestions on the Unit Foldout.  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 see additional independent suggestions (including the Research and Inquiry Projection Text Read Independently  Read the Vocabulary Practice Text Read Independently  S. Write a Cinquain: Draft the Poem Use Strong, Vivid Verbs and Alliteration C.H.3  Provide time for independent writing and peer and teacher-student conferring.  Meet with small groups of students who have similar writing needs.  Monitor students' progress using the informal assessment opportunities in each leader.	Study Resource Book: Lesson 1  Study Resource Book: Lesson 2  Weet with small groups of students to:  Scaffold reading behaviors and strategies using small-group texts and teacher's guides. P. J. 10  Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. P. J. J.  Revisit complex texts in Texts for Close Reading.  See additional small-group suggestions on the Unit Foldout.  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  S. Write a Cinquain: Use Strong, Vivid Verbs and Alliteration C. H. 3  Provide time for independent writing and peer and teacher-student conferring.		

# Week Learning Goals

### Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies RT_4.10	
metacognitive and rix-op	Fix-Up: Read More Slowly and Think About the Words ヤエ. 4.10	
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text $RI.4.8$	1
Comprehension	Explain Events, Ideas, or Concepts in a Scientific Text 121.4.3	1
to Build Knowledge	Integrate Information from Two Texts to Speak Knowledgeably on a Topic RI.4.9	1
	Analyze Humor and Rhyme in a Poem スレ. リ. リ	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary L 니 니	1
Writing	Reflect on Writing (1.4.1/4.2/4.3	
Grammar and Language	Choose Words and Phrases to Convey Ideas Precisely L.4.3	1
Foundational Skills: Word Study and Fluency	WS: Introduce Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear) 12年. 4、ろ	
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 $\qquad \qquad \downarrow \qquad \downarrow \qquad \qquad \downarrow $	

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

### **Spelling Pattern**

Introduce paragraph Latin and Greek Roots:
ven (come), venue
migr (move), permit graph (write), mit (send), aud (hear) invented audience immigrant

	"Two Forgotten Electrical Inventors"	"The Simplicity of Electricity"	To support differentiated vocabulary
General Academic (Tier 2)	nominated (20) devoted (20) revolutionary (20) immigrated (21) efficient (21) rival (22) competitors (21) adjustment (23) prominent (24) projection (23) sputtering (23)	simplicity (28) invention (28)	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
Domain- Specific (Tier 3)	"Two Forgotten Electrical Inventors" electrical engineering (20) alternating current (21)		"Making Meaning with Words" and other Vocabulary Resources can be found onlin 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:** Where do scientific discoveries lead us?

	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. "Two Forgotten Electrical Inventors" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Electrical Inventors PT. 4. 10  4. "Two Forgotten Electrical Inventors" Close Reading: Explain Events, Ideas, or Concepts in a Scientific Text PT. 4. 10		7. "Two Forgotten Electrical Inventors" 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. "The Simplicity of Electricity" Analyze Humor and Rhyme in a Poem		
	2. Introduce Latin	5. Language in	Add to the Blueprint	10. Build Knowledge:	14. Unit Wrap-Up:		
	and Greek Roots Context: Choose ven, migr, graph, Words to Convey		21.4.8	Discuss the Bluebrint	Demonstrate Knowledge and		
	mit, aud and Review the Reading Big Words Strategy	Ideas Precisely  L. 4-3	P 1 .7. O	and Build Toward the Culminating Task	Share Real-World Perspectives		
	RF.4.3	Phonics & Word Study Resource Discourse Dook: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3			
Reading	<ul> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li></ul>						
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	Create a Questionnaire: Step 3, p. 26	Write to Demonstrate Knowledge		
				Read Independently			
Writing Lessons (15 MIN.)	3. Reflect on Narrative Writing	6. Reflect on Informative/ Explanatory Writing	8. Reflect on Opinion Writing	11. Prepare to Share Writing	13. Share Writing		
ndependent Vriting & 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 10 progress-monitoring assessment at the end of the week.						