

# 4th Grade - Unit 5

February				
M	T	W	T	F
10	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:**

RE.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 9

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

\*Not aligned to a grade-level skill.

• = 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 10

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

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies <b>RL/RI.4.10</b>	
	Fix-Up: Read On to Clarify or Confirm Understanding <b>RL/RI.4.10</b>	
Comprehension to Build Knowledge	Describe the Overall Structure of Events in a Text (Cause/Effect) <b>RI.4.5</b>	✓
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text <b>RI.4.8</b>	✓
	Explain Events or Concepts in a Social Studies Text <b>RI.4.3</b>	✓
	Determine the Theme of a Poem <b>RL.4.2</b>	✓
	Refer to the Structural Elements of Poems <b>RL.4.5</b>	✓
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic <b>RI.4.9</b>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary <b>L.4.4</b>	✓
Writing	Multimedia Presentation <b>C.4.4 / C.4.2</b>	✓
Grammar and Language	Use Correct Capitalization <b>L.4.2</b>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation—Stress <b>RF.4.4</b>	
	WS: Noun Suffixes: -dom, -ity, -tion, -ment, -ness <b>RF.4.3</b>	✓
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <b>ILP 4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>ILP 4</b>	

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

<b>Noun Suffixes:</b> -dom, -ity, -tion, -ment, -ness	business
	option
	community
	experiment
	equipment
	kindness
	kingdom
	wisdom

## Vocabulary

<b>General Academic (Tier 2)</b>	<p><b>“Seattle: Up and Down—and Up Again”</b> established (4) recovered (5) population (4) industries (4) technologies (4) high-tech (4) district (4) downturn (5) <b>crippled (5)</b></p>	<p><b>“César: ¡Sí, Se Puede! Yes, We Can!”</b> migrant (6) movement (6) <b>union (6)</b> dignity (6) nonviolence (6) insisted (7) pesticides (7) burden (8) organize (8) <b>agricultural (6)</b></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 1339 1393 1780" data-label="Form"> <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																																
<b>Domain-Specific (Tier 3)</b>	<p><b>“Seattle: Up and Down—and Up Again”</b> economic (4) <b>profitable (4)</b> depression (5)</p>	<p><b>“César: ¡Sí, Se Puede! Yes, We Can!”</b> Great Depression (6) boycott (7) poverty (7)</p>																																		

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

# Week 1 Comprehensive Literacy Planner

**Essential Question:** How 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
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30-45 MIN.)	<p><b>1. Introduce the Knowledge Focus: Resources and Their Impact</b></p> <p><b>Introduce the Blueprint</b></p>	<p><b>4. "Seattle: Up and Down—and Up Again!" Describe the Overall Structure of Events in a Text (Cause and Effect)</b></p> <p>RI.4.5</p>	<p><b>7. "Seattle: Up and Down—and Up Again!" Explain How an Author Uses Reasons and Evidence to Support Points in a Text</b></p> <p><b>Begin the Blueprint</b></p>	<p><b>10. "César: ¡Sí, Se Puede! Yes, We Can!" First Reading: Apply Metacognitive &amp; Fluency Strategies to Build Knowledge of Labor</b></p> <p>RI.4.8 RL.4.10</p>	<p><b>13. Integrate Information from Two Texts to Speak Knowledgeably on a Topic</b></p> <p>RI.4.9</p>
	<p><b>2. "Seattle: Up and Down—and Up Again!" First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge of Economics</b></p> <p>RI.4.10</p>	<p><b>5. Noun Suffixes: -dom, -ity, -tion, -ment, -ness and Reading Big Words Strategy</b></p> <p>RF.4.3</p>	<p><b>8. Language in Context: Use Correct Capitalization</b></p> <p>L.4.2</p> <p>Phonics &amp; Word Study Resource Book: Lesson 1 RF.4.3</p>	<p><b>12. "César: ¡Sí, Se Puede! Yes, We Can!" Refer to the Structural Elements of Poems</b></p> <p>RL.4.5</p> <p><b>Add to the Blueprint</b></p> <p>Phonics &amp; Word Study Resource Book: Lesson 2 RF.4.3</p>	<p><b>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b></p> <p><b>Discuss the Blueprint</b></p> <p>Phonics &amp; Word Study Resource Book: Lesson 3 RF.4.3</p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI/RL.4.10</li> <li>Build fluency using the Reader's Theater scripts and Reader's Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Set Personal Learning Goals</b> Read Independently	<b>Read Independently</b>	<b>Begin the Blueprint</b> Read Independently	<b>Add to the Blueprint</b> Read the Vocabulary Practice Text	<b>Plan a Business: Step 1, p. 10</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<p><b>3. Write a Multimedia Presentation: Introduce the Purpose and Audience for a Multimedia Presentation</b></p> <p>C.4.4/C.4.2</p>	<p><b>6. Write a Multimedia Presentation: Analyze a Mentor Multimedia Presentation</b></p> <p>C.4.4/C.4.2</p>	<p><b>9. Write a Multimedia Presentation: Brainstorm a Topic</b></p> <p>C.4.4/C.4.2</p>	<p><b>11. Write a Multimedia Presentation: Gather Facts and Details About a Topic</b></p> <p>C.4.4/C.4.2 C.4.6</p>	<p><b>14. Write a Multimedia Presentation: Organize Information and Support the Information with Visuals</b></p> <p>C.4.4 C.4.2 C.4.6</p>
<b>Independent Writing &amp; Conferring</b>	<p>Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.</p>				
<b>Assessment</b> ✓	<p>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.</p>				

# Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

Metacognitive and Fix-Up	Apply Strategies <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>	✓
	Identify Key Details and Determine the Main Idea <i>RI.4.2</i>	✓
	Explain How an Author Uses Reasons and Evidence to Support Points in a Text <i>RI.4.8</i>	✓
	Explain Events or Concepts in a Social Studies Text <i>RI.4.3</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, Including Domain-Specific Vocabulary <i>L.4.4</i>	✓
Writing	Multimedia Presentation <i>C.4.4   C.4.2</i>	✓
Grammar and Language	Choose Words and Phrases to Convey Ideas Precisely <i>L.4.3</i>	✓
Foundational Skills: Word Study and Fluency	F: Phrasing—Units of Meaning in Complex Sentences <i>RF.4.4</i>	
	WS: Latin Roots: miss (“send”), agri (“field”), duc/duct (“lead”), man (“hand”) <i>RF.4.3</i>	✓
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <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

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

<b>General Academic (Tier 2)</b>	<b>“Natural Resources and Workers”</b> merchants (13) roughnecks (13) <b>wages (13)</b> <b>abundance (14)</b> dominant (14) resistant (15) convenient (16) <b>crammed (13)</b> <b>booming (13)</b>	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.
<b>Domain-Specific (Tier 3)</b>	<b>“Natural Resources and Workers”</b> affordable (13) overproduction (13) competitor (14) revenues (13) cross-pollination (15)	

**Making Meaning with Words**

Word	My Definition	My Sentence

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

# Week 2 Comprehensive Literacy Planner

**Essential Question:** 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
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30-45 MIN.)	<b>1. "Natural Resources and Workers"</b> <b>First Reading: Apply Metacognitive &amp; Fluency Strategies to Build Knowledge of Natural Resources</b> RI.4.10	<b>4. "Natural Resources and Workers"</b> <b>Identify Key Details and Determine the Main Idea</b> RI.4.2	<b>7. "Natural Resources and Workers"</b> <b>Language in Context: Use Words to Convey Ideas and Emotions Precisely</b> L.4.3	<b>10. "Natural Resources and Workers"</b> <b>Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text</b> Add to the Blueprint RI.4.8	<b>12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</b> RI.4.9
	<b>2. Introduce Latin Roots: miss, agri, duct, man and Review Reading Big Words Strategy</b> RF.4.3	<b>5. "Natural Resources and Workers" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Words</b> L.4.4  Phonics & Word Study Resource Book: Lesson 1 RF.4.3	<b>8. "Natural Resources and Workers"</b> <b>Close Reading: Describe the Overall Structure of Events in a Text (Cause and Effect)</b> RI.4.5  Phonics & Word Study Resource Book: Lesson 2 RF.4.3	Phonics & Word Study Resource Book: Lesson 3 RF.4.3	<b>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.4.10</li> <li>Build fluency using the Reader's Theater scripts and Reader's Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Plan a Business: Step 2, p. 18</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Introduce the Topic</b> C.4.4 C.4.2	<b>6. Write a Multimedia Presentation: Develop a Topic with Facts and Details</b> C.4.4 + C.4.2	<b>9. Write a Multimedia Presentation: Provide a Concluding Statement</b> C.4.4 / C.4.2	<b>11. Write a Multimedia Presentation: Gather Photographs to Support the Presentation</b> C.4.4 4.2 4.6	<b>13. Write a Multimedia Presentation: Create Visuals to Support a Presentation</b> C.4.4 C.4.2 C.4.6
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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>RL.4.10</i>	
	Fix-Up: Stop and Think About the Author's Purpose <i>RL.4.10</i>	
Comprehension to Build Knowledge	Compare and Contrast the Treatment of Similar Themes in Two Poems <i>RL.4.9</i>	✓
	Determine the Theme of a Poem <i>RL.4.2</i>	✓
	Refer to the Structural Elements of Poems <i>RL.4.5</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, Including Domain-Specific Vocabulary <i>L.4.4</i>	✓
	Understand Figurative Language in a Poem <i>L.4.5</i>	✓
Writing	Multimedia Presentation <i>C.4.4   C.4.2</i>	✓
Grammar and Language	Ensure Subject-Verb and Pronoun-Antecedent Agreement <i>L.3-1</i>	✓
Foundational Skills: Word Study and Fluency	<b>WS: Variant Vowel /âr/ (air, are, ear)</b> <i>RF.4.3</i>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 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

Variant Vowel /âr/ (air, are, ear)	aware
	rarest
	repaired
	stairway
	careful
	stared
	declare
	tearing

### Vocabulary

General Academic (Tier 2)	<b>"Dust Dance"</b> tearing up (20) spindly (20) ratcheted (21) locomotive (21) cast-off (21) grateful (22) whirling (23) withered (24)	<b>"They Were My People"</b> 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.
	Domain-Specific (Tier 3)	<b>"Dust Dance"</b> drought (21) infantile paralysis (23) documentary (24) debt (24)	

**Making Meaning with Words**

Word	My Definition	My Sentence

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



# Week 3 Comprehensive Literacy Planner

**Essential Question:** 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
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. "Dust Dance"</b> <b>First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge of the Dust Bowl Era</b> RL.4.10 2. Review Variant Vowel /är/ (air, are, ear) and Reading Big Words Strategy RF.4.3	<b>4. "Dust Dance"</b> <b>Close Reading: Use Details to Determine the Theme of a Poem</b> RL.4.2 5. Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement L.3.1 Phonics & Word Study Resource Book: Lesson 1	<b>7. "Dust Dance"</b> <b>Close Reading: Understand Figurative Language</b> Add to the Blueprint L.4.5 Phonics & Word Study Resource Book: Lesson 2	<b>9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</b> RI.4.9 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3	<b>12. "They Were My People"</b> <b>Analyze Assonance and Alliteration in a Poem</b> RL.4.4 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher's guides. RL.4.10</li> <li>Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Combine Text and Multimedia Elements</b> C.4.4/C.4.2	<b>6. Write a Multimedia Presentation: Include Formatting To Aid Comprehension</b> C.4.4	<b>8. Write a Multimedia Presentation: Rehearse the Presentation</b> C.4.4	<b>11. Write a Multimedia Presentation: Give the Presentation</b> C.4.4	<b>13. Write a Multimedia Presentation: Evaluate the Presentation</b> C.4.4
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit progress-monitoring assessment at the end of the week.				



# Week 1 Comprehensive Literacy Planner

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

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons (30–45 MIN.)</b>	<p><b>1. Introduce the Knowledge Focus: The Power of Electricity</b></p> <p><b>Introduce the Blueprint</b></p>	<p><b>4. "Power Restored in India" Explain How an Author Uses Reasons and Evidence to Support Points in a Text</b></p> <p>RI.4.8</p>	<p><b>7. "Power Restored in India" Interpret Information Presented Visually</b></p> <p><b>Begin the Blueprint</b></p> <p>RI.4.7</p>	<p><b>10. "Benjamin Franklin" First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge of Early Innovators</b></p> <p>RI.4.10</p>	<p><b>13. "Benjamin Franklin: The Dawn of Electrical Technology" Explain Events, Ideas, or Concepts in a Scientific Text</b></p> <p>RI.4.3</p>
	<p><b>2. "Power Restored in India" First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge of Electricity</b></p> <p>RI.4.10</p>	<p><b>5. Adding Endings with Spelling Changes and Reading Big Words Strategy</b></p> <p>RF.4.3</p>	<p><b>8. Grammar in Context: Use the Progressive Tense: Past, Present, and Future</b></p> <p>L.4.1</p>	<p><b>12. "Benjamin Franklin" Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases</b></p> <p><b>Add to the Blueprint</b></p>	<p><b>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b></p>
			Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides. RI.4.10</li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Confering</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Set Personal Learning Goals</b> Read Independently	<b>Read Independently</b>	<b>Begin the Blueprint</b> Read Independently	<b>Add to the Blueprint</b> Read the Vocabulary Practice Text	<b>Create a Questionnaire: Step 1, p. 10</b> Read Independently
<b>Writing Lessons (15 MIN.)</b>	<b>3. Write a Cinquain: Introduce the Genre</b> C.4.3	<b>6. Write a Cinquain: Understand the Cinquain Form</b> C.4.3	<b>9. Write a Cinquain: Brainstorm Ideas for a Cinquain</b> C.4.3	<b>11. Write a Cinquain: Evaluate Ideas to Narrow the Focus</b> C.4.3	<b>14. Write a Cinquain: Develop Ideas Through Freewriting</b> C.4.3
<b>Independent Writing &amp; Confering</b>	Provide time for independent writing and peer and teacher-student confering. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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 <i>RI.4.10</i>	
Comprehension to Build Knowledge	Explain How an Author Uses Reasons and Evidence to Support Points in a Text <i>RI.4.8</i>	✓
	Interpret Information Presented Visually <i>RI.4.7</i>	✓
	Identify Key Details and Determine the Main Idea <i>RI.4.2</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, Including Domain-Specific Vocabulary <i>L.4.4</i>	✓
Writing	Process Writing: Poetry <i>C.4.3</i>	✓
Grammar and Language	Order Adjectives in Sentences According to Conventional Patterns <i>L.4.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation-Volume <i>RF.4.4</i>	
	WS: Words with Final /əl/ and /ən/ Sounds <i>RF.4.3</i>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <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

Words with Final /əl/ and /ən/ Sounds	journal
	travel
	dazzle
	kitchen
	abdomen
	often
	identical
broken	

## Vocabulary

General Academic (Tier 2)	<p>“The Power of Electricity”</p> <p>preserve (12)</p> <p>particles (13)</p> <p>generator (14)</p> <p>transmitted (14)</p> <p><b>malfunctions (14)</b></p> <p>obstructed (14)</p> <p>complex (14)</p> <p>developing (16)</p> <p>renewable (16)</p> <p><b>domino effect (15)</b></p> <p><b>continuous (13)</b></p> <p><b>faulty (15)</b></p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p>
	Domain-Specific (Tier 3)	

**Making Meaning with Words**

Word	My Definition	My Sentence

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

# Week 2 Comprehensive Literacy Planner

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

Phonics and Word Study  
Comprehension  
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Lessons</b> (30–45 MIN.)	<b>1. “The Power of Electricity”</b> <b>First Reading: Apply Metacognitive &amp; Fluency Strategies to Build Knowledge of Electricity</b> RI.4.10	<b>4. “The Power of Electricity”</b> <b>Identify Key Details and Determine the Main Idea</b> RI.4.2	<b>7. “The Power of Electricity”</b> <b>Grammar in Context: Order Adjectives in Sentences</b> L.4.1	<b>10. “The Power of Electricity”</b> <b>Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text</b> RI.4.8	<b>12. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</b> RI.4.9
	<b>2. Words with Final /əl/ and /ən/ sounds and Reading Big Words Strategy</b> RF.4.3	<b>5. “The Power of Electricity”</b> <b>Build Vocabulary: Determine the Meaning of Domain-Specific Words and Phrases</b> L.4.4  Phonics & Word Study Resource Book: Lesson 1 RF.4.3	<b>8. “The Power of Electricity”</b> <b>Close Reading: Interpret Information Presented Visually</b> RI.4.7  Phonics & Word Study Resource Book: Lesson 2 RF.4.3	<b>Add to the Blueprint</b>    Phonics & Word Study Resource Book: Lesson 3 RF.4.3	<b>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading <u>behaviors</u> and <u>strategies</u> using small-group texts and teacher’s guides. RI.4.10</li> <li>Build <u>fluency</u> using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Create a Questionnaire: Step 2, p. 18</b> Read Independently
<b>Writing Lessons</b> (15 MIN.)	<b>3. Write a Cinquain: Draft the Poem</b> C.4.3	<b>6. Write a Cinquain: Use Strong, Vivid Verbs and Alliteration</b> C.4.3	<b>9. Write a Cinquain: Revise to Strengthen the Poem</b> C.4.3	<b>11. Write a Cinquain: Use a Checklist to Edit a Poem</b> C.4.3	<b>13. Write a Cinquain: Use Keyboarding Skills to Publish a Poem</b> C.4.3 C.4.4
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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 <b>RI.4.10</b>	
	Fix-Up: Read More Slowly and Think About the Words <b>RI.4.10</b>	
Comprehension to Build Knowledge	Explain How an Author Uses Reasons and Evidence to Support Points in a Text <b>RI.4.8</b>	✓
	Explain Events, Ideas, or Concepts in a Scientific Text <b>RI.4.3</b>	✓
	Integrate Information from Two Texts to Speak Knowledgeably on a Topic <b>RI.4.9</b>	✓
	Analyze Humor and Rhyme in a Poem <b>RL.4.4</b>	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases, Including Domain-Specific Vocabulary <b>L.4.4</b>	✓
Writing	Reflect on Writing <b>C.4.1/4.2/4.3</b>	
Grammar and Language	Choose Words and Phrases to Convey Ideas Precisely <b>L.4.3</b>	✓
Foundational Skills: Word Study and Fluency	<b>WS: Introduce Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear)</b> <b>RF.4.3</b>	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <b>1UP 4</b>	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation <b>1UP 4</b>	

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

<p><b>Introduce Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear)</b></p>	<p>paragraph migrate biography venue permit invented audience immigrant</p>
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## Vocabulary

<p><b>General Academic (Tier 2)</b></p>	<p><b>“Two Forgotten Electrical Inventors”</b></p> <p>nominated (20) devoted (20) revolutionary (20) immigrated (21) efficient (21) rival (22) competitors (21) adjustment (23) prominent (24) projection (23) sputtering (23)</p>	<p><b>“The Simplicity of Electricity”</b></p> <p>simplicity (28) invention (28)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p>																																	
<p><b>Domain-Specific (Tier 3)</b></p>	<p><b>“Two Forgotten Electrical Inventors”</b></p> <p>electrical engineering (20) alternating current (21)</p>		<p><b>Making Meaning with Words</b></p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		

# Week 3 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/Language Lessons</b> (30–45 MIN.)	<p><b>1. “Two Forgotten Electrical Inventors”</b> First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Learn About Electrical Inventors RI.4.10</p> <p><b>2. Introduce Latin and Greek Roots</b> ven, migr, graph, mit, aud and Review the Reading Big Words Strategy RF.4.3</p>	<p><b>4. “Two Forgotten Electrical Inventors”</b> Close Reading: Explain Events, Ideas, or Concepts in a Scientific Text RI.4.3</p> <p><b>5. Language in Context: Choose Words to Convey Ideas Precisely</b> L.4.3</p> <p>Phonics &amp; Word Study Resource Book: Lesson 1 RF.3</p>	<p><b>7. “Two Forgotten Electrical Inventors”</b> Close Reading: Explain How an Author Uses Reasons and Evidence to Support Points in a Text Add to the Blueprint RI.4.8</p> <p>Phonics &amp; Word Study Resource Book: Lesson 2 RF.3</p>	<p><b>9. Close Reading: Integrate Information from Two Texts to Speak Knowledgeably on a Topic</b> RI.4.9</p> <p><b>10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b></p> <p>Phonics &amp; Word Study Resource Book: Lesson 3 RF.3</p>	<p><b>12. “The Simplicity of Electricity”</b> Analyze Humor and Rhyme in a Poem RL.4.4</p> <p><b>14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives</b></p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. RI.4.10</li> <li>Build fluency using the reader’s theater scripts and Reader’s Theater Handbook lessons. RF.4.4</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<b>Read Independently</b>	<b>Read the Vocabulary Practice Text</b> Read Independently	<b>Add to the Blueprint</b> Read Independently	<b>Create a Questionnaire: Step 3, p. 26</b> Read Independently	<b>Write to Demonstrate Knowledge</b>
<b>Writing Lessons</b> (15 MIN.)	<b>3. Reflect on Narrative Writing</b> C.4.3	<b>6. Reflect on Informative/ Explanatory Writing</b> C.4.2	<b>8. Reflect on Opinion Writing</b> C.4.1	<b>11. Prepare to Share Writing</b>	<b>13. Share Writing</b>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
<b>Assessment</b> ✓	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.				