

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 1: Government in Action | | | | | | | | | | |
|------------------------------|------|-------------------|---------------------------------------|------------------------------------|--------|-----------------------------------|----------------------------------|---|--|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational | |
| | | | | | | | | Word Study and Spelling | Fluency | |
| 1 | 1 | Short Read 1 | Solving Problems | Informational Text: Social Studies | 910 | 4-ESS3-2 | 4.5.1 4.5.2 4.5.3 4.5.4 | <ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) Analyze An Author's Evidence (RI.4.2, RI.4.8, RI.4.10) Interpret Graphic Features: Sidebars, Charts, and Photos (RI.4.7) Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Draw Inferences from Story Details (RL.4.1, RL.4.2, RL.4.3) Use Genre Features to Compare and Contrast Texts on Same Topic (RI.4.10, RI.4.9) | <ul style="list-style-type: none"> Long a (VCe, ai, ay, ei, ea) and Short a (RF.4.3a, L.4.2d) | |
| | | Short Read 2 | The First Town Meeting | Literary Text: Science Fiction | 800 | | | | | |
| | | Word Study Read 1 | Saving Yellowstone | Informational Text: Social Studies | 880 | | | | | |
| | 2 | Extended Read 1 | The State Government and its Citizens | Informational Text: Social Studies | 930 | | | <ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) Refer to the Text When Answering Questions About Informational Texts (RI.4.1) Close Reading: Draw Inferences Using Text Examples (RI.4.1) Close Reading: Interpret Graphic Features and Make Connections to the Text (RI.4.7) Close Reading: Integrate Information from Two Texts (RI.4.9) | <ul style="list-style-type: none"> Long e (VCe, ea, ee, ey, y, ie, e) and Short e (RF.4.3a, L.4.2d) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) Inflection/Intonation-Pitch (RF.4.4b) Phrasing-Units of Meaning in Complex Sentences (RF.4.4c) |
| | | Word Study Read 2 | Fifty States Plus | Informational Text: Social Studies | 890 | | | | | |
| | 3 | Extended Read 2 | Stanley's Release | Literary Text: Realistic | 740 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Refer to the Text When Answering Questions About Literary Texts (RL.4.1) Close Reading: Draw Inferences from Story Details (RL.4.1, RL.4.3) Integrate Information from Two Texts to Understand Story Details (RI.4.1, RI.4.9) | <ul style="list-style-type: none"> Long o (VCe, oa, ow, oe, o) and Short o (RF.4.3a, L.4.2d) | |
| Word Study Read 3 | | Go, Botoño! | Literary Text: Science Fiction | 660 | | | | | | |

| Writing | Speaking and Listening | Language | | |
|--|--|---|---|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Read and Analyze a Narrative Prompt (W.4.5) Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9b) Plan a Journal Entry (W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b) Draft a Journal Entry (W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5) Revise and Edit (W.4.3d, W.4.4, W.4.5, W.4.10) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> | <ul style="list-style-type: none"> Correct Capitalization (L.4.2a) | <ul style="list-style-type: none"> Use Context Clues to Define Words (L.4.4a, L.4.4c) | <p><u>Conventions of English</u></p> <ul style="list-style-type: none"> Quotation marks (5) <p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Connecting words or phrases (1) Prepositional phrases (2) Past and present tense verbs (7, 13) Subject-verb agreement (8) Nouns and relative pronouns (10) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4) Homophones (14) Word meanings (9) Language choice (12) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Read and Analyze an Informative/Explanatory Prompt (W.4.5, W.4.8) Reread to Find Text Evidence (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9b) Plan an Informative/Explanatory Text (W.4.2a, W.4.4, W.4.5, W.4.9b) Draft an Informative/Explanatory Text (W.4.2a, W.4.2e, W.4.4, W.4.5) Revise and Edit (W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.10) | <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | <ul style="list-style-type: none"> Punctuate Quotations (L.4.2b) Capitalize Proper Nouns (L.4.2a) | | |
| <ul style="list-style-type: none"> Read and Analyze an Opinion Prompt (W.4.8, W.4.9a) Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) Plan an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.9a) Draft an Opinion Text (W.4.1a, W.4.1b, W.4.1d, W.4.4) Revise and Edit (W.4.1, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Combine Sentences (L.4.1f) Punctuate Dialogue in a Text (L.4.2b) | <ul style="list-style-type: none"> Close Reading: Use Word Knowledge to Understand Story Events (L.4.4a) | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 2: Characters' Actions and Reactions | | | | | | | | | | |
|---|------|---------------------------|---|------------------------------------|--------|-----------------------------------|------------------|--|---|---|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational | |
| | | | | | | | | Word Study and Spelling | Fluency | |
| 2 | 1 | Short Read 1 | The Gnat and the Lion and The Gnat and the Bull | Literary Text: Fable | 860 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Describe Characters Drawing on Details in Text (RL.4.1, RL.4.3) Make Connections Between a Story and a Read-Aloud Play (RL.4.5, RL.4.7) Compare and Contrast Fables and Fairy Tales (RL.4.2, RL.4.9, RL.4.10) | <ul style="list-style-type: none"> Long i (VCe, igh, y, ie, i) and Short i (RF.4.3a) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) |
| | | Short Read 2 | Snow White Meets the Huntsman | Literary Text: Fairy Tale | 910 | | | | | |
| | | Word Study Read 1 | Melamut the Crocodile | Literary Text: Animal Fantasy | 780 | | | | | |
| | 2 | Extended Read 1 | Come Away, Come Away! | Literary Text: Fantasy | 930 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Make Inferences About Story Characters (RL.4.1, RL.4.3) Close Reading: Make Connections Between a Story and a Visual Presentation (RL.4.3, RL.4.7) Close Reading: Compare and Contrast Characters from Different Stories (RL.4.1, RL.4.3, RL.4.9) | <ul style="list-style-type: none"> Long u (VCe, ue, ew, u) and Short u (RF.4.3a) | <ul style="list-style-type: none"> Speed/Pacing—Fast Pausing—Short Pause (RF.4.4b) |
| | | Word Study Read 2 | Peter, the Wild Boy | Informational Text: Social Studies | 780 | | | | | |
| | 3 | Extended Read 2 | How Dorothy Saved the Scarecrow | Literary Text: Fantasy | 930 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Make Connections Between a Text and a Movie (RL.4.1, RL.4.7) Close Reading: Make Connections Between a Story and a Visual Presentation (RL.4.7) Analyze Genre (RL.4.3, RL.4.10) Compare and Contrast Topics in Two Texts (RL.4.9) | <ul style="list-style-type: none"> Closed Syllable Patterns (RF.4.3a) | |
| Word Study Read 3 | | The Wonderful World of Oz | Informational Text: Language Arts | 990 | | | | | | |

| Writing | Speaking and Listening | Language | | |
|--|---|---|--|---|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Read and Analyze a Narrative Prompt (W.4.5, W.4.8, W.4.9a) Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) Plan a Narrative Text: Dialogue (W.4.3, W.4.4, W.4.5, W.4.8, W.4.9a) Draft a Narrative Text: Dialogue (W.4.3b, W.4.4, W.4.5, W.4.9a, W.4.10) Revise and Edit (W.4.3, W.4.4, W.4.5, W.4.10) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | <ul style="list-style-type: none"> Informal Language (L.4.3c) Punctuate Dialogue in a Text (L.4.2b) | <ul style="list-style-type: none"> Identify Key Events and Summarize (L.4.5b) Understand and Use Words That Signal States of Being (L.4.4a, L.4.4c) Figurative Language: Similes (L.4.4, L.4.5) | <p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Connecting words or phrases (1, 8) Adjectives (2) Adverbs (13) Modal auxiliaries (15) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4) Homographs (9) Homophones (14) Similes (5) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Read and Analyze an Informative/Explanatory Prompt (W.4.5, W.4.8, W.4.9a) Reread to Find Text Evidence (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9a) Plan an Informative/Explanatory Text (W.4.2, W.4.4, W.4.5, W.4.9a) Draft an Informative Text: Strong Introductions (W.4.2a, W.4.4, W.4.5, W.4.9a) Revise and Edit (W.4.2, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Produce Complete Sentences (L.4.1f) Check and Correct Spelling (L.4.2d) | <ul style="list-style-type: none"> Understand and Use Words That Signal States of Being (L.4.4a, L.4.4c, L.4.6) | |
| <ul style="list-style-type: none"> Read and Analyze an Opinion Prompt (W.4.5) Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) Plan an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.9a) Draft an Opinion Text: Strong Introduction (W.4.1a, W.4.4) Revise and Edit (W.4.1, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Use Interrogative Pronouns (L.4.1a) Spell Grade-Appropriate Words (L.4.2d) | | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 3: Observing Nature | | | | | | | | | | |
|--------------------------|------|-------------------|--|--|--------|-----------------------------------|------------------|--|--|---|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational | |
| | | | | | | | | Word Study and Spelling | Fluency | |
| 3 | 1 | Short Read 1 | A Bird's Free Lunch | Narrative Nonfiction: Personal Essay | 870 | 4-LS1-2 | | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) Identify Genre Features: First-Person Literary Essay (RI.4.6, RL.4.10) Identify and Summarize Key Events (RL.4.1, RL.4.2, RL.4.10) Compare and Contrast First Person Narrative Points of View (RI.4.9, RL.4.6) | <ul style="list-style-type: none"> Open Syllable Patterns (RF.4.3a) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) |
| | | Short Read 2 | The Shimerdas | Literary Text: Realistic | 880 | | | | | |
| | | Word Study Read 1 | The Birdseed Thief | Literary Text: Realistic | 770 | | | | | |
| | 2 | Extended Read 1 | Being In and Seeing Nature: The Writings of John Burroughs | Narrative Nonfiction: Personal Essay | 1020 | | | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) Identify Genre Features: Poetry (RL.4.5, RL.4.10) Close Reading: Analyze Figurative Language (RL.4.4) Integrate Information from Two Texts (RL.4.6, RI.4.1, RI.4.9) | <ul style="list-style-type: none"> Vowel Team Syllable Patterns (RF.4.3a) | <ul style="list-style-type: none"> Expression-Characterization/Feelings (RF.4.4b) Speed/Pacing-Variation (RF.4.4b) Read with Accuracy, Appropriate Rate, and Expression (RF.4.4b, RF.4.4c) |
| | | Word Study Read 2 | Waiting for Spring | Informational Text: Social Studies | 880 | | | | | |
| | 3 | Extended Read 2 | Birches and In Summer | Literary Text: Narrative Poetry/Lyric Poem | NP | | | <ul style="list-style-type: none"> Read and Respond to a Poem (RL.4.1, RL.4.2, RL.4.5, RL.4.10) Close Reading: Compare a Poem to a Photograph (RL.4.7, RL.4.10) Close Reading: Analyze Differences Between Prose and Poetry (RL.4.5) | <ul style="list-style-type: none"> Vowel-r Syllable Patterns (RF.4.3a) | |
| Word Study Read 3 | | Birch Bark Canoes | Informational Text: Social Studies | 890 | | | | | | |

| Writing | Speaking and Listening | Language | | |
|---|---|--|---|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Analyze a Guiding Research Question (W.4.7, W.4.8, W.4.9b) Evaluate Print Sources (W.4.7, W.4.8, W.4.9b) Evaluate Online Sources (W.4.6, W.4.7, W.4.8, W.4.9b) Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8, W.4.9b) Take Notes on Index Cards (W.4.6, W.4.7, W.4.8) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | <ul style="list-style-type: none"> Determine and Clarify Meanings of Vocabulary and Idioms (L.4.4a, L.4.4c, L.4.5b) Use Key Words to Search for Relevant Sources (L.4.4c) Close Reading: Analyze Figurative Language (L.4.5a) | <ul style="list-style-type: none"> Context clues (1) Suffixes (4) Prefixes (9) Compound words (14) Word choice (7) Metaphors (12) | <p><u>Conventions of English</u></p> <ul style="list-style-type: none"> Commas (10) <p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Verbs and verb phrases (1, 11) Prepositional phrases (2) Pronoun-antecedent agreement (3) Adjectives (5) Transition words (8) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Context clues (1) Suffixes (4) Prefixes (9) Compound words (14) Word choice (7) Metaphors (12) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Analyze a Research Prompt (W.4.7) Evaluate Print Sources (W.4.7, W.4.8) Evaluate Online Sources (W.4.6, W.4.7, W.4.8) Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) Take Notes on Index Cards (W.4.6, W.4.7, W.4.8) | | <ul style="list-style-type: none"> Analyze Figurative Language (L.4.5) Close Reading: Determine and Clarify Meaning of Idioms (L.4.4a, L.4.5b) | | <ul style="list-style-type: none"> Close Reading: Understand Figurative Language to Determine the Theme (L.4.5) |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 4: Understanding Different Points of View | | | | | | | | | | |
|--|------|-------------------|---------------------|------------------------------------|--------|-----------------------------------|------------------|---|--|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | Foundational | |
| | | | | | | | | Literary and Informational Standards Focus | Word Study and Spelling | Fluency |
| 4 | 1 | Short Read 1 | Here Boy | Literary Text: Realistic | 970 | 4-LS1-1 4-LS1-2 | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Analyze First-Person Narrative Point of View (RL.4.1, RL.4.6, RL.4.10) Draw Inferences About Characters in a First-Person Narrative (RL.4.1, RL.4.3) Analyze Third-Person Narrative Point of View (RL.4.1, RL.4.3, RL.4.6) Draw Inferences about Characters in a Third Person Narrative (RL.4.1) Compare and Contrast First-Person and Third-Person Point of View (RL.4.1, RL.4.6) | <ul style="list-style-type: none"> Compound Words (RF.4.3a) | |
| | | Short Read 2 | Waiting for Stormy | Literary Text: Realistic | 920 | | | | | |
| | | Word Study Read 1 | A Dog's Life | Literary Text: Animal Fantasy | 810 | | | | | |
| | 2 | Extended Read 1 | Quiet! | Literary Text: Realistic | 940 | | | <ul style="list-style-type: none"> Identify Key Story Details and Summarize (RL.4.1, RL.4.2, RL.4.10) Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Close Reading: Analyze Third Person Point of View (RL.4.1, RL.4.6) Close Reading: Contrast Narrative Points of View (RL.4.1, RL.4.6) | <ul style="list-style-type: none"> Vowel-C-e Syllable Patterns (RF.4.3a, RF.4.4c) | <ul style="list-style-type: none"> Expression–Anticipation/Mood Speed/Pacing– Slow (RF.4.4b) |
| | | Word Study Read 2 | Balto, A Heroic Dog | Informational Text: Social Studies | 870 | | | | | |
| | 3 | Extended Read 2 | My Breaking In | Literary Text: Animal Fantasy | 930 | | | <ul style="list-style-type: none"> Identify Key Details and Summarize (RL.4.1, RL.4.2, RL.4.10) Close Reading: Analyze Effects of First-Person Point of View (RL.4.1, RL.4.3, RL.4.6) Close Reading: Draw Inferences About Characters (RL.4.1, RL.4.3) Close Reading: Make a Judgment Using Text Evidence (RL.4.1, RL.4.3, RL.4.9) | <ul style="list-style-type: none"> Consonant-le Syllable Patterns (RF.4.3a) | |
| | | Word Study Read 3 | After Dark | Literary Text: Realistic | 770 | | | | | |

| Writing | Speaking and Listening | Language | | |
|---|---|---|--|---|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Use Precise Language (W.4.2d) Plan and Organize an Explanatory Text (W.4.5, W.4.8, W.4.9a) Vary Sentence Beginnings (W.4.2c) Draft an Explanatory Text (W.4.2b) Revise and Edit an Explanatory Text (W.4.2, W.4.4, W.4.5, W.4.10) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | <ul style="list-style-type: none"> Use Relative Adverbs (L.4.1a) Punctuate Dialogue in a Text (L.4.2b) | <ul style="list-style-type: none"> Use Precise Language (L.4.4c) | <p>Conventions of English</p> <ul style="list-style-type: none"> Exclamation points (2) <p>Grammar and Syntax</p> <ul style="list-style-type: none"> Noun-pronoun agreement (1) Verb tenses (5) <p>Vocabulary</p> <ul style="list-style-type: none"> Multiple-meaning words (4) Suffixes (9) Compound words (14) Sequence words (13) Word choice (8, 11) Figurative language (15) <p>Interact in Meaningful Ways</p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Use Sensory and Descriptive Words (W.4.3d) Plan and Organize a Narrative Text (W.4.3e, W.4.5, W.4.8, W.4.9a) Establish a Story's Tone (W.4.3a, W.4.4a) Draft a Narrative: Setting the Scene (W.4.3a, W.4.4, W.4.10) Revise and Edit a Narrative (W.4.3, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Progressive Verb Tenses (L.4.1b) Frequently Confused Words (L.4.1g) | <ul style="list-style-type: none"> Determine the Meaning of Figurative Language (L.4.4c, L.4.5a) Close Reading: Draw Inferences About Character (L.4.4a, L.4.4c) | |
| <ul style="list-style-type: none"> Incorporate Text Evidence (W.4.1b, W.4.5, W.4.9b) Plan and Organize an Opinion Text (W.4.5, W.4.8, W.4.9a) Engage Readers with a Strong Opening (W.4.1a, W.4.4, W.4.5) Draft an Opinion Text (W.4.1b, W.4.4, W.4.5, W.4.9a) Revise and Edit an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Using Relative Pronouns (L.4.1a) Punctuate Dialogue in a Text (L.4.2b) | <ul style="list-style-type: none"> Define Technical Vocabulary Using Descriptions in Context (L.4.4a, L.4.4c) | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 5: Technology for a Green Future | | | | | | | | | | | |
|---------------------------------------|------|-------------------------|--|-------------------------------------|--------|--|------------------|--|--|--|---------|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | Foundational | |
| | | | | | | | | Literary and Informational Standards Focus | | Word Study and Spelling | Fluency |
| 5 | 1 | Short Read 1 | The Hopeville Ledger: Town Tackles Energy Debate | Informational Text: Journalism | 790 | 4-ESS3-1 4-PS3-2 4-PS3-4 3-5-ETS1-1 3-5-ETS1-2 | 4.5 | <ul style="list-style-type: none"> Identify Key Details and Summarize (RI.4.1, RI.4.2, RI.4.10) Explain How Reasons and Evidence Support Points in a Text (RI.4.1, RI.4.8) Identify and Analyze the Features of a News Article (RI.4.5, RI.4.10) Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) Identify and Analyze the Features of an Opinion Text (RI.4.1, RI.4.8) Compare and Contrast Reasons and Evidence (RI.4.1, RI.4.8, RI.4.9) | <ul style="list-style-type: none"> Hard and Soft c, g (RF.4.3a) | | |
| | | Short Read 2 | The Hopeville Ledger Editorial Pages | Opinion Text: Letters to the Editor | 740 | | | | | | |
| | | Word Study Read 1 | Fossil Fuels: What's the Story? | Informational Text: Science | 810 | | | | | | |
| | 2 | Extended Read 1 | Green Transportation Solutions | Informational Text: Science | 980 | | | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.3, RI.4.10) Identify and Analyze a Problem and Solution Text Structure (RI.4.1, RI.4.5) Close Reading: Analyze Author's Purpose (RI.4.1) Close Reading: Explain How Reasons and Evidence Support Points in a Text (RI.4.1, RI.4.2, RI.4.8) Close Reading: Use Details to Integrate Information From Two Text (RI.4.1, RI.4.9) | <ul style="list-style-type: none"> r-Controlled Vowels (ar, or, oar, ore) (RF.4.3a, L.4.3c) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) Pausing-Full Stop Expression-Anticipation/Mood (RF.4.4b) | |
| | | Word Study Read 2 | The Solar Challenge | Literary Text: Realistic | 840 | | | | | | |
| | 3 | Extended Read 2 | Opinions About Green Transportation | Informational Text: Opinion Piece | 910 | | | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.3, RI.4.10) Evaluate Opinion Texts (RI.4.1, RI.4.8) Close Reading: Evaluate Evidence and Argument (RI.4.1, RI.4.7, RI.4.8) Close Reading: Compare Arguments and Evidence (RI.4.1, RI.4.2, RI.4.8, RI.4.9) Close Reading: Integrate Evidence and Arguments from Two Texts (RI.4.8, RI.4.9) | <ul style="list-style-type: none"> r-Controlled Vowels (er, ir, ur) (RF.4.3a) | | |
| Word Study Read 3 | | America's Greenest City | Informational Text: Opinion Piece | 830 | | | | | | | |

| Writing | Speaking and Listening | Language | | |
|--|--|---|--|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Develop Character's Voice Through Dialogue (W.4.3b) Plan and Organize a First-Person Narrative Scene (W.4.3a, W.4.3b) Combine Sentences for Fluency (W.4.3b, W.4.5) Draft a Narrative Opening Scene (W.4.3a, W.4.4) Revise and Edit (W.4.3, W.4.4, W.4.5, W.4.10) | Speaking and Listening Standards are addressed throughout the unit. | <ul style="list-style-type: none"> Adjective Order (L.4.1d) Commas in Compound Sentences with Coordinating Conjunctions (L.4.2c) | <ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a, L.4.4c) Identify and Analyze the Features of an Opinion Text (L.4.4c) | <ul style="list-style-type: none"> Conventions of English Quotation marks (2) Grammar and Syntax Conjunctions (5) Pronouns (8) Nouns from verbs (13) Adjectives (10) Text Structure Problem-Solution (6) Vocabulary Domain-specific (4) Greek and Latin roots (9) Suffixes (14) Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Use Domain-Specific Vocabulary (W.4.2b, W.4.3d) Plan and Organize an Informative Essay (W.4.2a, W.4.5, W.4.8, W.4.9b) Incorporate Quotations into the Text (W.4.2b) Draft an Informative Essay: Conclusions (W.4.2e) Revise and Edit (W.4.2, W.4.4, W.4.5, W.4.10) | Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects. | <ul style="list-style-type: none"> Use Modal Auxiliaries (L.4.1c) Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c) | | |
| <ul style="list-style-type: none"> Formal Voice (W.4.1) Plan and Organize an Opinion Essay (W.4.1a, W.4.5, W.4.8, W.4.9b) Use Connecting Words and Transition Words (W.4.1c) Draft an Opinion Essay: Conclusions (W.4.1d) Revise and Edit an Opinion Essay (W.4.1, W.4.4, W.4.5, W.4.10) | | <ul style="list-style-type: none"> Use Prepositional Phrases (L.4.1e) Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c) | | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 6: Confronting Challenges | | | | | | | | | |
|--------------------------------|------|--|----------------------------|------------------------------------|--------|-----------------------------------|------------------|--|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational |
| 6 | 1 | Short Read 1 | Rabbit and Coyote | Literary Text: Trickster Tale | 880 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Use Text Evidence to Make Inferences about Characters (RL.4.1, RL.4.3) Determine the Story Theme (RL.4.1, RL.4.2) Identify and Analyze Quests in a Literary Text (RL.4.1, RL.4.3) Use Text Evidence to Compare and Contrast the Treatment of Similar Themes (RL.4.1, RL.4.2, RL.4.3, RL.4.9) | <ul style="list-style-type: none"> Adverb Suffixes -ly, -ily, -ways, -wise (RF.4.3a) |
| | | Short Read 2 | The Valiant Little Tailor | Literary Text: Folktale | 750 | | | | |
| | | Word Study Read 1 | Chi Li and the Serpent | Literary Text: Legend | 820 | | | | |
| | 2 | Extended Read 1 | Molly Whuppie | Literary Text: Fairy Tale | 820 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.3, RL.4.10) Find Evidence to Evaluate a Text (RL.4.1, RL.4.3) Close Reading: Analyze Genre Features (RL.4.1) Close Reading: Make Judgments about a Character (RL.4.1, RL.4.3) Close Reading: Compare and Contrast the Treatment of Similar Themes (RL.4.1, RL.4.2, RL.4.9) | <ul style="list-style-type: none"> ōō and öö (oo, ew, ould, ull) (RF.4.3a) |
| | | Word Study Read 2 | Kate Shelley: A Young Hero | Informational Text: Social Studies | 850 | | | | |
| | 3 | Extended Read 2 | Hercules' Quest | Literary Text: Myth | 940 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) Close Reading: Make Inferences Based on a Character's Actions (RL.4.1, RL.4.3) Close Reading: Make Inferences About an Author's Point of View (RL.4.1) Close Reading: Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures (RL.4.1, RL.4.2) | <ul style="list-style-type: none"> Adjective Suffixes -ful, -ous, -ible, -able, -some (RF.4.3a) |
| Word Study Read 3 | | Paul Bunyan and the Troublesome Mosquitoes | Literary Text: Tall Tale | 830 | | | | | |

| Writing | Speaking and Listening | Language | | | |
|--|--|---|---|--|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) | |
| <ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.4.7) Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) Evaluate Your Research Findings (W.4.7, W.4.8) | Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects. | <ul style="list-style-type: none"> Use Context Clues to Define Unfamiliar Words (L.4.4a) | Grammar and Syntax <ul style="list-style-type: none"> Noun-pronoun agreement (1) Subject-verb agreement (15) Noun phrases (13) Preposition phrases (5) | Vocabulary <ul style="list-style-type: none"> Sequence words (2) Suffixes (4, 14) Homophones (8, 9) Synonyms (10) | |
| <ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.4.7) Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) Evaluate Your Research Findings (W.4.7, W.4.8) | | | | | Interact in Meaningful Ways <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.4.7, W.4.8) Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8, W.4.9a) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) Evaluate Your Research Findings (W.4.7, W.4.8) | | | | | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 7: Developing a Nation | | | | | | | | | | | |
|-----------------------------|------|-------------------|--|--|--------|-----------------------------------|--|---|---|---|---|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | Foundational | |
| | | | | | | | | Literary and Informational Standards Focus | | Word Study and Spelling | Fluency |
| 7 | 1 | Short Read 1 | The Open Road | Informational Text: Social Studies | 760 | 4-ESS2-1 | 4.1.3 4.3.2 4.3.3 4.4.1 4.4.2 4.4.3 | <ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10, RI.4.1, RI.4.2) Understand and Analyze Text Structure: Chronology (RI.4.5) Interpret Graphic Features: Time Lines (RI.4.3, RI.4.7) Analyze Evidence Quotes and Historical Photographs (RI.4.7, RI.4.8) Compare and Contrast Two Texts on the Same Topic (RI.4.9) | <ul style="list-style-type: none"> /ou/ and /oi/ (RF.4.3a) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) | |
| | | Short Read 2 | Dust Bowl Refugees | Informational Text: Social Studies Literary Text: Song Lyrics | 800 | | | | | | |
| | | Word Study Read 1 | Black Sunday: An Eyewitness Account | Narrative Nonfiction: Firsthand Account | 860 | | | | | | |
| | 2 | Extended Read 1 | Building the Transcontinental Railroad | Informational Text: Social Studies | 900 | | | 4.4.1 4.4.2 4.4.3 | <ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10) Analyze Text Structure: Comparison (RI.4.5) Draw an Inference from a Chronological Text (RI.4.1, RI.4.3, RI.4.5) Close Reading: Interpret Graphic Features to Understand the Text (RI.4.7) Integrate Information from Two Texts (RI.4.9) | <ul style="list-style-type: none"> Prefixes trans-, pro-, sub-, super-, inter- (RF.4.3a, L.4.4b) | <ul style="list-style-type: none"> Pausing—Short Pause Speed/Pacing—Varied (RF.4.4b) |
| | | Word Study Read 2 | The Pony Express | Informational Text: Social Studies | 880 | | | | | | |
| | 3 | Extended Read 2 | The Oregon Trail | Informational Text: Social Studies | 1010 | | | 4.4.3 | <ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10) Close Reading: Use a Firsthand Account to Explain Historical Details (RI.4.3, W.4.10) Close Reading: Analyze Quotes and Historical Photographs (RI.4.7, RI.4.8) Close Reading: Analyze Two Texts on the Same Topic (RI.4.9) | <ul style="list-style-type: none"> Homophones (RF.4.3a, RF.4.4c, L.4.1g) | <ul style="list-style-type: none"> Use Precise Language (W.4.2d, W.4.5) Plan and Organize an Opinion Essay (W.4.1b, W.4.5) Vary Sentence Structure and Style (W.4.5) Draft an Opinion Essay (W.4.1a, W.4.1b, W.4.1d, W.4.4) Revise and Edit an Opinion Essay (W.4.1, W.4.4, W.4.5, W.4.10) |
| | | Word Study Read 3 | The Oregon Trail Diary | Narrative Nonfiction: Diary | 800 | | | | | | |

| Writing | Speaking and Listening | Language | | |
|--|--|--|--|---|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Use Descriptive Details to Establish a Setting (W.4.3a, W.4.3b, W.4.3d) Plan and Organize a Narrative Letter (W.4.5) Use Time Order Words (W.4.3a, W.4.3c) Draft a Letter: Review of Narrative Writing (W.4.3d, W.4.3e, W.4.4) Revise and Edit a Narrative Letter (W.4.4, W.4.5, W.4.10) | <ul style="list-style-type: none"> Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects. | <ul style="list-style-type: none"> Use Punctuation for Effect (L.4.3b) Use Prepositional Phrases (L.4.1e) | <ul style="list-style-type: none"> Use Synonyms and Antonyms to Build Vocabulary (L.4.4a, L.4.5c) | <ul style="list-style-type: none"> Grammar and Syntax <ul style="list-style-type: none"> Verb tense (1) Subordinate clauses (2) Prepositional phrases (5) Noun-pronoun agreement (8) Adjectives (13) Adverbs (15) Text Structure <ul style="list-style-type: none"> Cause and Effect (7) Vocabulary <ul style="list-style-type: none"> Transition words (3) Compound words (4) Domain-specific vocabulary (9) Word choice (12) Synonyms and Antonyms (14) Interact in Meaningful Ways <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Use Words and Phrases to Link Ideas (W.4.2c) Plan and Organize an Informative Essay (W.4.2, W.4.5, W.4.8) Use Formal English (W.4.2) Draft an Informative Essay (W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4) Revise and Edit an Informative Essay (W.4.4, W.4.5, W.4.10) | <ul style="list-style-type: none"> Use Precise Language (W.4.2d, W.4.5) Plan and Organize an Opinion Essay (W.4.1b, W.4.5) Vary Sentence Structure and Style (W.4.5) Draft an Opinion Essay (W.4.1a, W.4.1b, W.4.1d, W.4.4) Revise and Edit an Opinion Essay (W.4.1, W.4.4, W.4.5, W.4.10) | <ul style="list-style-type: none"> Use Precise Language (L.4.3a) Produce Complete Sentences and Correct Fragments (L.4.1f) | <ul style="list-style-type: none"> Understand Words, Using Synonyms (L.4.4c, L.4.5c) | <ul style="list-style-type: none"> Correctly Use Frequently Confused Words (L.4.1g) Recognize and Correct Run-Ons (L.4.1f) |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 8: Earth Changes | | | | | | | | | | |
|-----------------------|------|-------------------|---|--|--------|-----------------------------------|------------------|---|--|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational | |
| | | | | | | | | Word Study and Spelling | Fluency | |
| 8 | 1 | Short Read 1 | Earthquakes | Informational Text: Science | 1030 | 4-ESS2-2 4-ESS3-2 | 4.1.3 | <ul style="list-style-type: none"> Identify Key Details and Answer Text-Dependent Questions (RI.4.1, RI.4.2, RI.4.3, RI.4.10) Identify and Describe Cause and Effect Text Structure (RI.4.1, RI.4.3, RI.4.5) Interpret Graphic Features: Maps, Diagrams, Photos (RI.4.7) Identify Key Events and Summarize (RI.4.1, RI.4.2, RI.4.10) Identify Genre Features: Firsthand Accounts (RI.4.6) Compare and Contrast Firsthand and Secondhand Accounts (RI.4.5, RI.4.6, RI.4.9) | <ul style="list-style-type: none"> Negative Prefixes de-, un-, in-, im-, dis- (RF.4.3a, L.4.4b) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) |
| | | Short Read 2 | The San Francisco Earthquake, 1906: An Eyewitness Account | Narrative Nonfiction: Personal Essay | 990 | | | | | |
| | | Word Study Read 1 | Tsunami! | Informational Text: Science | 820 | | | | | |
| | 2 | Extended Read 1 | Volcanoes | Informational Text: Science | 980 | | | <ul style="list-style-type: none"> Identify Main Ideas and Key Details (RI.4.1, RI.4.2, RI.4.10) Close Reading: Analyze Cause and Effect Text Structure to Understand Why Volcanoes Form (RI.4.1, RI.4.3, RI.4.5) Close Reading: Analyze Author's Purpose to Develop New Insights (RI.4.1, RI.4.3) Close Reading: Draw Conclusions from Two Texts (RI.4.1, RI.4.3, RI.4.9) | <ul style="list-style-type: none"> Greek and Latin Roots geo-, archae-, rupt- (RF.4.3a, L.4.4b, L.4.4c) | <ul style="list-style-type: none"> Inflection/Intonation–Volume Expression–Dramatic Expression (RF.4.4b) |
| | | Word Study Read 2 | The Mount St. Helens Volcano | Informational Text: Science | 860 | | | | | |
| | 3 | Extended Read 2 | Mount Vesuvius, 79 CE: Letter from Pliny the Younger | Narrative Nonfiction: Letter (Firsthand Account) | 880 | | | <ul style="list-style-type: none"> Identify Key Events and Summarize (RI.4.1, RI.4.2, RI.4.10) Review Genre Features: Firsthand Accounts (RI.4.1, RI.4.6, RI.4.9, RI.4.10) Close Reading: Interpret Information Presented Visually (RI.4.1, RI.4.7) Close Reading: Analyze Sensory Language to Draw Inferences (RI.4.1) Close Reading: Draw Conclusions from Firsthand and Secondhand Accounts (RI.4.1, RI.4.9) | <ul style="list-style-type: none"> Variant Vowel /ô/ (au, al, aw) (RF.4.3a) | |
| | | Word Study Read 3 | Escape from Pompeii | Literary Text: Historical Fiction | 760 | | | | | |

| Writing | Speaking and Listening | Language | | |
|---|---|--|---|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Introduce the Unit 8 Research and Writing Project (W.4.7) Pre-Search: Use Print Sources to Choose Research Topics (W.4.7, W.4.8) Pre-Search: Use Online Sources to Choose Research Topics (W.4.6, W.4.7, W.4.8) Evaluate Guiding Research Questions (W.4.7) Categorize Information and Identify Possible Sources (W.4.7, W.4.8) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | | <ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a, L.4.4c) | <p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Noun phrases (1) Adverbial phrases (5) Adjectives (13) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Sequence of Events (3) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic vocabulary (2) Prefixes (4) Multiple meaning words (8) Latin roots (9) Word choice (11) Sensory words (12) Compound words (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Take Notes: Paraphrase to Avoid Plagiarism (W.4.4, W.4.7, W.4.8, W.4.9b) Take Notes: Use Direct Quotations to Avoid Plagiarism (W.4.7, W.4.8, W.4.9b) Evaluate Your Research (W.4.7, W.4.8, W.4.9b) Plan Your Narrative Point of View (W.4.3a) Plan Your Firsthand Account (W.4.3a, W.4.3b, W.4.3c, W.4.5) | | <ul style="list-style-type: none"> Order Adjectives Within Sentences (L.4.1d) | | |
| <ul style="list-style-type: none"> Begin Firsthand Account (W.4.3a, W.4.4) Incorporate Research (W.4.3b, W.4.4, W.4.8, W.4.9b) Use Traditional Words, Phrases, and Clauses (W.4.3c, W.4.4) Use Concrete and Sensory Language (W.4.3c, W.4.3d, W.4.4) Bring Closure to the Narrative (W.4.3d, W.4.3c, W.4.4, W.4.6) | | | | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 9: Resources and Their Impact | | | | | | | | | | | |
|------------------------------------|------|-------------------|-----------------------------------|------------------------------------|--------|-----------------------------------|--|--|--|---|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | Foundational | |
| | | | | | | | | Literary and Informational Standards Focus | | Word Study and Spelling | Fluency |
| 9 | 1 | Short Read 1 | Seattle: Up and Down and Up Again | Informational Text: Social Studies | 910 | 4-ESS3-1 | 4.1.3 4.2.3 4.3.3 4.4.1 4.4.2 4.4.3 4.4.5 4.4.6 | <ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.4.2, RI.4.10) Analyze Cause and Effect Text Structure (RI.4.3, RI.4.5) Analyze How Reasons and Evidence Support Points in a Text (RI.4.8) Read and Respond to Poetry (RI.4.1, RI.4.2, RI.4.10) Identify Genre Features: Free Verse Poetry (RI.4.5, RI.4.10) Use Text Evidence to Compare and Contrast Texts on Similar Topics (RI.4.5, RI.4.6, RI.4.9) | <ul style="list-style-type: none"> Noun Suffixes -dom, -ity, -tion, -ment, -ness (RF.4.3a) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) | |
| | | Short Read 2 | Cesar: Si, Se Puede! Yes We Can! | Literary Text: Narrative Poem | NP | | | | | | |
| | | Word Study Read 1 | Dolores Huerta | Informational Text: Social Studies | 970 | | | | | | |
| | 2 | Extended Read 1 | Natural Resources and Workers | Informational Text: Social Studies | 1010 | | | 4.4.1 4.4.2 4.4.3 4.4.5 | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) Close Reading: Explain the Effects of an Event (RI.4.3, RI.4.5) Close Reading: Analyze How Reasons and Evidence Support Points in a Text (RI.4.8) Close Reading: Integrate Information from Two Texts on the Same Topic (RI.4.9) | <ul style="list-style-type: none"> Latin Roots mis ("send"), agri ("field"), duc/duct ("lead"), man ("hand") (RF.4.3a, L.4.4b) | <ul style="list-style-type: none"> Inflection/ Intonation–Stress (RF.4.4b) Phrasing– Units of Meaning in Complex Sentences (RF.4.4c) |
| | | Word Study Read 2 | John Henry | Literary Text: Tall Tale | 850 | | | | | | |
| | 3 | Extended Read 2 | Out of the Dust | Literary Text: Narrative Poem | NP | | | 4.4.2 4.4.3 | <ul style="list-style-type: none"> Identify and Summarize Key Story Events (RI.4.1, RI.4.2, RI.4.10) Close Reading: Analyze Author's Use of Poetic Language to Establish Setting (RI.4.3, RI.4.5) Close Reading: Analyze Key Details to Determine Theme (RI.4.2) Close Reading: Compare and Contrast Poetry (RI.4.5, RI.4.9) | <ul style="list-style-type: none"> Variation Vowel /âr/ (air, are, ear) (RF.4.3a, L.4.4b) | |
| | | Word Study Read 3 | Dust Storm Days | Literary Text: Historical Fiction | 850 | | | | | | |

| Writing | Speaking and Listening | Language | | |
|---|--|---|---|---|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) |
| <ul style="list-style-type: none"> Introduce the Unit 9 Research Project (W.4.7) Pre-Search: Use Online Sources to Choose Research Topics (W.4.6, W.4.7, W.4.8) Pre-Search: Interview Others to Choose Research Topics (W.4.7, W.4.8) Formulate and Evaluate Guiding Research Questions (W.4.7, W.4.8) Categorize Information and Identify Possible Sources (W.4.7, W.4.8) | <ul style="list-style-type: none"> Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects. | <ul style="list-style-type: none"> Interrogative Pronouns (L.4.1a) | <ul style="list-style-type: none"> Use Context Clues to Determine the Meaning of Foreign Language Phrases (L.4.4a, L.4.4c) | <ul style="list-style-type: none"> Grammar and Syntax Prepositional phrases (1) Vocabulary Academic vocabulary (2, 8) Suffixes (4) Context clues (5) Homophones (9) Word choice (12) Similes and metaphors (13) Homographs (14) |
| <ul style="list-style-type: none"> Note-Taking: Distinguish Important from Unimportant Information (W.4.7, W.4.8) Distinguish Objective from Subjective Sources of Information (W.4.8, W.4.7) Categorize Your Information (W.4.7, W.4.8) Evaluate Research: Quality and Thoroughness (W.4.7, W.4.8) Plan Your Informative Report (W.4.7, W.4.8, W.4.9b) | | | <ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a) | <ul style="list-style-type: none"> Interact in Meaningful Ways Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) |
| <ul style="list-style-type: none"> Write a Strong Introduction (W.4.2a, W.4.4, W.4.9b) Focus Sections on Main Ideas (W.4.2a, W.4.4, W.4.5, W.4.9b) Incorporate Research by Quoting and Paraphrasing Sources (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9b) Provide a Strong Conclusion (W.4.2a, W.4.2e, W.4.4, W.4.9b) Credit and List Your Sources (W.4.6, W.4.8, W.4.10) | | <ul style="list-style-type: none"> Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c) | <ul style="list-style-type: none"> Analyze Figurative Language: Similes and Personification (L.4.5a) | |

Benchmark Advance

Grade 4 Skills and Strategies

| Unit 10: The Power of Electricity | | | | | | | | | | | | | | |
|-----------------------------------|------|------------------------|--|--------------------------------|--------|-----------------------------------|------------------|--|---|--|-----|--|--|--|
| Unit | Week | Student Reads | Selection Title | Genre | Lexile | Next Generation Science Standards | CA-HSS Standards | Reading | | | | | | |
| | | | | | | | | Literary and Informational Standards Focus | Foundational | | | | | |
| | | | | | | | | Word Study and Spelling | Fluency | | | | | |
| 10 | 1 | Short Read 1 | Power Restored in India | Informational Text: Journalism | 850 | 4-PS3-2 4-PS3-4 4-ESS3-1 | 4.2 | <ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) Analyze Objective Point of View in Informational Text (RI.4.8) Analyze Subjective Point of View in Informational Text (RI.4.8) Analyze Author's Evidence: First-Hand and Second-Hand Accounts (RI.4.1, RI.4.6, RI.4.8) Compare Objective and Subjective Informational Texts (RI.4.9) | <ul style="list-style-type: none"> Adding Endings with Spelling Changes (RF.4.3a) | <ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.4.4a) | | | | |
| | | Short Read 2 | Benjamin Franklin: The Dawn of Electrical Technology | Informational Text: Science | 1060 | | | | | | 4.4 | <ul style="list-style-type: none"> Close Reading: Analyze Graphic Evidence (RI.4.7, RI.4.8) Close Reading: Analyze Objective Point of View in Informational Text (RI.4.8) Close Reading: Draw Conclusions from Two Texts on the Same Topic (RI.4.1, RI.4.9) | <ul style="list-style-type: none"> Words with Final /al/ and /an/ (RF.4.3a) | <ul style="list-style-type: none"> Expression-Characterization/Feelings Inflection/Intonation-Volume (RF.4.4b) |
| | | Word Study Read 1 | Blackout, 1965 | Literary Text: Realistic | 860 | | | | | | | | | |
| | 2 | Extended Read 1 | The Power of Electricity | Informational Text: Science | 880 | | 4.2 | <ul style="list-style-type: none"> Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2) | <ul style="list-style-type: none"> Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear) (RF.4.3a) | <ul style="list-style-type: none"> Expression-Characterization/Feelings Inflection/Intonation-Volume (RF.4.4b) | | | | |
| | | Word Study Read 2 | The Hoover Dam | Informational Text: Science | 890 | | | | | | | | | |
| | 3 | Extended Read 2 | Nikola Tesla: Electrifying Inventor | Informational Text: Science | 940 | | 4.2 | <ul style="list-style-type: none"> Identify Key Details and Summarize (RI.4.1, RI.4.2, RI.4.10) Analyze Subjective Point of View in an Informational Text (RI.4.8) Close Reading: Draw Inferences from Firsthand and Secondhand Evidence (RI.4.1, RI.4.6, RI.4.9) Close Reading: Identify Evidence to Support an Author's Point (RI.4.1, RI.4.8) Close Reading: Integrate Evidence From Two Texts to Form an Opinion (RI.4.1, RI.4.8, RI.4.9) | <ul style="list-style-type: none"> Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear) (RF.4.3a) | <ul style="list-style-type: none"> Expression-Characterization/Feelings Inflection/Intonation-Volume (RF.4.4b) | | | | |
| Word Study Read 3 | | A Night in Tesla's Lab | Literary Text: Realistic | 810 | | | | | | | | | | |

| Writing | Speaking and Listening | Language | | | | | | |
|---|---|--|---|---|--|--|--|--|
| | | Conventions of English | Vocabulary Acquisition | English Language Development (ESL) | | | | |
| <ul style="list-style-type: none"> Introduce the Unit 10 Research Project (W.4.7) Brainstorm Ideas to Formulate an Opinion (W.4.7, W.4.8) Pre-Search Online to Formulate an Opinion (W.4.6, W.4.7, W.4.8) Pre-Search with Print Sources to Formulate an Opinion (W.4.7, W.4.8) Develop an Opinion and Reasons Statement or Thesis (W.4.1a, W.4.7, W.4.8) | <p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.</p> | <ul style="list-style-type: none"> Analyze Author's Word Choice (L.4.6) | <ul style="list-style-type: none"> Apostrophes (8) Quotation marks (10) | <ul style="list-style-type: none"> Conventions of English Grammar and Syntax Text Structure Vocabulary Interact in Meaningful Ways | | | | |
| | | | | | <ul style="list-style-type: none"> Research to Support Reasons with Evidence (W.4.1b, W.4.7, W.4.8) Research to Refute an Opposing Opinion (W.4.7, W.4.8) Interviewing Sources: Generate Good Interview Questions (W.4.7, W.4.8) Evaluate Your Research (W.4.7, W.4.8) Plan Your Opinion Essay (W.4.1, W.4.5, W.4.9b) | <ul style="list-style-type: none"> Use Context Clues to Determine Domain-Specific Vocabulary (L.4.4a, L.4.4c) | <ul style="list-style-type: none"> Synonyms and antonyms (4) Word choice (7) Greek and Latin roots (9) Domain-specific vocabulary (14) | <ul style="list-style-type: none"> Cause and Effect (1) |
| | | | | | | | | |